

EXAMINING THE X AND Y GENERATIONS' MOTIVATION FOR CHOOSING  
LAW ENFORCEMENT: MY HOW THINGS HAVE CHANGED?

by

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Examining the X and Y Generations' Motivation for Choosing Law Enforcement: My  
How Things Have Changed?

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## **Abstract**

The topic of motivation has been researched extensively, including where it affects job satisfaction and performance. Current research suggests that motivating factors may be evolving with younger generations entering the work force. This research was designed to compare current generation law enforcement recruits to recruits from earlier research in terms of preference in self-serving motivations over altruistic motivations. Current police academy cadets (N=176) were surveyed in northeastern Ohio and western Pennsylvania, and were asked about their motivation for choosing a law enforcement career. Statistical analysis of the data included comparisons between groups in the sample and against previous research. This research suggests that law enforcement motivation has remained stable over the past 30 years. The results reflect few significant variations in motivation based on year of birth. Additionally, few significant differences were seen by gender, race, social class, educational levels, and law enforcement and military experience. However, significant variances were present between Ohio and Pennsylvania academies. Future research should focus on comparisons of motivation between states and evaluating motivation changes over time.

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## **Chapter I**

### **Introduction**

#### **Purpose of Research**

The purpose of this thesis is to inventory the motivations of police officers. Multiple studies (Sheley & Nock, 1979; Wu, Sun, & Cretacci, 2009; Buelens & Van der Broek, 2007) have examined public service employee satisfaction and have found that public service employees have motivations that differ from the general public. This thesis attempts to assess the motivations of police officers with hope of using the data to build environments that promote job satisfaction. Previous studies have researched the motivations of law enforcement officers and have found that they are highly motivated by altruistic factors, like the duty to serve the public (Raganella & White, 2004; White, Cooper, Saunders & Raganella, 2010). Some of the studies are dated, and this thesis proposes, based on anecdotal experiences accumulated over the last 15 years of law enforcement service, that the current generation of prospective law enforcement employees, when surveyed, will show a shift towards more self-serving motivations.

#### **Need for Research**

This topic was chosen based on a number of factors with the main three now being described in detail. First, my curiosity on the topic developed from analyzing research and studies at the graduate level. The topics of motivation and job satisfaction are covered in great detail in the management and leadership curriculum in which I currently participate. The emphasis on these topics has increased my interest in law enforcement motivation and its application from a police command staff level.



Second, my collegiate interactions have shown that the reasons for police officer motivation are not commonly agreed upon. The topic of employee motivation has been discussed multiple times in the graduate courses at Youngstown State University. The fellow students I have worked with have all proposed their own ideas of employee motivation, including those of police officers. The opinions from students who work outside of the law enforcement community have held that police officers are motivated by power and personal gain, while research contradicts that theory (Raganella & White, 2004).

Lastly, my professional experiences have furthered my interest in this topic. In my personal experiences in law enforcement supervision and hiring, I have noticed a change in young police officer attitudes over the years, one that has made a dramatic shift towards self-serving interests. My experience in graduate school and in my professional career has sparked my curiosity on the subject. I hope to be able to provide reliable research that shows if the current generation of police officers has shifted their motivations.

The importance of this research is reinforced by Herzberg's (1968) Motivation-Hygiene Theory (Two-Factor Theory) and Maslow's (1943) Theory of Human Motivation. Both of these theorists proposed that employees were motivated, in part, by personal beliefs or needs. Herzberg (1968) believed that motivators (sense of accomplishment, duty, and recognition) were responsible for job satisfaction, while hygiene factors (salary, benefits, and rewards) affected job dissatisfaction. Maslow (1943) believed that people are motivated by a hierarchy of their own needs, where the most important needs are processed in order. These two theories of motivation are the

basis for examining motivation for police officers. They propose that motivation is based on personal beliefs, experiences, and needs. This research will examine which of these factors has the most effect on police officers. While there are many theories of motivation, those of Herzberg and Maslow are widely accepted and often referenced. These two theories are also prevalent in published criminal justice research (Johnson, 2012; Zhao, Thurman, & He, 1999; Buelens & Van der Broek, 2007).

### **Research Hypotheses**

This research will attempt to determine if those in the late X and Y generations place more influence on self-serving motivations rather than altruistic motivations. The results will then be compared to those surveyed outside of the X and Y generations' age range and results reported in previous research. Special attention will be made in the comparison of these data to those reported by Raganella and White (2004) in their study of motivation of NYPD recruits. Raganella and White (2004) completed an in-depth study of police officer motivation approximately one decade ago, which presents a sturdy foundational baseline for comparison to results seen today. This baseline will be used to determine if law enforcement motivation is being influenced by the new generations of law enforcement officers. Additionally, gender, race, educational status and aspirations, social class, experience, and family law enforcement affiliation will be analyzed to determine if they have significant relationships with motivation.

The hypotheses for this research are grouped into general areas of concern in this introduction, but will be examined more in depth in the methodology section of this thesis. The groupings of hypotheses are:

1. Age: Police academy students categorized as millennials (late X or Y generation, 18 to 30 years of age) will place more influential value on self-serving motivations.
2. Experience: Police academy students who have prior experience in law enforcement and military will place more influence on altruistic motivations.
3. Sociodemographics: The sociodemographics of police academy students (race, gender, family law enforcement affiliation, and social status) will have no effect on motivation.
4. Education: Current and desired levels of education and the geographic location of the police academy will have no effect on motivation.

### **Data Accumulation**

The data for this research was obtained by surveying police academy recruits. Contact was made with recruits from varying police academies in Ohio and Pennsylvania, where they were asked to participate in a voluntary survey. These surveys provide the data for this research. The population, survey type, and steps followed will be further examined in the methodology section of this thesis.

### **Theoretical Considerations**

The data obtained from this research will benefit law enforcement recruiting and training efforts. First, it will give a current perspective, with subjects from the late X and Y generations (millennials). The late X and Y generations refer to those who were born from the 1980's until now, and this research will be compared to studies from the past on

the same subject. Second, if results contradict previous studies, it could encourage future research on the subject. Lastly, law enforcement administrators may be able to use this research to evaluate their own policies and procedures. This evaluation should be used to determine if modifications are needed to evolve with employee motivation.

### **Overview of the Thesis**

This thesis will be divided into five chapters. Chapter one is the introduction of the thesis, which provides a summary of the topic, as well as the purpose and need for research. Chapter one also includes a brief overview of the hypotheses, methodology, and theoretical considerations of the research. Chapter two is a review of literature supporting the foundation of this research. It includes prior research of motivation, public service motivation, and law enforcement motivation, in addition to the challenges presented by younger generations in the public service sector. Chapter three discusses the methodology of the research, including the instrument used for data collection and the methods employed in data collection. A description of the research sample and the locations in which data were collected is also included. Chapter four consists of a presentation of the findings of the research and their implications on the hypotheses. Lastly, chapter five is a summary of the thesis. The summary includes comparisons of data in relation to previous research on the topic, limitations of this research, and recommendations for future research.

## **Chapter II**

### **Literature Review**

The topic of employee motivation is one that has been analyzed for decades. Since the beginning, motivation has been studied on varying levels and environments in an attempt to define what motivates an employee, how these motivations are different, and how they affect one employee to the next. The research of motivation is often tied to job satisfaction, where many believe the two are dependent on each other (White, Copper, Saunders & Raganella, 2010; Zhao, Thurman & He, 1999; Reiner & Zhao, 1999). This literature review will examine motivation and also its role in job satisfaction from varying areas. These areas include: classical theories of motivation, motivation and its effect on job satisfaction, private sector motivation, global employee motivation, and motivating in the 21<sup>st</sup> century.

#### **Classical Motivation Theory**

Maslow (1943) was the first to define a hierarchal structure of need fulfillment. In his theory, as lower order needs are fulfilled, a person moves up the needs ladder to begin satisfying the next need. Lower order needs, such as safety and well-being influence job behavior and satisfaction, as do higher order needs like esteem, self-actualization, and psychological development. While obtaining a level of needs does not ensure employee motivation, the process of climbing the needs ladder does have an effect on job satisfaction, and in turn, performance. In the area of employment, the motivations for why a person picks a career are embedded in their needs. These needs may be categorized in varying levels of Maslow's hierarchy, including safety, belonging, esteem

and self-actualization. Based on Maslow's theory, if what motivates an employee falls in a higher order need, then lower order needs must be obtained before the employee will achieve what motivates them.

Herzberg (1968) approached the idea of motivation with a two-prong evaluation, categorizing motivating factors into two groups, motivators and hygiene. The majority of Herzberg's motivators would fall under Maslow's esteem or self-actualization tiers, while the hygiene factors could fall into the safety or social needs tiers. Herzberg believed that job satisfaction is directly related to the meeting of motivations, while job dissatisfaction is the result of hygiene factors. In this research, both motivations and hygiene factors will be examined for their influence on motivations for choosing a law enforcement career. Herzberg's hygiene factors, such as salary, work conditions, and coworker relations will be examined, as well as motivational factors such as recognition, achievement, and advancement. All of the motivations for choosing a law enforcement career in this research can be categorized in either Herzberg's hygiene or motivations factors. Based on Herzberg's theory, obtaining these motivational goals is necessary to ensure job satisfaction.

Edwin Locke (1968) proposed a Goal-Setting Theory of motivation. In his theory, Locke believed that employee motivation is the result of working towards a goal and achieving it. Under Locke's theory, the setting of arbitrary, or easily obtainable goals, as a means of providing constant praise is not successful. To motivate employees, goals should be challenging and easy to understand. Having goals that force an employee to put effort into obtaining them increases their motivation to do so in addition to their job satisfaction when completed. Locke also places importance on the necessity of

clarity in goals. If an employee does not completely understand what they are working towards or does not know what the rewards or results of goal attainment are, they will be less successful and less motivated.

In relation to this research, the setting of these goals will be more successful when they are designed with the employee's motivations in mind. If law enforcement leadership understands what is motivating a police officer to choose a career in law enforcement, they will be better equipped to design goals that will motivate the employee to achieve them, thus increasing job satisfaction.

J. Stacy Adams (1963) published the Equity Theory, which states that employees will become less motivated if they feel that there is not a balance between the effort and the rewards of the occupation. Adams also believed that motivation is heavily dependent on an employee's comparison of the input/output of other workers around them. If they feel that another employee is getting more rewards for doing less, then they will be less motivated to do more than that person. Adams proposed that factors that could be classified as hygiene and motivational (as proposed by Herzberg) are not solely responsible for motivation or job satisfaction. Rather, it is a balance of the input/output of these factors that promotes satisfaction.

When applied to this research, the equity of a law enforcement officer will include what motivated them to choose this career. To be successful in promoting job satisfaction, law enforcement administrators must be able to tailor the job experience so that an officer has the ability to meet their goals and motivations. While doing so, they must also make sure that the tailored job experience requires the officer to put in proportional effort to the rewards or motivation attainment.

John Holland (1959) proposed a Theory of Vocational Choice, where he believes that employees are motivated towards a career that matches their personality. Holland believed that all people could be classified into six different personality types: realistic, investigative, artistic, social, enterprising, or conventional. Employees desire to work in job environments that match their personality type, and by doing so, they are much more likely to be satisfied in their career. When these job environments are staffed with employees with the same personality type, the environment is more productive and satisfying. This research will help define what personality types are pursuing law enforcement careers. If millennials, or the younger generation of law enforcement officers, are showing different personality traits than what have been seen in the past, this could have a negative effect on job performance and satisfaction. The motivations for being a police officer may give an indication as to what personality types are pursuing a law enforcement career today.

James Conser (1979) published a very influential article on law enforcement motivation, although some may question including it in the classical theory section. Conser believed that the application of one or more of the classical theories of motivation to law enforcement was problematic. He proposed four problems with classical theory, the first being the economic limits of municipal law enforcement. Municipalities are not businesses, do not operate on profit, and largely are not able to provide the financial rewards that often motivate employees. Second, law enforcement agencies are almost always structured in a paramilitary manner, which does not promote “incentive, imagination, and rapid advancement” (Conser, 1979, p. 288). Third, promotion and advancement in law enforcement agencies is not as frequent as it is in the private sector



because of the size of municipal agencies. Lastly, efficiency and productivity in law enforcement is hard to measure, and productivity is often in the form of punishment to violators. This provides obstacles to measuring performance and providing incentives. For example, the public does not like to hear about ticket quotas.

Based on these problems, Conser proposed an adaptive theory of management. In his theory of management, the focus of new strategies should be on the positive outcome of performance, not a comparison to the results of the past. A system of rewards must be based on a needs and value assessment. Each agency must determine what their employees are looking for and tailor their rewards around these needs, rather than following textbook examples. These rewards must then be integrated into the law enforcement structure. Conser points out that not all rewards are plausible in the law enforcement setting. For example, not everyone can have a pay raise nor can they all have ten weeks of vacation. However, the law enforcement structure allows for rewards to be built in that do not have a negative effect on budgets and operations, such as merit pay increases, point systems for promotions, public recognition and rewards. Conser provides a new strategy for law enforcement motivation that includes the parts of multiple classical theories that can function in the law enforcement setting. While doing so, he does not abandon other parts, but lessens their importance because of practicality.

While many of these classical theories approach the issue of motivation from different angles, they are similar in the importance they place on it. If an employee's motivation was not important for job satisfaction, this research would be meaningless. As proven by the referenced previous research, motivation is a widely researched and important aspect of employee development and satisfaction. Thus, this research on how

the younger generation of law enforcement officers is motivated is also important to ensure that the law enforcement field is meeting the needs of its employees.

### **Motivation and Job Satisfaction**

White, Cooper, Saunders and Raganella (2010) addressed the issue of motivation and how it applies to job satisfaction. They found that police recruits, who obtained their motivation goals, after six years of experience, had higher job satisfaction. Those that did not achieve these goals, or showed weak commitment in the academy, were prone to higher frequency of job dissatisfaction.

Research has shown that job satisfaction is most affected by personal motivations and environmental factors. Depending on the study, more weight may be placed on one or the other, but most studies acknowledge them both. Zhao, Thurman, and He (1999), along with Reiner and Zhao (1999), found that the work environment was the biggest influence on job satisfaction, in a law enforcement setting and a military base, respectively. Wright (2007) followed with the same results, but dissected job environment further to put the focus on the organization's mission. However, Sheley and Nock (1979) and Johnson (2012) would argue that personal motivators are the most important. Raganella and White (2004) combine the two factors in the evaluation of police officer motivation. In their research, they used personal motivation factors such as salary and job benefits, along with environmental factors, such as companionship with co-workers and military structure, as options for survey respondents to rank importance. Environmental factors and personal motivators are important to job satisfaction, and each has its own effect on employee motivation.

## **Motivation in the Public Sector**

The issue of motivation has been researched numerous times in the past, including in the public sector for law enforcement. Raganella and White (2004) and White et al. (2010) both addressed the issue, as mentioned earlier. Their work followed research by Lester (1983), who surveyed police officers to determine what was motivating officers to choose the law enforcement profession. Of the 15 motivations surveyed, the desire to enforce laws and public service were ranked as the most motivating. The same results were seen from Cumming, Cumming, and Edell (1965) where they question what types of officers answer your 911 calls, and what motivates them to do so.

