

EDUCATION AND ITS EFFECTS ON POLICE OFFICER JOB PERFORMANCE:  
THE PERCEIVED VIEWS FROM BOTH CHATTANOOGA POLICE OFFICERS  
AND SOCIETY

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I am submitting a thesis written by Heather Stone entitled "Education and its Effects on Police Officer Job Performance: Perceived Views from Chattanooga Police Officers and Society". I have examined the final copy of the thesis and recommend that it be accepted in fulfillment of the requirements for the degree of Master of Science with a major in Criminal Justice.

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Dean, The University of Tennessee at Chattanooga

We have read this thesis and recommend its acceptance.

A Thesis

Presented for the

Master of Science in Criminal Justice

Degree

The University of Tennessee at Chattanooga

Accepted for the Graduate School

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Heather Stone

May 2004

To the Graduate Council:

*Acknowledgements*

I am submitting a thesis written by Heather Stone entitled "Education and Its Effects on Police Officer Job Performance: The Perceived Views From Both Chattanooga Police Officers and Society." I have examined the final copy of this thesis and recommend that it be accepted in partial fulfillment of the requirements for the degree Master of Science with a major in Criminal Justice.

I would like to thank Dr. [redacted] and Dr. [redacted] for their suggestions and support.

I would like to thank my family and friends who gave me the confidence and encouragement to make the completion of this thesis possible.

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Dr. Phyllis E. Berry, Chairperson

We have read this thesis and recommend its acceptance:

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**Abstract**

This study was designed to examine the relationship between a police officer's level of education and the perception of education on police officer job performance. Specifically, the researcher hypothesized that police officers with college degrees were perceived to perform their duties better than officer's without any college experience. In order to test this hypothesis, the researcher conducted a survey questionnaire which was administered to numerous police officers who work for the Chattanooga Police Department and civilians within the Chattanooga community. Overall, most of the respondents felt that officers should only be required to have a high school diploma (35.4%). According to statistical analysis, no significant relationship was found between level of education and perception of officer performance.

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# **Education and its Effect on Police Officer Job Performance: The Perceived Views from Both Chattanooga Police Officers and Society**

## **CHAPTER 1**

### **Introduction**

The purpose of this study is to determine the effects education has on the perception of police officer job performance in the city of Chattanooga. Before we discuss the research topic, it is important to first discuss why people desire to become police officers. Is it the fascination of crime and the thrill of danger that draws people to this job or is it the thought of being able to help people? Maybe it's the myth that police officers receive high income? Or is it the idea of being in a position of power and authority? Many officers would probably say that he or she became a police officer to help people and fight crime. However, the role of a police officer is much more complicated and encompasses much more than just fighting crime and helping people. An officer's role calls for them to enforce city and state laws, observe constitutional restraints on the exercise of governmental power, answer multiple calls which can sometimes average about 35 calls within an eight hour period, act as mediators for disorders and civil problems, and psychologists in situations such as those involving suicidal parties and rape victims, while at the same time responding to community demands.

Many individuals outside of the police department have misconstrued or false perceptions of the role of a patrol officer. Some may say that officers who work for the



Chattanooga police department are paid well, live the "high life" and have more/better privileges than a normal civilian. Also, it is said that the department has more than enough patrol officers on the streets. Why is it that society has these perceptions? One influence may be the media. The Chattanooga Times Free Press printed an article on September 11, 2003 focusing on the number of officers in the police department, the number of officers leaving the Chattanooga police department ("revolving door") and pay issues. The article was very misleading and inaccurate stating that a new Chattanooga police officer starts with a beginning salary of approximately \$34,211 per year and that the police department had more than 450 employees. According to the Chattanooga City Personnel Police Pay Plan for 2003-2004, a rookie officer starts out making only \$29,437 per year. In order to make up for the low income, officers must look for extra jobs or depend on overtime in order to be able to cover the cost of living. Therefore, it is not money that persuades an individual to become a police officer. Also, there are only about 400 employees working for the police department and fewer than half are actual patrol officers. The rest make up administration. With only about 177 patrol officers on the street handling all 911 calls in a city with a population of approximately 276,000, officers must work overtime in order to handle the call load, which could eventually lead to officers working twelve hour shifts. Also, many officers, approximately 50, have put in for transfers for various other police departments due to inner department conflicts and low pay.

What about power? Do officers really have power? In reality, what people believe is "power" is actually known as "officer discretion." Patrol officers must make multiple decisions on how to deal with certain situations which is considered "officer discretion." They must decide on whether or not to arrest, initiate emergency equipment, or he/she must decide whether or not the crime is serious enough to place one's life in danger of serious bodily injury or even death. By working with the police department, it is easy to see that it is not the administrators that control the department. It appears that society has much control over how the police department operates which in turn, gives society more power than anyone else in the police department, including the chief. They determine how much police officers are paid and what policies officers must follow. Officers attend many neighborhood meetings in order to determine what changes need to be made, and what the public's concerns may be. Therefore, police officer job performance can possibly be based on public needs and wants. Since a police officer's role calls for him or her to enforce city and state laws, observe constitutional restraints on the exercise of governmental power, answer multiple calls, act as mediators and psychologists and respond to community demands and because officers are constantly in contact with the community when performing his or her patrol duties, one of the public's concerns, according to previous research, is for officers to have a level of education higher than a high school diploma or GED because the public that officers will be able to perform at a much higher standard.

This brings up the research question of whether or not police officers with a college degree have higher perceived performance levels in all areas of policing. Also,

do higher educated officers have more self-discipline, and better knowledge of job skills than those officers without a college degree? By conducting this research, I will attempt to answer these questions through a survey developed to test my hypothesis - "police officers with a college degree (two years and beyond) will have better perceived job performance than officers without a college degree." This survey will give perceived views of both the employees of the Chattanooga Police Department and the community in which patrol officers serve. Also, in the course of this study, it is imperative to determine if the community feels that a college degree should be required for potential job candidates and for job promotions within the Chattanooga police department, since many police departments now require some college education as part of their job requirements. The primary goal of this survey research, however, is to gain a better understanding of the relationship between education and police officer job performance and, in the process of determining this relationship, to gain a better understanding of the relationship between society and the police force and the different views both society and the Chattanooga Police Department have on raising the educational standards for law enforcement officers.

## CHAPTER 2

### Literature Review

The purpose of this study is to determine if police officers with a college degree (two years and beyond) have better perceived job performances than officers without a college degree. Previous research indicates that many people believe that police officers who have obtained a college degree are better able to perform their job because they are exposed to the disciplines of a college curriculum, which in turn gives them, according to Dennis Stevens (1999), a broader base of information for decision making, provides additional years of experience for increased maturity and instills responsibility through course requirements and achievements.

Daniel Bell (1979) recognizes the critical need for higher educated officers and describes the attitudes of observers inside and outside of the police profession toward the need for higher educated officers in today's sophisticated society. Bell argues that the inadequate preparation of police officers has contributed greatly to the existing crime problems and believes that police service will not improve until higher educational requirements are established for its personnel. Bell concludes that a four-year degree will motivate officers and lead to an increased awareness and competency in job performance which in turn will contribute to an increase in police effectiveness and performance of duties. Therefore, Bell's attitude toward higher levels of education and better job performance by police officers coincide with the idea that higher levels of education (two years of college and beyond) leads to the perception of increased job performance in the

field. A higher standard of education will give officers the knowledge and skills they need to respond efficiently and accurately to crime and the needs of society.

Carter and Sapp's (1992) article addresses the movement to require higher education for law enforcement. Both researchers feel that higher levels of education should be a requirement for both employment and promotion in law enforcement. They also feel that in order for policing to progress with changing times higher education is needed. Carter and Sapp share the same ideas as Stevens and Bell in that higher education leads to better decision making skills and communication skills and provides substantive knowledge and interpersonal skills which greatly enhances an officers' ability to provide quality, as well as equitable and efficient services to society. In conclusion, Carter and Sapp articulate how college educated officers are more effective decision makers, better service providers, better communicators and more motivated when performing their duties. Carter and Sapp clearly support the need for higher education for police officers.

Lester (1983) briefly touches on how education affects an individual's performance in the police academy. Lester explains education's role in predicting graduation from the police academy in that more educated recruits being more likely to graduate than less educated cadets. This is important because those who have a higher education level were able to perform better on tests, writing assignments, analytical thinking and quick decision making. They were also able to reason and communicate better and perform better in scenario situations. When the situation calls for fast reaction

and quick decision making, cadets with higher educational levels were able to make better decisions under stressful situations which require quick responses.

Kakar (1998) examines not only whether police officers' educational level is significantly associated with their perceptions of the quality of their performance but also illustrates society's attitude toward police performance and educational level. Kakar argues that police officers with a college education rated themselves significantly higher on dealing with extra work, angry citizens, stressful situations, ability to accept criticism and changes, ethical issues, leadership, responsibility, and problem-solving skills.

According to Kakar, the public believes that "contemporary police personnel in community policing are expected to better help redress and prevent crime, disorder and fear of crime through active multifaceted consultative and collaborative relationships with diverse community groups and public and private-sector institutions (p. 2)."

