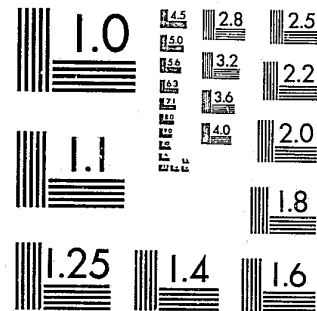


National Criminal Justice Reference Service



This microfiche was produced from documents received for inclusion in the NCJRS data base. Since NCJRS cannot exercise control over the physical condition of the documents submitted, the individual frame quality will vary. The resolution chart on this frame may be used to evaluate the document quality.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

Microfilming procedures used to create this fiche comply with the standards set forth in 41CFR 101-11.504.

Points of view or opinions stated in this document are those of the author(s) and do not represent the official position or policies of the U. S. Department of Justice.

National Institute of Justice
United States Department of Justice
Washington, D. C. 20531

10/20/83

U.S. Department of Justice
Federal Bureau of Investigation



EXECUTIVE SUMMARY

A Study of Factors Influencing the Continuing Education of Law Enforcement Officers



89095

Jay L. Chronister
Bruce M. Gansneder
John C. LeDoux
Edward J. Tully

JULY 1982

EXECUTIVE SUMMARY

of

A Study of Factors Influencing the
Continuing Education of Law Enforcement Officers

NCJRS

MAR 11 1983

ACQUISITIONS

A Cooperative Research Effort
Conducted by the Federal Bureau of Investigation Academy
and the Bureau of Educational Research,
School of Education, University of Virginia

Principal Investigators

Jay L. Chronister, Professor, Center for the Study
of Higher Education, University of Virginia
Bruce M. Ganseder, Associate Professor, Bureau of
Educational Research, University of Virginia
John C. LeDoux, Special Agent, Federal Bureau
of Investigation Academy
Edward J. Tully, Special Agent and Unit Chief,
Federal Bureau of Investigation Academy

U.S. Department of Justice
National Institute of Justice

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Public Domain/Federal Bureau of
Investigation/US Dept. of
Justice
to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.

June 1982

Acknowledgements

A study of the magnitude of the one reported in the following pages requires the cooperation and support of many individuals. The high response rate could not have been achieved without the cooperation of individual law enforcement officers in 283 police departments across the nation. Without the support of those officers and their supervisory personnel this study would not have been possible.

Numerous FBI personnel cooperated in the conduct of the study. Agents at the fifty-seven field offices assisted in dissemination of the survey instruments to departments which were included in the survey sample. Members of the Education/Communication Arts Unit of the FBI Academy as well as other FBI staff assisted with various stages of the research from the pilot study during the Fall of 1980 through the data collection phase in the Fall of 1981. Special thanks are given to Special Agents Henry H. McCaslin, Jr. and Ancil B. Sparks of the Education/Communication Arts Unit, Dan Lajewski, Learning Resource Center, FBI Academy, and the Training Coordinators of the various FBI Field Offices. The departmental sample utilized for the study was drawn by staff of the Uniform Crime Reporting Section of the FBI in Washington, D. C.

Four doctoral students of the School of Education at the University of Virginia served as research assistants on the study. Barbara Roehen-Renner provided important

contributions to the development of the research design, the survey instrument and the drawing of the research sample during the first year phase of the study. Walter Mallory has made major contributions to the overall methodology, data analysis, and report writing. Laurie Temple and Cynthia Wiles joined the staff during the second year of the study and have contributed to the data analysis and report writing. Without the commitment and enthusiastic support of these four individuals our task would have been more difficult to complete.

A final acknowledgement must be given to Judge William Webster, Director of the Federal Bureau of Investigation, Mr. James D. McKenzie, Assistant Director, Federal Bureau of Investigation and Dr. Michael Caldwell, Director of the Bureau of Educational Research at the University of Virginia for making resources available for the conduct of this study and for their support of the total endeavor.

Introduction

The purpose of this study was to determine those factors which municipal and county law enforcement personnel identify as influencing their decisions regarding pursuit of a college education. The study was limited to municipal and county law enforcement personnel since these officers represent the vast majority of American law enforcement officers. The study examined the relationship between two sets of variables. The first set of variables consisted of data concerning personal, work and college environmental factors. The second set of variables measured commitment to the pursuit of a four-year college degree by factors such as educational attainment and current enrollment in college.

Following a pilot study to test the research instrument, a national random sample of 353 police departments and sheriff's offices stratified by size of agency was obtained. The New York City Police Department was excluded from consideration due to the unique characteristics of the department. Within the selected departments a five percent (5%) random sample of officers was selected to complete a questionnaire (see Appendix A) examining attitudes toward college.

Numerous Presidential commissions and authors have suggested that law enforcement officers should obtain a baccalaureate degree. Likewise, a smaller number of researchers have examined the advantages and disadvantages of college educated officers. There is however, no comprehensive study which examines the

underlying factors which influence the pursuit of higher education by law enforcement officers. This study is thus significant to two groups. The first group consists of police administrators who desire to encourage their officers to pursue a college degree. The second group consists of college and university administrators who desire to attract law enforcement officers as students.

There are two major purposes of this report. First, to summarize descriptive data on the personal, professional and educational characteristics of American municipal and county law enforcement personnel. The second major purpose is to summarize the results of the study of factors which influence the decisions of law enforcement officers about pursuing a college education.

Background

In 1935, at the urging of then Attorney General Cummings, FBI Director Hoover directed the FBI to establish a National Training Program for police managers. The purpose of the program was to furnish local law enforcement managers with information on police management, law, and scientific technology. The program was named the FBI National Academy (FBINA). Because of limited resources, the FBI training programs never reached a wide audience within the police community. From 1935 to 1972 only 200 officers were trained annually in the National Academy Program. Since 1972, a total of 1,000 officers per year have participated in the National Academy Program. Since the first session of the FBINA (or National Academy) in

1935, and through the 127th Session which ended in December, 1981, 15,640 officers have graduated from the program.

The significance of the National Academy Program may be better understood by recalling that it was not until 1959 that California and New York became the first states to pass legislation which required that police officers receive training before assuming the duties of sworn law enforcement officers. While large police agencies operated their own relatively minimal training programs, many smaller agencies supplied no training.

