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Doctoral School of Education, Subprogramme School Education

Doctoral thesis (PhD)

THESIS NOTE

**The Law enforcement University students
drop-out rates complex analysis**

GÁBOR MÁCSÁR

TOPIC LEADERS

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INTRODUCTION

The organised provision and coordinated operation of units operating under a hierarchical system of law enforcement is a complex task. This requires the training of a highly qualified cadre of senior "officers", i.e. law enforcement intellectuals.

In Europe, the principles for the selection and training of leaders differ from country to country, and are similar to national practice. In Hungary, higher officer training has a 50-year history. The Police College started its activities in 1971. Today, (since 2012) the National University of Public Service, Faculty of Law Enforcement (NKE RTK) is responsible for training elite law enforcement officers.

The trainees have undergone a serious selection process. The university management has been confronted with the problem that, despite a careful selection process, a significant number of students drop out of the system. The selection system is logical and tested in terms of its structure. Applicants are subject to a medical, psychological and physical aptitude test, a motivational interview and a background check to ensure a clean criminal record and a suitable environmental background (environmental assessment).

The training phase, which currently lasts four years, starts with an intensive five-week basic training course before the first semester. This includes: learning to be in uniform, moving in formation, observing discipline, dress

code, accepting and accepting subordination, keeping to a tight schedule, moving and working in a team. This can also be called the law enforcement career socialisation phase (Finszter, 2014). The aim of this dissertation is to explore the system of dropout problems.

LITERATURE REVIEW

The history of attrition research started before the 1900s, however, the first theorizations were not recorded until the second half of the 19th century. The table below illustrates the historical overview. Prehistory of early school leaving up to the 1900s, Early phase of research 1900-1950s, Response to the expansion of higher education 1950s, Works on the prevention of early school leaving 1960s, Theorising phase 1970s, Management of school enrolment 1980s, Widening of the drop-out horizon 1990s. The present and future trends can be dated to the early 20th century Szöllösi (2019). The consequence of the student dropout problem has attracted the interest of researchers.

Table of international literature classification

Research	Date	Model and Analysis
<i>Spady</i>	1965-, 1970/71	Dropout process model Sociological (3 factors) Contextual, Social, Educational.
<i>Tinto</i>	1975, 1987	Institution exit model motivation and goals, educational and social factors
<i>Pascarella and Terenzini</i>	1980	Student-faculty informal contact model, reducing drop-out rates through contacts
<i>Bean</i>	1982	Student Exit Model, Organizational Sociology & Organizational Psychology 4 factor group; 1. educational variables, 2. psychological factors, 3. background factors, 4. environmental factors
<i>Bean and Metzner</i>	1985	Non-traditional student drop-out model based on history, family and other commitments
<i>Thomas</i>	2002	A model for expanding the areas of integration The impact of 5 spheres on the integration of students: educational, social, economic, supportive and democratic.
<i>Kerby</i>	2015	Predictive model decision on drop-out social and public influences, complemented by individual family influences and institutional fact.

Recent domestic aspects of early school leaving research

Among the key areas we examined in the context of motivation and goals (Dunai, 2013; Józsa, 2018; Kovács, 2019; Lukács & Sebő, 2015; Magasvári & Szabó, 2019; Miskolczi et al., 2018; Mogyoródi, 2016; Németh, 2018; Pusztai et al., 2019; Nagy, 2021; Fehérvári et al., 2021) survey. Accurate information and guidance, "career guidance" and the type of secondary school prior to the admission procedure. E.g. upper secondary school, vocational upper secondary school or vocational school (Hegedűs, 2019; Szigeti, 2020). The application of modern pedagogical principles and methodologies (Hegedűs, 2019; Kovács, 2018; Lendvai et al., 2019; Lukács & Sebő, 2015; Pusztai et al., 2019; Fehérvári, 2015; Fehérvári & Szemerszki, 2019).