Carlan, Byxbe and Ferris (2000) share the same view as Kakar. They too, found that both citizens and the new generation of police officers have expectations toward more college-educated personnel within police departments. Carlan, Byxbe and Ferris revealed that college-educated officers are thought to be more understanding of human behavior, more sensitive to community relations, and hold a higher service standard according to both citizens and police officers. For their research, they examined three southern universities where students, who were both non-criminal justice (underclass students) and criminal justice majors (upper class students), were

administered a questionnaire that contained crime scenarios in which the students were to respond to. The researchers' purpose was to determine if police-oriented criminal justice majors would issue a more severe sentence when determining what they felt to be the appropriate punishment for a defendant convicted of auto theft and a defendant convicted of murder; secondly, to determine if greater exposure to college will be accompanied by "less severe sentencing"; and thirdly, if the sentencing will be "independent" of respondent and defendant social characteristics. In their analysis, they found that criminal justice majors were more punitive when they sentenced murder defendants. However, they found no significant difference between underclass respondents (non-Criminal Justice Majors) and upper class students (Criminal Justice Majors) with regards to who offered less severe sentences. Though this study pertains to college students within the criminal justice program and not police officers, the findings appear to support the idea that higher education does deliver an individual who is more understanding in community relations and illustrates better judgment when making decisions.

Further supportive research was reported by Roberg (1978) who illustrated how an advanced education helps an officer develop an "open belief system" and allows the officer to increase his/her job performance. Using the Pearson Product Moment correlation, Roberg hypothesized that higher education does lead to an increase in job performance. Roberg found that those officers with only a high school education had a mean job performance score of 56.13 while college graduates had a mean job performance score of 58.56. Roberg concluded that those patrol officers with college degrees had the most "open belief" systems and the highest levels of job performance,

which insinuated that college-educated officers were able to adapt better to the complex role of a police officer. Roberg's research clearly supports my hypothesis "police officers with a college degree (two year and beyond) will have better perceived job performance than officers without a college degree."

Looking at this topic from a different perspective, Son, Tsang, Rome and Davis (1997) examine race, age and gender of individuals and compare these characteristics to their attitudes of police performance and response as variables in the relationships between society and the police. Son, Tsang, Rome and Davis found that citizens do attribute the perceived lack of security in their neighborhoods to the incompetence of the police force. Those individuals who live in neighborhoods that they perceive as unsafe (40%) are more critical of police than are those who perceive their neighborhoods as safe (60%). The researchers also found that African-Americans were more dissatisfied and more mistrustful toward police than whites along with younger people who also held a negative view of police. In addition, males were more apt to be dissatisfied (10%) than females (6.5%) with police performance and response.

In another similar study by Reisig and Correia (1997) the focus is on citizen evaluations of police performance and how this affects their attitudes toward city police officers. This article, like the previous one, illustrates the effects of different factors (race, income level and gender) on citizen evaluations of police performance and also examines how police-citizen interactions affect the individual's attitude toward police. According to this article, those with less education who live in low income, high crime inner-city, minority neighborhoods, generally report less favorable evaluations for police



performance. Therefore, those who live in unsafe, high crime neighborhoods possess negative attitudes toward police performance of duties and responses. Also, white individuals tended to perceive police more positively than did non-whites. Women tended to view police as "service oriented" while males view police as "law enforcement oriented." Reisig and Correia argue that by officers initiating contact with parties, these individuals felt that they received less favorable treatment by police which, in turn, lowers the likelihood of favorable evaluations of police performance.

The authors of both articles illustrate that education is not always the main factor for how society judges police officer job performance. Though the articles do not compare the education of an officer to officer job performance, the articles do discuss how society perceives police officer job performance based on other factors including race, gender and income level of citizens. These demographics play an important role in determining how society perceives police officer job performance and both articles illustrate that we cannot use only the education of an officer to determine how well officers perform their duties. Researchers must consider all possible factors that might have an affect on how society perceives officer performance

Another very important point is made by Campbell (1992) noting that the magnitude of crime has risen to the point that more qualified personnel are necessary to cope with it. In today's society, criminals are becoming much more sophisticated and are developing ways to work around the law in order to avoid being convicted. Police officers, therefore, must develop and implement strategies in order to think ahead of criminals and the best way to do this is by obtaining a higher level of education. Higher

education gives officers more knowledge of the changing social conditions, understanding of human behavior and the ability to adapt to the ever-changing society. As the level of education for the general public increases, so too must the level for law enforcement. Travis (1995) states it best in his article *Education in Law Enforcement: Beyond the College Degree*: "Education has to be ongoing and better policing has to be a constant pursuit. Reaching the goal will span the entire career of the individual officer and part of the reason is that the dimensions of the crime problem have changed and will change again (p. 4)." Travis offers a few interesting points in his article concerning education as a means toward better policing. Not only does he feel that education is an important aspect of policing but he also argues that police departments should explore additional options that shape the experiences of recruits in their training and that the "paramilitary" structure of the academy should be replaced with one that more closely resembles an "institution of higher learning."

The idea of higher levels of education for promotions is illustrated by Truxillo, Bennett and Collins (1998). Truxillo, Bennett and Collins found that college education had a significant effect on promotions and supervisory positions. Though this research does not illustrate how educational level effects job performance on the streets, it does show that higher educated officers have developed skills necessary for job promotions, have developed and express a higher maturity level, a higher degree of professionalism and a higher degree of job knowledge. In a Task Force Report written in 1967, the article echoes the belief that training may be just as important as education. Training provides

the technical skills and attitudes for complex tasks and education instills the ability to predict and judge human behavior which appears to be more important than the former.

There are also other benefits to higher levels of education as shown by Cascio (1977). Cascio determined that higher levels of education tend to be associated with fewer injuries, fewer disciplinary actions from accidents, fewer preventable accidents, fewer sick days, and fewer physical force allegations. However, his findings illustrated that formal education appeared to be unrelated to any of the performance criteria and that intelligence can be ruled out as a "predictor" of performance. Cascio ruled out education, but not entirely, as a factor contributing to an increase in officer job performance and found that the motivational level of an officer had a more positive effect on performance than educational level and that both motivational levels and education should be considered in predicting police officer performance.

Miller and Fry (1976) took a different view. In their article, they examined the negative effects of increasing the educational requirements for law enforcement agencies. Miller and Fry developed an organizational survey that dealt directly with the effects of college education and training on professionalism and attitudes among 136 sworn officers in three law enforcement agencies. The authors found that the emphasis on higher educational qualifications is more a response to political and financial pressures from government agencies than a response to a movement by rank and file pressures for more educational opportunities. Therefore, they argued that there is no evidence that education had very little effect on job-related attitudes and performance. Miller and Fry also revealed some complaints by officers concerning higher educational requirements. First,

college education requirements is unfair for those who have worked in the police department for many years. Some officers were close to retirement and felt that they had obtained enough experience and knowledge while on the job. Also, there appears to be much resentment for younger officers who are promoted past older officers due to the younger officers having higher levels of education. Another complaint is that being required to attend classes will make "unreasonable demands on free time" and will take away from family and leisure time (p. 189). The final complaint is that the content of college courses has little or nothing to do with the responsibilities of a police officer. Miller and Fry found that requiring police officers to have some college education can have a negative impact on police attitudes. Though this article does not support my findings entirely, this article does provide researchers with a different perspective of how education is perceived in law enforcement.

Barry (1978) also illustrated both negative and positive views of the effects of college education on job performance. In his study, Barry used mailed questionnaires and telephone surveys to determine how education affects job performance from the view of both a college educated officer and an administrator in law enforcement. From an officer's standpoint, Barry found that younger respondents tended to report definite effects of education on their job performance. They felt that "their worth to their employers was enhanced as a result of their educational experiences" and "credited their college work with improving their ability to perform well in their jobs (pp.349-350)."

However, from an administrative standpoint, interviewees felt that job performance depended more on the individual's attitude and experience than on educational

background and recommended an increased use of internships (which is not used extensively) and supervised field experience because they can provide such experience. Also, just as Miller and Fry found, Barry also discovered that those whose careers began before the movement for higher education in law enforcement, view new educational requirements as unfair to and an “infringement” on family and recreational activities. Barry looks at both the positive and negative views of education on police job performance and therefore both supports and opposes my hypothesis that “Police officers with a college degree (two year and beyond) will have better perceived job performance than officers without a college degree.”

Another perspective is proposed by Johnson (2000). Though this article does not deal primarily with higher education and job performance, it does relate to my hypothesis in that it looks at both educational level and military experience and their effect on how well cadets (future police officers) perform in the police academy. Johnson looks at the differences in the achievement level at the Houston Police Academy between cadets who have sixty hours or more college credit and cadets who were admitted through a military waiver. He hypothesized that recruits with college credits will make better decisions in ambiguous situations, are more “empathetic” to minorities, and they better understand democratic values than those with only military experience. Proponents of military experience view military training as equal to college educational requirements. Based on the statistical tests performed, Johnson found that cadets with sixty or more hours of college and no military service did significantly better than cadets with military service and no college hours in regard to academic average. Cadets with no

college hours did not do significantly better than those cadets with sixty or more hours of college and no military service in regard to firearm skills. However, both test subjects' shared common characteristics of honesty, compassion, teamwork, and moral.

Though some researchers share both a positive and negative view of how the level of education affects police officer job performance, previous research does exist that supports my hypothesis "Police officers with a college degree (two year and beyond) will have better perceived job performance than officers without a college degree." There is also more benefits to having a higher level of education like job promotions, fewer injuries, higher moral and motivation and an increase of respect from society, other officers, and other police departments. My proposed research will attempt to duplicate the findings of previous research by obtaining perceived attitudes of many different test subjects (both Chattanooga Police Department employees and people within the Chattanooga communities) on police officers' level of education and job performance through the use of a survey questionnaire with specific questions designed to measure the independent variable (level of education) and dependent variable (perceived attitudes toward job performance).