Approximately 20 years later, Foley, Guarneri, and Kelly (2008) followed up on the work of Lester (1983) and Cumming et al. (1965) and evaluated whether the current generation of police officers were still motivated by a desire to uphold the law and public service. Their research showed that while officers were placing more importance on some self-serving motivations (salary, benefits, and job security), the most influential motivations were altruistic in nature (opportunity to help people, enforce laws of society, and fight crime).

Bradford, Quinton, Myhill, and Porter (2014) researched the question why law enforcement officers are motivated to follow the rules and regulations set forth by their departments. Through a survey administered to police officers in Durham, England, they found that police officers rarely chose to follow the rules or were motivated because of the threat of punishment. Their motivations and rule compliance were most likely based on the perception of organizational justice, procedural justice, and overall fair and consistent treatment.

Gillet, Huart, Colombat, and Fouquereau (2012) evaluated motivation of police officers in relation to training specifically designed by psychologists to increase motivation and engagement in the profession. Their research found that police officers who felt that they were supported by their organization were more likely to have increased levels of self-determined motivation and work engagement. They also found that training increased the likelihood of self-determined motivation and engagement because it was viewed by the officers as a way of showing support from the organization.

Gaines, Van Tubergen, and Paiva (1984) evaluated motivation and its specific changes based on promotion within law enforcement agencies. Their research supported the idea that law enforcement agencies are populated with two types of officers, those who are content at their current position and those who have advancement goals. Those who are content derive motivation and satisfaction through the nature of their current assignment, while the second group is motivated by the chance of moving up in rank. In comparison to this study, those in group one would be motivated by altruistic motivations and those in group two by self-serving motivations. Gaines et al. (1984) found that the officers in group one were generally younger, with less education, and less experience. As they continued to work in the profession longer, they gradually moved towards group two. This research will attempt to determine if this type of progression is still seen in law enforcement today, or as hypothesized, younger officers will exhibit more self-serving motivations.

In his study of police officer motivation, Van Maanen (1975) found that new officers are generally more motivated. However over time, this motivation and organizational commitment declines. His study proposes that highly motivated officers

lose motivation because they believe that hard work does not guarantee advancement. He also proposed that highly active officers were perceived less positively by supervisors who preferred average officers. Lastly, his study supported the idea that police officers are motivated by superior performance evaluations.

### **Motivation in Private Sector**

The topic of motivation is not exclusive to law enforcement; it is discussed in the public sector, regarding how it differs in the private sector employee. Buelens and Van der Broek (2007), Crewson (1997), and Liu, Du, Wen, and Fan (2012) all examined the comparison of motivation between public and private employees, and all found that the two differ in motivation. Commitment to public service (Liu et al.), and altruistic beliefs towards the profession (Buelens & Broek) were some of the areas that public service employees showed greater interest.

Public service motivations have also been evaluated based on different factors. Brewer, Selden and Facer (2000) supported the idea that public service motivation differs from private, and they went even further by classifying public service motivation into different categories. Georgellis and Tabvuma (2010) found that public service motivation does not dissipate over time. Red tape, or the labeling of faulty procedures as red tape, has been found to negatively affect motivation (Scott & Pandey, 2005).

### **Motivation Across the Globe**

The study of employee motivation and job satisfaction, including public service motivation, is not exclusive to the United States. Fosam, Grimsley, and Wisner (1998)

found that both environmental and personal motivators affected job satisfaction of police officers in England. Hwang (2008), who studied police officers in Korea, found that geographic location affected motivation. He also found, in opposition to American studies, that promotions and rank did not affect motivation. Other examples include Jang (2012), who published findings that certain personality traits are indicators of motivation in Taiwan, and Liu et al. (2012) documented the differences of public and private service motivation in China.

### **Motivating in the 21<sup>st</sup> Century**

As presented in this literature review, motivation is an important factor affecting job satisfaction. However these studies, which define the most important motivators, have become dated. McCafferty (2003) pointed out that the X and Y generation criminology students and military personnel are showing changes in motivators and beliefs, both of which will require that they are managed and led in new ways.

Schumacher (2003) said that law enforcement officers from generation X are starting to show an agenda that places themselves before the organization. He proposes that new management styles need to be adopted, which do not attempt to force the younger generations to adhere to ways of the past. He believes that motivation is key with Gen Xers, and leaders must be willing to let these younger officers know that their opinions and views are respected and seriously considered.

McCullough and Spence (2014) recognize that recruiting law enforcement officers in the 21<sup>st</sup> century will require changes to previous methods. They propose that recruitment efforts must be willing to adapt to the changes we currently see in society.

Recruitment should target diverse populations and backgrounds. These efforts should also use current technology, utilizing the internet and electronic resources rather than continuing to only use print communication. They also propose “trial runs” or programs that let prospective officers get a feel for the career before committing. These programs may be police explorer, cadet, or civilian police academy programs. They also believe that recruitment must be concurrent with the department’s image or brand. To be effective in recruiting, prospective officers must believe that the recruitment effort provides an honest portrayal of the agency that they are considering.

Harrison (2007) echoed the beliefs of McCullough & Spence, Schumacher, and McCafferty that millennials will need to be led and managed in a new way. Harrison stated that baby boomer police administrators will have to adapt the “wisdom of their years” to fit the needs of millennials. He said that millennials do not desire (early in their career) to be leaders themselves, so they watch the actions of department leaders very closely. This requires the department leaders to be fair, honest, and always operating with integrity. He also says that millennials want to learn in the workplace, like to have relationships with their peers, and like to have some fun at work. He believes that millennials need structure, but also that the structure of the organization must adapt to fit their needs and habits.

## **Conclusion**

Throughout history, the subject of employee motivation has spawned numerous theories. Some of these theories overlap, some contradict, and some evolve, but they all show the importance of the subject. There are classical motivational theories, those that

compare the effect of motivation on job satisfaction and performance, comparisons of the public to private sector and the western world to the rest of the earth. In all of these theories, we see references to different types of motivation. Also, in some of them we see attention to, or a comparison of, altruistic motivations and self-serving motivations.

Currently, we are seeing new ways of thinking, in addition to suggestions for managing the younger generation in the work force. The field of law enforcement is no different from other occupations, and the literature reviewed here solidifies that motivation is a topic that must be researched for successful recruitment, retention, and job performance. The importance of motivation reinforces the need and basis for this research, and the comparisons of altruistic and self-serving motivations will guide this research.

Related to this research, multiple previous studies provide the background for these hypotheses:

1. Police academy students categorized as millennials (late X or Y generation, 18 to 30 years of age) will place more influential value on self-serving motivations.

Previous research has shown that police officers are most often motivated by altruistic means (Raganella & White (2004); White et. al (2010); Lester (1983); Cummins et. al (1965); Foley et. al (2008)). However, current research and publications recognize a change in the attitudes and beliefs of millennials (McCafferty, (2003); Schumacher (2003); McCullough & Spence (2014); Harrison (2007)). This research hypothesizes that this shift in attitudes and beliefs will have an effect on motivation, thus changing the motivations for choosing a law enforcement career as seen in previous research.



2. Police Academy students who have prior experience in law enforcement and military will place more influence on altruistic motivations.

While research by Gaines et al. (1984) dissents, the majority of research on law enforcement motivation proposes that motivating factors do not change through the course of a career (Raganella & White (2004); White et. al (2010); Foley et. al (2008); Georgellis & Tabvuma (2010)). This research hypothesizes that those who have been active in a career in law enforcement or the military will continue with the same altruistic motivations previous research has found from law enforcement officers.

3. The sociodemographics of police academy students (race, gender, family law enforcement affiliation, and social status) will have little effect on motivation.

Previous research has proposed that certain sociodemographics have a minor effect on the importance of certain motivations, but it does not necessarily upset the ranking, which places the most importance on altruistic motivations. Foley et al. (2008) note that minorities placed more influence on opportunities for advancement and job autonomy. Raganella and White (2004) found that the differences in ranking of motivations were not significantly different for Whites, Blacks, or Hispanics. In regards to gender, they found that females gave more influential value to certain motivators, however, their overall ranking did not vary far from that of males. In a follow-up to their original research, White et al. (2010) showed that after six years of working as police officers, gender and race differences in motivation had not changed significantly. This research expands the sociodemographics to include family law enforcement affiliation and social status. This research also hypothesizes that there will be little effect on motivation based on the results of previous research.

4. The educational differences between police academy students, including different academies and geographic locations and their current and desired educational level, will have no effect on motivation.

Again, while Gaines et al. (1984) dissents, other research proposes that educational level has little effect on motivation. Foley et al. (2008) reported that only ten percent of officers surveyed did not have a college degree. However, there was no reported significance in relation to motivation. Raganella and White (2004) did not analyze education as a variable for motivation, but it is mentioned as a possible limitation of the research and that they encourage further examination. There is not enough research on the effect of education on law enforcement motivation to definitely hypothesize whether significance will be seen in this research. However, based on the lack of significance in many sociodemographic areas, this research hypothesizes that education level will have no effect on motivation.

This literature review has provided support for the belief that motivation is an important topic for research in the area of law enforcement. The hypotheses for this research are based on the findings and opinions presented in previous research conducted on the area of motivation in law enforcement. This thesis will now examine what motivations are fueling the 21<sup>st</sup> generation to pursue a career in law enforcement.

## **Chapter III**

### **Methodology**

This thesis is an examination of motivations for becoming a police officer. This research will rely heavily on comparisons to Raganella and White's (2004) findings on the motivations of New York City police officers. This research is designed to determine if significant differences in motivation are present between current police recruits, as well as between police recruits surveyed just over ten years ago by Raganella and White. This thesis is a follow-up, comparison, and addition to the work of Raganella and White. Therefore, the methodology of this thesis will be modeled as closely to that of Raganella and White, as possible. This chapter includes a description of the research by means of design, survey instrument, sample, sampling procedure, analytical plan, and hypotheses.

#### **Design**

The data collected for this research were obtained through administering a written 27-item one-page questionnaire to participating police recruits. On average, the questionnaire took seven minutes to complete. The written questionnaire was chosen as the survey instrument for efficacy, measurability and objectivity. The questionnaire format allowed for the collection of a substantial amount of data in a short period of time. The questionnaire also provided data in a format that is quickly and easily measured with statistical software packages. Lastly, the data obtained are objective in nature, free from bias that may be found in interviews or other types of data collection where the researcher gathers and interprets a verbal response.

Prior to application for approval of the instrument by Youngstown State University, written approval of participation was sought from all participating police academies. Ultimately, six different open enrollment or agency sponsored police academies in the states of Ohio and Pennsylvania, which included eight different academy classes, agreed to participate in the research. One of the academies required approval from their Institutional Review Board (IRB) prior to allowing research at their academy. A proposal was submitted on March 26<sup>th</sup>, 2015, to the Institutional Review Board for the Protection of Human Subjects of one of the institutions in the northeast region of Ohio. On the same day, the proposal was approved through an expedited review process (Appendix A).

Once written approval was obtained from some of the participating academies, the application for approval was submitted to the Youngstown State University Institutional Review Board (Protocol # 152-15). The proposal was submitted to the Youngstown State University IRB on March 22<sup>nd</sup>, 2015, and was determined to meet the criteria for exemption on March 26<sup>th</sup>, 2015, (Appendix B). As written approval was received from all participating police academies, documentation was forwarded to the Youngstown State University IRB. Written approval was obtained from all police academies prior to any data collection or administering the questionnaire.

Prior to distributing the questionnaire at each academy location, introductions were made as well as verbal reiteration of the instructions and information as presented on the cover page of the survey. Some of this information included voluntary participation, implied consent, confidentiality, purpose of the research, and basic instructions. At each location, the only personal information provided about the survey

administrator included representing university and membership within the law enforcement community. During the survey administration, civilian clothing was worn and at no time was rank or law enforcement departmental affiliation discussed. This information was not released prior to and during the administration to limit moderator acceptance bias and anticipatory socialization. All questionnaires were distributed and collected by hand by this researcher.

### **Instrument**

The instrument used for data collection for this thesis was an in-person distributed written questionnaire (Appendix C). The questionnaire was two pages in length, with the first page providing a description of the research, instructions, disclosures, contact information, and implied consent. The second page consisted of the data collection questions. The survey instrument was comprised of a single sheet of paper.

The cover page advised the participant that research was being completed for fulfillment of requirements of the Criminal Justice program at Youngstown State University. The participants were notified of the survey administrator's name and affiliation with Youngstown State University. The instructions stated that participation in the research was voluntary; they could decline to participate, cease participation without penalty at any time, or choose not to answer specific questions. They were also told that there were no known risks in participating in the research other than those encountered in everyday life. The instructions ensured the participant that there would be no personal identification information collected and their responses would be anonymous. The

participants were also notified that the data collected would be secured under lock and key.

The cover page included basic instructions for completing the questionnaire. The participants were asked to provide only one response to each question. These responses would be in the forms of fill-in-the-blank and multiple-choice questions.

Lastly, the cover page included contact information for this thesis advisor, Dr. John Hazy and the Director of Grants and Sponsored Programs at Youngstown State University, Dr. Edward Orona. The questionnaires that were administered to the academy classes at one university that required its own IRB approval, included the contact information of its IRB chair. (Appendix D)

The second page of the questionnaire contained all of the questions that were used to collect data for this research. The data collection page was separated into two sections. These two sections were a ranking system for motivations and demographics questions, respectively.

The motivations section included 18 different motivations and a ranking system for each. The participant was asked to choose the influence of each motivation as either no influence, some influence, or very influential. The motivating factors evaluated in this research were:

1. Job benefits (i.e. medical/pension)
2. Opportunities for career advancement
3. Structured like the military
4. Early retirement
5. The salary

6. Excitement of the work
7. Opportunity to help people in the community
8. Job security
9. To fight crime
10. Because it has been a lifelong dream or aspiration
11. Profession carries prestige
12. Ability to work on your own a lot
13. To enforce the laws of society
14. Good companionship with co-workers
15. Because you have friends/relatives who are police officers
16. Job carries power and authority
17. There was a lack of other career alternatives
18. To use this job as a stepping stone to a better career

The demographics section was composed of nine fill-in-the-blank (FTB) and multiple choice (MC) questions. The demographics questions included:

1. Gender (MC)
2. In what year were you born: (FTB)
3. Race (MC)
4. What is your current level of education? (MC)
5. What is the highest level of education that you want to obtain? (MC)
6. Growing up, what describes your social class? (MC)
7. Do you have at least one year of prior law enforcement experience? (MC)
8. Do you have at least one year of military service? (MC)

9. Do you have a family member who is or was a police officer? (MC)

The instrument used was a modified version of the instrument used by Raganella and White (2004) and Lester (1983). The questionnaire was formatted to include many of the same, or similar motivating factors that were evaluated in both of the previous studies. The questionnaire used in this research also contained a few more sociodemographic and descriptive questions to further statistical analysis. The modifications to the Raganella and White instrument for this research consisted of the addition of demographic questions and the re-ordering of motivating factors.