Law enforcement

Staff turnover, migration, careers in the civil service, the human resources strategy for law enforcement (Szabó & Stréhli-Klotz, 2014; Christján & Erdős, 2020) Career Aptitude/Work Aptitude (Physical) (Magasvári & Szabó, 2019) new generations, labour market restructuring (Józsa, 2019) Expansion of higher education (D. Molnár & Gál, 2019), tanulási stratégia and the motivational approach (Borbély, 2019), generation 'Z' (Márton, 2018) Law enforcement competence, characteristics - similarities (Malét-Szabó et al., 2018).

The main objectives of the research

To explore the correlates of police drop-out rates in order to contribute to the effectiveness of higher education and training in the field of law enforcement.

Hypotheses

1. It is assumed that career guidance, selection, candidate's professional competence and constraints are the main causes of drop-out.
2. We assume that the most intensive period for dropout (exit) is the first semester.
3. Assume that the most pronounced causes of dropout are mental and conditional workload.
4. We assumed that motor skills, work value and life goals are low in the outcomes of dropout students.

MATERIAL AND METHODOLOGY

The choice of data collection tools was always made with the purpose of data collection in mind. In the selection and design of the instruments, we monitored the tracking, the recruitment process, i.e. selection, eligibility, retention and drop-out. We developed and selected the tools, interviews, questionnaires and tests that helped us to successfully conduct and implement our research. The specificities of the data collection methods and instruments are presented in the following two tables (own editing).

Overview of data collection tools and methods					
Data collection instrument	Its purpose (career guidance, selection, suitability, retention, drop-out)	Time and place of data collection	Number of questions	Sample and size	Interviewees/ number of respondents
Teacher interviews	Exploratory research (probl.) (all)	NKE RTK 2017.09.20.	37	Sampling experts 6 person	law enforcement/ pedagogical, managers 2-2-2 persons
Document Analysis	List of documents	2022	Analysis	Evaluation	Conclusion
NKE RTK preventive measures against early school leaving, interview	Exploration of NKE RTK institutional preventive measures, information	2022	Analysis	Evaluation: document action	Conclusion
Determining the reasons for interviewing drop-outs (exit)	The reasons (4 areas concerned)	NKE RTK, ORFK before exit		2018- 35 students 2019- 21 students	Number of elements All dropouts

Before starting the research, we consulted with the management of the NKE RTK, who confirmed the information that there is a research deficit in the study area in terms of law enforcement, and thus assured us of their receptiveness. After the approval of the study, we could start the research work, the first step of which was to define the time of the research and to design and plan the instrumentation according to the objectives of the data collection.

Data collection instrument	Its purpose (career guidance, selection, suitability, retention, drop-out)	Time and place of data collection	Number of questions	Sample and size	Interviewees/ number of respondents
Groups of questions in my own questionnaire	Ped./Psych./Social contexts (all)	NKE RTK 2018/19, 2019/20.		Full sample 135 f♂ + 172 f♀ = 307 f♂	Students
Personal data	1. group of questions		4		
Previous educational and other data	2. group of questions		4		
Family circumstances	3. group of questions		4		
Occupation/orientation	4. group of questions		4		
Future plans	5. group of questions		7		
Factors influencing career choice	6. group of questions		8		
Personality/attitude	7. group of questions		18		
Sporting habits	8. group of questions		3		
Orientation towards a profession	9. group of questions		26		
Super questionnaire	work value test		45		
Purpose in Life questionnaire	meaning of life		20		
Physical assesment tests	Physical assesment		5		
Online interviews with graduating students	institutional questionnaire (covering 4 areas)	NKE RTK online 2021	31	Expert stratified	21 graduate students

Data processing

Descriptive statistical characteristics (mean, standard deviation and range of variation), homogeneity test /both year/. Differences between groups (male-female) using a two-sample T-test. The relationship between the characteristics tested and motor test scores was characterized by linear correlation coefficients. Random error in interpretation was set at a maximum of 5%.