## CHAPTER 3

### Method

#### Subjects:

Tables A1-A7 (See Appendix A) represent demographic characteristics of the survey population. The survey population consisted of police officers (Chattanooga police cadets, police academy training staff, police supervisors, administrators, investigators, and patrol officers), and non-police officers (civilians in the Chattanooga community). The largest percentage of the test population were civilians with a total of 58 (60.4%) having filled out the survey. Thirty-eight or 39.6% of test population who filled out surveys were sworn police officers (Table A-1). Subjects who volunteered to fill out the survey also consist of individuals of different marital statuses, race, gender, educational level and social status. The sample population consisted of 76% male respondents (73) and 21.9% female respondents (21) (Table A-2). The White race constituted the majority of the population with 84.4% being white, 12.5% were African American, and 2.1% were Asian (Table A-3). The minimum age limit was set at 21 years of age for both police officers and civilians; however, no maximum age level was set (50+). The reason for setting a minimum age limit is due to the fact that the Chattanooga Police Department has a set minimum age requirement of 21 years for job applicants. Therefore, there are no police officers under the age of 21 working for the department. The question on the survey for "age" was an open-ended question. However, in order to analyze how age effects the perception of job performance and level of education the ages of respondents were placed into categories. For example, those who were between

the ages of twenty-one and twenty-five fell under the category 21-25, and so on. The majority of respondents (19.8%) fell within the 21-25 age category and the lowest amount of respondents (6.3%) fell within the 36-40 age group (Table A-4). The mean age fell between the ages of 31-40. Also, the test subjects were asked questions concerning their level of education. 3.1% of respondents said that they did not graduate from high school, 3.1% said they had earned their GED, 13.5% had only a high school diploma, 32.3% have had some college and 17.7% had earned an Associates Degree. Those with a Bachelors Degree made up 24.0% of the population and 6.3% of the test population consisted of individuals with a Masters Degree (Table A-5). Question 26 asked for the number of years of military experience the test subject had obtained. 79.2% of the population did not have any military experience, 2.1% had 1-2 years of experience, and both the 3-5 and 6-8 year categories were tied at 7.3% and 4.2% had more than 9 years of experience (Table A-6). Table A-7 (Question 29) represents the marital status of the sample population. Thirty-six (37.5%) were single, 43 (44.8%) were married, 1 (1.0%) was widowed, 2 (2.1%) were separated and 13 (13.5%) were divorced.

#### Materials:

This research was conducted using a survey questionnaire consisting of 38 questions, 9 of the questions being open-ended and the other 29 being multiple choice, in order to test my hypothesis "police officers with a college degree (two year and beyond) will have better perceived job performance than officers without a college degree." The open ended questions were designed to aid in determining the individual attitudes toward



educational level and police officer job performance. Therefore, questions such as “Do you think that a college degree should be required as a qualification for being hired to police departments?”(Question 33) and “Do you feel that those individuals/officers, who do have a higher level of education (beyond high school), are more self-disciplined, better prepared, and have more job knowledge than those with only a high school diploma or GED?” (Question 35) were asked. Also, to distinguish between police officers and individuals who are not police officers (civilians), subjects were asked “Are you a police officer? with response choices “yes” or “no.” In order to determine how much education (independent variable) an officer should have, subjects were asked “What is the minimum level of education a police officer should have?” with answer choices GED, high school, some college, Associates Degree, Bachelors Degree and Masters Degree (Question 10). The dependent variable (perceived police officer job performance) was based on how individuals answered question 17, “How well do police officers perform their duties in your neighborhood?” with responses being very well, well, average, below average and not at all. The open-ended question “In your opinion, what effect, if any, does the level of education of a police officer have on his/her job performance?” was designed to test the reliability of the survey questionnaire. The responses to this question were categorized into greatly affects, moderately affects, has very little affect and no affect on perceived police officer performance.

### Procedures:

In order to determine that “police officers with a college degree (two year and beyond) are perceived to have better job performance than those officers with only a high school diploma or GED,” a survey questionnaire was handed out randomly, to police officers which consisted of Chattanooga police cadets, police academy training staff, police supervisors, administrators, investigators, patrol officers and individuals in the community (civilians) who were not police officers. The question used to determine police from non-police (civilians) was “Are you a police officer” with response being “yes” or “no” (Question 1). The questionnaire was strictly voluntary and in order to protect the individual’s privacy, they were asked to not write their name on the survey. A total of 98, out of 100, subjects filled out the survey (98%); however, 2 surveys were voided because they did not meet the age requirement of 21 years (which was required for both police officers and civilians). Since two of the surveys had to be voided leaving only 96 useable surveys, a 96% response rate was obtained.

Table 1

What is the Minimum Level of Education a Police Officer Should Have (Question 10), N=96

Response and Percentages

| Response       | Frequency | Percent |
|----------------|-----------|---------|
| High School    | 11        | 11.5%   |
| GED            | 34        | 35.4%   |
| Some College   | 21        | 21.9%   |
| College Degree | 30        | 31.2%   |

## CHAPTER 4

### Results

This research was designed to determine the relationship between educational level and perceived police officer performance. It was hypothesized that police officers with some college experience were perceived to perform better than officers without any college experience. The research question used to measure the independent variable (police officer level of education) was question 10 (What is the minimum level of education a police officer should have?). Table 1 illustrates both raw numbers (frequencies) and percentages of the survey population who responded to question 10. Eleven and one-half percent of respondents felt that officers only need a GED. Thirty-five percent believed that a high school diploma would be sufficient. Twenty-one point nine percent reported that some college is sufficient and 24% reported that an Associates Degree should be the minimum level of education. Bachelors Degree appeared to be the least favorable option among respondents with only 7.3% of the participants reporting that officers should be required to have a Bachelors Degree.

**Table 1**

**What is the Minimum Level of Education a Police Officer Should Have (Question 10), Raw Numbers and Percentages**

|       |                   | Frequency | Percent |
|-------|-------------------|-----------|---------|
| Valid | GED               | 11        | 11.5%   |
|       | high school       | 34        | 35.4%   |
|       | some college      | 21        | 21.9%   |
|       | associates degree | 23        | 24.0%   |
|       | bachelors degree  | 7         | 7.3%    |
|       | Total             | 96        | 100.0%  |

Question 17 was used to examine the dependent variable (police officer's perceived performance) (How well do police officers perform their duties in your neighborhood?). Table 2 gives both frequencies and percentages and illustrates that most of the respondents reported that police officers in the Chattanooga area perform their duties well (49%), 19.8% felt that officers performed their duties very well, 20.8% reported that officer performance was average, 5.2% thought that officer performance was below average and a low 2.1% reported that Chattanooga police officers did not perform their duties at all.

**Table 2**  
**How Well do Police Officers Perform Their Duties in Your Neighborhood (Question 17), Raw Numbers and Percentages**

|         |               | Frequency | Percent |
|---------|---------------|-----------|---------|
| Valid   | very well     | 19        | 19.8%   |
|         | well          | 47        | 49.0%   |
|         | average       | 20        | 20.8%   |
|         | below average | 5         | 5.2%    |
|         | not at all    | 2         | 2.1%    |
|         | Total         | 93        | 96.9%   |
| Missing | System        | 3         | 3.1%    |
| Total   |               | 96        | 100.0%  |

Table A-8 illustrates a cross tabulation between the independent variable (required educational level) and the dependent variable (police performance of duties) (See Appendix A). Shown are both frequencies and percentages. Note that the cross tabulation examines the relationship between police officer's level of education and perceived officer performance, not actual performance. Of the individuals who reported that police officers perform their duties very well (19.8%), 15.8% felt that officers should

be required to have only a GED, 36.8% of the population felt that officers should be required to have only a high school diploma, 21.1% believe that officers should have some college experience, 10.5% of respondents felt that officer need an Associates Degree and 15.8% thought that officers should be required to have a Bachelors Degree. None of the respondents who felt that officers perform their duties very well believe that officers should be required to have a Masters Degree. Of those respondents who perceive that police officers perform their duties well (49%), 8.5% felt that officers should have only a GED. The majority (34%) of respondents felt that officers need only a high school degree. 21.3% of respondents felt that police officers should have some college, 31.9% should have an Associates Degree and 4.3% should be required to have a Bachelors Degree. Here again, no one felt that officers should be required to have a Masters Degree. Of the respondents who perceive that officer's performance is only average (20.8%), 5.0% believe that the officers who patrol in their neighborhood need only a GED, 50% believe that officers should be required to have only a high school diploma, 15% felt that officers need at least some college, 20% of respondents felt that police officers need an Associates Degree and only 20% believe that officers should be required to have nothing less than a Bachelors Degree. No one felt that officers should be required to have a Masters Degree. Respondents who felt that officer performance in their neighborhood was below average (5.2%), 40% believe that officers need only a GED, which was the largest category. "Some college", "Associates Degree" and "Bachelors Degree" categories were all tied at 20% and there were no responses to officers being required to have a Masters Degree. Lastly, 50% of the population who believe that officers do not

perform their duties well (2.1% of total population) felt that officers need only a GED and the other half (50%) felt that officers need at least some college. There were no responses to the categories “high school”, “Associates Degree”, “Bachelors Degree” or “Masters Degree”. Over all, most of the test population (50.5%) perceived that police officers perform their duties well in their neighborhood and of this population, most believe that officers need only a high school diploma (34%). It is also true for the entire sample in that most feel that officers need to have only a high school diploma (36.6%).