The Omnibus Crime Control Act of 1968 authorized the Bureau to construct a new training complex at the United States Marine Corp (USMC) Base, Quantico, Virginia, for the purpose of providing training to local law enforcement personnel on a greatly expanded basis. Construction of the 28 million dollar facility was completed in 1972. The facility allowed the Bureau to expand the National Academy Program from 200 to 1,000 students per year and to increase training in specialized areas. The Academy was designed to house 700 students and this capacity was rapidly achieved, and is sustained to this day.

In planning to open the new FBI Academy, FBI administrators turned for guidance to the academic community in those matters concerning the structure and objectives of the training facility. Recognizing the trend in law enforcement to affiliate high quality training programs with institutions of higher learning, the FBI entered into an agreement with the University

of Virginia to affiliate the National Academy Program with the University. This relationship has proved in the last ten years to be mutually beneficial. The outstanding quality of the National Academy Program is widely recognized in both academic and law enforcement communities while the working arrangement with the Division of Continuing Education serves as a model example of an off-site adult education program.

Since its inception, the FBI Academy has pursued three distinct objectives, one of which was to conduct basic research in appropriate academic and operational areas, and thereafter disseminate this information to members of the law enforcement profession. In 1980, Jay Chronister and Bruce Gansneder, of the University of Virginia School of Education in concert with Edward Tully and John LeDoux, of the FBI Academy, submitted a joint research proposal which had two stated purposes, "... identify factors that law enforcement personnel report as influencing their decisions regarding enrollment in degree credit programs in colleges and universities, [and] ... to determine whether these factors and selected other factors predict degree work and degree attainment." To understand the significance of the study one must have some exposure to the literature dealing with law enforcement education and adult education.

Law Enforcement Education

If law enforcement training is considered to be minimal in the first half of the century, then law enforcement

education during that time would best be described as basically non-existent. No institution of higher education offered law enforcement courses as part of the regular undergraduate curriculum until 1929 (Prout, 1972). Only a relatively small number of programs were added in the ensuing decades.

In 1965, however, Congress enacted legislation creating the Office of Law Enforcement Assistance (OLEA) which was designed to funnel federal monies into the search for a solution to problems affecting law enforcement. After enactment of OLEA legislation, the number of institutions of higher learning offering programs to police jumped from 26 to 64 institutions.

In 1968, Congress enacted additional legislation entitled the Omnibus Crime Control and Safe Streets Act. This legislation established the Law Enforcement Assistance Administration (LEAA) to further assist the criminal justice community in understanding its role in our society. Funding for a wide variety of programs including technology, social research, and education were lavish. Of particular concern to police was the establishment within LEAA of the Law Enforcement Education Program (LEEP). LEEP was charged with the promotion and facilitation of law enforcement education programs. By 1972 the number of institutions of higher learning offering criminal justice programs rose to over 500. By that time, it was estimated that over 50,000 criminal justice personnel were attending college programs financed in part by federal

funding.

The need for college educated law enforcement officers has been expressed by national commissions (Presidents Commission on Law Enforcement and the Administration of Justice, 1967; National Advisory Commission on Criminal Justice Standards and Goals, 1973; National Commission on Law Observance and Enforcement, 1931) and many authors (Germann, 1967; Hoover, 1975; Leonard, 1971). One prevailing rationale for college educated police was the need to professionalize law enforcement (Lefkowitz, 1977). Education was seen as the instrument which would increase police efficiency, and at the same time make law enforcement more responsive to the needs of the general citizenry.

Studies of the value of college for police, however, have reached diverse conclusions. Some authors have suggested benefits associated with higher education for police (Guller, 1972; Jagiello, 1971; LeDoux, 1980; Lefkowitz, 1974; Sanderson, 1977; Smith, Lock, & Fenster, 1970), while other authors have failed to find support for college educated officers (Chevigny, 1969; Lefkowitz, 1971; Levy, 1967, 1973; McAllister, 1970; Weiner, 1976).

Adult Education

Although research on the factors influencing police officers to continue their education is scarce, the factors which motivate adults to participate in educational activities have been the focus of increasing research. Houle (1961), using a small sample of adult students, developed a typology of three

motivational types. Activity-oriented learners participate in learning primarily for the social contacts involved. Goal-oriented learners pursue education with specific objectives in mind, while learning-oriented persons pursue knowledge for knowledge's sake. Houle later proposed a fourth motivational type labeled the universal learner (Boshier, 1971). For these persons learning is such an integral part of their personality they have never partialled it out for conscious attention.

A number of researchers have also examined adult motivation for education. Sheffield (1964) identified five motivational clusters of factors. He noted that since personal orientations vary, no single cluster is generalizable to all adults.

Boshier (1971) identified six pertinent motivational factors for participation in educational activities. These factors were social welfare, social contact, other-directed professional advancement, intellectual recreation, inner drives for professional advancement, and social conformity.

Other researchers have developed categories of factors, which motivate adults to participate in education (Burgess, 1971; Cross, 1979; Morstain and Smart, 1977). Most such studies have utilized populations actively enrolled in education activities. However, Pollok (1979) sampled registered nurses who were enrolled in baccalaureate programs as well as those who were not enrolled.

While various motivational factors have been identified in the above cited studies there are certain commonalities. First, social factors such as a desire to meet new people may be a participation motivator. Second, pursuit of education to aid in reaching personal or professional goals is a rather pervasive motivator. Third, financial factors such as tuition costs may affect participation. And finally, convenience factors such as the geographic and time accessibility of colleges may influence participation.

Framework for the Study

The conceptual model that was defined to provide direction for the study was developed after an extensive review of the literature. A description of components of the research design and a simplified schematic of the model are presented in Figure 1.

