CRIMINAL POLICE OFFICERS ATTITUDES TOWARDS THE ROLE OF TEACHING AND EDUCATION IN POLICE ACTIVITIES

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Abstract -The educational achievement related problems are often met at the law enforcement educational institutions. The present research is the first step of the project that aims at studying the specific characters of teaching adults at the law enforcement educational institutions and setting up the teaching style to improve educational goal achievement of criminal police officers. In the first step of the project, the attitudes of criminal police officers about teaching and the role of education in police practice have been defined, which gives opportunity to choose a relevant educational method. Four semi-structured groups have been interviewed (nine persons per group). The participants have 0-20 years of work experience. The data analysis shows that the participants have the positive attitudes toward education. The criminal police officers underline the need of education that is oriented on police practice and professional problem solving. The participants suggest that educational programs must include more information about specifics of profession and work at police. According to the research findings, the attitudes of criminal police officers corresponding to the problem-oriented educational styles' theoretical concepts have been shown. On the next stage of project, there will be researched whether the use of problem-oriented educational methods improve the educational achievements of police officers.

Keywords - Educational Psychology; Criminal Police Education; Teaching Styles; Academic Achievement

I. INTRODUCTION

The goal of the education institutions functioning on the base of law-enforcement bodies, is to teach to law-enforcement officers employed in the mentioned organs. The timely, relevant and effective teaching is a fundamental mechanism for the law-enforcement officers to deal with the complex challenges of the modern world (Kelling, 1999). Accordingly, any law-enforcement organ, which is focused on the quality and productivity, should discuss the role of trainings and teaching as the significant element of improved functioning of law-enforcement system (Scott, 2005).

Despite the fact, that though the importance of learning is obvious, education psychologists often come across to learning-related problems (low learning motivation, lack of interest in learning, low level of teaching material acquisition and etc.), that accordingly hinders successful integration of an individual in society and effective performance of his/her social responsibilities in future.

These problems have specific actuality for the education institutions, which are involved in adult teaching, because the peculiarities of adult teaching are focused on forming distinguished skills and competences and differs from the school teaching style, as in its content in its goals and objectives (Knowles, 1980). Herewith, learning needs are particularly significant in such education institutions, which are conducting teaching activities to the employees of low enforcement bodies, as far as the target groupof the mentioned education institutions are the subject of high interest and expectations among the society, that in its turn, is conditioned by the specificity of their work and high priority of State Safety System (Brereton, 1961).

The teaching process of law enforcement officers implies the equipment of general staff with practical skills, knowledge and with those value system, which will be focused on human rights, together with the protection and security of society (Annual Report of the Ministry of Internal Affairs of Georgia, 2016).In order the Academy to be able to overcome the challenges and to provide the general staff with relevant knowledge and skills, current and future risk-factors should be evaluated. The risk-factors include the components like teaching content – specifically, which disciplines and teaching contents should be priority considering the political and social conditions within the State and international society. Which disciplines may become priority in the future and what should be taught today to overcome the challenges of "tomorrow". The corps of education institution instructors - how the selection, recruiting, development of teachers should happen? What are the criteria to which an instructor at the special education institution should meet? Teaching/learning methodology – define the specifics of teaching for the subordinated audience and the key methodological principles of teaching, which the education institution should base on. The existing risks are evaluated through sharing and analyzing the local (Unified Report on Criminal Justice Statistics, 2017),as well as the international experience (The Europol Serious and Organised Crime Threat Assessment , 2017), (The European Code of Police Ethics (COE), 2001), (United Nations Code of Conduct for Law

Enforcement Officials, 1979), (Training Manual on Police Integrity, 2015).