Table 3 represents the summary of individuals who responded to open-ended question 32 (In your opinion, what effect, if any, does the level of education of a police officer have on his/her job performance?). On order to analyze question 32, the researcher looked for key words such as “greatly affects”, “not much affect”, “plays a small role” and “has some affect” in the responses reported by the test population. Using these key words, the responses were categorized into the values “greatly affects”, “moderately affects”, “very little affect” and “has no affect”. The values were then coded as 1= greatly affects, 2= moderately affects, 3=very little affect and 4=no affect. Most of the test participants reported that education greatly affects police officer job performance (26%). Twenty-four percent reported that education moderately affects performance, 14.6% believe that education has little affect on performance and 19.8% felt that education has no affect on performance. Approximately 15.6% of respondents failed to give a response to this question.

**Table 3**

**In your opinion, what effect, if any, does the level of education of a police officer have on his/her job performance (Question 32), Raw Numbers and Percentages**

|         |                    | Frequency | Percent |
|---------|--------------------|-----------|---------|
| Valid   | greatly affects    | 25        | 26.0%   |
|         | moderately affects | 23        | 24.0%   |
|         | very little affect | 14        | 14.6%   |
|         | has no affect      | 19        | 19.8%   |
|         | Total              | 81        | 84.4%   |
| Missing | System             | 15        | 15.6%   |
| Total   |                    | 96        | 100.0%  |

Table A-9 illustrates the cross tabulation between the independent variable (required educational level, question 10) and question thirty-two (What effect, if any, does the level of education of a police officer have on his/her job performance?) (See Appendix A). For the respondents who believe that education greatly effects perceived job performance (26% of the total test population), 0 % of the population felt that officers should have only a GED, 20% reported that officers should have only a high school diploma, 28% reported that officers should acquire some college, 44% believe that officers need to have an Associates Degree, and 8% felt that officers need a Bachelors Degree. No responses were recorded for Masters Degree. Of those who believe that education moderately effects job performance (24% of total test population), 13% thought that officers need only to have a GED, 34.8% reported that officers need only a high school diploma, 13 % reported that officers should have some college, 30.4% believe officers need an Associates Degree, and 8.7% of the population reported that officers need to have a Bachelors Degree. Again, there were no responses recorded for

officers acquiring a Masters Degree. Those who believe that education has very little effect on perceived job performance made up 14.6% of the test population. Of this group, 7.1% reported that officers need only a GED, 64.3%(majority), believe that officers need only a high school diploma, 21.3 % reported that some college should be required and 7.1% reported that the minimum level of education required should be an Associates Degree. No responses were recorded for either the Bachelors Degree or Masters Degree categories. Lastly, of the 19.8% of respondents who felt that education has no effect on perceived police officer job performance, 31.6% reported that a GED will be suitable for the minimum level of education of a police officer. The majority of the population, who believe education has no effect, felt that officers need only a high school diploma (42.1%), 10.5% believe that officers need some college and 10.5% reported that officers need an Associates Degree or a Bachelors Degree. There were no responses to officers having a Masters Degree. In summary, most respondents felt that education either greatly effects (26%) or moderately affects (24%) police officer perceived performance. Also, most of the test population (37%) believe that a high school diploma would be appropriate as the minimum level of education of a police officer.

Table 4 illustrates the Pearson's R Correlation coefficient, which determines the strength of the linear relationship between two variables. The Pearson's R Correlation coefficient was calculated to compare the relationship between police officer's required level of education, question 10 (What is the minimum level of education a police officer



should have?) and the perception of job performance, which is question 17 (How well do police officers perform their duties in your neighborhood?). Also, question 32 (What effect, if any, does the level of education of a police officer have on his/her job performance?) was compared to both questions' 10 and 17 in order to determine if a relationship exists between all three questions. This statistical test aids in determining the direction of association (positive or negative correlation) and the strength of association (weak, moderate or strong) between the variables. The correlation coefficient will be between -1.0 and +1.0 with coefficients close to 0 representing a weak relationship. Coefficients close to 1 or -1 representing a strong relationship. Correlations greater than .7 are generally considered strong and correlations less than .3 are considered weak. Correlations between .3 and .7 are moderate correlations (Cronk, 1999). Also shown is the significance value of each variable in relation to each variable.

It was hypothesized that the level of education has a significant effect on the perception of police officer job performance. According to the results (Table 4), no significant relationship appears to exist between the independent variable (level of education, question 10) and the dependent variable (perceived performance, question 17) (How well do officers perform their duties in your neighborhood?) ( $r(94) = -.098, p = .351$ ) with regards to questions 10 (minimum level of education) and 17.

However, a moderate negative correlation exists ( $r(94) = -.430, p = .000$ ) between question 32 (What effect, if any, does the level of education of a police officer have on his/her job performance?) and question 10 (What is the minimum level of education a police officer should have?) at a significance of .000, indicating a significant relationship

between the variables. As level of education increases, perception of job performance increases.

**Table 4**

**Pearson's R Correlation: Questions 10, 32, and 17**

|   |                     | What is the minimum level of education a police officer should have (Question 10) | Perceived effects for level of education on job performance (Question 32) | How well do police officers perform their duties (Question 17) |
|---|---------------------|---|---|--|
| What is the minimum level of education a police officer should have (Question 10) | Pearson Correlation | 1.000   | <b>-.430</b>  | -.098  |
|   | Sig. (2-tailed)     | .   | <b>.000</b>   | .351   |
|   | N                   | 96  | 81  | 93   |
| Perceived effects for level of education on job performance (Question 32)         | Pearson Correlation | <b>-.430</b>  | 1.000   | .113   |
|   | Sig. (2-tailed)     | <b>.000</b>   | .   | .322   |
|   | N                   | 81  | 81  | 79   |
| How well do police officers perform their duties (Question 17)                    | Pearson Correlation | -.098   | .113  | 1.000  |
|   | Sig. (2-tailed)     | .351  | .322  | .  |
|   | N                   | 93  | 79  | 93   |

\*\* Correlation is significant at the 0.01 level (2-tailed).

Further analysis of data was conducted evaluating question 1 (Are you a police officer?), question 10 (What is the minimum level of education a police officer should have), question 17 (How well do police officers perform their duties in your neighborhood?), question 24 (What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?), question 25 (What is your sex?), question 27 (What is your highest level of education?), question 28 (What is your race?), and question 30 (What is your age?) by recoding three of the questions

(questions 24, 27, and 28), to examine the frequencies of the responses (only for the questions recoded), to calculate a Pearson Correlation coefficient (to determine the strength of the linear relationship between two variables) and then to perform a multiple linear regression to predict one variable from several other variables.

Three of the questions from the survey questionnaire were recoded. The response categories for question 24 (What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?) were: GED, high school, some college, Associates Degree, Bachelors Degree and Masters Degree. These categories were originally coded 1=GED, 2=high school, 3=some college, 4=Associates Degree, 5=Bachelors Degree and 6=Masters Degree. These categories were recoded as 1=no college (GED and high school) and 2=some college (some college, Associates Degree, Bachelors Degree and Masters Degree). Response categories for question 27 (What is your highest level of education?) were: 1=less than high school, 2=GED, 3=high school, 4=some college, 5=Associates Degree, 6=Bachelors Degree and 7=Masters Degree. These categories were recoded as 1=no college (less than high school, GED, high school, and some college) and 2=college degree (Associates, Bachelors and Masters Degree) respectfully. Categories for question 28 (What is your race?) were: 1=African American, 2=Hispanic, 3=White, 4=Asian, 5=American Indian and 6=Other. Race categories were recoded to 1=White and 2=Minorities.

Table 5 represents the frequency of responses to question 27 (What is your highest level of education?), which was recoded as 1=no college and 2=college degree. Fifty-two percent of respondents had no college and 48% had obtained a college degree.

Table 6 shows the frequencies to question 28 (What is your race?) with response categories being 1=White and 2=Minorities. A total of 84.4% of the subject population was white and 14.6% reported being minorities. One subject failed to respond to this question. Table 7 represents the summary of responses for question 24 (What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?) with recoded categories of 1= no college (GED and high school) and 2= some college (some college, Associates Degree, Bachelors Degree and Masters Degree). Forty-eight percent reported that no college should be required for job applicants and 52% reported that some college should be required for job applicants.