RESULTS

Table of the most striking results from teacher interviews

Questions	Answers			Goals/Motivation
Where do students come from	Mainly rural Eastern part of the country	Living in the East	Bp.-West adventurous	Recruitment focus
Family background	Sponsored by	Too scary	Too much	Infantilizer
Teachers	Law enforcement, all right	Civil negative	Individual is breaking down.	Perception: Good Bad Neutral
Dropout causes	Medical /Mental/Physical/ Infant./ gap	Expectation vs. Reality 20-30%	Period covered: 5 weeks / 1/2 semester	First year, Basic training
Learning methodology	Learning to Stenuate	They don't know anyone else	Previously had methodological training	Task to be solved (Institution)
Pedagogical methods	Training of students Teacher training	Training teacher dependent	Partly there is	New directions (Institution)
Theoretical police leads	Cop-bot, same as before, non-conformist	Flexible, intelligent, etc.		Specific expectation (Institution)

Results of exit interviews

The 39 respondents gave 44 different answers, with one or two cases where more than one reason was given by the leavers. Percentage distribution of reasons for dropping out.

Reason	Answer	Rate Percentage
Commitment	24	54,5%
Psychological	7	15,9%
Workload	6	13,6%
Individual problems	7	15,9%

Results of own questionnaire (N=302)

Gender ratio: 2/3 Male-1/3Female, 80% of the students come from secondary school, Law Enforcement Techn. and secondary school facultant ≤10% , Parents - 15%, indirect influence of the environment (45%).

Sport: recreational sport dominates, promotes healthy development and health maintenance. From smaller towns and small villages (73%). From capital (5%) From county towns (22%)

Means and standard deviations of the most significant variables of the work value questionnaire responses

Changing	Mean and SD
Altruism	13,70±1,602
Social relationships	13,21±3,352
Prestige	12,58±1,924
Hierarchy	12,37±1,991

Purpose in life questionnaire

All values indicate healthy thinking. The life goals of law enforcement students are rated as outstandingly good, with values represented at the upper end of the range of values typical of the age group.

Online interviews with graduating students (n=21)

Preparation for workplace tasks ≤65%

Quality of work ≤80%

Practicality moderate to poor 90%

Suggestions for training effectiveness: officer candidate exam material, morning physical education, team building, logical-strategic training. 5 weeks/ overlap.

Retention aids, evenly distributed: relationship building, rule following, physical activity, regularity, work/entertainment balance, perseverance/resilience, willpower.

Upperclassmen hold the basic training: unprofessional, inexperienced, hard to take seriously (good idea with professional control) +/-

Pedagogical attitude: (-) Superfluous subjects, phlegmatic and condescending instructors, exams difficult to pass.

Advice for future students. TDK. Foreign language.

Document analysis 5 documents contained relevant information, in addition to a number of measures to help students stay 21 of these were identified (based on interview), not many were specific, some regulators contained references, areas to be strengthened (inclusion, community life, training specificities, methods).

Exit interviews

Commitment, which includes lack or loss of motivation, those who are unable to identify with professional expectations or the lifestyle that comes with being a professional, and passivity.

Psychologically, this category included those who did not accept constraints or were too strict and those who feared repaying money.

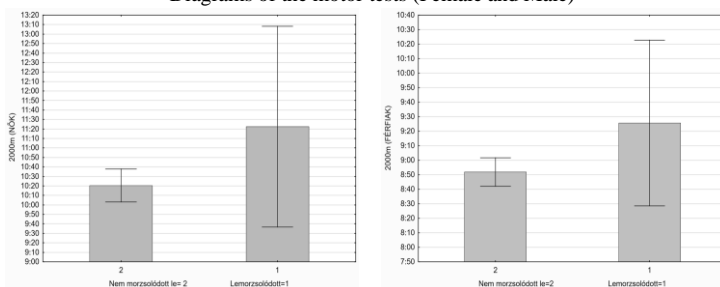
Burden category included those who could not cope with excessive physical or mental strain and indicated a lack of learning ability in exit interviews.

Individual problems included the presence or recurrence of a health problem, and family and emotional problems.

Physical assesment tests (N=302)

The significance of conditioning endurance is clearly seen in the 2000m flat race, where a significant difference in dropout was found.