As stated above, despite the contextual need of teaching, education institutions often have to face challenges in achieving the educational goals, in this regard education institutions responsible for teaching to the law-enforcement officers are not the exceptions and despite the general contextual need of teaching and the fact that it is the State priority, they often have to face problems in achieving the educational goals. More specifically, in the components, such as: cognitive component - the learner's academic achievements are mostly low, and low academic achievements are the direct indicators that the educational discipline is not fully acquired. Affective component – in some cases target group has negative attitude towards teaching/learning process and generally to the needs and they see the teaching/learning process as dictated, forced activity. Conative component – due to the fact that the cognitive level to acquire the teaching materials is quite low and at the same time the attitude towards teaching is negative, there is the problem of transferring obtained knowledge in practice.

Existing problems complicate the process of achieving set goals. And the blemishes in regard with achieving the educational goals, automatically causes the reduction of effectiveness to overcome the challenges facing to the State, on the one hand and unreasonable expenditure of resources allocated by the State, on the other hand.

Due to the complexity of the problems, it is important to study and analyze them. That would enable us to reveal the teaching/learning problematics in law-enforcement institutions and improve the standard of law-enforcement officers' activities, also to optimize the resources spent on teaching/learning processes, allowing to improve the standard of activity for the mentioned bodies in the future strategic perspective.

Notwithstanding the actuality of the problem, the teaching/learning issue of law enforcement officers is less studied in Georgian reality, though due to the complexity of the problem, psychologists and contiguous field specialist have already studied it in several developed countries. Based on the international research experience, the wide spectrum of situational and dispositional factors effects on the academic achievements and teaching material acquisition. Among them motivation (Jutta Heckhausen, Heinz Heckhausen, 2008; Kathryn R. Wentzel, Allan Wigfield, 2009), teaching style (Heather Fry, Steve Ketteridge, Stephanie Marshall, 2009), learning style (Tennant, 2003), situational and organizational characteristics of education institution (RobertG.Owens,TomasC.Valesky, 2010)and etc. are studied (researched).

From the wide variety of factors, the following are more focused in regard with the learning problematics among the learners at special education institutions:

Organization of teaching – teaching processes taking place in education institutions, in many cases are planned not directly according to the needs and individual interests of learners, but considering the demands of their managers or the challenges of society and the State, accordingly they reveal low interest in learning. And low level of interest in learning has the direct influence on the motivation of learning and naturally, on academic achievements (Kathryn R. Wentzel, Allan Wigfield, 2009). Group heterogeneity – considering the group specifics, often may happen that the same group includes the learners who have different age range, interests, motivation and level of education and this, in its turn, complicates the acquisition of teaching materials by the target audience and later on its transfer to practical activities. Teachers involved in the teaching of police officers, often mention the increasing level of frustration among the recruits with higher education[1]. These recruits are often characterized as having excessive qualifications and arrogant personalities, whose attitudes towards the process of vocational education is negative and stereotypical (Bumbak, 2011). Prior experience - individuals involved in group activities, are the practitioners of their work, who have the working experience at law-enforcement institutions for some period and in many cases, are employed on different occupations and positions. Correspondingly, they already have some experience, have developed the sketches of activities, have attitudes, which in some cases have negative influence on their learning activities. In the research, conducted by Haberfeld (M.R. Haberfeld, Curtis A. Clarke, Dale l. Sheehan, 2012), the target audience do not consider the provided knowledge as Just-enough, Just-for-me, Just-in-time thateffects on the openness of learners to the new information, as far as learning the disciplines and techniques suggested to them by the education institution may contradict to their approved experience and in some cases, may require to modify or completely change their behavioral discourse. Negative attitudes towards teaching/learning – learning attitudes of the mentioned individuals in many cases are negative, because sometimes they find it hard to link the knowledge obtained in the education institution to the practical needs and the transfer gets complicated. Also, it should be considered that part of the individuals is not permanently involved in the learning process. Subsequently, their academic competences (learning style, cognitive strategies and etc.) are not sophisticated, that makes it hard to

[1] In American education system, they mean so calledcollege education.

acquire the teaching materials and transfer in practice. According to Rosenshine (Rosenshine, 1995), there is the relationship between the low level of academic skills and motivation to learn. Irrelevant level of motivation causes the deterioration of learning activity among students and affects negatively on the learners' academic achievements (Brophy, 2004; Pintrich & Schunk, 2002).