**Table 5: What is your highest level of education: Recoded, Frequencies and Percentages**

|       |                | Frequency | Percent |
|-------|----------------|-----------|---------|
| Valid | no college     | 50        | 52.1    |
|       | college degree | 46        | 47.9    |
|       | Total          | 96        | 100.0   |

1= no college (less than high school, GED, high school, some college)  
 2= college degree (Associates, Bachelors, Masters)

**Table 6: Race: Recoded, Frequencies and Percentages**

|         |            | Frequency | Percent |
|---------|------------|-----------|---------|
| Valid   | white      | 81        | 84.4    |
|         | minorities | 14        | 14.6    |
|         | Total      | 95        | 99.0    |
| Missing | System     | 1         | 1.0     |
| Total   |            | 96        | 100.0   |

1= white  
 2= minorities (African American, American Indian, Asian, Hispanic, other)

**Table 7: What is the Minimum Level of Education a Patrol applicant Should Have:****Recorded, Frequencies and Percentages**

|       |              | Frequency | Percent |
|-------|--------------|-----------|---------|
| Valid | no college   | 46        | 47.9    |
|       | some college | 50        | 52.1    |
|       | Total        | 96        | 100.0   |

1= no college (GED, high school)

2= some college (some college, Associates, Bachelors, Masters)

The Pearson's R Correlation coefficient was calculated to determine the relationship between question 1 (Are you a police officer?), question 10 (What is the minimum level of education a police officer should have), question 24 (recoded) (What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?), question 25 (What is your sex?), question 27 (recoded) (What is your highest level of education?), question 28 (recoded)(What is your race?), question 30 (What is your age?) with the dependent variable which was question 17 (How well do police officers perform their duties in your neighborhood?) (Table A-10). A strong positive correlation was found to exist between the level of education required for applicants (question 27) and the minimum level of education police officers should have (question 10) ( $r(94) = .765, p = .000$ ) indicating a significant linear relationship between the two variables. Those who felt that applicants should have higher levels of education, also believe that police officers should have higher levels of education. A moderate positive correlation was found to exist between whether or not the respondent was a police officer or non-police officer and perceived performance of duties (question 17) ( $r(91) = .391, p = .000$ ). That is, Police officers are more likely to perceive that officers perform than duties well than non-police officers. A moderate positive correlation was also found between minimum level of education police should be required to have and

test subject's level of education ( $r(94) = .440, p = .000$ ). Participants who had less education believe that less education should be required for police officers. A weak positive correlation was found between participants' educational level and the level of education required for job applicants ( $r(94) = .252, p = .013$ ). Those with less education believe that less education should be required for job applicants.

Multiple linear regression was conducted to determine if it was possible to predict perceived police officer performance level based on the responses to the independent variable questions "Are you a police officer?", "What is the minimum level of education police officers should have?", "What is your age?", "What is your race?" (Recoded), "What is the minimum level of educational a job applicant should have?" (Recoded) and "What is your highest level of education?" (Recoded). The regression summary is illustrated in Tables A-11, A-12, and A-13. When controlling for all other variables, the only variable that was significant in the prediction of perceived police officer performance was whether participants were police officers or non-police officers,  $F = 4.564, p = .000$ . However, only 19.5% of variance in perceived job performance can be explained by these variables.

## CHAPTER 5

### Discussion and Conclusion

This study was designed to examine the relationship between a police officer's level of education and the effects of education on police officer job performance. Specifically, the researcher hypothesized that police officers with college degrees were perceived to perform their duties better than officer's without any college experience. In order to determine if this were true, the researcher conducted statistical analysis (Cross tabulations, Pearson's R Correlation, and Multiple Linear Regression analysis) using the response to the independent variable question "What is the minimum level of education a police officer should have?" (question 10) and the dependent variable, "How well do police officers perform their duties in your neighborhood?" (question 17).

#### Summary

In summary, the most frequent response indicated that officers should only be required to have a high school diploma (35.4%) (Table 1). Also, a majority of those who participated in the survey perceived that police officers in their communities performed their duties well (49%) (Table 2). No significant relationship was found between the independent variable (What is the minimum level of education a police officer should have?) and dependent variable (How well do police officers perform their duties in your neighborhood?) according to the Pearson's R Correlation analysis illustrated in table 4. However, the majority of those who responded to question 32 (What effect, if any, does the level of education of a police officer have on his/her job performance?) felt that the level of education either greatly affected (26%) or moderately affected (24%) police

officer job performance and by performing a multiple linear regression, it was found that a significance was found between police officer level of education and perceived performance. This leads the researcher to believe that education is a good indicator to predict job performance. Therefore, this research converges with previous research in that both police officers and non-police officers (citizens) perceive that officers with higher levels of education perform their duties better than officers without college experience. That is, the higher the level of education required for police officers by the survey population, the more respondents feel that education positively effects police officer performance of duties.

When examining different variables by employing the Pearson's R Correlation coefficient analysis, question 1 (Are you a police officer?), question 10 (What is the minimum level of education a police officer should have), question 24 (What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?), question 25 (What is your sex?), question 27 (What is your highest level of education?), question 28 (What is your race?), question 30 (What is your age?) with the dependent variable which was question 17 (How well do police officers perform their duties in your neighborhood?), a strong positive correlation was found to exist between the level of education required for applicants (question 27) and the minimum level of education police officers should have (question 10) ( $r(94) = .765, p = .000$ ). Those individuals who feel that job applicants should be required to have higher levels of education, believe that police officers should also have higher levels of education. A moderate positive correlation was found to exist between whether or not the respondent



was a police officer or non-police officer and perceived performance of duties ( $r(91) = .391, p = .000$ ). Therefore, it can be concluded that those participants who are police officers perceive that police officers perform their duties well. A moderate positive correlation was also found between minimum level of education police should be required to have and test subject's level of education ( $r(94) = .440, p = .000$ ). Those participants who have less education believe that less education was necessary for police officers. A weak positive correlation was found between participant's educational level and the level of education required for job applicants ( $r(94) = .252, p = .013$ ). Those who had less education believe that less education should be required for job applicants.

At the time this survey was administered to police officers and citizens in the Chattanooga area, there was a big push to require officers to obtain some college experience due to the ever-changing society. Society believes that such changes warrant the need for police agencies to have personnel with analytical ability, higher levels of education, and the ability to interact with society, all of which are characteristics found to be associated with higher levels of education. Offering incentives, like a pay increase, for officers who had college degrees or seeking college degrees was advertised in order to attract those with college level experience to the Chattanooga Police Department. Citizens and employees of the Chattanooga police department, alike, appeared to have the perception that officers with college experience perform their duties better than officers without any college experience. So it was no surprise to find that individuals have the perception that higher educational levels have a positive effect on perceived officer performance.

Through experience and working for the Chattanooga police department as a patrol officer, it was found that many employees believe that having a college education does not guarantee that an officer will perform well in the field and some of those who do not have any college education became agitated when discussing the impact education has on officer performance. This could be due to the possibility that those officers without a college level education do not see the value of having higher levels of education or maybe they are embarrassed or feel inferior to those who do have college degrees. Also, by admitting that education aids in increasing police officer performance would be damaging to their ego. Also, there appears to be some hostility toward those who have a college level education within the Chattanooga Police Department those without and those without a degree resent the idea that in order to qualify for promotions, higher levels of education are required. Therefore, making it difficult for those officers without college experience to be eligible for promotion.

It was also found that having college experience helped tremendously with class work in the police academy. Those who had been exposed to college curriculum did perform better on tests and scenario situations, were quicker to respond under stressful situations and appeared to have increased awareness and competency in job performance while in the academy, as illustrated in previous research (Lester, 1983). Once in the field and actually performing as a patrol officer (not as a cadet), it was found that having college experience also aided in dealing with understanding and adapting to different diverse groups and diverse problems.

When evaluating the responses to the open ended questions on the survey, many perceived that higher levels of education will enable an officer to become more professional in areas of writing, investigation, communication and will also help the officer to develop a better working knowledge of the criminal justice system (Stevens, 1999). However, many also agreed that officers also need “street” experience in order to perform their duties at a maximum and without any street experience, “obtaining the highest level of degree will not make up for the lack of experience and the poor performance.” Formal education is not the only form of education available, but education in itself which can be obtained from a variety of sources like experience. Many officers speak of the idea that experience and “street smarts” are qualities of a good police officer. Experience is a form of education which is obtained through everyday life situations. Having a formal education adds to the experience obtained from “in the field” experience. Though education does play a role in officer performance, there are officers who do not have a college degree that performed well in the field. Some officers without a college level education also appeared to have good decision making skills and communication skills; some as well as those with a college level degree.

After the Chattanooga Police Academy Class 2002-1 graduated, an incident occurred in which one of the “rookie” officers performed a routine traffic stop in and the officer was forced to shoot a suspect whom he, the officer, thought was reaching for a gun in the glove compartment of the vehicle that the suspect was driving. The officer attempted to gain control of the suspect using verbal commands, however the suspect was verbally noncompliant and acting in an aggressive manner toward the officer forcing the

officer to escalate his use of force according to what is known as the "Use of Force Continuum." The suspect then began circling the vehicle, reached into the passenger window, opened the glove box and pulled out an object (brown in color) which the officer perceived to be a hand gun. At this point, the officer felt that his life was in imminent threat of serious bodily injury or death and the officer drew his weapon from the security holster while at the same time, verbally stating "gun", and fired a round at the suspect killing him, the last resort in the "Use of Force Continuum". The object that the suspect had removed from the glove box turned out to not be a weapon and the officer was held responsible for the suspect's death. Eventually, the officer was terminated from the Chattanooga Police Department which in turn, led to a decrease in morale within the department. Many officers felt that the officer was punished for doing what he was trained to do in situations in which a life is threatened. Once this occurred, the performance level of many police officers in the Chattanooga Police Department decreased tremendously and many of the officer's attitudes became very negative toward the Chattanooga Police Department. Not only did this situation cause low morale, but it also caused officers to become hesitant about performing their duties for fear of termination or receiving some form of reprimand for using officer discretion. Could the situation have been avoided? It is uncertain at this point if the situation could have been avoided. Maybe if the deceased party had better knowledge of how to react or respond to the officer's commands he would still be alive today. By educating the public on how to respond when dealing with police officers, maybe this could possibly lead to a decrease

in conflicts, misunderstandings and violent situations in which the individuals are confused on how to respond to police officer “command presence” or verbal commands.