Diagrams of the motor tests (Female and Male)



Correlation

No relationship was found between the variables (-0.13–0.24) based on the correlation table of the Life Goals and Motor tests.

No relationship was found between the variables for the Super Job Value Questionnaire and Motor Skills (-0.17–0.13).

No relationship was found between the variables (-0.12–0.23) when assessing the results of the Life Goals and Super Job Value Questionnaire.

CONSULTATION

The main objective of this research was to identify the attributes that induce dropout. In order to ensure the success of law enforcement education and training in universities, we wanted to explore the relationships in a complex way. Four themes were explored: career guidance, selection, which

is closely linked to aptitude, and retention and drop-out. This complex approach is one of the strengths of our research.

On the basis of interviews with lecturers and students, we found that the five-week period of basic training is the most vulnerable to drop-out in law enforcement universities. During this risky period, increased monitoring is essential to reduce dropout.

Another novelty of the dissertation is the emphasis on the students' views, both in terms of dropout and pedagogy. These include the opinions of students who left, those who were admitted to the first year and those who graduated. Our complex study also included the opinions of teachers, lecturers and heads of institutions, which showed differences in their perception of drop-out.

Our three questionnaires were designed to investigate perceptions of work value, attitudes towards life goals and, in our questionnaire, pedagogical, sociological and psychological background factors. A further strength of the thesis was that it examined early school leaving in a complex way, taking a multidimensional and interdisciplinary approach to the problem. The documentary analysis resulted in the identification of five measures that help student retention at the institutional level.

We identified 21 measures that support students in terms of career guidance and reducing drop-out (Annex 15).

Parental support provides a stable background for students, but sometimes it is excessive, overprotective and sometimes works against student autonomy.

We supplemented our study with a motor skills assessment and examined the links with key areas of our research. Of the motor tests, it was the pendulum run whose results predicted the risk of dropping out for both sexes. However, the shuttle run and the long jump from a distance carry the highest risk of injury. In order to avoid and prevent injuries, the professional preparation and preparation of sports staff is of the utmost importance from a pedagogical point of view.

The areas that scored highest in the responses to the Super questionnaire were those that most characterise law enforcement professions: job security, self-empowerment, importance of material things, need for variety, independence, prestige or hierarchy.

The results of the Life Purpose Questionnaire on the meaning of life indicate that law enforcement students' thinking is healthy and generally good.

In terms of career guidance, the law enforcement upper secondary schools and the law enforcement upper secondary faculty (due to the lack of a quality assurance system) do not meet the expectations of law enforcement professional management. Interviews with drop-outs show that the reasons for drop-outs are the lack of commitment to the profession, the

psychological and physical strain and the unmanageability of individual problems.

The selection system works well and addresses a number of sub-areas relevant to police competences (e.g. points scored): the existence of an adequate level of cognitive ability, psychological aptitude, a high level of motor skills, medical screening, environmental assessment and motivational interviewing. However, pre-established fitness does not mean that all successful candidates will be suitable for the long-term exercise of their chosen law enforcement profession.

All of the key areas covered are also reflected in the online interviews with graduate students. Among the pedagogical-related feedback to be considered in the graduates' feedback, the omission of redundant subjects or common modules, or an increase in the practicality of the training, is emphasised. A well-structured mentoring programme would be an excellent way of integrating career integration theory into practice.

In order to prevent drop-out from law enforcement higher education, prior information on the job profiles of the professions is of particular importance. Overall, there are online and paper-based written documents and programmes to support student information and retention, but these need continuous improvement.

Justification of our hypotheses

Hypothesis 1 We hypothesised that trainers, based on their experience, would identify career guidance, selection and candidate aptitude as the reasons for drop-out.

Hypothesis 2 We hypothesized that the most intensive period for dropout is the first semester, our hypothesis was confirmed.

Hypothesis 3 We hypothesized that the most pronounced causes of dropout would be mental and conditional workload, this was partially confirmed. Lack of engagement is the strongest reason for dropout. This is closely followed by psychological strain, personal problems and enduring physical stress.