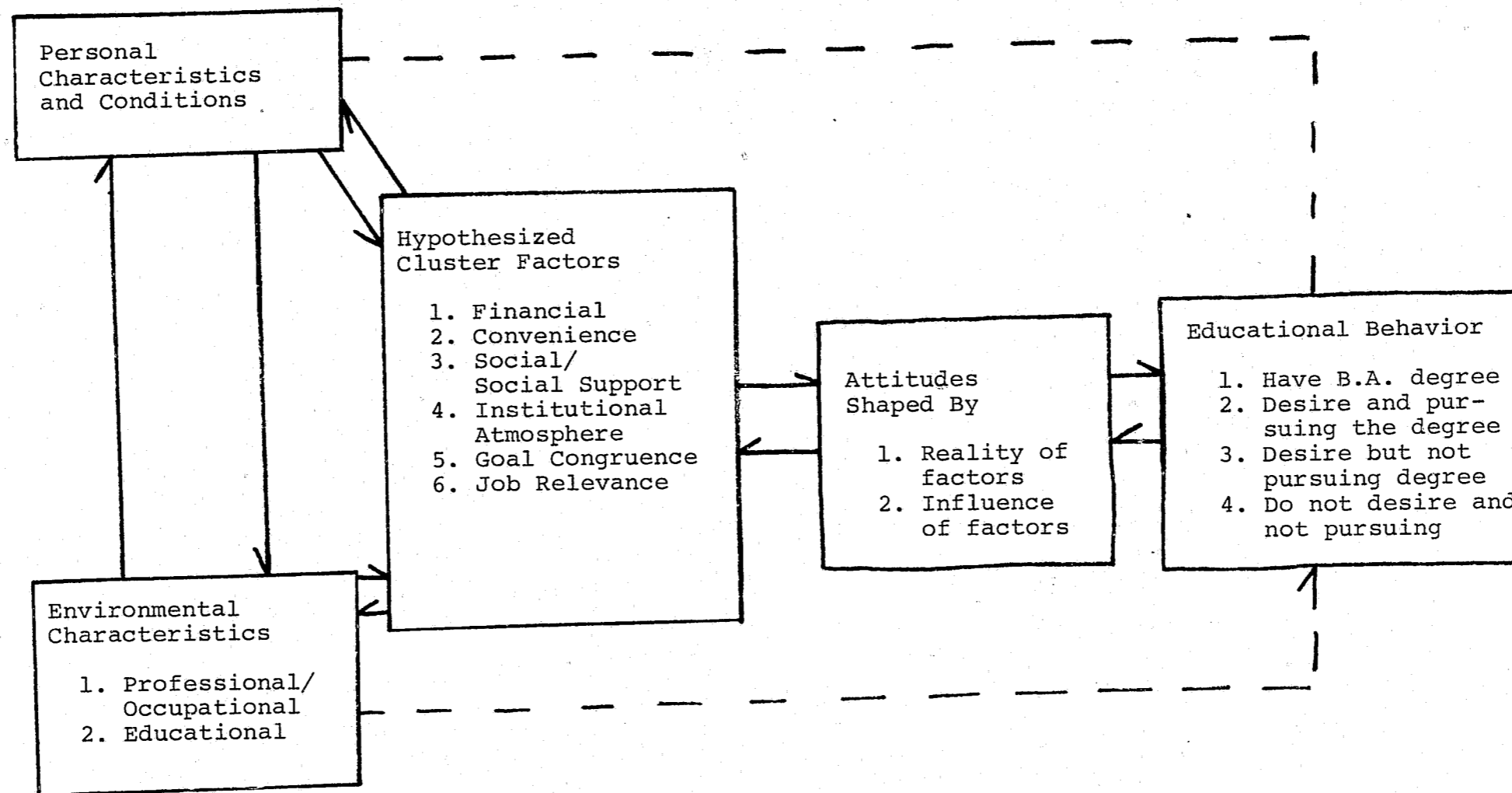


Figure 1. A Conceptual Model for Studying Factors Influencing the Decisions of Law Enforcement Officers' Pursuit of the Baccalaureate Degree.

The literature on adult education provided information on personal characteristics and demographic factors which have been found to be related to adult participation in educational activities. Age, race, sex, marital status, number of dependents, prior educational attainment, and financial condition are some of the factors which have been cited in the literature as related to participation.

A second major category of characteristics are what may be termed environmental characteristics or conditions. Such characteristics include the availability of desirable educational opportunities, and professional/occupational factors. From the review of the literature on law enforcement education it was possible to identify forces which have been instrumental in creating a professional environment conducive to increased personnel involvement in degree credit programs in higher education. These forces can be summarized as a thrust for increasing the stature of law enforcement as a profession, a desire to increase the effectiveness of police work, a significant growth in the number of college degree programs in law enforcement and criminal justice available pre-service and in-service personnel, and financial support to personnel for college enrollment.

Studies of adult motivation research provided information on factors which adults have cited as inhibitors or facilitators of adult participation from which six common clusters of factors were identified for use in the current study. These clusters were hypothesized to be influential in the decision-making of

law enforcement personnel regarding pursuit of the baccalaureate degree. The six clusters of factors were identified as: "Financial," "Convenience," "Social/Social Support," "Institutional Atmosphere," "Goal Congruence," and "Job Relevance."

It was also hypothesized by the authors of this study that the attitudes of officers toward pursuit of the degree and their educational behavior would be shaped by the "reality" of the hypothesized factors and the perceived "influence" of those factors. Accordingly, an attempt was made to assess both the existence (Reality) of each factor and the degree to which officers perceived that it influenced (Influence) their decision to enroll and not enroll in a degree program. Finally, it was hypothesized that the desire to attain the degree or actual attainment of the degree would be related to respondent characteristics, environment, influence factors, and attitude. Four Educational Attainment/Aspiration groups were identified: (1) Individuals who already held the degree, (2) individuals who desired the degree and were actively pursuing it, (3) individuals who desired the degree but were not pursuing it, and (4) individuals with no desire to achieve the degree.

Methodology

Development of the survey instrument proceeded from the conceptual framework described previously. A pilot instrument was administered to 210 law enforcement officers at the FBI Academy in October, 1980. On the basis of results of this pilot

test, the final instrument was developed. It had two parts. Part I requested data on the personal, professional and educational characteristics of the responding officers. Part II represented officers' perceptions of the existence and influence of 32 selected factors believed to influence the enrollment of adults in college degree programs (see Appendix A).

A stratified random sample of 353 police departments and sheriff's offices from all 50 states and the District of Columbia, was generated from the data base of the Uniform Crime Reporting Section of the Federal Bureau of Investigation. The departments and offices were stratified on the basis of the size of the agency. There were over 60,000 law enforcement officers in these 353 departments. Within each department a five percent (5%) random sample of officers was selected resulting in a total sample of 3280 officers and deputies. Departments with fewer than 30 officers received one survey resulting in some oversampling of smaller departments.

The surveys were distributed in May, 1981, to the Training Coordinators in 57 FBI Field Offices. The Training Coordinators distributed the surveys to each participating police department. The chief officer of each department, or his designee, drew the random sample of officers, administered, and collected the surveys. The surveys were then returned to the FBI Academy for delivery to the University of Virginia. At the University of Virginia, the surveys were processed and converted to card form for analysis.

Useable returns were received from 283 or 80 percent (80.2%) of the 353 departments and 2461 or 75 percent (75.3%)

of the 3280 officers. Over two-thirds (69.4%) of the departments returned 100 percent of the requested sample. Seventeen departments (5.0%) had an 80 to 99 percent return rate. Fifteen departments (3.9%) had a 50 to 79 percent return. Six departments (1.7%) had a ten to 49 percent return and 70 departments (19.8%) returned no instruments at all.