### Limitations

This study assessed the overall attitudes of the educational level of a police officer and the effects of education on police officer job performance in the city of Chattanooga; however, this study was not without its limitations. First, the survey questionnaire could have been too short. More questions to measure the dependent variable been used. Also, the sample population was small with only 96 participants (39.6% being police officers and 60.4% being civilians). For future reference, having a larger sample of the Chattanooga Police Department actively participate in the research would give more accurate results in regards to the attitudes toward higher educational levels within the department and having more citizens would give a better representation of attitudes for the civilian population. Also, evaluating other police departments and communities and comparing those results to Chattanooga would offer more insight on the effects of education on police job performance.

Another factor which could have influenced the results, was the fact that perceived views rather than actual job performance was measured. For future research, instead of using a survey to test the attitudes of the population, conducting “in field” research by obtaining actual educational levels of police officers in the department through records and then evaluating their performance in the field (on performance reviews) might give more reliable results and may give the researcher a better understanding of what leads to better job performance.

Another factor that might have influenced the results is the idea that those officers without a college education would be “shooting themselves in the foot” by saying that higher levels of education is associated with job performances. There are many officers in the Chattanooga police department that do not have college experience and therefore, are not going to admit that higher levels of education better an officer’s performance. Therefore, developing an instrument which could predict attitudes toward education in general might lead to the test population being more honest.

### Policy Implications

In conclusion, having a higher educational level does increase police job performance, whether it is a formal education or informal education. Experience, attitude and morale also play a large role in how police officers perform their duties. Many officers within the Chattanooga Police Department will agree that experience, not education, goes a long way when patrolling the streets of Chattanooga and handling crime. Therefore, it is recommended that “in field” experience” through ride-along programs be highly encouraged for police cadets while in the academy and also, the FTO (Field Training Phase) be extended. Along with more “in field” training, officers need to be encouraged to continue their educational process. Not only does it increase their knowledge, but also motivation and self confidence as shown through previous research. In order to draw more officers to obtaining higher levels of education, it is recommended that college courses be designed to relate to the responsibilities and job roles of police officers and the courses should be offered at times that are convenient for officers who work any shift, with a possible solution being internet based courses .

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Table A-1: Are you a Police Officer, Raw Numbers and Percentages

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Yes    | 31        | 39.9    | 39.9          | 39.9               |
|         | No     | 54        | 69.4    | 60.4          | 100.0              |
|         | Total  | 85        | 100.0   | 100.0         |                    |
| Missing | System |           |         |               |                    |
| Total   |        | 85        | 100.0   |               |                    |

Table A-2: Sex, Raw Numbers and Percentages

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Male   | 73        | 79.7    | 77.7          | 77.7               |
|         | Female | 21        | 21.2    | 22.3          | 100.0              |
|         | Total  | 94        | 97.9    | 100.0         |                    |
| Missing | System | 2         | 2.1     |               |                    |
| Total   |        | 96        | 100.0   |               |                    |

Table A-3: Race, Raw Numbers and Percentages

|         |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid   | African American | 12        | 12.9    | 12.8          | 12.8               |
|         | White            | 51        | 54.4    | 85.3          | 97.3               |
|         | Asian            | 2         | 2.1     | 2.9           | 100.0              |
|         | Total            | 65        | 69.0    | 100.0         |                    |
| Missing | System           | 30        | 31.0    |               |                    |
| Total   |                  | 95        | 100.0   |               |                    |

## Appendix A

Table A-4: Age, Raw Numbers and Percentages

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | 21-30  | 10        | 19.8    | 20.7          | 20.7               |
|         | 31-40  | 14        | 14.6    | 15.2          | 35.9               |
|         | 41-50  | 19        | 18.8    | 19.8          | 55.7               |
|         | 51-60  | 9         | 9.3     | 9.5           | 65.3               |
|         | 61-70  | 11        | 11.8    | 12.0          | 77.3               |
|         | 71-80  | 9         | 8.8     | 9.3           | 86.7               |
|         | 80+    | 15        | 15.6    | 16.1          | 102.8              |
|         | Total  | 50        | 56.8    | 100.0         |                    |
| Missing | System | 4         | 4.2     |               |                    |
| Total   |        | 54        | 100.0   |               |                    |

**Table A-1: Are you a Police Officer, Raw Numbers and Percentages**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | Yes   | 38        | 39.6    | 39.6          | 39.6               |
|       | No    | 58        | 60.4    | 60.4          | 100.0              |
|       | Total | 96        | 100.0   | 100.0         |                    |

**Table A-2: Sex, Raw Numbers and Percentages**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | male   | 73        | 76.0    | 77.7          | 77.7               |
|         | female | 21        | 21.9    | 22.3          | 100.0              |
|         | Total  | 94        | 97.9    | 100.0         |                    |
| Missing | System | 2         | 2.1     |               |                    |
| Total   |        | 96        | 100.0   |               |                    |

**Table A-3: Race, Raw Numbers and Percentages**

|         |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------------|-----------|---------|---------------|--------------------|
| Valid   | African American | 12        | 12.5    | 12.6          | 12.6               |
|         | White            | 81        | 84.4    | 85.3          | 97.9               |
|         | Asian            | 2         | 2.1     | 2.1           | 100.0              |
|         | Total            | 95        | 99.0    | 100.0         |                    |
| Missing | System           | 1         | 1.0     |               |                    |
| Total   |                  | 96        | 100.0   |               |                    |

**Table A-4: Age, Raw Numbers and Percentages**

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | 21-25  | 19        | 19.8    | 20.7          | 20.7               |
|         | 26-30  | 14        | 14.6    | 15.2          | 35.9               |
|         | 31-35  | 18        | 18.8    | 19.6          | 55.4               |
|         | 36-40  | 6         | 6.3     | 6.5           | 62.0               |
|         | 41-45  | 11        | 11.5    | 12.0          | 73.9               |
|         | 46-50  | 9         | 9.4     | 9.8           | 83.7               |
|         | 50+    | 15        | 15.6    | 16.3          | 100.0              |
|         | Total  | 92        | 95.8    | 100.0         |                    |
| Missing | System | 4         | 4.2     |               |                    |
| Total   |        | 96        | 100.0   |               |                    |

**Table A-5: What is Your Highest Level of Education, Raw Numbers and Percentages**

|       |                       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------------------|-----------|---------|---------------|--------------------|
| Valid | less than high school | 3         | 3.1     | 3.1           | 3.1                |
|       | GED                   | 3         | 3.1     | 3.1           | 6.3                |
|       | high school           | 13        | 13.5    | 13.5          | 19.8               |
|       | some college          | 31        | 32.3    | 32.3          | 52.1               |
|       | associates degree     | 17        | 17.7    | 17.7          | 69.8               |
|       | bachelors degree      | 23        | 24.0    | 24.0          | 93.7               |
|       | masters degree        | 6         | 6.3     | 6.3           | 100.0              |
|       | Total                 | 96        | 100.0   | 100.0         |                    |

**Table A-6: Military Experience, Raw Numbers and Percentages**

|  |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|--|-------|-----------|---------|---------------|--------------------|
|  | 0     | 76        | 79.2    | 79.2          | 79.2               |
|  | 1-2   | 2         | 2.1     | 2.1           | 81.3               |
|  | 3-5   | 7         | 7.3     | 7.3           | 88.5               |
|  | 6-8   | 7         | 7.3     | 7.3           | 95.8               |
|  | 9+    | 4         | 4.2     | 4.2           | 100.0              |
|  | Total | 96        | 100.0   | 100.0         |                    |

**Table A-7: Marital Status, Raw Numbers and Percentages**

|         |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------|-----------|---------|---------------|--------------------|
| Valid   | single    | 36        | 37.5    | 37.9          | 37.9               |
|         | married   | 43        | 44.8    | 45.3          | 83.2               |
|         | widowed   | 1         | 1.0     | 1.1           | 84.2               |
|         | separated | 2         | 2.1     | 2.1           | 86.3               |
|         | divorced  | 13        | 13.5    | 13.7          | 100.0              |
|         | Total     | 95        | 99.0    | 100.0         |                    |
| Missing | System    | 1         | 1.0     |               |                    |
| Total   |           | 96        | 100.0   |               |                    |

|   |               | What is the minimum level of education police officers should have             |       |             |              |                   | Total            |        |
|---|---------------|--|-------|-------------|--------------|-------------------|------------------|--------|
|   |               |  | GED   | high school | some college | associates degree | bachelors degree |        |
| How well do police officers perform their duties in your neighborhood | very well     | Count  | 3     | 7           | 4            | 2                 | 3                | 19     |
|   |               | % within How well do police officers perform their duties in your neighborhood | 15.8% | 36.8%       | 21.1%        | 10.5%             | 15.8%            | 100.0% |
|   | well          | Count  | 4     | 16          | 10           | 15                | 2                | 47     |
|   |               | % within How well do police officers perform their duties in your neighborhood | 8.5%  | 34.0%       | 21.3%        | 31.9%             | 4.3%             | 100.0% |
|   | average       | Count  | 1     | 10          | 3            | 4                 | 2                | 20     |
|   |               | % within How well do police officers perform their duties in your neighborhood | 5.0%  | 50.0%       | 15.0%        | 20.0%             | 10.0%            | 100.0% |
|   | below average | Count  | 2     | 1           | 1            | 1                 |                  | 5      |
|   |               | % within How well do police officers perform their duties in your neighborhood | 40.0% | 20.0%       | 20.0%        | 20.0%             |                  | 100.0% |
|   | not at all    | Count  | 1     |             |              | 1                 |                  | 2      |
|   |               | % within How well do police officers perform their duties in your neighborhood | 50.0% |             |              | 50.0%             |                  | 100.0% |
|   | Total         | Count  | 11    | 34          | 19           | 22                | 7                | 93     |
|   |               | % within How well do police officers perform their duties in your neighborhood | 11.8% | 36.6%       | 20.4%        | 23.7%             | 7.5%             | 100.0% |