The dependent variable for this research is motivation. In this research, motivation is defined as the particular elements of a law enforcement position that encourage a person to pursue a career in law enforcement. Each of the 18 motivating factors all contribute as components of the overall dependent variable. The dependent variables are classified as self-serving or altruistic (Raganella & White, 2004).

The self-serving classified dependent variables are those that have been determined to have a purpose that benefits one's own self. These items are:

1. Job benefits
2. Opportunities for career advancement
3. Early retirement
4. Salary
5. Job security
6. Because it has been a lifelong dream or aspiration
7. Profession carries prestige
8. Ability to work on your own a lot



9. Because you have friends/or relatives who were police officers
10. Job carries power and authority
11. Lack of other career alternatives
12. To use the job as a stepping stone to a better career

The altruistic classified dependent variables are those in which the motivation has been determined to represent a purpose to benefit society, the organization, or other things other than solely the individual. These items include:

1. Structured like the military
2. Excitement of the work
3. Opportunity to help people in the community
4. To fight crime
5. To enforce the laws of society
6. Good companionship with co-workers

The independent variables for this research include all of the demographic data collected from the questionnaire. These variables include gender, age, race, current level of education, desired level of education, social class, prior law enforcement and military experience, and having a family member affiliated with law enforcement. All of the independent variables were analyzed at total face value with the exception of age. The age data will be evaluated by three groups: Late Generation X (born between 1970-1979), Generation Y (born between 1980 and the present) and non-millennial (born in the 20<sup>th</sup> century prior to 1970).

## **Sampling**

The questionnaire was distributed to six different police academies in northeastern Ohio and western Pennsylvania. Several sampling methods were utilized in conducting this research. These methods included: convenience, purposive, and quota.

First, the sampling was based on convenience; the academies selected were easy to reach and agreed to participate in the research. The convenience sampling included academies that were in close proximity to the researcher and were all located within one day of travel for the researcher. In preparation for this research, 10 police academies were contacted in the above stated geographic area. Four of the academies declined to participate in the research due to institutional or police academy policy. Some also declined due to the strictly enforced Ohio Police Officer Training Commission regulations for length of time that academy students must be receiving instruction. All of the academies that agreed to participate worked within these regulations, and allowed the research to take place prior to or after scheduled instruction. All police academies that agreed to participate were included in the sample.

The sampling method was purpose driven. The sample chosen included police academy recruits. This research is designed to evaluate the motivations for becoming a police officer; therefore, it can be assumed that a police-training academy will provide the best environment for collecting data on the intended subject.

Lastly, the sampling was done with a preferred quota of responses. This research was designed with a target quota of 100 completed surveys. This target was chosen to provide a robust data source for comparative analysis.

The questionnaire was administered to all police academy students present at each academy on the day of administration. Of all of the six survey locations, there were a total of less than five students absent on the days the questionnaire was administered. Overall, 176 questionnaires were distributed and 100% of the questionnaires were completed and returned (N=176).

### **Sample**

The listing of academies surveyed is included in the table “Research Locations” (Table 1). Location 1 consisted of 15 academy students. The academy had one class and the research was collected on April 1<sup>st</sup>, 2015.

Data were collected from Location 2 on April 1<sup>st</sup>, 2015. The academy consisted of two classes. The first class had 25 participants, and the second, 20.

The questionnaire was administered to Location 3 on April 2<sup>nd</sup>, 2015. The class consisted of 26 academy students.

On April 2<sup>nd</sup>, 2015, the questionnaire was administered at Location 4. The academy consisted of two classes, the first having 12 students, and the second having 20.

The questionnaire was administered to Location 5 on April 7<sup>th</sup>, 2015. The academy consisted of two classes, but the classes were combined for the research, with a total of 38 students.

Lastly, the questionnaire was administered to Location 6 on April 10<sup>th</sup>, 2015. The academy consisted of one class that had 20 students.

## **Analytical Plan**

Statistical analysis of the data obtained through this research uses IBM SPSS (Statistical Package for the Social Sciences) Version 20. The statistical analysis consists of three phases. The first phase focuses on descriptive analysis, highlighted by frequency distributions, central tendency, and dispersion. The second phase focuses on cross-tabulations, Chi-squared calculations, independent two sample hypothesis testing, and comparisons with results found by Raganella and White (2004) and Foley et al. (2008). The comparisons to Raganella and White (2004) were made through the use of one-sample t-tests, that compared the data obtained in this research to the published mean values of individual motivations. The third phase includes correlations and ordinary least squares regression.

## **Hypotheses**

The following eight hypotheses serve as guideposts for the analysis.

1. Police academy students categorized as millennials (late X or Y generations, 18 to 30 years of age) place more influential value on self-serving motivations for choosing a career in law enforcement than altruistic motivations.
2. There is no significant difference in the influential value of motivations between males and females.
3. There is no significant difference in the influential value of motivations between races.
4. Police academy students who have prior law enforcement experience place more influence on altruistic motivations.

5. Police academy students who have prior military experience place more influence on altruistic motivations.
6. There is no significant relationship between difference in motivational influence and social status as well as having family members in the law enforcement field.
7. There is no significant relationship between difference in motivational influence between those that have college and those that do not, as well as no difference between current educational level and desired educational level.
8. There is no significant relationship between differences in motivational influence and whether the academy is in Ohio or Pennsylvania.

## **Conclusion**

The methodology of this research includes the design, survey instrument, measures, sample, sampling procedure, analytical plan, and hypotheses. The questionnaire format was chosen to provide robust data, efficiency, and objectivity. The sampling procedure was completed using a convenience sample that provided purposive and quota driven data. The instrument used is a modification of those used in previous similar studies, which has proven effective for obtaining data on the topic of police officer motivation. Safeguards and procedures were utilized to ensure the integrity of the data and its relevance to this research. The next chapter will discuss the data obtained and the results relative to each one of the nine specified hypotheses.

## **Chapter IV**

### **Results**

This chapter is documentation of the data that were obtained through the administration of the written questionnaire. These results are presented in three phases. The first phase includes a descriptive analysis highlighted by frequency distributions, central tendency, and dispersion. The second phase includes statistical analysis of cross-tabulations, independent two sample hypothesis testing, and comparisons with the results found by Raganella and White (2004) and Foley et al. (2008). The third phase contains correlations and regression.

#### **Phase One - Descriptive Analysis**

There were eight different academies used as survey locations. One hundred and seventy-six surveys were distributed amongst the academy locations, and 176 were completed and returned (N=176). Location 1 had 15 responses, which accounted for 8.5% of the sample. Location 2, class 1 had 25 responses (14.2%), Location 2, class 2 had 20 responses (11.4%), Location 3 had 26 (14.8%), Location 4, class 1 accounted for 12 (6.8%), Location 4, class 2 had 20 responses (11.4%), Location 5 had 38 responses (21.6%) and Location 6 had 20 (11.4%) responses. Overall, there was a 100% response rate. The two states represented by these data are Ohio and Pennsylvania. The majority of responses were from Ohio academies, 156 (88.6%), and 20 (11.4%) were from Pennsylvania. (Table 1)

Of the 176 respondents, 150 (85.2%) reported their gender as male, and 23 (13.1%) reported their gender as female. There were three responses that did not have a

gender selected and they accounted for 1.7%. The race category selections that were available were White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander, or other. There were no responses of race being American Indian or Alaska Native, or Native Hawaiian or other Pacific Islander. The majority of respondents reported being of the White race, 155 (88.1%). Black or African American was reported by 14 (8%) of the sample and 1 (0.6%) reported being Asian. The Other category was reported 5 times (2.8%). There was one response that did not list a race and it accounted for 0.6%. (Table 2)

The respondents were questioned about their social class when they were growing up. The responses that they were able to select were: lower class, working class, middle class, and upper class. The respondents reported that 7 (4%) were in the lower class, 71 (40.3%) were in the working class, 92 (52.3%) middle class, and 6 (3.4%) upper class. There was a 100% response rate to this question. (Table 2)

The academy students surveyed were asked what their current level of education was and what was the highest level of education they wished to obtain. The question provided the following possible selections: high school, trade school, associate degree, bachelor's degree, master's degree, and doctorate. In the current level of education category, 75 (42.6%) reported having completed high school, 15 (8.5%) trade school, 35 (19.9%) associate degree, 45 (25.6%) bachelor's degree, and 5 (2.8%) master's degree. There were no reported instances of a doctorate. In the education level that they wished to obtain, 16 (9.1%) reported high school, 6 (3.4%) reported trade school, 21 (1.9%) associate degree, 75 (42.6%) bachelor's degree, 44 (25%) master's degree, and 13 (17.4%) doctorate. (Table 3)

The questionnaire also asked three yes or no questions that elicited data on whether they have had prior law enforcement experience (minimum of 1 year), prior military experience (minimum of 1 year), and if that had family members that were affiliated with law enforcement. The data obtained showed that 149 (84.7%) had no prior law enforcement experience and 27 (15.3%) did have one year or more of law enforcement experience. All respondents answered this question (100%). The respondents also reported that 123 (69.9%) did not have military experience, while 53 (30.1 %) did have one year or more of military experience. There was a 100% response rate to this question. Lastly, there were 86 (48.9%) who reported having a family member affiliated with law enforcement, and 90 (51.1%) reported no affiliation. Again, this question also had a 100% response rate. (Table 4)

The questionnaire tracked the age of the respondent with a fill in the blank question. There were 174 (98.9%) responses to this question. The oldest age reported was born in 1933, and the youngest, 1996. I was able to make visible contact with the respondents, and there did not appear to be anyone near eighty years of age. Therefore, the year of birth response of 1933 will be dropped from analysis beyond descriptives. The years born were re-coded into three groups for analysis: Group 1, 1970-1979 (Late Generation X); Group 2, 1980-present (Generation Y); and Group 3, those born in the 20<sup>th</sup> century, prior to 1970. Due to a disparity in age ranges in the sample, the year of birth was later recoded into millennial (Groups 1 and 2) and non-millennial (group 3) for statistical analysis.

The majority of the respondents reported that they were in Group 2. Group 2 was populated by 161 respondents, which accounted for 91.5% of the sample. Group 1 had 7



(4%) of the responses, and Group 3 had 6 (3.4%). With the response of “1933” dropped from analysis due to being invalid data, the mean year born for the group was 1989 (1988.92) and the standard deviation was 5.63. (Table 5)

There were 18 different motivations that were ranked on a 1-3 scale. The possible responses were 1, no influence; 2, some influence; and 3, very influential. When coded into SPSS, the responses were entered on a 1-3 scale, with 1 being no influence and 3 being very influential. There was a very successful response rate to these questions with only 2 total motivators not rated from all of the responses. Overall, the highest influential rankings were reported for the opportunity to help people, excitement of the work, and the ability to fight crime. The lowest rated motivations were lack of career alternatives, the job carries power or authority, and the job is a stepping-stone to another career. Considering the weight of millennials in the sample, the descriptive evidence does not support the hypothesis that millennials would value self-serving motivations more so than altruistic ones. The top three motivations, the opportunity to help people, excitement of the work, and the ability to fight crime, were all classified as altruistic.

The following are the values of the mean (M) and standard deviation (SD) for the motivating factors, overall: opportunity to help people (M=2.85 SD=.356), excitement of the work (M=2.79 SD=.459), to fight crime (M=2.65 SD=.576), companionship with co-workers (M=2.52 SD=.623), opportunities for career advancement (M=2.43 SD=.610), job security (M=2.40 SD=.652), enforce laws of society (M=2.38 SD=.602), profession carries prestige (M=2.35 SD=.709), lifelong dream or aspiration (M=2.35 SD=.763), job benefits (M=2.20 SD=.701), ability to work on own (M=2.02 SD=.740), early retirement (M=1.87 SD=.786), friends or relatives in law enforcement (M=1.85 SD=.842),

structured like the military (M=1.83 SD=.789), salary (M=1.82 SD=.723), stepping stone to another career (M=1.72 SD=.769), job carries power and authority (M=1.69 SD=.748), lack of career alternatives (SD=1.16 SD=.464). (Table 6)

## **Phase Two – T-tests, Cross-Tabulation, ANOVA**

**T-tests.** T-tests were performed to determine if there were significant variances in the mean of motivating factors in multiple categories. T-tests of motivation were performed on age, race, gender, social class, college education, law enforcement experience, military experience, family members affiliated with law enforcement, and the state that the academy was located.

The T-tests for age are documented as comparing the motivating influence of millennials versus non-millennials. This research was designed to establish if there is a significant difference in the value placed on motivating factors between those who are classified as millennials (late X and Y generations) and those born prior to these time frames. Therefore, the year of birth was recoded into a new variable that classified each participant as either millennial or non-millennial. The recoded variable consisted of 168 millennials (96.6%) and 6 non-millennials (3.4%). The sample included years of birth ranging from 1963 to 1996. Those that were born in the range of 1963-1969 were classified as non-millennial and those born between 1974-1996 were classified as millennials.