Return rate differed by size of department. Three hundred and ten of the departments sampled had 209 or fewer officers. A total of 629 surveys were requested from these departments and 602, or 96 percent (95.7%) were returned. The nine departments with 210 to 309 officers had a 60 percent (75 of 124) return rate. The six departments with 310 to 409 officers had a return rate of 79 percent (379 of 478). Finally, the 14 departments with more than 1000 officers had a return rate of 68 percent (1312 of 1941). The return rate by region for individual law enforcement officers was the lowest (63.99%) in Region 1, the Northeastern States, with Region 3, the Southern States, having the second lowest return rate (71.89%). The highest return rates were from Region 4 (83.76%), the Western States and from Region 2, the North Central States (77.06%).

Descriptive Data

This section includes descriptive statistics on personal characteristics, professional and occupational characteristics, educational attainment, and aspirations, and law enforcement officers' assessments of the "reality" and "influence" of factors which may affect their educational

attainment and aspirations.

Personal Characteristics

The average age of the respondents was 37 years (\bar{x} = 36.81). Nineteen percent (18.8%) were from 20 to 29 years of age, 49 percent (48.7%) were from 30 to 39 years of age, 32 percent were from 40 to 59 years of age and one percent were 60 years of age or older. Two thirds of the respondents were between 28 and 46 years of age.

The majority (78.1%) of the respondents were married. The remaining 22 percent were: single (10.5%), separated (2.4%), divorced (8.5%), or with a spouse deceased (.4%).

The majority (83.5%) of the respondents were white. Eleven percent (11.2%) were black, three percent (2.6%) were Chicano or Hispanic, and the remainder (2.7%) were Oriental (1.2%), American Indian (.3%) or "other" (1.2%).

Ninety-five percent (94.7%) were male and five percent (5.3%) were female. Fourteen percent (13.9%) had no dependents, 34 percent (34.1%) had one or two dependents, 43 percent (42.7%) had three or four dependents, and nine percent (9.3%) had five or more dependents.

Professional and Occupational Characteristics

Over one-half (60.2%) of the respondents identified themselves as patrol officers. Two percent (1.6%) were corporals, 16 percent (15.5%) were sergeants, eight percent (7.9%) were detectives, five percent (5.4%) were lieutenants, and two percent (2.4%) were captains. Personnel with ranks such as chief,

inspector, deputy sheriff, etc., are represented in the sample also.

The average number of years in law enforcement of respondents was 12 (12.33) with a median of eleven (11.14), and only one percent had less than one year. Forty-five percent (44.9%) had one to ten years, 40 percent (39.5%) had 11 to 20 years, and the remainder (14.6%) had more than 20 years.

When asked to indicate their job responsibilities, 11 percent (10.7%) indicated that they had more than one primary responsibility while 89 percent (89.3%) indicated that they had only one primary responsibility. Thirty-eight percent (38.2%) had patrol duty, 12 percent (12.0%) were on crime investigation, ten percent (10.1%) had staff or administrative duties, nine percent (9.1%) had supervisory duties, four percent (4.2%) had traffic duties, and less than one percent (.7%) were evidence technicians. An additional 14 percent (13.6%) had duties which did not fall into any of the above categories. These included canine corps, corrections, training, narcotics, etc.

Forty-two percent (41.8%) of the sample indicated that they rotated shifts while 58 percent (58.2%) did not. Twenty-four percent (23.7%) worked a regular 8-5 shift, 11 percent (11.3%) worked the morning shift, 11 percent (10.9%) worked an afternoon shift, and five percent (5.4%) worked the midnight shift. Seven percent (6.8%) had some "other" shift arrangement (e.g. split shifts). Of the 992 officers who indicated that they rotated shifts during the year, 14 percent

(14.0%) rotate from one to ten times a year, 28 percent (28.4%) rotate twelve times a year, and 33 percent (32.7%) rotate 13 times a year. The remaining 25 percent (25.0%) indicated they rotate 14 times or more per year.

Sixty-two percent (62.4%) of the officers indicated that they did not hold a second job. Thirty-four percent (33.7%) had a part time second job, while four percent (3.9%) had a full time second job.

When asked whether they intended to stay in law enforcement until retirement, 72 percent (71.9%) said yes, three percent (3.3%) said they would leave law enforcement, and 25 percent (24.8%) said they were undecided. Of those who said they would remain in law enforcement until retirement, 12 percent (12.4%) indicated that they would retire in five years or less. Sixteen percent (16.1%) indicated that they would retire in six to ten years, 15 percent (14.9%) in 11 to 15 years, 16 percent (16.2%) in 16 years to 20 years, and 14 percent (14.0%) indicated that it would be more than 20 years before retirement.

Educational Characteristics and Aspirations

With the emphasis upon increased educational preparation for law enforcement personnel espoused by a number of national commissions over the last 15 years, the educational aspirations and achievements of respondents is of particular interest. Twenty-one percent (20.7%) of the officers indicated that their highest level of educational attainment was the high school diploma. Fifteen percent (15.0%) had attended, but finished less

than one year of college, 20 percent (20.4%) had finished either the freshman year (6.9%) or the sophomore year (13.5%). Eleven percent (10.9%) had attained the associate degree, and the 32 percent (32.2%) had proceeded beyond two years of college. Twenty-three percent (23.3%) reported they had achieved at least the baccalaureate degree level. Ten percent (10.1%) had completed work beyond the baccalaureate degree including some graduate work (5.6%), master's degree (3.8%) or law degree or doctorate (.7%).

In response to a question regarding their plans to acquire the bachelor's degree, 23 percent (23.1%) indicated that they had obtained that degree, six percent (6.1%) indicated they planned to obtain the degree and were currently enrolled, 24 percent (24.3%) indicated they planned to obtain the degree but were not currently enrolled, and 47 percent (46.5%) indicated they would not pursue the degree.

A total of 565 (23%) officers provided information on the program major of the bachelor's degree they had completed. Fifty-six percent (55.8%) had majored in either criminal justice, police science, law enforcement or police administration. Thirty-two percent (31.6%) had majored in liberal arts or sciences while the remaining 13 percent (12.6%) had majored in some other field of study.

The major emphases of course work among those currently enrolled, those who plan to enroll, and those who have completed all planned courses was similar. Courses in criminal justice,

police science, law enforcement and police administration are favored by more than a two to one ratio over the liberal arts and sciences, the second ranked choice.