**Table A-8: What is the Minimum Level of Education Police Officers Should Have and How Well Do Police Officers Perform Their Duties in Your Neighborhood, Raw Numbers and Percentages**

|   |                    |  | What is the minimum level of education police officers should have |             |              |                   |                  | Total  |
|---|--------------------|--|--|-------------|--------------|-------------------|------------------|--------|
|   |                    |  | GED  | high school | some college | associates degree | bachelors degree |        |
| What effect does the level of education of a police officer have on job performance | greatly affects    | Count  |  | 5           | 7            | 11                | 2                | 25     |
|   |                    | % within What effect does the level of education of a police officer have on job performance |  | 20.0%       | 28.0%        | 44.0%             | 8.0%             | 100.0% |
|   | moderately affects | Count  | 3  | 8           | 3            | 7                 | 2                | 23     |
|   |                    | % within What effect does the level of education of a police officer have on job performance | 13.0%  | 34.8%       | 13.0%        | 30.4%             | 8.7%             | 100.0% |
|   | very little affect | Count  | 1  | 9           | 3            | 1                 |                  | 14     |
|   |                    | % within What effect does the level of education of a police officer have on job performance | 7.1%   | 64.3%       | 21.4%        | 7.1%              |                  | 100.0% |
|   | has no affect      | Count  | 6  | 8           | 2            | 2                 | 1                | 19     |
|   |                    | % within What effect does the level of education of a police officer have on job performance | 31.6%  | 42.1%       | 10.5%        | 10.5%             | 5.3%             | 100.0% |
|   | Total              | Count  | 10   | 30          | 15           | 21                | 5                | 81     |
|   |                    | % within What effect does the level of education of a police officer have on job performance | 12.3%  | 37.0%       | 18.5%        | 25.9%             | 6.2%             | 100.0% |

**Table A-9: What is the Minimum Level of Education Police Officers Should Have (Question 10) and How Well Do Police Officers Perform Their Duties in Your Neighborhood (Question 32), Raw Numbers and Percentages**

|   |                     | Are you a police officer | What is the minimum level of education police officers should have | How well do police officers perform their duties in your neighborhood | Sex   | Age   | Race (Recoded) | What is the Minimum Level of Education an Applicant Should Have (Recoded) | What is Your Highest Level of Education (Recoded) |
|---|---------------------|--------------------------|--|---|-------|-------|----------------|---|---|
| Are you a police officer  | Pearson Correlation | 1.000                    | .046   | .391  | .275  | .451  | .036           | .034  | -.119   |
|   | Sig. (2-tailed)     | .                        | .655   | .000  | .007  | .000  | .726           | .744  | .248  |
|   | N                   | 96                       | 96   | 93  | 94    | 92    | 95             | 96  | 96  |
| What is the minimum level of education police officers should have    | Pearson Correlation | .046                     | 1.000  | -.098   | .139  | .157  | -.157          | .765  | .440  |
|   | Sig. (2-tailed)     | .655                     | .  | .351  | .180  | .136  | .128           | .000  | .000  |
|   | N                   | 96                       | 96   | 93  | 94    | 92    | 95             | 96  | 96  |
| How well do police officers perform their duties in your neighborhood | Pearson Correlation | .391                     | -.098  | 1.000   | .037  | .026  | .149           | -.115   | -.030   |
|   | Sig. (2-tailed)     | .000                     | .351   | .   | .726  | .812  | .156           | .271  | .778  |
|   | N                   | 93                       | 93   | 93  | 91    | 89    | 92             | 93  | 93  |
| Sex   | Pearson Correlation | .275                     | .139   | .037  | 1.000 | .176  | -.224          | .156  | .162  |
|   | Sig. (2-tailed)     | .007                     | .180   | .726  | .     | .095  | .030           | .133  | .118  |
|   | N                   | 94                       | 94   | 91  | 94    | 91    | 94             | 94  | 94  |
| Age   | Pearson Correlation | .451                     | .157   | .026  | .176  | 1.000 | -.042          | .093  | .053  |
|   | Sig. (2-tailed)     | .000                     | .136   | .812  | .095  | .     | .688           | .377  | .617  |
|   | N                   | 92                       | 92   | 89  | 91    | 92    | 92             | 92  | 92  |
| Race (Recoded)  | Pearson Correlation | .036                     | -.157  | .149  | -.224 | -.042 | 1.000          | -.132   | -.216   |
|   | Sig. (2-tailed)     | .726                     | .128   | .156  | .030  | .688  | .              | .202  | .036  |
|   | N                   | 95                       | 95   | 92  | 94    | 92    | 95             | 95  | 95  |

**Table A-10: Pearson's R Correlation**

|   |                     |       |      |       |      |      |       |       |       |
|---|---------------------|-------|------|-------|------|------|-------|-------|-------|
| What is the Minimum Level of Education an Applicant Should Have (Recoded) | Pearson Correlation | .034  | .765 | -.115 | .156 | .093 | -.132 | 1.000 | .252  |
|   | Sig. (2-tailed)     | .744  | .000 | .271  | .133 | .377 | .202  | .     | .013  |
|   | N                   | 96    | 96   | 93    | 94   | 92   | 95    | 96    | 96    |
| What is Your Highest Level of Education (Recoded)                         | Pearson Correlation | -.119 | .440 | -.030 | .162 | .053 | -.216 | .252  | 1.000 |
|   | Sig. (2-tailed)     | .248  | .000 | .778  | .118 | .617 | .036  | .013  | .     |
|   | N                   | 96    | 96   | 93    | 94   | 92   | 95    | 96    | 96    |

\*\* Correlation is significant at the 0.01 level (2-tailed).

\* Correlation is significant at the 0.05 level (2-tailed).

**Table A-10: Pearson's R Correlation**



**Table A-11: Regression Model Summary**

| Model | R    | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|------|----------|-------------------|----------------------------|
| 1     | .500 | .250     | .195              | .8176                      |

a Predictors: (Constant), subjects' edu level (no degree, degree), How old are you, subjects' race (whites, minorities), Patrol Applicants (question 24), Are you a police officer, What is the minimum level of education police officers should have

**Table A-12: ANOVA**

| Model |            | Sum of Squares | df | Mean Square | F     | Sig. |
|-------|------------|----------------|----|-------------|-------|------|
| 1     | Regression | 18.306         | 6  | 3.051       | 4.564 | .000 |
|       | Residual   | 54.818         | 82 | .669        |       |      |
|       | Total      | 73.124         | 88 |             |       |      |

a Predictors: (Constant), subjects' edu level (no degree, degree), How old are you, subjects' race (whites, minorities), Patrol Applicants (question 24), Are you a police officer, What is the minimum level of education police officers should have

b Dependent Variable: How well do police officers perform their duties in your neighborhood

**Table A-13: Coefficients**

| Model |   | Unstandardized Coefficients |             | Standardized Coefficients | t            | Sig.        |
|-------|---|-----------------------------|-------------|---------------------------|--------------|-------------|
|       |   | B                           | Std. Error  | Beta                      |              |             |
| 1     | (Constant)  | .392                        | .594        |                           | .660         | .511        |
|       | <b>Are you a police officer</b>   | <b>.968</b>                 | <b>.201</b> | <b>.526</b>               | <b>4.814</b> | <b>.000</b> |
|       | What is the minimum level of education police officers should have            | -9.094E-02                  | .131        | -.115                     | -.695        | .489        |
|       | Age   | -8.385E-02                  | .046        | -.198                     | -1.809       | .074        |
|       | Race (Recoded)  | .404                        | .252        | .157                      | 1.604        | .113        |
|       | What is the Minimum Level of Education an Applicant Should Have (Recoded)     | -2.092E-02                  | .280        | -.012                     | -.075        | .941        |
|       | What is the Minimum Level of Education a Police Officer Should Have (Recoded) | .257                        | .200        | .142                      | 1.287        | .202        |

a Dependent Variable: How well do police officers perform their duties in your neighborhood

My name is Heather Stone and I am a graduate student at the University of Tennessee at Chattanooga. For my thesis, I am conducting a research survey to determine the importance of education in law enforcement. In order for you to remain anonymous and to protect your privacy, do not put your name on this survey. Answering the survey questions is completely voluntary and you have the right to not answer any questions that feel are inappropriate and you may stop answering the questions at any time. Thank you for your time and for contributing to this survey.