The overall mean sample, non-millennials and millennials all provided scores that ranked the opportunity to help people as the highest ranking motivation (M=2.85, 2.75, 2.86). Overall, the two age groupings also scored the lowest ranking motivation as “lack

of career alternatives” (M=1.16, 1.00, 1.17). Excitement of the work (M=2.79, 2.50, 2.81), companionship with co-workers (M=2.52, 2.63, 2.52), to fight crime (M=2.65, 2.25, 2.67), and opportunities for career advancement (M=2.43, 2.26, 2.44) were all highly ranked overall and by age grouping. However, the only significant variances in motivation between non-millennials and millennials was seen for the factors of early retirement (p=.022), lack of career alternatives (p=.000), and stepping stone to another career (p=.001). Non-millennials placed more value than millennials on all three of these significant varying motivations. All three of these motivations are classified as self-serving motivations, however there was a lack of significant variances for important self-serving motivations such as job benefits (p=.833), salary (p=.768), and opportunities for career advancement (p=.390). The results are contrary to hypothesized results for millennials. (Table 7)

T-tests were also performed on motivation by race. Due to a high disparity in the reported minority races, the race variable was recoded to white and minority for statistical comparison. The recoded variable consisted of 155 Whites (88.1%) and 21 minorities (11.9%). Whites and minorities both scored the opportunity to help people as the highest ranking motivating factor (M=2.85, 2.90 p=.473). The two groupings also scored a lack of career alternatives as having the least motivating influence (M=1.17, 1.10 p=.497). Following the opportunity to help people, both groupings scored the excitement of the work (M=2.81, 2.65 p=.135), to fight crime (M=2.66, 2.57 p=.520), and companionship with co-workers as the top ranking motivations (M=2.54, 2.43 p=.462). There were no significant differences in any of the motivating factors by race, including the important influences such as salary (p=.586), job benefits (p=.472), early retirement (p=.506), and

opportunities for career advancement ( $p=.121$ ). These results are consistent with the hypothesis that there would be no statistical differences in motivation by race. (Table 8)

The t-tests performed by gender were consistent with the results seen in race. The males and females in the sample ranked the opportunity to help people ( $M=2.85, 2.87$   $p=.776$ ) and the excitement of the work ( $M=2.78, 2.91$   $p=.088$ ) as the top two motivations. Included in the highest rankings were to fight crime ( $M=2.65, 2.65$   $p=.966$ ), job security ( $M=2.37, 2.61$   $p=.104$ ) and enforce laws of society ( $M=2.37, 2.43$   $p=.651$ ). The lowest ranked motivation was lack of career alternatives ( $M=1.16, 1.17$   $p=.895$ ). The only three motivating factors with significant differences were structured like the military ( $p=.043$ ), salary ( $p=.013$ ), and friends or relatives in law enforcement ( $p=.029$ ). Females placed more influence on salary, and less influence on structured like the military and friends or relatives in law enforcement. Multiple other self-serving motivations did not have a significant difference, including job benefits ( $p=.667$ ), opportunities for career advancement ( $p=.970$ ), early retirement ( $p=.531$ ), and job security ( $p=.104$ ). While there was one significant self-serving motivation and one significant altruistic motivation, there is not enough evidence to support the belief that there is a significant difference between males and females in motivation. (Table 9)

The mean differences in motivation by social class were analyzed by t-test. Due to the disparity in even reporting of social class in the sample, the social class variable was recoded to two social classes for statistical analysis: lower and working class, and middle and upper class. The recoded variable consisted of 78 lower/working class (44.3%) and 98 middle/upper class (55.7%). The top four ranking motivations for both groupings of social class (lower/working, middle/upper) were the opportunity to help

people (M=2.88, 2.83 p=.274), the excitement of the work (M=2.75, 2.83 p=.309), to fight crime (M=2.59, 2.69 p=.245), and companionship with co-workers (M=2.41, 2.61 p=.037). Job security (M=2.37, 2.43 p=.567), opportunities for career advancement (M=2.37, 2.48 p=.246) and lifelong dream or aspiration (M=2.37, 2.33 p=.697) were also in the top rankings for both social class groups. The lowest ranked motivation was lack of career alternatives (M=1.21, 1.12 p=.262). However, the only significant variance was in companionship with co-workers (p=.037), where more influence was placed on this motivation by the middle and upper class. These results support the hypothesis that there will be no significant difference in motivation by social class. (Table 10)

T-tests were performed to determine if there were significant mean differences in motivation between those who have had some college, and those that have not. The education variable was recoded into no college (current level of education high school or trade school) and some college (current level of education of associates, bachelor's, master's or doctorate). The recoded variable consisted of 90 with no college (51.1%) and 85 with some college (48.3%). Those with no college education and those with some college both ranked the top three motivations as the opportunity to help people (M=2.84, 2.86 p=.791), the excitement of the work (M=2.78, 2.81 p=.602), and to fight crime (M=2.64, 2.65 p=.976). Opportunities for career advancement (M=2.34, 2.52 p=.060), enforce laws of society (M=2.40, 2.35 p=.607), and companionship with co-workers (M=2.54, 2.35 p=.499) were also in the top rankings of both social class groups. Lack of career alternatives (M=1.18, 1.14 p=.622) was the lowest ranking motivation for both groups. Significant variances were seen only in the ability to work on own (p=.050)

and stepping stone to another career ( $p=.002$ ). In both of these significant variances, those with some college placed more value on the motivating factor. While there are two significant variances in motivation and college education, there is not enough evidence to support the belief that, overall, there is a significant difference between self-serving and altruistic motivations amongst difference in possessing college education. (Table 11)

T-tests were performed to determine if there were significant variances in motivation between those that have at least one year of prior law enforcement experience and those that do not. Those that have no prior law enforcement experience and those with experience both scored the opportunity to help people ( $M=2.86, 2.81$   $p=.554$ ) and the excitement of the work ( $M=2.78, 2.85$   $p=.480$ ) as the two top ranking motivations. The two groups also ranked to fight crime ( $M=2.65, 2.63$   $p=.860$ ), companionship with co-workers ( $M=2.52, 2.52$   $p=.970$ ) and opportunities for career advancement ( $M=2.44, 2.37$   $p=.633$ ) as the next highest ranking motivations. Lack of career alternatives ( $M=1.17, 1.11$   $p=.553$ ) was the lowest ranking motivation for both groups. The only significant variance was found in the structured like the military motivation ( $p=.043$ ), where those with prior law enforcement experience placed more value on this motivation. These results do not support the hypothesis that those with law enforcement experience will place more value on altruistic motivations. (Table 12)

Significance in variation of motivation by having prior military experience was evaluated by t-test. Those who reported having no prior military experience and those that have had experience, both, scored the same top four motivating factors. The top four included the opportunity to help people ( $M=2.87, 2.81$   $p=.318$ ), excitement of the work ( $M=2.80, 2.77$   $p=.695$ ), to fight crime ( $M=2.67, 2.60$   $p=.508$ ), and companionship with

co-workers (M=2.54, 2.47 p=.477). The highest ranking motivations also included opportunities for career advancement (M=2.45, 2.40 p=.613), job security (M=2.41, 2.40 p=.924), and to enforce the laws of society (M=2.41, 2.32 p=.388). The lowest ranking motivation for both groups was the lack of career alternatives (M=1.16, 1.15 p=.866). Significant variances were seen in the job carrying power and authority (p=.001) and being structured like the military (p=.000). Structured like the military (M=1.59, 2.40 p=.000) was given more influential value by those with military experience, while they placed less value on the job carrying power and authority (M=1.80, 1.42 p=.001). These results do not support the hypothesis that those with military experience will place more influence on altruistic motivations. (Table 13)

T-tests were used to determine if there were significant variances in motivation rankings between those who reported having no family and those having some family affiliated with law enforcement. Those with no family affiliation and those with family members in law enforcement both ranked the opportunity to help people (M=2.84, 2.86 p=.766) and the excitement of the work (M=2.77, 2.82 p=.414) as the top two motivators. Fighting crime (M=2.60, 2.70 p=.261), companionship with co-workers (M=2.53, 2.51 p=.818), and job security (M=2.39, 2.42 p=.763) were also ranked in the top motivations. Lack of career alternatives was the lowest ranking motivation (M=1.22, 1.09 p=.065). The only significant variance was seen in the friends or relatives in law enforcement motivation (p=.000). Those who reported having family members affiliated with law enforcement placed more influence on this motivation (M=1.42, 2.30). These results are consistent with the hypothesis that those with family members in law enforcement do not have significant variances in motivations. (Table 14)

While only one research location was based outside of Ohio, t-tests were completed to determine if there were significant variances in motivation between Ohio and Pennsylvania. Academy students from Ohio and Pennsylvania both ranked the opportunity to help people ( $M=2.86, 2.80$   $p=.487$ ), excitement of the work ( $M=2.79, 2.80$   $p=.953$ ), and to fight crime ( $M=2.63, 2.80$   $p=.107$ ) as the top three motivators. The lowest ranking variable for both states was lack of career alternatives ( $M=1.15, 1.25$   $p=.359$ ). The state t-tests provided the most significant variances of all statistical models. There were four significant variances, which included job benefits ( $p=.017$ ), early retirement ( $p=.000$ ), salary ( $p=.000$ ), and the ability to work on your own ( $p=.038$ ). Those who attended a Pennsylvania based academy placed more influential value on job benefits ( $M=2.15, 2.55$   $p=.017$ ), early retirement ( $M=1.79, 2.50$   $p=.000$ ) and salary ( $M=1.76, 2.30$   $p=.000$ ). Those that attended an Ohio academy placed more value on the ability to work on your own ( $M=2.06, 1.70$   $p=.038$ ). Considering that four of the differences in motivation were self-serving, these results do not support the hypothesis that there will be no significant variance in motivation between states of academy location. (Table 15)

**ANOVA and Cross-Tabulation.** One-way ANOVA tests were completed to determine if there were significant variances in motivational value between current levels of education and desired levels of education. Due to a disparity in the number of reported current educational levels above a bachelor's degree, bachelor's, master's, and doctorate were recoded into bachelor's and above for statistical analysis. The recoded variables consisted of 75 high school (42.6%), 15 trade school (8.5%), 35 associate (19.9%), and 50 bachelor's and above (28.4%). The four reported current educational levels in the



sample scored the same top three motivation influences. High school, trade school, associate, and bachelor's and above, ranked the opportunity to help people (M=2.84, 2.87, 2.89, 2.84 p=.959), excitement of the work (M=2.81, 2.60, 2.83, 2.80 p=.207), and to fight crime (M=2.65, 2.60, 2.63, 2.66 p=.977) as the most influential. All four groupings also reported the same lowest ranking motivation, lack of career alternatives (M=1.20, 1.07, 1.15, 1.14 p=.678). However, there were no significant differences in motivation between current educational levels. These results support the hypothesis that there are no significant differences in motivation based on level of college education. (Table 16)

Due to a disparity in the reported desired levels of education of trade school and associate degree, these two levels were recoded into one variable. The recoded variables consisted of 16 high school (9.1%), 27 trade school or associate, 75 bachelor's (42.6%), 44 master's (25%), and 13 doctorate (7.4%). The five groupings, high school, trade school or associate, bachelor's, master's, and doctorate all reported the opportunity to help people (M=2.69, 2.85, 2.87, 2.86, 3.00) p=.592, the excitement of the work (M=2.81, 2.67, 2.85, 2.77, 2.85 p=.637), and to fight crime (M=2.69, 2.59, 2.63, 2.66, 2.77 p=.836) as the most influential. All five desired educational levels also reported the lack of career alternatives (M=1.31, 1.07, 1.19, 1.12, 1.15 p=.406) as the least influential. Amongst all levels of desired education, there were no significant variances in motivation. These results support the hypothesis that there is no significant variance in motivation amongst those with different desired levels of education. (Table 17)

Cross-tabulation was performed between current and desired educational levels to evaluate educational advancement. Seventy-five respondents reported having a high

school education and 37 of them desired a bachelor's degree. Only nine of the 75 reported desiring an educational level of master's or above. Fourteen reported that their desired educational level did not rise above high school. Of the 35 that reported a current educational level of associate, the majority (21) reported that their desired level of education was bachelor's degree. Of the 44 that reported having the current educational level of bachelor's, the majority (30) reported that they desired to further their education. (Table 18)

A Pearson's  $r$  correlation coefficient was computed to assess the relationship between the reported current educational level and desired level of education. Due to the disparity in the number of each level reported, the current education and desired education variables were recoded. The variables were recoded to below a bachelor's degree, and bachelor's degree and above. There was a positive and significant correlation between the two variables ( $r=.302$ ,  $n=175$ ,  $p=.000$ ).

**Comparisons to previous research.** One-sample t-tests were used in all comparisons to the research of Raganella and White (2004). T-tests were performed to determine if there were significant variances in motivation between overall respondents, millennials and non-millennials, and genders in this research as compared to the results reported by Raganella and White (2004). The means of overall scores from this study were compared to the overall reported means by Raganella and White. With the exception of the motivating factors of opportunities for career advancement, and friends and relatives in law enforcement, there were significant variances in all motivations. The sample in this research reported mean values that were higher than those reported by Raganella and White for the majority of motivations. However, there is no clear

distinction between self-serving and altruistic motivations. Salary (M=1.82, 1.28 p=.000) increased in this research, but job benefits (M=2.20, 2.50 p=.000), early retirement (M=1.87, 2.41 p=.000) and job security (M=2.40, 2.58 p=.000) all decreased. Altruistic motivations such as opportunity to help people (M=2.85, 2.61 p=.000), enforce laws of society (M=2.38, 2.02 p=.000), and excitement of the work (M=2.79, 2.36 p=.000) all increased in the sample in this research. While there are multiple significant differences, the results do not support the hypothesis that millennials value self-serving motivations more than altruistic motivations. (Table 19)

T-tests were performed to determine if there were significant variances between non-millennials and millennials against the results of Raganella and White. When comparing non-millennials to Raganella and White overall, the only two significant variances were seen in early retirement (.000) and companionship with co-workers (.030). Non-millennials ranked early retirement lower than the overall from Raganella and White (M=1.25, 2.41). They ranked companionship with co-workers higher (M=2.63, 2.13). With the exception of opportunities for career advancement and friends or relatives in law enforcement, millennials had significant variances in all motivations. Due to the weight of millennials in the sample, these results are expected based on the results of overall mean comparisons against Raganella and White. The same lack of clear designation between self-serving and altruistic motivations was also seen in the comparison of millennials to Raganella and White. The results do not support the hypothesis that millennials place more value on self-serving motivations. (Table 20)

T-tests were performed to determine if there are significant variance in motivation by gender in this research compared to Raganella and White. When comparing males in

this research to males in Raganella and White, there are multiple significant variances that show increases in mean by the sample in this research. Again, there is lack of a clear designation of males valuing self-serving motivations over altruistic ones. In this research, means for salary (M=1.77, 1.26 p=.000) and ability to work on your own (M=2.05, 1.92 p=.037) increased, however, job benefits (M=2.19, 2.49 p=.000), early retirement (M=1.89, 2.42 p=.000) and job security (M=2.37, 2.58 p=.000) decreased. When comparing females, there were less significant differences. Females in this study reported increases in salary (M=2.17, 1.36 p=.000), excitement of the work (M=2.91, 2.21 p=.000), to fight crime (M=2.65, 2.30 p=.007) and companionship with co-workers (M=2.35, 1.96 p=.016). They reported a decrease in the motivation of early retirement (M=1.78, 2.38 p=.001). These results support the hypothesis that there is no significant variance in motivation between genders, but does not support the same findings for millennials. (Table 21)

Overall rankings of mean of this study were compared to those reported by Lester (1983) and Foley et al. (2008). Due to differences in coding of responses for motivation, and lack of access to the data for recoding, t-tests were not able to be performed to determine significance. However, when evaluating overall rankings, it appears that motivations have remained stable for the past 30 years. The top three motivations of this study, opportunity to help people, excitement of the work, and to fight crime are comparable to those found by Foley et al. seven years ago. The top five motivations for Lester (1983), opportunity to help people, companionship with co-workers, job security, profession has prestige, and to fight crime are all in the top eight rankings in this

research. These comparisons do not support the hypothesis that millennials value self-serving motivations over altruistic motivations.