As the review of the research context indicates, the wide spectrum of factors has effect on the learner's academic achievement and on the level of teaching material acquisition. The following problems in its turn, may vary in accordance to the specifics of challenges and context being in society, which further complicates the problems in the field of teaching to law-enforcement officers. Because, the theoretical assumptions and practical recommendations, effective in the law-enforcement culture of another country, may be totally useless in the trainings for local law-enforcement officers. So, it is crucial to study the current problems in the local context in order to better analyze the variables and factors that may be individual for the culture or cross-sectional to international practice in general.

One of the essential objectives of Education Psychology is to ensure the improvement of learners' academic achievements and to develop recommendations in specific educational setting considering the psychological regularities of teaching and learning (Aronson, 2002). Education institutions for adult teaching, especially those having the special profile, are facing to the problem - which strategies may the organization apply to overcome the current challenges. Given that the problems are complex; their solutions require the complex approach as well. Academic achievements may be improved by pedaling on internal and external motivation of a learner(Kathryn R. Wentzel, Allan Wigfield, 2009). Due to the fact that any education institution has limited financial and human resources (and especially in Georgian reality), the question raises – what measures should be taken to enable the existing audience achieve the learning goals set by the organization and realize them in practice, considering the fact that traditional juridical education forms in students good technical and procedural skills, when vocational police education mostly needs to work out the non-technical skills, such as problem-solving, argumentation, leadership (McCoy, 2006).

The above review indicates that wide variety of factors influence on the academic achievements and both, practical and scientific perspectives support to the study of all above-stated factors. Although, it must be noted that from the wide variety of factors found in the education institutions with police specificity, the lecturer and the teaching design and approaches used by him/her are distinguished in terms of effectiveness and saving (Roberg, 2002). The adequate teaching approaches applied by the lecturer may completely change student's cognitive and emotional attitudes towards a subject. Therefore, adjusting the teaching design to the target audience is one of the tasks, the effective solution to which significantly improves the indicators of academic achievements in learners (Kuhnlein, 2012). Well-planed pedagogical practice can refute the preventive factors of learning and increase the learning activity in students and the level of obtaining teaching materials instead. Indeed, in the conditions where the external motivation cannot be managed, the teacher's role becomes extremely significant, because she/he can make influence on the learner's internal motivation and direct it to learning (Woolfolk, 2009).

So, studding/developing adequate teaching design will enable us to improve the academic achievements in law-enforcement officers and improve the standard of their activity basing on their academic performance, which in the one hand, provide the opportunity to improve the central component, such as the teaching system of law-enforcement officers and on the second hand, optimize the resources allocated by the State on the teaching services. Accordingly, the subject of interest for the planned research is to find out:

RQ1What are the differences between the strategies based on the adult teaching principles and the current (directive) teaching strategies?

RQ1Which teaching style will be optimal for the audience at specialized education institutions?

The objectives of the research based on the research goals, are as follows:
1. To study the theoretical constructs related to the adult teaching;
2. To study the views of law-enforcement officers in regard with the teaching/learning;
3. To identify the essential criteria for the teaching design of the cohort at special education institutions;

II. METHODOLOGY AND RESEARCH

Participants

Thirty-threeparticipants took part in the stage of research. The learners took part in the focus groups (4 focus groups, 8-9 participants in each group). The focus groups had been held in order to fill and complete the assumptions received as the result of research, adult teaching and theoretical concept reviews, more specifically in order to find out if there are any additional criteria in target audience, which may not be discussed in the theoretical models of adult teaching and respectively should be added to the experimental design. The target population of the

research is the learners enrolled at the vocational educational programme in the Academy, namely:

1. Two groups of learners under the 6-month training programme of criminal police district inspectors;
2. One group of learners under the 2-month educational programme of detective-investigators;
3. One group of learners under the educational programme of "criminal police managers' promotion";