The geographic availability of college programs and the use of incentive pay to encourage college enrollment have been studied as inhibitors and facilitators of adult attendance in degree programs. The majority of respondents to this study indicated that officers in their department could not receive incentive pay for earning college credits (71.4%) and that they, themselves, did not receive incentive pay for earning college credits (83.4%). Twenty-nine percent (28.6%) said that officers in their department could receive incentive pay and 17 percent (16.6%) said that they had received incentive pay.

The majority (71.7%) of the respondents indicated that there were college programs leading to the bachelor's degree available that were of interest to them and which would permit enrollment on a part-time basis. Fifty-five (54.8%) of the respondents said that there was a bachelor's degree program no further than 10 miles away from their homes. Twenty-seven percent (26.7%) would have to travel 11 to 20 miles and 19 percent (18.5%) would have to travel 21 or more miles one way for such a program.

Reality and Influence Assessments

One of the purposes of this research project was an attempt to "identify factors that law enforcement personnel report as influencing their decision regarding enrollment in

degree credit programs in colleges and universities."

Information on responses to 32 items which have been grouped into the six clusters of variables which were hypothesized to influence enrollment in college for adults is presented in this section. The officers were requested to indicate to what degree the statements about the 32 factors (i.e. items) were true (Reality), and then to rate the degree to which the factor (i.e. item) influenced (Influence) their decision about enrolling in a college degree program. The response scale for "Reality Assessment" ranged from (1) "Strongly Agree" to (4) Strongly Disagree. The response scale for "Influence Assessment" ranged from (1) "Major Influence" to (4) "No Influence." The summary of the results below focuses on "Agreement" ("Strongly Agree" plus "Agree") or "Disagreement" ("Disagree" plus "Strongly Disagree") and "Influence" ("Major Influence" plus "Moderate Influence") or "No Influence" ("Slight Influence" plus "No Influence").

An analysis for each item indicates that on the average, respondents agreed most that: they have a desire to improve their mind ($\bar{R} = 1.49$)*; they need to learn more about law enforcement ($\bar{R} = 1.81$); taking college courses will provide an opportunity to meet new people ($\bar{R} = 1.82$); they wish to obtain a degree for personal reasons ($\bar{R} = 1.94$); college programs provide opportunities for self-directed learning ($\bar{R} = 1.97$);

* \bar{R} indicates mean Reality response.

college courses are available that would help them increase their leadership skills ($\bar{R} = 1.98$); it is important to meet people who are not in law enforcement ($\bar{R} = 1.99$); and, desirable part time college programs are available ($\bar{R} = 2.01$).

On the average, respondents indicated that five of the above eight factors were a major or moderate influence on their enrollment decision. Respondents indicated that their decision to enroll in a degree program was most influenced by the following: whether they had a desire to improve their mind ($\bar{I} = 1.73$)*; whether they wished to obtain a degree for personal reasons ($\bar{I} = 2.10$); whether they needed to learn more about law enforcement ($\bar{I} = 2.12$); whether college courses that would increase leadership skills were available ($\bar{I} = 2.29$); whether adequate funds were available to pursue college course work ($\bar{I} = 2.30$); whether desirable college courses were offered at a convenient location ($\bar{I} = 2.36$) and time ($\bar{I} = 2.37$); and whether college programs provided opportunities for self-directed learning ($\bar{I} = 2.39$).

On the average, respondents disagreed most and were least influenced by the following eight items: college course work of a bachelor's degree is a requirement for their current job ($\bar{R} = 3.34$; $\bar{I} = 3.36$) or increasing their job security ($\bar{R} = 3.03$; $\bar{I} = 3.12$); available college programs are not of the desired quality ($\bar{R} = 2.98$; $\bar{I} = 3.07$); they were apprehensive about pursuing a degree ($\bar{R} = 2.38$, $\bar{I} = 3.19$); college faculties

* I indicates mean Influence response.

are not open to ideas from the officer/student ($\bar{R} = 2.85$; $\bar{I} = 3.16$); they received support to continue their education from fellow officers ($\bar{R} = 2.85$; $\bar{I} = 3.13$) or from superior officers ($\bar{R} = 2.85$; $\bar{I} = 3.10$); and, other college students have a positive attitude toward the officer/student ($R = 2.75$; $I = 3.18$).

Inferential Analysis

Association Between Reality and Influence Assessments

Pearson correlation coefficients and chi square tests were conducted to determine the relationships between reality and influence assessments for each factor (i.e. item). Each of the chi squares and Pearson r's were statistically significant at least $p < .05$. In addition, all of the Pearson r's were positive except one. The one negative correlation was between reality and influence assessments with regard to the statement, "adequate financial resources are available for me to pursue college course work" ($r = -.08$, $p < .05$). Law enforcement officers who agreed that adequate financial resources were available tended to indicate that this did not influence their decision to enroll. In every other case if respondents agreed that a statement was true, they tended to indicate that it influenced their decision to enroll. For example, respondents who agreed that they receive encouragement from their family to continue their education tended to indicate that this influenced their decision while those who did not receive this encouragement from their family tended to indicate that this did not influence their decision.

Because of the large number of respondents and the large number of statistical tests it was useful to inspect the relative value of the Pearson r's. Eight items, including the Financial item above, had reality-influence assessment correlations of .26 or lower. Three of these were Convenience factors, three had to do with Institutional Atmosphere factors, and two were Financial factors. An inspection of crosstab tables indicated that for six of the eight cases, the low linear correlations were due to the fact that when officers responded either positively or negatively to the reality statement, they tended to indicate that this factor influenced their decision to enroll. This was true with the availability of financial resources, convenient time for courses, convenient location for courses, availability of a part time program, the attitude of faculty toward law enforcement officers. Respondents who agreed or disagreed that financial resources were available tended to indicate that this influenced their decision to enroll. Those who agreed or disagreed that the time was convenient tended to indicate that this influenced their decision to enroll. Law enforcement officers' decision to enroll is influenced if the location is convenient or inconvenient, if faculty attitudes are seen as positive or negative, and if students' attitudes are seen as positive or negative. The other two low linear correlations, "availability of the GI Bill or LEEP funds" ($r = .15, p < .001$) and "faculty are not open to ideas from law enforcement students" ($r = .26, p < .001$) did not fit this pattern.