### **Phase Three – Regression**

Simple Ordinary Least Squares regression was performed on multiple variables to determine if variances in motivation could be predicted. The recode of year born to non-millennial and millennial was used for OLS regression. When comparing the motivation of non-millennials and millennials, significance was seen in early retirement (.022), to fight crime (.045), and stepping stone to another career (.024). It can be predicted that a unit increase in the millennial population will result in an increase in the motivational value of early retirement ( $B=.649$ ,  $R^2=.030$ ). An increase in the millennial population can predict an increase in the motivation of the ability to fight crime ( $B=.417$ ,  $R^2=.023$ ). Lastly, it can be expected that the motivational value of the job being a stepping stone to another career ( $B=.625$ ,  $R^2=.029$ ) will increase with the millennial population. With only three relationships being significant, and only two of them being classified as self-serving, these results do not support the hypothesis that millennials place more value on self-serving motivations. (Table 22)

Simple OLS regression was performed on motivation and gender. Only three of the relationships showed significance: structured like the military (.043), salary (.013), and friends or relatives in law enforcement (.029). It can be predicted that as the female population increases by one unit, the motivational value of structured like the military will decrease ( $B= -.358$ ,  $R^2=.024$ ). It can be predicted that the motivational value of salary will increase ( $B=.401$ ,  $R^2=.035$ ) as the female population increases. Lastly, it can

be predicted that as the female population increases, the motivational value of friends or relatives in law enforcement will decrease ( $B = -.408$ ,  $R^2 = .028$ ). With significance in only two self-serving motivations, salary and friends or relatives in law enforcement, the hypothesis that there is no significant difference in motivation by gender is supported. (Table 23)

Simple OLS regression was performed on motivation and race. The recode of race to White and minority was used for statistical analysis. There were no significant relationships seen in the comparison, with the lone relationship near a significance level of  $p = .05$  being the ability to enforce laws of society ( $p = .053$ ). These results support the hypothesis that there is no significant difference in motivation between races. (Table 24)

Simple OLS regression was performed on motivation and social class. The recode of the social class variable used for t-tests was also used for regression analysis. The sole significant relationship was in the motivation of companionship with co-workers ( $p = .032$ ). It can be predicted that as the population of middle and upper class increases by one unit, the motivational value of companionship with co-workers will increase ( $B = .202$ ,  $R^2 = .026$ ). With only one significant relationship, the hypothesis that there is no significant difference in motivation by social class is supported. (Table 25)

Simple OLS regression was performed on motivation and college education. The recode of the education variable to no college and some college was used for regression analysis. The only significant relationship with motivation was seen in law enforcement being a stepping stone to another career ( $p = .002$ ). As the population of those that have some college increases, it can be predicted that the influential value of stepping stone to another career will increase ( $B = .350$ ,  $R^2 = .052$ ). Again, the lack of significant

relationships between motivations and college education support the hypothesis that there is no significant variance in motivation by educational level. (Table 26)

Simple OLS regression was performed on motivation and prior law enforcement experience. The only significant relationship observed was in the motivation of structured like the military ( $p=.043$ ). It can be predicted that as the population of those with prior law enforcement increases, the influential value of structured like the military will increase ( $B=.333$ ,  $R^2=.023$ ). These results do not support the hypothesis that those with prior law enforcement experience will place more influential value on altruistic motivations. (Table 27)

Simple OLS regression was performed on motivation and prior military experience. The two significant relationships in motivation were structured like the military ( $p=.000$ ) and the job carries power or authority ( $p=.001$ ). As the population of those with prior military experience increases by one unit, it can be predicted that the motivational influence of structured like the military will increase ( $B=.811$ ,  $R^2=.224$ ). It can also be predicted that the influential value of the job carrying power or authority will decrease ( $B= -.390$ ,  $R^2=.058$ ) as the population of those with military experience increases. These results do not support the hypothesis that those with prior military experience will place more value on altruistic motivations. (Table 28)

Simple OLS regression was performed on motivation and having a family member in law enforcement. The only significant relationship was seen in the friends of relatives in law enforcement motivation ( $p=.000$ ). As the population of those with friends or relatives in law enforcement increases by one unit, it can be predicted that the motivational value of friends or relatives in law enforcement will increase ( $B=.880$ ,

$R^2=.274$ ). With only one significant relationship, these results support the hypothesis that there will be no significant difference in motivation based on having family or relatives in law enforcement. (Table 29)

Simple OLS regression was performed on motivation and the state that the academy is located. When comparing states, there were five significant relationships found: job benefits ( $p=.017$ ), early retirement ( $p=.000$ ), salary ( $p=.002$ ), profession carries prestige ( $p=.046$ ), and ability to work on your own ( $p=.038$ ). It can be predicted that as the population of Pennsylvania police recruits increases by one unit, increases will be seen in the motivational values of job benefits ( $B=.396$ ,  $R^2=.032$ ), early retirement ( $B=.712$ ,  $R^2=.083$ ), and salary ( $B=.537$ ,  $R^2=.056$ ). It can also be predicted that as the Pennsylvania recruit population increases, the motivational values of profession carries prestige ( $B= -.335$ ,  $R^2=.023$ ) and ability to work on your own ( $B= -.364$ ,  $R^2=.025$ ) will decrease. These results do not support the hypothesis that there will be no significant variances in motivation based on the state of the academy. However, all significant relationships were seen in self-serving motivations. With three of these motivations increasing motivational value, and two decreasing it, the results do not clearly show if Pennsylvania police recruits place more value on self-serving motivations. (Table 30)

### **Hypothesis Testing**

Each hypothesis will now be tested to determine if they are supported by statistical analysis performed in this research.



Hypotheses:

1. Police academy students categorized as millennials (late X or Y generation, 18 to 30 years of age) place more influential value on self-serving motivations for choosing a career in law enforcement than altruistic motivations.
  - Neither t-tests, OLS regression, nor comparisons to the results of Raganella and White (2004) provide support for this hypothesis. While t-tests provide significant variances in the means of some self-serving motivations (early retirement, lack of career alternatives, and stepping stone to another career), these motivations did not vary greatly in rank between millennials and non-millennials. OLS regression provided the same results with one less significant motivating factor (lack of career alternatives). While comparisons to Raganella and White provide significant variances for multiple relationships, there is a lack of a clear distinction between self-serving and altruistic motivations.
2. There is no significant difference in the influential value of motivations between males and females.
  - The results of t-tests and regression provide support for this hypothesis. While both mean comparisons and regression provided three significant variances in motivation of males and females, the overall rankings of motivation did not vary greatly and there was no significance in the majority of relationships.
3. There is no significant difference in the influential value of motivations between races.
  - The results of t-tests and OLS regression provide support for this. Neither mean comparisons nor regression provided an evidence of significant variances in motivation by race.

4. Police academy students who have prior law enforcement experience place more influence on altruistic motivations.

- The results of t-tests and OLS regression do not provide support for this hypothesis. The statistical analysis only highlighted one significant variance. This variance was self-serving, and there is no pattern of those with prior law enforcement experience placing more value on altruistic motivations.

5. Police academy students who have prior military experience place more influence on altruistic motivations.

- The results of t-tests and OLS regression do not support this hypothesis. The mean comparisons and regression provided two significant variances. One of these motivations was classified as self-serving, the other as altruistic. There is no pattern of those with prior military experience placing more value on altruistic motivations.

6. There is no significant relationship between the difference in motivational influence and social status as well as having family members in the law enforcement field.

- The results of t-tests and OLS regression support this hypothesis. The comparisons of mean and regression only provided one significant variance in motivation by social class, and one by having family members in law enforcement. While the significant variances in both social class and having family members in law enforcement are self-serving, the overwhelming majority of the other relationships were not significant.

7. There is no significant relationship between difference in motivational influence between those that have college and those that do not, and between their current educational level and desired educational level.

- The results of t-tests, OLS regression, and One-Way ANOVAs do not provide support for this hypothesis. Mean comparisons and regression showed only one significant variance in motivation of those that have a college education. One-Way ANOVAs do not show any significant variances in motivation based on current education levels or desired educational levels. Based on the lack of significant variances between groups of educational levels and with overall possession of college education, there is no support for this hypothesis.

8. There is no significant relationship between differences in motivational influence and whether the academy is Ohio or Pennsylvania based.

- The results of t-tests and OLS Regression do not support this hypothesis. Of all of the comparisons of motivation and different categories, the state in which the academy was based provided the most significant variances. While there are five significant variances in regression, three of them are self-serving, and two are altruistic. The statistical analysis provides support for there being significant variances between states; however, there is not a clear designation as them being self-serving or altruistic.

## **Chapter V**

### **Conclusion**

The purpose of this research was to focus on the motivations for choosing a career in law enforcement. Specific attention was given to comparing the motivations by categories of millennials (late X and Y generations) and non-millennials. This research also attempted to determine if certain sociodemographic factors, law enforcement experience, or military experience had an effect on motivational values. Ultimately, this research supports the belief that motivational factors for choosing a law enforcement career vary little across age, gender, race, educational level, social class, having family associated with law enforcement, and when there is prior law enforcement or military experience. Additionally, they also do not appear to have changed greatly over the past 30 years.

An abundance of prior work documents the importance of motivation and its effect on job satisfaction and performance, not only in the law enforcement field, but also in employment in general. The literature review contained classical theories of motivation, those that compare motivation to job satisfaction and performance, public to private sector motivation, and the western world to the rest of the world. The literature reviewed supports the belief that the research of motivation and the application of the results are important for successful recruitment, retention, and job performance.

The data gathered for this thesis were designed to provide accurate and objective documentation of what is motivating today's law enforcement recruits. The survey instrument was chosen based on the successful format and use by Raganella and White (2004), Foley et al. (2008), and Lester (1983). The instrument used in this research was

comprised of all of the same motivating factors used by Raganella and White (2004) and also the addition of sociodemographic questions for further statistical analysis. Special attention was made to ensure confidentiality, accuracy, objectivity, and relevance of the data obtained. The instrument was administered at six different police academies in northeastern Ohio and western Pennsylvania, which included eight different academy classes. This research is comprised of 176 completed surveys with a 100% participation rate.

## **Discussion**

Of the eight proposed hypotheses, four of them were supported by evidence obtained in this research. The hypothesis that millennials will place more value on self-serving motivations, than non-millennials, was not supported. As seen in all comparisons, the lack of career alternatives was the lowest ranking motivation between millennials and non-millennials. While this relationship was significant between millennials and non-millennials, the continually lowest ranking has a negative effect on this relationship. The motivation of stepping stone to another career was ranked in the bottom three for both millennials and non-millennials. Based on the rankings of lack of career alternatives and stepping-stone to another career, it does not appear that the survey participants are choosing the law enforcement career out of a lack of options. While having the career as a lifelong dream or aspiration was only ranked in the middle of motivations for both groups, it appears that those who are pursuing law enforcement careers are doing so out of specific interest in law enforcement. The self-serving motivations of salary, job benefits, opportunities for career advancement, the job carrying power or authority, and

the ability to work on your own had no significant relationship between millennials and non-millennials. Based on the high rankings of altruistic motivations between both millennials and non-millennials, it appears that those who choose a career in law enforcement do so more because of altruistic reasons. Interestingly, the motivation of the job carrying power or authority was consistently ranked in the lower five motivations by all categories. This result is not consistent to the popular culture view of men and women becoming police officers for the power.

While there were significant variances between the means of motivation between this research and that of Raganella and White (2004), there was very little difference in the rankings. The same was seen in comparison to Foley et al. (2008) and Lester (1983). It appears that today's law enforcement recruits place more value on multiple motivations, but they do not value certain ones more than they did before. The results of this research are consistent with results found in the same studies over the past 30 years. These results support the belief that motivation for law enforcement officers has changed very little over the years.

While there were only a few significant variances in motivation by gender, they are notable. This research supports the idea that females value salary as a motivational value more than males. However, their low rankings of lack of career alternatives and stepping-stone to another career show that salary is not the only reason for choosing a career in law enforcement. This belief is also supported by the lack of significant variances in other self-serving motivations such as job benefits, opportunities for career advancement, early retirement, and job security. While times have changed, and women are starting to receive comparable compensation to men, it appears that compensation is a

factor for women in law enforcement. With this influence in mind, future recruitment of female officers may benefit from attention being brought to salary.

There were no significant relationships between motivation and race. Raganella and White (2004) reported minor variances by race and gender; however, they noted that the similarities exceeded the differences. The analysis of this study was restricted to minority versus White due to the low number of reported races other than White. Even with this low population of Whites versus minorities for comparison, there were no significant differences in mean or patterns of variance. Based on this research, and that of Raganella and White (2004), it does not appear that there is much difference in motivation between races, and it has changed very little over the years.

The examination of prior law enforcement and military experience as motivational factors provided no surprising results. Both of the two categories showed significant variances in the motivational factor of structured like the military. It is apparent at face value why those with military experience would rank this motivation higher than others. With prior law enforcement, it can be deducted that participation in paramilitary law enforcement organizations had an effect on this motivation. Interestingly, those with prior military experience significantly rated the motivation of the job carrying power or authority lower than those with no military experience. It is unclear what deduction can be made from this variance, but it was outside the ordinary for this research, nonetheless. These results may show that those with prior law enforcement and military experience prefer an organization structured like the military, thus supporting law enforcement's use of this type of hierarchy and procedures.

The analysis of those having family members in law enforcement provided expected results. The sole significant variance was seen in the motivating factor of having friends or relatives in law enforcement. Those who do not have family or friends in law enforcement would not give any value to this motivation because they do not have anything to compare it to. Therefore, it is expected for those who have family members in law enforcement to rank this motivation higher. With that motivation aside, having family members in law enforcement does not appear to have an influence on any other motivations.

Companionship with co-workers was the only significant variance between social class groupings of lower and working, and middle and upper classes. It is unclear why the middle and upper class value companionship with co-workers more than the lower and working class. With that relationship aside, there is no evidence to support that motivation varies by social class.

The lack of significant variances continued with the examination of motivation and college education. When compared between groups, neither desired level of education or current level of education showed any significant variances in motivation. When comparing college education versus no college education, the sole significant variance was seen in the motivation of using the job as a stepping-stone to another career. It is possible that this variance shows that those with a college education plan on moving up the ranks in law enforcement, possibly to state or federal positions. It is well known that most federal law enforcement positions require a bachelor's degree or above, and prior law enforcement experience is preferred. It is plausible to believe that the value of stepping-stone to another career shows the interest to move forward in the law



enforcement career, not away from it. Future recruitment efforts may benefit from highlighting the role law enforcement experience plays in advancing to state and federal law enforcement careers.

Lastly, some of the most notable results were seen in the comparison of academies in Ohio to the one in Pennsylvania. While there is a large disparity in the numbers of participants between the two states, the mean scores provide interesting results. The respondents from Pennsylvania ranked job benefits, early retirement, and salary higher than those in Ohio. This was the only comparison that showed significance in these three motivations. While Pennsylvania ranked these three self-serving motivations higher, they ranked two others lower than Ohio (profession carries prestige, and ability to work on own). It appears that academy students in Pennsylvania place more value on motivations that involve monetary or fringe benefits. However, the differences in the type and quality of benefits may have influenced the rankings. If Pennsylvania offers a better retirement package than Ohio, it would be expected that those in Pennsylvania would be more motivated by retirement and benefits. Future research would benefit from a comparison of benefits when evaluating motivation between states.

### **Limitations**

Analysis and design of this research has presented a few notable limitations. While the overall number of completed responses was above the target goal, there were disparities in certain demographics in the sample. First, there was a lack of distribution amongst races. This disparity led to recoding of variables to either White or minority.