Procedure

The research participants had been randomly selected from the learning groups at the Academy of Internal Affairs on the basis of free will (voluntary). The received data are processed through the content analysis and on the basis of open coding principle. The data processing passed the following stages: 1. Data grouping; 2. Data categorization; 3. knowledge/finding identification; 4. Establishing relationships to theory; 5. Interpretation of results;

The goal of the discussion is to obtain the information regarding the following questions:

1. What do you think about learning?
2. How appropriate the workplace environment is to practice the knowledge obtained in the Academy?
3. What are the characteristics of "good learning process"?
4. What motivates you in the teaching process?
5. What should the teaching process at the Academy of MIA be like?
6. What is the influence of your experience on the learning process?
7. 7.What should the teaching institution/lecturer/Ministry be doing to improve the teaching/learning process?

Data Interpretation

The research revealed the specific functional value of teaching for police activities. On the research base, the fundamental findings of main theoretical concepts of adult teaching has been highlighted, namely the research results are relevant to the McClusk's Theory of margin in adult learning (McClusky, 1970), Illeris's three-dimensional Learning model (Illeris, 2002), Jarvis's learning process theory (Sharan B. Merriam Rosemary S. Caffarella Lisa M. Baumgartner, 2007)and Knowles's Andragogical model of learning (Malcom S. Knowles, Elwood F. Holton III, Richard A. Swanson, 2005). The following models are interrelated in several dimensions: specifically: 1. Individual perception of learning needs in learner; 2. The relationship of teaching materials and its theoretical concepts with practice; 3. Autonomy; 4. Considering and using the prior experience of learners while planning learning activity.

Discussion

Understanding the individual needs of a learner is taken as the principle to improve the interaction process of an adult with the working environment, respectively, the learner should individually and subjectively consider both – learning process and teaching materials, as well as finding them as necessary and bringing concrete results. In parallel with the individual needs, it is also significant for a learner to have more autonomy in the process of planning learning activities, so that he/she should be able to decide independently what to learn and when to learn, to have more independence in organizing his/her suitable behavior. The research also revealed the role of prior experience in regard with the learning activity, prior experience is the system of those cognitive and value schemes, which accompany a learner in the learning environment. Accordingly, the existing "Prior Schemes" may be supporting or on the contrary, be hindering the current learningactivity. Herewith, the research process identified the specific factor, which is not directly reviewed in the theories of adult learning, but it has the direct impact on the performance of learning activity by an adult. This factor is discussed as cognitive value(Sweller, 1988). Cognitive value implies the meaningful usage/distribution of learner's cognitive resources during the learning activity. It's worth noting that McClusky talks about the similar content in his Theory of Margin (McClusky, 1970), where learning maintains the balance between the needed and existing energies. McClusky states that as much the margin increases in favor of energy, as much the probability of performing learning activity increases and vice versa, as much the margin of load increases, it's getting harder for an individual to learn (McClusky, 1970).

The criteria given above in regard with the planning of learning, to some extant is considered under the frame of problem-based learning (PBL), developed on the basis of social constructivism (Savery, J. R., & Duffy, T. M., 1995). According to the following theory, teaching materials are understood after the interaction of problematic scenario with the teaching material, and the involvement of processes needed to study the problem causes cognitive dissonance, which in its turn, stimulates the learning activity.

While using the following teaching style, the target audience is divided into groups and real life problems are presented to them. The learner confronts to the situation, in which he/she should achieve the goal, and a teacher facilitates him/her to see the ways, which had been invisible before (Tan, 2003). The groups share experience after the interaction and test the hypotheses. The teaching materials are introduced using the scaffolding principle. In the mentioned teaching style, a teacher is a facilitator, moderator and the knowledge is individually construed by the learners.

According to the above research results, while teaching to police officers, specifically while teaching to criminal police officers, it is recommended to apply the methodological approach developed on the basis of problem-based learning and experimental examination. The research results give us the basis to assume that the teaching design having the similar content value, may increase the level of academic achievements in learners.

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