Association Between Educational Attainment/
Aspiration and Geographic Personal and
Professional Characteristics of Law
Enforcement Officers

The North Eastern and Western regions had the highest level of educational attainment/aspiration among the respondents. Educational attainment was also associated with age, marital status, race, sex, and number of dependents of law enforcement officers. Educational attainment/aspiration was highest among young officers, females, single persons, those with no dependents, and non-caucasians.

The association between educational attainment/aspiration and size of department was not simple but, in general, the smallest (3 to 14 officers) and largest (410 or more officers) departments have the lowest educational attainment. Educational attainment/aspiration was associated with years in law enforcement, years to retirement, career plans, rank and current job but not with whether the officers held a second job. In general, educational attainment/aspiration was highest among those who have been in law enforcement a shorter period of time, were further away from retirement, were undecided about staying in law enforcement until retirement or planned to leave, were lieutenants, captains, majors, or chiefs, and those who had staff or administrative responsibilities. Finally, educational attainment/aspiration was highest among those who received incentive pay to go to school and those for whom it was possible to get incentive pay to go to school.

The Association Between Educational Attainment/
Aspiration and Law Enforcement Officers'
Perceptions of the Existence (Reality) and
Influence (Influence) of Selected Factors

Crosstabulations, chi squares, and Pearson correlation coefficients were determined to analyze the association between educational attainment/aspiration and each Reality and Influence assessment. Educational Attainment was statistically associated (Chi square, $p < .01$) with each of the 32 reality assessments and 30 of the 32 influence assessments. Educational attainments was not statistically associated with assessment of the influence of whether college course work or the degree is a requirement for the current job or with assessment of the influence of whether college faculties are not open to ideas from students who work in law enforcement. There was a statistically significant ($p < .01$) linear (Pearson r) relationship between educational attainment/aspiration and 29 of the 32 reality assessments. Educational attainment was not linearly related to reality assessments of whether college course work or the degree increases job security, the availability of higher quality programs, and the need to learn more about law enforcement. There was a statistically significant ($p < .01$) linear (Pearson r) relationship between educational attainment and 28 of the 32 influence assessments. Educational attainment/aspiration was not linearly related to influence assessments of the availability of GI Bill and LEEP funds, the interference of shift rotation with college classes, attitudes of college students toward students who are in law enforcement, and, the openness of college faculties to ideas

from students who work in law enforcement. The remainder of this summary focuses on the assessments that were statistically associated with educational attainment/aspiration.

Financial Factors. Officers who have or want the degree are more likely than other officers to agree that financial resources were available, that the degree or course work is a current job requirement, that the degree was needed for promotion, and that the degree increased job security. They were less likely to agree that the costs were too high. Degree holders were more likely to have had LEEP funds or the GI Bill than were those who did not have the degree. In general, officers who do not want the degree were more likely than those who want it or have it to indicate that the costs being too high and not having LEEP funds or the GI Bill influenced their decision about not enrolling. But they were less likely to cite the availability of financial resources, job promotion, or job security as influencing their decision about enrolling.

Convenience Factors. Officers who have or want the degree were more likely than officers who do not want the degree to agree that college courses are offered at a convenient time or location, that desirable part-time programs are available, and that shift rotation interferes with college class schedules. They were less likely to agree that college course work requires too much of their time. Officers who do have or want the degree are less likely than those who do not want the degree to cite the time requirements as influencing their decision about enrollment, but they are more likely to cite convenience of time or location,

the availability of programs, and the interference of shift rotation as influencing their decision about enrolling.

Social/Social Support Factors. Officers who have or want the degree were more likely than officers who do not want the degree to agree that they receive encouragement from their co-workers, superior officers and family to continue their education. They were also more likely to agree that college courses will give them an opportunity to meet new people who do not work in law enforcement. Finally, they were more likely to indicate that each of these factors influenced their decision to enroll in a degree program.

Institutional Atmosphere Factors. Officers who have the degree or want the degree were more likely than officers who do not want the degree to agree that college faculty members and students have a positive or encouraging attitude toward students who are law enforcement officers and that college allows an escape from the routine pattern of daily activities. Officers who have or want the degree were more likely than those who do not want the degree to indicate that the positive attitudes of students and the escape afforded from routine activities influenced their enrollment decision. Officers who have or want the degree are less likely than those who do not want the degree to agree that they are apprehensive about going to school and that college faculties are not open to ideas from students who work in law enforcement, and they were less likely to cite either as influencing their enrollment decision.

Personal Goals Factors. Officers who have or want the degree were more likely than those who did not want the degree, to agree that: they have a desire to improve their mind; they wish to obtain a degree for personal reasons; college programs provide opportunity for self-directed learning; programs of high quality are available; and, goals of college degree programs are similar to their own. They were also more likely to indicate that each of these influenced their enrollment decision.

Job Relevance Factors. Officers who have or want the degree were more likely than those who do not want the degree to agree that: they need to learn more about law enforcement; college courses will help them learn more about law enforcement; college courses are available that will help them increase their leadership skills, and, college programs are relevant to the problems they face on the job and to their future career plans in law enforcement. Officers who want or have the degree were also more likely to indicate that each of these influenced their decision to enroll.

Discriminant Analysis

A stepwise multivariate discriminate analysis was performed to determine whether a smaller subset of the seventy-eight variables could be identified which would discriminate among the four educational attainment/aspiration groups. Fifty-four variables were found to make a statistically significant contribution to the discriminant analysis. Two relevant discriminant functions were identified. The first function primarily discriminated between the officers who do not want a degree and the rest of the officers (i.e. those who want it or

have it). In general, those who do not want a degree are more likely than the rest of the officers to be older, a patrol officer, and more apprehensive about going to school. In addition, they are less likely to want a degree for personal reasons or be influenced to enroll in a degree program by the desire to get a degree for personal reasons. The second function primarily discriminated between those who are pursuing the degree or want to pursue the degree and those who don't want the degree or already have the degree. Those who are pursuing the degree or want to pursue the degree are more likely than the rest of the officers to have been in law enforcement for fewer years, not have the rank of lieutenant, major, captain or chief, and be undecided about staying in law enforcement or plan to leave. Also, it is more likely that the officer does not have GI Bill or LEEP funds, feels that college course work or the degree increases job security, is apprehensive about going to college, does not feel that college work or the degree is a requirement for the current job, thinks that courses desired are offered at a convenient time, receives encouragement from superior officers to continue getting education, and does not find the people met in college programs stimulating. Finally, non whites are overrepresented among these officers.