Hypothesis 4 It was hypothesised that motor skills, work value and life goals would be low in the outcomes of students who drop out. This hypothesis was partially confirmed, as engagement was the main cause of dropout.

Recommendations

Based on our research and experience, we recommend the use of experiential learning and the practical arrangement of drier and more exciting knowledge as a pedagogical reserve to keep students interested and motivated. It would also be worth considering restructuring the teaching system, which would enhance student motivation through more effective methodology.

A reinforcement of the scholarship system and an increase in other allowances are as necessary as the continued provision of accommodation in halls of residence.

Nor can the competitiveness of university teachers' salaries be avoided. The academics who will train the future elite of law enforcement leaders should be valued members of the university, first and foremost financially and, of course, morally. Civilian teachers teaching at university should not earn less (rather significantly more) than students leaving university.

The lectures of the university lecturers/teachers should be available online for students within a closed system, thus supporting easier learning of the taught material and possible catching up.

Interviews with drop-outs are an excellent way of monitoring the reasons for leaving university, but the reasons are not always real or the drop-outs are not able to articulate their problems and difficulties well, so that the real reasons are not accurately revealed.

Opportunities should be created for students to motivate their personalities and to support their success in their studies in alternative ways (e.g. by making key milestones visible), such as praising, setting an example or rewarding with a prize or a financial/financial reward those who have achieved a high level of progress or excellence in a particular field. Creative learning challenges could be devised to motivate students. Mention the rewarded students on the main page of the university website. Provide opportunities for weaker but aspiring students that can be an appropriate incentive: participation in a conference, team learning, preparation, development of a professional programme, other creative learning competitions or applications for the development of a segment of the field, possibly a photo competition or artwork or a competition for the judging of artwork. Sports competitions, contests and physical activity challenges are also a good opportunity to promote both attachment to the organisation and motivation. A competency test could be introduced for first year students. Initiatives have already been taken.

The range of social benefits and career income should be expanded, with elements that would make the law enforcement profession more stable and attractive. An example of this would be the introduction of a well-functioning housing benefit scheme, which is currently not competitive with foreign job opportunities. There are excellent alternatives for broadening the

fringe benefits system, such as increasing the cafeteria allowance, extending the guarantees in the pension scheme and expanding the use of other subsidies and benefits.

The social prestige and recognition of the law enforcement profession needs to be increased to make it more attractive, but this is beyond the scope of this research.

The effectiveness of recruitment to support career choices could also be improved by optimising its timing. This would be most appropriate in the year of graduation. In terms of career guidance, law enforcement facultative high schools and law enforcement vocational high schools could be the primary targets locally.

The information function of the internet should be used to exploit all the social media sites that young people prefer to use. It may be worth involving marketing professionals and even influencers.

There is a need to renew and rethink support schemes to facilitate the accommodation and boarding of university students in halls of residence throughout their studies.

Optimising the duration of the five-week basic training course is an idea to be considered. Overlapping with the teaching period should be avoided, as well as implementation under the control of professional trainers.

It would be reasonable to ensure a continuous development of conditioning skills and a more stable deepening of self-defence knowledge throughout the 4 years of training.

Prior to the recruitment process, information material could be made available online, explaining to interested parties the study requirements and job-related responsibilities of the field. On the basis of this material, the applicant could, prior to applying for a particular field, complete a career and job knowledge test, where he could provide his details and, having passed the online test, apply for the particular law enforcement field. This pre-screen would effectively assist the selection process.

One of the yields of repeating this research from time to time would be to highlight generational changes and attributes that could help to consolidate students' attachment to law enforcement. Another gain could be to improve the design and consolidation of measures to support both the individual and the institution's effectiveness.

A further research direction could be the study of the problem of drop-outs from the police, in cooperation with other European countries, using a uniform assessment tool and methodology. On the one hand, this would provide a complex picture of the specific challenges of individual countries, while at the same time, by examining an entire region, it would be possible to identify critical areas more effectively and develop more effective solutions.

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