The same was seen in social class and educational levels. While it does not appear that recoding mixed groups proved detrimental to this research, the increased representation in the sample could have improved statistical analysis.

Second, the research was guided by a convenience sample. This convenience included those areas within reasonable travel time for the researcher, and most importantly, agreed participation from the academy. Every academy that agreed to participate was used as a research location, however these locations remained in a very small geographic area of the country. There was also a lack of representation from large police academies (100+ recruits). Analysis of recruits in large city police academies, or that of the Ohio State Highway Patrol, may have provided meaningful results for comparison.

Third, while all precautions were made to limit moderator acceptance bias and anticipatory socialization, there is no way to ensure that these issues were not factors in the results. Moderator acceptance bias would be present if the participant answered the questions in a manner that they believed the moderator would find acceptable. This type of bias is important in this research because the academy cadets are seeking positions in the law enforcement field. If they believed that the researcher had the ability to facilitate their career, bias would exist if they answered in the way they believed the researcher felt they should answer. Anticipatory socialization would be present if the participants answered the questions in a way that takes on the beliefs or values of a group they aspire to join. This bias would also be present in this research if the participants tried to answer the questions in a way that they believed others in the law enforcement field would

answer. These types of bias are problematic for this research because they skew the accuracy of the values placed on motivations.

The comparisons by state introduce the question of possible bias in reporting. The participants did not know that the researcher held a position of authority in law enforcement, but they did know that the researcher was from Youngstown State University. It is plausible that the Pennsylvania participants assumed that the researcher was a law enforcement officer from Ohio based on the location of the university. By doing so, they could also assume that any responses they provided could not hurt their chances of job placement if they had no desire for employment in Ohio. The participants from Ohio may have still had some bias based on their perception of the researcher being involved in a law enforcement agency that they may apply to at a later date. Based on these possible scenarios, there is a chance that those in Pennsylvania gave some of the more honest responses.

Fourth, the analysis of the data obtained in this research in comparison to previous research was limited by published statistical findings. The comparisons to Raganella and White (2004) were limited to one sample T-tests. The data from this research was only compared to the mean values and rankings published by Raganella and White (2004). Further statistical analysis, including regression, could have been conducted if the complete data set was available. The Foley et al. (2008) and Lester (1983) publications did not score their motivations in a way that could be compared to the current research. To conduct accurate T-tests and regression, access to the full data sets would be needed, which would provide the ability to recode variables for comparison. Thus, the only

comparisons that could be conducted to Foley et al. (2008) and Lester (1983) were of motivational ranking.

While not exactly a limitation, the context of when the research was being completed should be noted. Due to controversial line of duty incidents, including the events in Ferguson, Missouri, police training and police/community relations were receiving national attention. The police shootings of unarmed suspects has continued to receive national coverage and public outcry. The research for this thesis was conducted in police training academies while police training was under intense scrutiny. While there is no evidence that these issues affected the research, they are important to consider when interpreting the results. During this period, the trust and motivation of police were questioned; however, the results of this research do not substantiate the questions of motivation.

Lastly, the impact of this research is limited due to geographic focus. As noted in the sample limitation, this research focused on the comparisons of data collected from north eastern Ohio and western Pennsylvania. Therefore, the results may be viewed as geographically specific and contrary to what other research has found in different areas of the country and the world. This type of view would limit the impact of the results found in this research. To remedy this limitation, additional research should be conducted, which will be discussed in the next section.

### **Future Research**

The results seen on motivation and their comparison to previous studies do not provide much support for the need of future research by the same methods. What they do

suggest is that future research should be expanded to multiple geographic locations and also by expanding the sample size. The increased geographic locations would provide better state-to-state comparisons. First, expanded research needs to be done in Pennsylvania to determine if these results are the product of a small population in the sample, or if they are consistent with Pennsylvania thinking. Once a comparable number of Pennsylvania academies are surveyed, these results could be again compared to this research. This comparison may provide some substantial evidence for the need of expanded research by state or geographic location.

An expanded sample size should also remove the disparities in the population of different social classes, races, and educational levels. Once more robust analyses are made, it can be better determined if there are significant variances in motivation by these factors.

Future research should examine if law enforcement agencies are using this research to recruit and promote job satisfaction and retention. This research could include how the results are being analyzed and applied, as well as if they are successful. The goal of this research was to determine what is motivating today's law enforcement officers. Once that is known, law enforcement agencies should be able to tailor their efforts in recruiting, job environment, and the details of day-to-day operations within their organization. The ultimate goal is to hire better officers, keep those officers happy, and have officers that are satisfied with their job. Future research could tell us if we are using what we know about motivation, and if so, it should also tell us if it is working.

The importance of motivation research has been highlighted throughout this research. However, the research of motivation was limited to its influence on one point in

time of the law enforcement career. The topic of motivation was evaluated from the beginning of the career, or pre-employment. However, motivation can be evaluated continuously, especially in the law enforcement field. Future research should evaluate if these motivations change over time, and if so, what factors are causing the change. Additionally, the motivation for retention in a stressful career should be evaluated to determine what is affecting law enforcement career longevity.

Lastly, future research should be conducted to determine what is limiting retention in the law enforcement field. This research, among others, gives us a view of what gets law enforcement officers interested in the career, and possibly, what motivates them to continue in the career. However, it does not tell us why we lose law enforcement officers. While the research of former police officers poses a daunting task of data collection, these data would provide interesting comparisons to current research on motivation. If researchers in the law enforcement field know what motivates officers to join the career, what keeps them happy in their career, and what makes them want to change careers, they will be able to provide vital information to law enforcement administrators. This information can then be used to enhance recruitment programs, job satisfaction, and retention of law enforcement officers for many years to come.

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## Appendix A



March 26<sup>th</sup>, 2015

Christopher Adkins

Subject: Request for Expedited Review

Dear Christopher,

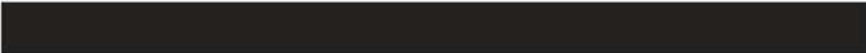
The amended version of your proposal, "Examining the X and Y Generations' Motivations for Choosing Law Enforcement: My How Things Have Changed" was received by [REDACTED] College's Institutional Review Board for the Protection of Human Subjects (IRB) on March 26<sup>th</sup>, 2015 and was approved through an expedited review on March 26<sup>th</sup>, 2015.

Please be advised that projects running more than a single year are to be reviewed no less than once per year after the inaugural year until completion. Also, should the circumstances of your project change in such a way that an increased risk to human subjects may occur relative to the approval granted here, you are obligated to bring this fact to the attention of the IRB for further review in advance of those circumstances actually developing.

On behalf of the IRB,

[REDACTED], Chair

IRB File #2015-02



## **Appendix B**

Per directions from Cheryl Coy of the Youngstown State University IRB office, this page is blank. Cheryl Coy will provide a copy of the IRB approval page, with signatures redacted, for protocol #152-15 to replace this page.

## Appendix C

### Research Project: Examining Motivation for Choosing Law Enforcement

Dear Participant,

I invite you to participate in a research study I am doing which examines what motivates people to become police officers. I am currently enrolled in the Criminal Justice graduate program at Youngstown State University (YSU) and am in the process of writing my master's thesis. The purpose of the research is to determine if motivation for choosing the law enforcement career has changed in the past two decades and how this information can be used to enhance recruiting efforts and job satisfaction.

The enclosed questionnaire has been designed to collect information on law enforcement motivation. Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. There will be no personal identifying information collected. No one other than the researcher will know your individual answers to this questionnaire and no one will know your identity.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. Your voluntary participation in this survey will serve as your implied consent to participate. It should take approximately 10 minutes to complete. Please return the questionnaire to the person who distributed it as soon as you have completed.

#### Instructions

1. For multiple choice questions, please circle only one response.
2. For the fill in the blank question, please enter your response in the space provided.
3. Those that chose a career in law enforcement are often motivated by many different factors.  
On the following page, you will see some of the more common motivating factors.  
Please rate each motivating factor on how it influenced your choice to pursue a law enforcement career. Please circle only one response of motivation influence per motivating factor.
4. To increase the ability of the data collected to enhance recruiting efforts and job satisfaction, please answer each question honestly.

If you have any questions about this research project, please contact Dr. John Hazy, Professor and Graduate Coordinator, Department of Criminal Justice, Youngstown State University, (330) 941-1789, [jmhazy@ysu.edu](mailto:jmhazy@ysu.edu). If you have questions about your rights as a participant in a research project, you may contact Dr. Edward Orona, Director of Grants and Sponsored Programs at YSU (330) 941-2377 or at [eorona@ysu.edu](mailto:eorona@ysu.edu).

Thank you for your assistance in this important research.

Sincerely yours,

Christopher Adkins, YSU Student

This page has been removed due to copyright.

## Appendix D

### Research Project: Examining Motivation for Choosing Law Enforcement

Dear Participant,

I invite you to participate in a research study I am doing which examines what motivates people to become police officers. I am currently enrolled in the Criminal Justice graduate program at Youngstown State University (YSU) and am in the process of writing my master's thesis. The purpose of the research is to determine if motivation for choosing the law enforcement career has changed in the past two decades and how this information can be used to enhance recruiting efforts and job satisfaction.

The enclosed questionnaire has been designed to collect information on law enforcement motivation. Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don't wish to answer. If you agree to participate, you may terminate your participation at any time without penalty. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. There will be no personal identifying information collected. No one other than the researcher will know your individual answers to this questionnaire and no one will know your identity.

If you agree to participate in this project, please answer the questions on the questionnaire as best you can. Your voluntary participation in this survey will serve as your implied consent to participate. It should take approximately 10 minutes to complete. Please return the questionnaire to me as soon as you have completed.

#### Instructions

1. For multiple choice questions, please circle only one response.
2. For the fill in the blank question, please enter your response in the space provided.
3. Those that chose a career in law enforcement are often motivated by many different factors. On the following page, you will see some of the more common motivating factors. Please rate each motivating factor on how it influenced your choice to pursue a law enforcement career. Please circle only one response of motivation influence per motivating factor.
4. To increase the ability of the data collected to enhance recruiting efforts and job satisfaction, please answer each question honestly.

If you have any questions about this research project, please contact Dr. John Hazy, Professor and Graduate Coordinator, Department of Criminal Justice, Youngstown State University, (330) 941-1789, [jmhazy@ysu.edu](mailto:jmhazy@ysu.edu). If you have questions about your rights as a participant in a research project, you may contact Dr. Edward Orona, Director of Grants and Sponsored Programs at YSU (330) 941-2377 or at [corona@ysu.edu](mailto:corona@ysu.edu).

This research has also been approved by the [REDACTED] IRB. You may contact them at: [REDACTED] Chair, [REDACTED]

Thank you for your assistance in this important research.

Sincerely yours,

Christopher Adkins, YSU Student

Table 1

*Research Locations*

Location #	Class #	Date	N
1	Class 1	4/1/2015	15
2	Class 1	4/1/2015	25
	Class 2		20
3	Class 1	4/2/2015	26
4	Class 1	4/2/2015	12
	Class 2		20
5	Class 1	04/7/2015	38
6	Class 1	04/10/2015	20



Table 2

*Descriptive Statistics of Sociodemographics (N=176)*

	N	%
Male	150	85.2
Female	23	13.1
White	155	88.1
Black or African American	14	8.0
Asian	1	0.6
Other	5	2.8
Lower Class	7	4.0
Working Class	71	40.3
Middle Class	92	52.3
Upper Class	6	3.4

*Note: Statistics for missing data are not included.*

Table 3

*Descriptive Statistics for Education Data*

	N	%
<u>Current Level of Education</u>		
High School	75	42.6
Trade School	15	8.5
Associate Degree	35	19.9
Bachelor's Degree	45	25.6
Master's Degree	5	2.8
Doctorate	0	0.0
<u>Desired Level of Education</u>		
High School	16	9.1
Trade School	6	3.4
Associate Degree	21	11.9
Bachelor's Degree	75	42.6
Master's Degree	44	25.0
Doctorate	13	7.4

*Note: Statistics of missing data not included.*

Table 4

*Descriptive Statistics for Law Enforcement and Military Experience and Family Members in Law Enforcement*

	N	%
<u>Prior Law Enforcement Experience</u>		
Yes	27	15.3
No	149	84.7
<u>Prior Military Experience</u>		
Yes	53	30.1
No	123	69.9
<u>Family Member Affiliated with Law Enforcement</u>		
Yes	86	48.9
No	90	51.1

*Note: Total observations N=176*

Table 5

*Descriptive Statistics for Age*

	N	%
Group 1 Born 1970-1979	7	4.0
Group 2 Born 1980-Present	161	91.5
Group 3 Born prior to 1970	6	3.4
Millennials	168	96.6
Non-Millennials	6	3.4

*Note: Total observations N=176 (Missing data=2)*

Table 6

*Descriptive Statistics of Overall Motivation*

Motivating Factor	Mean	Rank
Opportunity to help people	2.85	1
Excitement of the work	2.79	2
To fight crime	2.65	3
Companionship with co-workers	2.52	4
Opportunities for career advancement	2.43	5
Job security	2.40	6
Enforce laws of society	2.38	7
Profession carries prestige	2.35	8
Lifelong dream or aspiration	2.35	8
Job benefits	2.20	10
Ability to work on own	2.02	11
Early retirement	1.87	12
Friends or relatives in law enforcement	1.85	13
Structured like the military	1.83	14
Salary	1.82	15
Stepping stone to another career	1.72	16
Job carries power or authority	1.69	17
Lack of career alternatives	1.16	18

Table 7

*T-tests for Motivation and Non-Millennials and Millennials*

Motivating Factor	<u>Overall</u>		<u>Non-Millennial</u>		<u>Millennial</u>		T	Sig.
			Mean / Rank					
Job benefits	2.20	10	2.25	6	2.20	10	0.211	.833
Opportunities for career advancement	2.43	5	2.26	6	2.44	5	-0.862	.390
Structured like the military	1.83	14	2.00	12	1.82	15	0.624	.533
Early retirement	1.87	12	1.25	16	1.90	12	-2.310	.022
Salary	1.82	15	1.75	15	1.83	13	-0.295	.768
Excitement of the work	2.79	2	2.50	3	2.81	2	-1.145	.289
Opportunity to help people	2.85	1	2.75	1	2.86	1	-0.831	.407
Job security	2.40	6	2.50	3	2.40	6	0.428	.669
To fight crime	2.65	3	2.25	6	2.67	3	-1.317	.228
Lifelong dream or aspiration	2.35	8	2.13	10	2.36	8	-0.840	.533
Profession carries prestige	2.35	8	2.00	12	2.36	8	-1.420	.157
Ability to work on own	2.02	11	2.13	10	2.02	11	0.399	.690
Enforce laws of society	2.38	7	2.38	5	2.38	7	-0.027	.978
Companionship with co-workers	2.52	4	2.63	2	2.52	4	0.474	.636
Friends or relatives in LE	1.85	13	2.25	6	1.83	13	1.370	.172
Job carries power and authority	1.69	17	1.88	14	1.68	17	0.725	.469
Lack of career alternatives	1.16	18	1.00	18	1.17	18	-4.571	.000
Stepping stone to another career	1.72	16	1.13	17	1.75	16	-4.514	.001