References

- Boshier, R. Motivational orientations of adult education participants: A factor analytic exploration of Houle's typology. Adult Education Journal, 1971, 21, 3-26.
- Burgess, P. Reasons for adult participation in group educational activities. Adult Education, 1971, 22, 3-29.
- Cheviqny, P. Police power: Police abuse in New York City. New York: Vintage Books, 1969.
- Cross, K. P. Adult learners: Characteristics, needs, and interests. In R. E. Peterson & Associates (Eds.), Lifelong learning in America. San Francisco: Jossey-Bass Publishers, 1979.
- Germann, A. C. Education and professional law enforcement. Journal of Criminal Law, Criminology and Police Science, 1967, 58, 603-609.
- Guller, I. D. Higher education and policemen: Attitudinal differences between freshmen and senior police college students. Journal of Criminal Law, Criminology, and Police Science, 1972, 63, 390-401.
- Hoover, L. T. Police educational characteristics and curricula. Law Enforcement Assistance Administration, U. S. Department of Justice, Washington, D. C.: U. S. Government Printing Office, 1975.
- Houle, C. O. The inquiring mind. Madison, WI: University of Wisconsin Press, 1961.
- Jagiello, R. J. College education for the patrolman - Necessity or irrelevance? Journal of Criminal Law Criminology and Police Science, 1971, 62, 114-121.
- LeDoux, J. C. The relationship between college education and open-closed mindedness for police officers in Alabama. Unpublished doctoral dissertation, Auburn University, 1980.
- Lefkowitz, J. Industrial-organizational psychology and the police. American Psychologist, 1977, 32, 346-364.
- Lefkowitz, J. Job attitudes of police. Law Enforcement Assistance Administration, U. S. Department of Justice, Washington, D. C.: U. S. Government Printing Office, 1971.
- Lefkowitz, J. Job attitudes of police: Overall description and demographic correlates. Journal of Vocational Behavior, 1974, 5, 221-230.

- Leonard, V. A. & Moore, H. W. Police organization and management (3rd ed.). Mineola, New York: Foundation Press, 1971.
- Levy, R. J. A method for identification of the high-risk police applicant. In J. R. Snibbe & R. M. Snibbe (Eds.), The urban policeman in transition. Springfield, Ill.: Charles C. Thomas, 1973.
- Levy, R. J. Predicting police failures. Journal of Criminal Law, Criminology and Police Science, 1967, 58, 265-275.
- McAllister, J. A. A study of the prediction and measurement of police performance. Police, 1970, 14, 58-64.
- Morstain, B. R. & Smart, J. C. A motivational typology of adult learners. Journal of Higher Education, 1977, 48, 665-679.
- National Advisory Commission on Criminal Justice Standards and Goals, Police. Washington, D. C.: U. S. Government Printing Office, 1973.
- National Commission on Law Observance and Enforcement, Report on police. Washington, D. C.: Government Printing Office, 1931.
- Pollok, C. S. Factors influencing registered nurse enrollment in baccalaureate nursing programs as reported by registered nurses in Virginia. Unpublished doctoral dissertation, University of Virginia, 1979.
- President's Commission on Law Enforcement and Administration of Justice. The challenge of crime in free society. Washington, D. C.: U. S. Government Printing Office, 1967.
- Prout, R. S. An analysis of associate degree programs in law enforcement. Journal of Criminal Law, Criminology, and Police Science, 1972, 64, 585-592.
- Sheffield, S. B. The orientations of adult continuing learners. In D. Solomon (Ed.), The continuing learner. Chicago: Center for the Study of Liberal Education for Adults, 1964.
- Smith, A. B., Locke, B. & Fenster, A. Authoritarianism in policemen who are college graduates and non-college graduates. Journal of Criminal Law, Criminology, and Police Science, 1970, 61, 313-315.
- Weiner, N. L. The educated policeman. Journal of Police Science and Administration, 1976, 4, 450-457.

APPENDIX A

LAW ENFORCEMENT OFFICER QUESTIONNAIRE

(You will not be identified as an individual in any way.)

PART I-PERSONAL DATA

DIRECTIONS: For the following questions, please provide the necessary information, either by placing a check mark in the parentheses to the left of the appropriate answer or by writing your answer in the blank provided.

- 1. Age: _____
(please specify)
- 2. Marital Status
 - 1. Single
 - 2. Married
 - 3. Separated
 - 4. Divorced
 - 5. Spouse deceased
- 3. Race/Ethnic Group
 - 1. White/Caucasian
 - 2. Black/Afro-American
 - 3. Chicano/Hispanic
 - 4. Oriental
 - 5. American Indian
 - 6. Other _____
(please specify)
- 4. Sex
 - 1. Male
 - 2. Female
- 5. Excluding yourself, how many dependents do you have? _____
(number of dependents)
- 6. Total number of years in law enforcement: _____
(number of years)
- 7. Rank
 - 01. Patrolman/Patrolwoman
 - 02. Corporal
 - 03. Sergeant
 - 04. Lieutenant
 - 05. Captain
 - 06. Major
 - 07. Chief
 - 08. Detective
 - 09. Inspector
 - 10. Other _____
(please specify)
- 8. My current job is primarily
 - 1. Traffic Duties
 - 2. Patrol Duties
 - 3. Crime Investigation
 - 4. Evidence Technician
 - 5. Records
 - 6. Supervisory Duties
 - 7. Staff or Administrative Duties
 - 8. Other _____
(please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

- 9. Do you routinely hold a second job?
 - 1. yes/full-time
 - 2. yes/part-time
 - 3. no
- 10. In the future, I plan to
 - 1. remain in the field of law enforcement until retirement in _____ years
(please specify)
 - 2. leave law enforcement before retirement to enter another field in _____ years
(please specify)
 - 3. undecided
- 11. Do you rotate shift/watch?
 - 1. Yes; please specify how often you personally rotate: _____
 - 2. No; please specify shift/watch you generally work:
 - 1. non-shift—regular daytime work hours (approximately 8-5)
 - 2. first shift (morning)
 - 3. second shift (afternoon)
 - 4. third shift (midnight)
 - 5. other _____
(please specify)
- 12. Highest educational level completed
 - 01. Less than high school
 - 02. High school
 - 03. Some college, but did not finish first year
 - 04. Freshman year
 - 05. Sophomore year
 - 06. Associate degree
 - 07. Junior year
 - 08. Bachelor's degree
 - 09. Some graduate work
 - 10. Master's degree
 - 11. Other _____
(please specify)
- 13. Do you plan to get a Bachelor's degree?
 - 1. I already have a Bachelor's degree
 - 2. Yes, I plan to get a Bachelor's degree in the future
 - 3. No, I do not plan to get a Bachelor's degree
- 14. Have you already earned a degree (Bachelor's or above)?
 - 1. No.
 - 2. Yes, and the major emphasis of my coursework was
 - a. criminal justice/police science/law enforcement/police administration
 - b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
 - c. other _____
(please specify)

PLEASE CONTINUE ON NEXT PAGE . . .