1. Are you a police officer?  
49.6% a. Yes (1)  
50.4% b. No (2)

2. What do you do for work?  
78.6% a. Police (1)  
10.1% b. Working (2)  
7.3% c. Student (3)  
4.1% d. Other (4)  
1.9% e. Do not work in law enforcement (5)

3. Do you feel that police response to most 911 service calls placed by residents is prompt and effective?  
42.9% a. Strongly agree (1)  
28.6% b. Agree (2)  
14.3% c. Disagree (3)  
14.2% d. Strongly disagree (4)

**Appendix B**  
**(Survey Questionnaire)**

4. How do you rate the quality of the police services provided by the Chattanooga area? Circle one: use your number.

1 (1) 2 (2) 3 (3) 4 (4) 5 (5) 6 (6) 7 (7) 8 (8) 9 (9) 10 (10)  
2 (5) 3 (6) 4 (7) 5 (8) 6 (9) 7 (10) 8 (11) 9 (12)

5. How do you rate the quality of problems with the Chattanooga area?  
21.4% a. Strongly agree (1)  
28.6% b. Agree (2)  
28.6% c. Disagree (3)  
21.4% d. Strongly disagree (4)

6. How do you rate the quality of police officers' behavior in the Chattanooga area?  
21.4% a. Strongly agree (1)  
28.6% b. Agree (2)  
14.3% c. Disagree (3)  
35.7% d. Strongly disagree (4)

My name is Heather Stone and I am a graduate student at the University of Tennessee at Chattanooga. For my Thesis, I am conducting a research survey to evaluate the importance of education in law enforcement. In order for you to remain anonymous and to protect your privacy, do not put your name on this survey. Answering the survey questions is completely voluntary and you have the right to not answer any questions you feel are inappropriate and you may stop answering the questions at any time. Thank you for your time and for volunteering to fill out this survey.

1. Are you a police officer?

39.6% a. Yes (1)

60.4% b. No (2)

2. What shift do you work?

25% a. Day (1)

9.4% b. Evening (2)

7.3% c. Midnight (3)

01% d. Power shift (4)

56.8% e. Do not work in law enforcement (5)

3. Do you feel that police response to most service calls placed by civilians is fast and effective?

7.3% a. Strongly agree (1)

78.1 % b. Agree (2)

12.5% c. Disagree (3)

2.1% d. Strongly disagree (4)

4. On a scale of 1 to 10 (with 10 being very high quality), how would you rate the quality of police response to calls in the Chattanooga area? Circle only one number.

1      2      3      4      5      6      7      8      9      10

1,2= 5 (01%)    3,4=4 (5.2%)    5,6= 3 (12.5%)    7,8= 2 (61.5%)    9,10=1 (13.5%)

5. Do you feel that gangs are a problem in the Chattanooga area?

11% a. Strongly agree (1)

63.7% b. Agree (2)

22% c. Disagree (3)

3.3% d. Strongly disagree (4)

6. In order to qualify for promotions, police officers need at least 60 hours of college education?

21.3% a. Strongly agree (1)

38.3% b. Agree (2)

36.2% c. Disagree (3)

4.3% d. Strongly disagree (4)

7. How serious do you think crimes are in Chattanooga compared to other cities?

- 6.3% a. Very serious (1)
- 17.7% b. Serious (2)
- 52.1% c. About the same(3)
- 16.7% d. Less than other cities (4)
- 4.2% e. Don't know (5)

8. Is the safety of the neighborhood in which you live becoming:

- 28.1% a. More safe (1)
- 57.3% b. Not changing (2)
- 12.5% c. Less safe (3)

9. Do you agree that police departments should require potential applicants to have college degrees?

- 11.5% a. Strongly agree (1)
- 32.3% b. Agree (2)
- 49% c. Disagree (3)
- 7.3% d. Strongly disagree (4)

10. What is the minimum level of education police officers should have?

- 11.5% a. GED (1)
- 35.4% b. High school (2)
- 21.9% c. Some college (3)
- 24% d. Associates Degree (4)
- 7.3% e. Bachelors Degree (5)
- 00% f. Masters Degree. (6)

11. On a scale from 1 to 10 (10 being a very big problem) do you think that the environmental surroundings in the neighborhood you live in, contribute to crime in that area? Circle only one number.

1      2      3      4      5      6      7      8      9      10  
 1,2= 1 (11.5%)    3,4= 2 (4.2%)    5,6= 3 (29.2%)    7,8= 4 (37.5%)    9,10= 5 (14.6%)

12. How big of a problem is crime in Chattanooga?

- 00% a. No problem (1)
- 38.5% b. Small problem (2)
- 55.2% c. Big problem (3)

13. Officers should be able to recognize residents in the area which they patrol.

- 36.5% a. Strongly agree (1)
- 56.3% b. Agree (2)
- 5.2% c. Disagree (3)
- 2.1% d. Strongly disagree (4)

14. Do you agree that police departments should provide incentives for continuing college education or give scholarships to those employees who are interested in obtaining a college degree?

- 57.3% a. Strongly agree (1)
- 38.5% b. Agree (2)
- 3.1% c. Disagree (3)
- 1.0% d. Strongly disagree (4)

15. Police officers should try to increase personal safety of the residents in their patrol areas.

- 60.4% a. Strongly agree (1)
- 38.1% b. Agree (2)
- 1.0% d. Disagree (3)
- 00% e. Strongly disagree (4)

16. Police officers should work with schools to deter crime.

- 57.3% a. Strongly agree (1)
- 39.6% b. Agree (2)
- 2.1% c. Disagree (3)
- 1.0% d. Strongly disagree (4)

17. How well do police officers perform their duties in your neighborhood?

- 19.8% a. Very well (1)
- 49% b. Well (2)
- 20.8% c. Average (3)
- 5.2% d. Below average (4)
- 2.1% e. Not at all (5)

18. How much improvement do you think the police department needs?

- 14.6% a. Many changes (3)
- 72.9% b. Some changes (2)
- 9.4% c. Very little change (1)
- 00% d. No change (4)

19. Does the Chattanooga Police Department need to increase the number of officers?

- 79.2% a. Yes (2)
- 13.5% b. No (1)

20. Does the Chattanooga Police Department need to improve response time?

- 37.5% a. Yes (3)
- 54.2% b. Maybe (2)
- 3.1% c. No (1)

21. To what extent does the Chattanooga Police Department need to improve patrol?

30.2% a. Very important (1)

63.5% b. Important (2)

00% c. Not important (3)

22. Does the police department need to improve minority relations?

44.8% a. Yes (3)

43.8% b. Maybe (2)

44.8% c. No (1)

23. How has the Chattanooga Police Department changed in the past year?

51% a. Better (1)

38.5% b. Same (2)

5.2% c. Worse (3)

24. What is the minimum level of education an applicant should have in order to be eligible for a patrol officer position?

12.5% a. GED (1)

35.4% b. High school (2)

26% c. Some College (3)

19.8% d. Associates Degree (4)

6.3% e. Bachelors Degree (5)

00% f. Masters Degree (6)

25. What is your sex?

76% a. Male (1)

22% b. Female (2)

26. How much military experience do you have (In years)?

0= 1 (79.2%) 1-2= 2 (2.1%) 3-5=3 (7.3%) 6-8= 4 (7.3%) 9+= 5 (4.2%)

27. What is your highest level of education?

3.1% a. Less than high school (1)

3.1% b. GED (2)

13.5% c. High school (3)

32.3% d. Some college (4)

17.7% e. Associates Degree (5)

24% f. Bachelors Degree (6)

6.3% g. Masters Degree(7)

28. Race

- 12.5% a. African American (1)
- 00% b. Hispanic (2)
- 44.8% c. White/Caucasian (3)
- 2.1% d. Asian (4)
- 00% e. American Indian (5)
- 00% f. Other (Specify) \_\_\_\_\_ (6)

29. Marital Status

- 37.5% a. Single (1)
- 44.8% b. Married (2)
- 1.0% c. Widowed (3)
- 2.1% d. Separated (4)
- 13.5% e. Divorced (5)

30. How old are you? \_\_\_\_\_

- 21-25= 1 (19.8%)
- 26-30=2 (14.6%)
- 31-35=3(18.8%)
- 36-40= 4(6.3%)
- 41-45=5(11.5%)
- 46-50= 6(9.4%)
- 50+=7 (15.6%)

31. How do you feel about higher levels of education as they relate to job promotions in police departments?

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32. In your opinion, what effect, if any, does the level of education of a police officer have on his/her job performance? Explain.

1= greatly effects (26%)

2= moderately effects (24%)

3= very little effect (14.6%)

4= no effect (19.8%)

33. Do you think that a college degree should be required as a qualification for being hired to police departments? Explain.

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34. What kind of college degree (Biology, Chemistry, Criminal Justice, etc.) should a police officer have in order to be more efficient and effective in their job performance?

35. Do you feel that those individuals/officers, who do have a higher level of education (beyond high school), are more self-disciplined, better prepared, and have more job knowledge than those with only a high school diploma or GED? Explain.

36. What effect do you think prior military experience has on police job performance?

37. Do you think an applicant should have both military experience and a college degree? Explain.

38. How much military experience should be required, if any? Explain.



### **Vita**

Heather Stone was born in Chattanooga, Tennessee on March 8, 1978. She attended grade school at John A. Patten, middle school Chattanooga Valley Middle in Rossville, GA and attended Ridgeland High which is also located in Rossville, GA. After High School, she attended the University of the South (Sewanee) in Sewanee, TN and obtained a B.S. in Biology and a Minor in Chemistry in the Year of 2000.

Heather is currently working as a patrol officer with the Chattanooga Police Department and is pursuing her Masters of Science Degree in Criminal Justice at the University of Tennessee at Chattanooga in Chattanooga, TN.