Table 8

*T-tests for Motivation and Race*

Motivating Factor	<u>Overall</u>		<u>White</u>		<u>Minority</u>		T	Sig.
			Mean	Rank	Mean	Rank		
Job benefits	2.20	10	2.21	10	2.10	10	0.721	.472
Opportunities for career advancement	2.43	5	2.46	5	2.24	7	1.556	.121
Structured like the military	1.83	14	1.85	13	1.67	17	1.008	.315
Early retirement	1.87	12	1.88	12	1.76	14	0.667	.506
Salary	1.82	15	1.81	15	1.90	12	-0.545	.586
Excitement of the work	2.79	2	2.81	2	2.65	2	1.500	.135
Opportunity to help people	2.85	1	2.85	1	2.90	1	-0.719	.473
Job security	2.40	6	2.41	6	2.33	6	0.524	.601
To fight crime	2.65	3	2.66	3	2.57	4	0.645	.520
Lifelong dream or aspiration	2.35	8	2.37	7	2.19	9	0.999	.319
Profession carries prestige	2.35	8	2.36	8	2.24	7	0.747	.456
Ability to work on own	2.02	11	2.04	11	1.90	12	0.777	.438
Enforce laws of society	2.38	7	2.35	9	2.62	3	-1.948	.053
Companionship with co-workers	2.52	4	2.54	4	2.43	5	0.737	.462
Friends or relatives in LE	1.85	13	1.82	14	2.10	10	-1.413	.160
Job carries power and authority	1.69	17	1.68	17	1.71	16	-0.174	.862
Lack of career alternatives	1.16	18	1.17	18	1.10	18	0.680	.497
Stepping stone to another career	1.72	16	1.72	16	1.76	14	-0.255	.799

Table 9

*T-tests for Motivation and Gender*

Motivating Factor	<u>Overall</u>		<u>Male</u>		<u>Female</u>		T	Sig.
			Mean	Rank	Mean	Rank		
Job benefits	2.20	10	2.19	10	2.26	9	-0.431	.667
Opportunities for career advancement	2.43	5	2.44	5	2.43	5	0.038	.970
Structured like the military	1.83	14	1.88	14	1.52	16	2.036	.043
Early retirement	1.87	12	1.89	12	1.78	13	0.627	.531
Salary	1.82	15	1.77	15	2.17	10	-2.499	.013
Excitement of the work	2.79	2	2.78	2	2.91	1	-1.749	.088
Opportunity to help people	2.85	1	2.85	1	2.87	2	-0.285	.776
Job security	2.40	6	2.37	6	2.61	4	-1.636	.104
To fight crime	2.65	3	2.65	3	2.65	3	-0.042	.966
Lifelong dream or aspiration	2.35	8	2.33	9	2.43	5	-0.629	.530
Profession carries prestige	2.35	8	2.37	6	2.13	11	1.532	.127
Ability to work on own	2.02	11	2.05	11	1.83	12	1.329	.186
Enforce laws of society	2.38	7	2.37	6	2.43	5	-0.453	.651
Companionship with co-workers	2.52	4	2.55	4	2.35	8	1.474	.142
Friends or relatives in LE	1.85	13	1.89	12	1.48	17	2.207	.029
Job carries power and authority	1.69	17	1.66	17	1.78	13	-0.623	.539
Lack of career alternatives	1.16	18	1.16	18	1.17	18	-0.133	.895
Stepping stone to another career	1.72	16	1.74	16	1.65	15	0.508	.612

Note: Significance at  $p < .05$



Table 10

*T-tests for Motivation and Social Class*

Motivating Factor	Overall	Lower/Working	Middle/Upper	T	Sig.
	Mean	Mean / Rank	Mean / Rank		
Job benefits	2.20 10	2.24 10	2.16 10	0.754	.452
Opportunities for career advancement	2.43 5	2.37 6	2.48 5	-1.165	.246
Structured like the military	1.83 14	1.91 12	1.77 16	1.213	.227
Early retirement	1.87 12	1.81 14	1.92 13	-0.928	.355
Salary	1.82 15	1.83 13	1.82 14	0.155	.877
Excitement of the work	2.79 2	2.75 2	2.83 1	-1.020	.309
Opportunity to help people	2.85 1	2.88 1	2.83 1	1.097	.274
Job security	2.40 6	2.37 6	2.43 6	-0.573	.567
To fight crime	2.65 3	2.59 3	2.69 3	-1.167	.245
Lifelong dream or aspiration	2.35 8	2.37 6	2.33 8	0.390	.697
Profession carries prestige	2.35 8	2.38 5	2.32 9	0.634	.527
Ability to work on own	2.02 11	2.00 11	2.04 11	-0.362	.717
Enforce laws of society	2.38 7	2.35 9	2.41 7	-0.677	.499
Companionship with co-workers	2.52 4	2.41 4	2.61 4	-2.104	.037
Friends or relatives in LE	1.85 13	1.76 16	1.93 12	-1.350	.179
Job carries power and authority	1.69 17	1.58 17	1.78 15	-1.761	.080
Lack of career alternatives	1.16 18	1.21 18	1.12 18	1.127	.262
Stepping stone to another career	1.72 16	1.77 15	1.68 17	0.733	.465

Table 11

*T-tests for Motivation and College Education*

Motivating Factor	<u>Overall</u>		<u>No College</u>		<u>Some College</u>		T	Sig.
			Mean	Rank	Mean	Rank		
Job benefits	2.20	10	2.20	10	2.19	9	0.111	.912
Opportunities for career advancement	2.43	5	2.34	6	2.52	4	-1.889	.060
Structured like the military	1.83	14	1.91	12	1.74	16	1.422	.157
Early retirement	1.87	12	1.80	14	1.94	12	-1.185	.238
Salary	1.82	15	1.77	15	1.88	14	-1.055	.293
Excitement of the work	2.79	2	2.78	2	2.81	2	-0.522	.602
Opportunity to help people	2.85	1	2.84	1	2.86	1	-0.266	.791
Job security	2.40	6	2.34	6	2.46	5	-1.161	.247
To fight crime	2.65	3	2.64	3	2.65	3	-0.030	.976
Lifelong dream or aspiration	2.35	8	2.34	6	2.34	8	0.028	.978
Profession carries prestige	2.35	8	2.34	6	2.04	11	0.030	.976
Ability to work on own	2.02	11	1.92	11	2.14	10	-1.977	.050
Enforce laws of society	2.38	7	2.40	5	2.35	6	0.516	.607
Companionship with co-workers	2.52	4	2.54	4	2.35	6	-0.678	.499
Friends or relatives in LE	1.85	13	1.84	13	1.85	15	-0.021	.984
Job carries power and authority	1.69	17	1.64	16	1.74	16	-0.854	.394
Lack of career alternatives	1.16	18	1.18	18	1.14	18	0.493	.622
Stepping stone to another career	1.72	16	1.56	17	1.91	13	-3.086	.002

Table 12

*T-tests for Motivation and Prior Law Enforcement Experience*

Motivating Factor	<u>Overall</u>		<u>No</u>		<u>Yes</u>		T	Sig.
			Mean / Rank					
Job benefits	2.20	10	2.19	10	2.26	8	-0.485	.628
Opportunities for career advancement	2.43	5	2.44	5	2.37	6	0.482	.633
Structured like the military	1.83	14	1.78	15	2.11	11	-2.034	.043
Early retirement	1.87	12	1.90	12	1.70	15	1.192	.235
Salary	1.82	15	1.85	14	1.67	16	1.229	.221
Excitement of the work	2.79	2	2.78	2	2.85	1	-0.708	.480
Opportunity to help people	2.85	1	2.86	1	2.81	2	0.593	.554
Job security	2.40	6	2.38	7	2.52	4	-0.997	.320
To fight crime	2.65	3	2.65	3	2.63	3	0.177	.860
Lifelong dream or aspiration	2.35	8	2.36	8	2.26	8	0.645	.520
Profession carries prestige	2.35	8	2.36	8	2.30	7	0.400	.690
Ability to work on own	2.02	11	2.02	11	2.04	12	-0.109	.913
Enforce laws of society	2.38	7	2.40	6	2.26	8	1.139	.256
Companionship with co-workers	2.52	4	2.52	4	2.52	4	0.038	.970
Friends or relatives in LE	1.85	13	1.87	13	1.74	14	0.747	.456
Job carries power and authority	1.69	17	1.72	16	1.52	17	1.279	.203
Lack of career alternatives	1.16	18	1.17	18	1.11	18	0.594	.553
Stepping stone to another career	1.72	16	1.71	17	1.78	13	-0.412	.681

Table 13

*T-tests for Motivation and Prior Military Experience*

Motivating Factor	<u>Overall</u>		<u>No</u>		<u>Yes</u>		T	Sig.
			Mean / Rank					
Job benefits	2.20	10	2.15	10	2.30	9	-1.282	.202
Opportunities for career advancement	2.43	5	2.45	5	2.40	5	0.507	.613
Structured like the military	1.83	14	1.59	17	2.40	5	-7.080	.000
Early retirement	1.87	12	1.84	13	1.94	13	-0.820	.413
Salary	1.82	15	1.80	14	1.87	14	-0.529	.597
Excitement of the work	2.79	2	2.80	2	2.77	2	0.393	.695
Opportunity to help people	2.85	1	2.87	1	2.81	1	1.002	.318
Job security	2.40	6	2.41	6	2.40	5	0.096	.924
To fight crime	2.65	3	2.67	3	2.60	3	0.663	.508
Lifelong dream or aspiration	2.35	8	2.39	8	2.25	11	1.158	.249
Profession carries prestige	2.35	8	2.38	9	2.26	10	1.013	.312
Ability to work on own	2.02	11	2.01	11	2.06	12	-0.398	.691
Enforce laws of society	2.38	7	2.41	6	2.32	8	0.866	.388
Companionship with co-workers	2.52	4	2.54	4	2.47	4	0.712	.477
Friends or relatives in LE	1.85	13	1.91	12	1.72	16	1.403	.163
Job carries power and authority	1.69	17	1.80	14	1.42	17	3.259	.001
Lack of career alternatives	1.16	18	1.16	18	1.15	18	0.170	.866
Stepping stone to another career	1.72	16	1.71	16	1.75	15	-0.410	.682

Table 14

*T-tests for Motivation and Family Members in Law Enforcement*

Motivating Factor	<u>Overall</u>		<u>No</u>		<u>Yes</u>		T	Sig.
			Mean / Rank					
Job benefits	2.20	10	2.24	10	2.15	12	0.882	.379
Opportunities for career advancement	2.43	5	2.44	5	2.42	8	0.280	.780
Structured like the military	1.83	14	1.87	13	2.79	3	0.638	.525
Early retirement	1.87	12	1.88	12	1.86	15	0.146	.884
Salary	1.82	15	1.76	14	1.90	14	-1.284	.201
Excitement of the work	2.79	2	2.77	2	2.82	2	-0.819	.414
Opportunity to help people	2.85	1	2.84	1	2.86	1	-0.298	.766
Job security	2.40	6	2.39	6	2.42	8	-0.302	.763
To fight crime	2.65	3	2.60	3	2.70	4	-1.128	.261
Lifelong dream or aspiration	2.35	8	2.27	9	2.43	7	-1.426	.156
Profession carries prestige	2.35	8	2.36	7	2.34	10	0.171	.864
Ability to work on own	2.02	11	2.01	11	2.03	13	-0.212	.832
Enforce laws of society	2.38	7	2.30	8	2.47	6	-1.830	.069
Companionship with co-workers	2.52	4	2.53	4	2.51	5	0.230	.818
Friends or relatives in LE	1.85	13	1.42	17	2.30	11	-8.111	.000
Job carries power and authority	1.69	17	1.66	16	1.72	17	-0.579	.563
Lack of career alternatives	1.16	18	1.22	18	1.09	18	1.862	.065
Stepping stone to another career	1.72	16	1.70	15	1.74	16	-0.380	.704

Table 15

*T-tests for Motivation and Academy State*

Motivating Factor	<u>Overall</u>		<u>Ohio</u>		<u>Pennsylvania</u>		T	Sig.
			Mean	Rank				
Job benefits	2.20	10	2.15	10	2.55	4	-2.411	.017
Opportunities for career advancement	2.43	5	2.42	5	2.50	6	-0.530	.597
Structured like the military	1.83	14	1.81	13	1.95	13	-0.724	.470
Early retirement	1.87	12	1.79	14	2.50	6	-3.971	.000
Salary	1.82	15	1.76	15	2.30	10	-4.468	.000
Excitement of the work	2.79	2	2.79	2	2.80	1	-0.059	.953
Opportunity to help people	2.85	1	2.86	1	2.80	1	0.697	.487
Job security	2.40	6	2.38	7	2.55	4	-1.069	.287
To fight crime	2.65	3	2.63	3	2.80	1	-1.663	.107
Lifelong dream or aspiration	2.35	8	2.33	9	2.50	6	-0.955	.341
Profession carries prestige	2.35	8	2.38	7	2.05	12	2.047	.052
Ability to work on own	2.02	11	2.06	11	1.70	16	2.091	.038
Enforce laws of society	2.38	7	2.40	6	2.20	11	1.429	.155
Companionship with co-workers	2.52	4	2.54	4	2.35	9	1.320	.189
Friends or relatives in LE	1.85	13	1.86	12	1.80	15	0.294	.769
Job carries power and authority	1.69	17	1.66	17	1.90	14	-1.353	.178
Lack of career alternatives	1.16	18	1.15	18	1.25	18	-0.921	.359
Stepping stone to another career	1.72	16	1.73	16	1.65	17	0.441	.659

Table 16

*One-Way ANOVA of Motivation and Current Level of Education*

Motivating Factor	High School	Trade School	Associate	Bachelor's	Sig.
	<u>Mean</u>				
Job benefits	2.21	2.13	2.11	2.24	.896
Opportunities for career advancement	2.39	2.13	2.43	2.58	.597
Structured like the military	1.91	1.93	1.80	1.70	.652
Early retirement	1.81	1.73	1.97	1.92	.636
Salary	1.75	1.87	1.97	1.82	.615
Excitement of the work	2.81	2.60	2.83	2.80	.207
Opportunity to help people	2.84	2.87	2.89	2.84	.959
Job security	2.40	2.07	2.31	2.56	.436
To fight crime	2.65	2.60	2.63	2.66	.977
Lifelong dream or aspiration	2.41	2.00	2.46	2.26	.086
Profession carries prestige	2.37	2.20	2.34	2.34	.773
Ability to work on own	1.96	1.73	1.97	2.26	.366
Enforce laws of society	2.44	2.20	2.43	2.30	.397
Companionship with co-workers	2.56	2.13	2.51	2.58	.975
Friends or relatives in LE	1.83	1.93	1.91	1.80	.925
Job carries power and authority	1.71	1.33	1.86	1.66	.722
Lack of career alternatives	1.20	1.07	1.15	1.14	.678
Stepping stone to another career	1.56	1.53	1.91	1.90	.196