15. Are you currently taking college courses? (Please check YES or NO, and appropriate blanks.)
1. YES, and the major emphasis of my coursework is:
- a. criminal justice/police science/law enforcement/police administration
- b. liberal arts and sciences (social science, political science, public administration, humanities, natural sciences, etc.)
- c. other _____
(please specify)
2. NO, and
- a. I have *never* taken and do not plan to take any college courses
- b. I have *finished* taking all the college courses I plan to take. The major emphasis of my coursework was:
1. criminal justice/police science/law enforcement/police administration
2. liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
3. other _____
(please specify)
- c. I plan to take college courses in the future. The major emphasis of my coursework will be:
1. criminal justice/police science/law enforcement/police administration
2. liberal arts and sciences (social science, political science, public administration, humanities, natural science, etc.)
3. other _____
(please specify)

16. Do you plan to take *more* college courses?
1. No
2. Yes, while also working *full-time* as a police officer
3. Yes, while on *detached duty* with pay (for example, National Academy, Traffic Institute)
4. Yes, while working *part-time* as a police officer
5. Yes, while working *part-time* at a job other than at my police department
6. Yes, while working *full-time* at a job other than at my police department.
7. Yes, *without working* at any job.
17. Would you like to attend the FBI National Academy Program (a 3-month law enforcement professional development program, offered for 1,000 officers annually)?
1. Yes
2. No
18. Do you think you will have the opportunity to attend the FBI National Academy Program within the next three years?
1. Yes
2. No
19. Have you received incentive pay for earning college credits?
1. Yes
2. No
20. Can officers in your department receive incentive pay for earning college credits?
1. Yes
2. No
21. Are (were) college programs of interest to you leading to a Bachelor's degree available which permit enrollment on a *part-time* basis? (If you have finished your degree, answer this question as you would have when you were working on your degree.)
1. Yes
2. No
22. To enroll in a Bachelor's degree program of interest to you, how many miles from home would you (or did you) have to travel, *one way*? (If you have finished your degree, answer this question as you would have when you were working on your degree.) _____
(please specify)

PLEASE CONTINUE ON BACK OF THIS PAGE . . .

PART II

I. DIRECTIONS: A number of statements are presented below. Please respond to each of these statements in two different ways. First, indicate the degree to which you think the statement is true (Reality Assessment). Second, indicate the degree to which this factor influences or influenced your decision to enroll in a college degree program (Influence Assessment).

Some respondents have already completed a college degree. If you have already completed a Bachelor's degree or above, please make your ratings of "Reality Assessment" and "Influence Assessment" as you think you would have when you decided to complete the degree.

II. EXAMPLE:

Assessments							
Reality				Influence			
Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
1	2	3	4	1	2	3	4

The college in my area is too large.

If you strongly agree that the college in your area is too large, you would circle 1 in the Reality column, as shown. If, however, this does not (or did not) influence your enrollment you would circle 4 in the Influence column, as shown.

	Assessments							
	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
For a Bachelor's degree:								
1. Adequate financial resources are available for me to pursue college course work.	1	2	3	4	1	2	3	4
2. The financial cost of pursuing college course work is too high.	1	2	3	4	1	2	3	4
3. GI Bill and LEEP funds are not available to me.	1	2	3	4	1	2	3	4
4. College course work or a Bachelor's degree is necessary for promotion.	1	2	3	4	1	2	3	4
5. College course work or a Bachelor's degree is a requirement for my current job.	1	2	3	4	1	2	3	4
6. College course work or a Bachelor's degree increases my job security.	1	2	3	4	1	2	3	4
7. College courses I might desire are offered at a convenient time.	1	2	3	4	1	2	3	4
8. College courses I might desire are offered at a convenient location.	1	2	3	4	1	2	3	4
9. College work requires too much of my time.	1	2	3	4	1	2	3	4
10. Shift rotation interferes with college class schedules.	1	2	3	4	1	2	3	4
11. Part time college programs I might desire are available.	1	2	3	4	1	2	3	4
12. I receive encouragement from my police co-workers to continue my education.	1	2	3	4	1	2	3	4
13. I receive encouragement from my superior officers to continue my education.	1	2	3	4	1	2	3	4
14. I receive encouragement from my family to continue my education.	1	2	3	4	1	2	3	4

PLEASE CONTINUE ON NEXT PAGE . . .

	Assessments							
	Reality				Influence			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Major	Moderate	Slight	No
15. Taking college courses will give me an opportunity to meet new people.	1	2	3	4	1	2	3	4
16. It is important for me to meet people who do <i>not</i> work in law enforcement.	1	2	3	4	1	2	3	4
17. College faculty members have a positive or encouraging attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
18. Other college students have a positive attitude toward students who are law enforcement officers.	1	2	3	4	1	2	3	4
19. I am apprehensive about going to school for a Bachelor's degree.	1	2	3	4	1	2	3	4
20. College allows (will allow) an escape from the routine pattern of daily activities.	1	2	3	4	1	2	3	4
21. The people I meet in college programs are stimulating.	1	2	3	4	1	2	3	4
22. College faculties are not open to ideas from students who work in law enforcement.	1	2	3	4	1	2	3	4
23. I have a desire to improve my mind.	1	2	3	4	1	2	3	4
24. I wish to obtain a degree for personal reasons.	1	2	3	4	1	2	3	4
25. College programs provide opportunities for self-directed learning.	1	2	3	4	1	2	3	4
26. College programs available to me are not of the high quality I desire.	1	2	3	4	1	2	3	4
27. The goals of college degree programs are similar to my own.	1	2	3	4	1	2	3	4
28. I need to learn more about law enforcement.	1	2	3	4	1	2	3	4
29. College programs are relevant to the problems I face (or will face) on the job.	1	2	3	4	1	2	3	4
30. College courses will help me learn more about law enforcement.	1	2	3	4	1	2	3	4
31. College programs are relevant to my future career plans in law enforcement.	1	2	3	4	1	2	3	4
32. College courses are available that will help me increase my leadership skills.	1	2	3	4	1	2	3	4

Please use the space below for additional comments that you would like to make:

Please seal questionnaire in envelope provided and return to survey administrator.

END