Table 17

*One-Way ANOVA of Motivation and Desired Level of Education*

Motivating Factor	H.S.	Trade or Assoc.	Bach.	Mast.	Doct.	Sig.
	<u>Mean</u>					
Job benefits	2.44	2.11	2.24	2.02	2.38	.250
Opportunities for career advancement	2.38	2.15	2.49	2.48	2.54	.179
Structured like the military	1.63	2.04	1.89	1.73	1.69	.380
Early retirement	1.94	2.00	1.84	1.84	1.69	.668
Salary	1.94	1.78	1.81	1.82	1.85	.945
Excitement of the work	2.81	2.67	2.85	2.77	2.85	.637
Opportunity to help people	2.69	2.85	2.87	2.86	3.00	.592
Job security	2.38	2.26	2.47	2.43	2.31	.814
To fight crime	2.69	2.59	2.63	2.66	2.77	.836
Lifelong dream or aspiration	2.00	2.15	2.57	2.25	2.15	.066
Profession carries prestige	2.31	1.96	2.52	2.27	2.38	.734
Ability to work on own	2.06	1.70	2.04	2.23	1.92	.103
Enforce laws of society	2.50	2.19	2.40	2.39	2.54	.265
Companionship with co-workers	2.25	2.59	2.56	2.52	2.46	.331
Friends or relatives in LE	1.94	1.89	1.75	2.02	1.77	.795
Job carries power and authority	1.81	1.44	1.75	1.68	1.69	.447
Lack of career alternatives	1.31	1.07	1.19	1.12	1.15	.406
Stepping stone to another career	1.75	1.41	1.65	1.93	2.08	.305



Table 18

*Cross-Tabulation of Current Education Level and Desired Education Level*

Desired Education Level	Current Education Level					Total
	<u>High School</u>	<u>Trade</u>	<u>Associate</u>	<u>Bachelor's</u>	<u>Master's</u>	
High School	14 19%	2 13%	0	0	0	16
Trade School	2 3%	3 20%	0	0	1 20%	6
Associate	13 17%	3 20%	4 11%	0	0	20
Bachelors	37 49%	3 20%	21 60%	14 32%	0	75
Master's	7 9%	3 20%	6 17%	27 61%	1 20%	44
Doctorate	2 3%	1 7%	4 11%	3 7%	3 60%	13
Total	75	15	35	44	5	174

Table 19

*T-tests of Overall Motivation against Raganella & White Results*

Motivating Factor	<u>Overall</u>		<u>Raganella &amp; White</u>		T	Sig.
			Mean	Rank		
Job benefits	2.20	10	2.50	3	-5.698	.000
Opportunities for career advancement	2.43	5	2.46	4	-0.613	.541
Structured like the military	1.83	14	1.43	16	6.720	.000
Early retirement	1.87	12	2.41	5	-9.131	.000
Salary	1.82	15	1.28	17	9.976	.000
Excitement of the work	2.79	2	2.36	6	12.527	.000
Opportunity to help people	2.85	1	2.61	1	9.032	.000
Job security	2.40	6	2.58	2	-3.594	.000
To fight crime	2.65	3	2.33	7	7.312	.000
Lifelong dream or aspiration	2.35	8	2.01	12	5.853	.000
Profession carries prestige	2.35	8	2.10	9	4.617	.000
Ability to work on own	2.02	11	1.90	13	2.199	.029
Enforce laws of society	2.38	7	2.02	11	7.944	.000
Companionship with co-workers	2.52	4	2.13	8	8.364	.000
Friends or relatives in LE	1.85	13	1.74	14	1.768	.079
Job carries power and authority	1.69	17	1.56	15	2.262	.025
Lack of career alternatives	1.16	18	1.28	17	-3.419	.001
Stepping stone to another career	1.72	16	2.03	10	-5.324	.000

Table 20

*T-tests for Motivation and Raganella & White - Non-Millennial and Millennial*

Motivating Factor	<u>R&amp;W</u>	<u>Non-Millennial</u>		<u>Millennial</u>	
	Mean	Mean	Sig.	Mean	Sig.
Job benefits	2.50	2.25	.451	2.20	.000
Opportunities for career advancement	2.46	2.25	.429	2.44	.677
Structured like the military	1.43	2.00	.125	1.82	.000
Early retirement	2.41	1.25	.000	1.90	.000
Salary	1.28	1.75	.102	1.83	.000
Excitement of the work	2.36	2.50	.617	2.81	.000
Opportunity to help people	2.61	2.75	.421	2.86	.000
Job security	2.58	2.50	.773	2.40	.000
To fight crime	2.33	2.25	.806	2.67	.000
Lifelong dream or aspiration	2.01	2.13	.752	2.36	.000
Profession carries prestige	2.10	2.00	.719	2.36	.000
Ability to work on own	1.90	2.13	.542	2.02	.042
Enforce laws of society	2.02	2.38	.094	2.38	.000
Companionship with co-workers	2.13	2.63	.030	2.52	.000
Friends or relatives in LE	1.74	2.25	.148	1.83	.151
Job carries power and authority	1.56	1.88	.321	1.68	.041
Lack of career alternatives	1.28	1.00	----	1.17	.003
Stepping stone to another career	2.03	1.13	.000	1.75	.000

Table 21

*T-tests of Motivation and Raganella & White - Gender*

Motivating Factor	R&W	Current		R&W	Current	
		Male	Female		Female	Female
Mean / Sig.						
Job benefits	2.49	2.19	.000	2.53	2.26	.074
Opportunities for career advancement	2.43	2.44	.843	2.62	2.43	.146
Structured like the military	1.45	1.88	.000	1.34	1.52	.204
Early retirement	2.42	1.89	.000	2.38	1.78	.001
Salary	1.26	1.77	.000	1.36	2.17	.000
Excitement of the work	2.39	2.78	.000	2.21	2.91	.000
Opportunity to help people	2.58	2.85	.000	2.79	2.87	.280
Job security	2.58	2.37	.000	2.53	2.61	.524
To fight crime	2.34	2.65	.000	2.30	2.65	.007
Lifelong dream or aspiration	2.04	2.33	.000	1.87	2.43	.000
Profession carries prestige	2.13	2.37	.000	1.96	2.13	.252
Ability to work on own	1.92	2.05	.037	1.79	1.83	.826
Enforce laws of society	1.99	2.37	.000	2.17	2.43	.068
Companionship with co-workers	2.17	2.55	.000	1.96	2.35	.016
Friends or relatives in LE	1.77	1.89	.094	1.60	1.48	.390
Job carries power and authority	1.56	1.66	.088	1.60	1.78	.342
Lack of career alternatives	1.31	1.16	.000	1.15	1.17	.817
Stepping stone to another career	2.02	1.74	.000	2.06	1.65	.028

Table 22

*Simple OLS Regression of Motivation and Millennials*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.000	-.054	.833
Opportunities for career advancement	.004	.190	.390
Structured like the military	.002	-.179	.533
Early retirement	.030	.649	.022
Salary	.000	.077	.768
Excitement of the work	.020	.308	.063
Opportunity to help people	.004	.107	.407
Job security	.001	-.101	.669
To fight crime	.023	.417	.045
Lifelong dream or aspiration	.004	.232	.402
Profession carries prestige	.011	.636	.157
Ability to work on own	.001	-.107	.690
Enforce laws of society	.000	.006	.978
Companionship with co-workers	.001	-.107	.636
Friends or relatives in LE	.011	-.417	.172
Job carries power and authority	.003	-.196	.469
Lack of career alternatives	.006	.168	.320
Stepping stone to another career	.029	.625	.024

*Note: Reference category is non-millennial.*

Table 23

*Simple OLS Regression of Motivation and Gender*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.001	.068	.667
Opportunities for career advancement	.000	-.005	.970
Structured like the military	.024	-.358	.043
Early retirement	.002	-.111	.531
Salary	.035	.401	.013
Excitement of the work	.009	.129	.218
Opportunity to help people	.000	.023	.776
Job security	.015	.235	.104
To fight crime	.000	.006	.966
Lifelong dream or aspiration	.002	.108	.530
Profession carries prestige	.014	-.243	.127
Ability to work on own	.010	-.221	.186
Enforce laws of society	.001	.061	.651
Companionship with co-workers	.013	-.206	.142
Friends or relatives in LE	.028	-.408	.029
Job carries power and authority	.003	.123	.460
Lack of career alternatives	.000	.014	.895
Stepping stone to another career	.002	-.088	.612

*Note: Reference category is male.*

Table 24

*Simple OLS Regression of Motivation and Race*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.003	-.118	.472
Opportunities for career advancement	.014	-.220	.121
Structured like the military	.006	-.185	.315
Early retirement	.003	-.122	.506
Salary	.002	.092	.586
Excitement of the work	.013	-.163	.135
Opportunity to help people	.003	.060	.473
Job security	.002	-.080	.601
To fight crime	.002	-.087	.520
Lifelong dream or aspiration	.006	-.177	.319
Profession carries prestige	.003	-.134	.456
Ability to work on own	.003	-.134	.438
Enforce laws of society	.021	.271	.053
Companionship with co-workers	.003	-.107	.462
Friends or relatives in LE	.011	.276	.160
Job carries power and authority	.000	.030	.862
Lack of career alternatives	.003	-.074	.497
Stepping stone to another career	.000	.046	.799

*Note: Categories are White and Non-White, with White being the reference category.*

Table 25

*Simple OLS Regression of Motivation and Social Class*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.003	-.080	.452
Opportunities for career advancement	.008	.108	.246
Structured like the military	.008	-.145	.227
Early retirement	.005	.111	.355
Salary	.000	-.017	.877
Excitement of the work	.006	.073	.295
Opportunity to help people	.007	-.058	.283
Job security	.002	.057	.567
To fight crime	.008	.104	.235
Lifelong dream or aspiration	.001	-.045	.697
Profession carries prestige	.002	-.068	.527
Ability to work on own	.001	.041	.717
Enforce laws of society	.003	.062	.499
Companionship with co-workers	.026	.202	.032
Friends or relatives in LE	.010	.172	.179
Job carries power and authority	.018	.199	.080
Lack of career alternatives	.008	-.081	.250
Stepping stone to another career	.003	-.086	.465

*Note: Reference category is lower and working Class. Values represent middle and upper class.*



Table 26

*Simple OLS Regression of Motivation and College Education*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.000	-.012	.912
Opportunities for career advancement	.020	.173	.060
Structured like the military	.012	-.170	.156
Early retirement	.008	.141	.237
Salary	.006	.116	.293
Excitement of the work	.002	.036	.602
Opportunity to help people	.000	.014	.794
Job security	.008	.114	.247
To fight crime	.000	.003	.976
Lifelong dream or aspiration	.000	-.003	.976
Profession carries prestige	.000	-.003	.976
Ability to work on own	.022	.219	.050
Enforce laws of society	.002	-.047	.607
Companionship with co-workers	.003	.064	.499
Friends or relatives in LE	.000	.003	.984
Job carries power and authority	.004	.097	.394
Lack of career alternatives	.001	-.035	.622
Stepping stone to another career	.052	.350	.002

*Note: Reference category is no college education.*

Table 27

*Simple OLS Regression of Motivation and Prior Law Enforcement Experience*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.001	.071	.628
Opportunities for career advancement	.002	-.073	.571
Structured like the military	.023	.333	.043
Early retirement	.008	-.196	.235
Salary	.009	-.186	.221
Excitement of the work	.003	.068	.480
Opportunity to help people	.002	-.044	.554
Job security	.006	.136	.320
To fight crime	.000	-.021	.860
Lifelong dream or aspiration	.002	-.103	.520
Profession carries prestige	.001	-.059	.690
Ability to work on own	.000	.017	.913
Enforce laws of society	.007	-.143	.256
Companionship with co-workers	.000	-.005	.970
Friends or relatives in LE	.003	-.132	.456
Job carries power and authority	.009	-.200	.203
Lack of career alternatives	.002	-.058	.553
Stepping stone to another career	.001	.066	.681

*Note: Reference category is no prior law enforcement experience.*

Table 28

*Simple OLS Regression of Motivation and Prior Military Experience*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.009	.147	.202
Opportunities for career advancement	.001	-.051	.613
Structured like the military	.224	.811	.000
Early retirement	.004	.106	.413
Salary	.002	.063	.597
Excitement of the work	.001	-.030	.695
Opportunity to help people	.006	-.059	.318
Job security	.000	-.010	.924
To fight crime	.003	-.063	.508
Lifelong dream or aspiration	.008	-.145	.249
Profession carries prestige	.006	-.118	.312
Ability to work on own	.001	.048	.691
Enforce laws of society	.004	-.086	.388
Companionship with co-workers	.003	-.073	.477
Friends or relatives in LE	.011	-.194	.163
Job carries power and authority	.058	-.390	.001
Lack of career alternatives	.000	-.013	.866
Stepping stone to another career	.001	.047	.709

*Note: Reference category is no prior military experience.*

Table 29

*Simple OLS Regression of Motivation and Family Member Affiliated with Law Enforcement*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.004	-.093	.379
Opportunities for career advancement	.000	-.026	.780
Structured like the military	.002	-.076	.525
Early retirement	.000	-.017	.884
Salary	.009	.140	.201
Excitement of the work	.004	.057	.414
Opportunity to help people	.001	.016	.766
Job security	.001	.030	.763
To fight crime	.007	.098	.262
Lifelong dream or aspiration	.012	.164	.156
Profession carries prestige	.000	-.018	.864
Ability to work on own	.000	.024	.832
Enforce laws of society	.019	.165	.069
Companionship with co-workers	.000	-.022	.818
Friends or relatives in LE	.274	.880	.000
Job carries power and authority	.002	.065	.563
Lack of career alternatives	.019	-.128	.068
Stepping stone to another career	.001	.044	.704

*Note: Reference category is no family members with law enforcement affiliation.*

Table 30

*Simple OLS Regression of Motivation and State of Academy (OH vs. PA)*

Motivating Factor	R <sup>2</sup>	B	Sig.
Job benefits	.032	.396	.017
Opportunities for career advancement	.002	.077	.597
Structured like the military	.003	.136	.470
Early retirement	.083	.712	.000
Salary	.056	.537	.002
Opportunity to help people	.003	-.059	.487
Job security	.007	.165	.287
To fight crime	.009	.172	.211
Lifelong dream or aspiration	.005	.173	.341
Profession carries prestige	.023	-.335	.046
Ability to work on own	.025	-.364	.038
Enforce laws of society	.012	-.204	.155
Companionship with co-workers	.010	-.195	.189
Friends or relatives in LE	.000	-.059	.769
Job carries power and authority	.010	.240	.178
Lack of career alternatives	.005	.102	.359
Stepping stone to another career	.001	-.081	.659

*Note: Reference category is Ohio.*