The Impact of a College-Educated Police Force

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DOI: https://doi.org/10.15520/jbme.v8i02.2814

Abstract: This study focuses on a literature review concept. In the hopes, that it will have some impact on decision processes. Given directions in the process of strategy development, how higher education can be an aid in the discipline as within the organization and in the impact in retaining the necessary resources to support the state and local appropriations for the police program in all fifty states in the United States of America.

Keywords: professionalize, strategy development and execution, strategic thinking, decision-making, law enforcement

INTRODUCTION

A college degree significantly diminishes the probability that police will apply force as their first alternative to gain compliance. This literature review also uncovers the decision-making process, the newest directions in the process of strategy development and how academic college discipline can help as a function within the police organization force and impact the process of business strategy development and execution. Study shows that officers with an education exhibit greater levels of creativity and problem-solving skills. Many researcher conclusions show that higher education may undoubtedly influence officers’ capabilities and performance and lists numerous potential advantages.

Improvement changes in law implementation, such as the professionalization and community policing actions are more especially in need. Those improvements comprising components focusing on education and training, held not launch in isolation. Progressive improvement changes in public administration and the criminal justice system within the general aspects remain to have tremendous consequences superimpose both the construction and organization of law enforcement agencies nationally. For example, the problem that has stretch throughout all of the improvement changes is the importance of education in creating a better able and more understanding police officer.

Recommendations toward a desirable educate police organization did not begin with community policing, and professionalization. Support for higher education in development has for several years, show reformation advancement in policing and following the very origins of policing as a service. Activists such as Robert Peel in England during the 1800s, and August Vollmer in America in the 1900s, were both contributory in fulfilling significant innovations in policing that are still visible today (Chism, 2014). Peel discoveries in quasi-military highlights the modern police designs presently (Chism, 2014). Vollmer’s opinions concerning police education and training have been developing their way into many suggestions by representatives on law enforcement. While Vollmer did not explicitly clarify education for college police officers, his opinions and reformations were conducive in putting college education on the plan of several law enforcement functions for years to come. Vollmer concludes that the officer on the beat must not be uniquely proficient in either the reasoning, biological or social sciences, neither should it be important for the officer to familiarize with every phase of the job and community (Alpert, Dunham, & Stroshine, 2014).

Improvements starting with Vollmer points out the following, the Progressive Era attempts to professionalize law enforcement and incorporates factors such as criteria of hiring, training, and redefining the proper role and use of the police force. Preceding to the progressive era, becoming a police officer was knowing the right person or political associations (Reed, 2019). The foundation for training new police officers did not exist. Corruption, evasion of duty was common on the periodic basis and, was the reality of policing and enforcement and depending upon which political machine was in leadership, not upon justice and fairness of the law. During the political era, law enforcement purports exploitation and, crime. The police strategy development aim at political machines for leadership police officers did not have the public’s support or confidence. The strategy process of hiring is base on, bribes, nepotism including, political assignments (Gagliarducci and Manacorda 2016), rather than experiences and eligibilities. Police officers use their limitless choice for individual and political interest. This option, for the most times, goes non-examine. The corrupt, disorganize, and sometimes the harsh condition of the police set the spotlight for pressing improvement.

The reformers throughout the progressive era attempts to eliminate politics problems from law enforcement by executing a range of reforms devise to professionalize the police. These reforms build variations in hiring practices, responsibility, and construction of the police force. Hiring methods adapt to the merit-based rather than politically establishment. Line-level preference diminish or reduce as much as feasible through bureaucracy, specified rules, procedures, and methods, and the police department of
labor. Police, throughout this era, reveal the paramilitary structure that is still apparent in the present day.

While the development or progressive era did well to regulate and professionalize police, various difficulties with professionalism still too today show up. First, within the attempts to isolate politics from policing reformers discredits the necessity and value of line-level inclination. The value of line-level inclination is a highly organizing system of law enforcement further by the gap separating administration and line officers including a distant separation from the public and the police from the public whom they are laboring too. Furthermore, as the police function grew larger and more elaborate, traditional legal-bases answers were no longer useful or relevant in various conditions with which line officers were confronting. Obstacles such as these are forming more problems and, the need for more community engagement and better police-citizen relations are in need and ideas about how to improve the wiser use of line-level responsibility denoting in demand.

**LITERATURE REVIEW**

**Modern Endeavors to Professionalize Law Enforcement & Decision Processes:**

According to Unnithan (2013), the Bureau of Justice Statistics records that approximately 12,575 local police departments operate in the U.S. The agencies employ an approximation one-half million full-time sworn officers. The increases in the number of police officers and the need for the improvement of the efficiency of the force in performing its duties possesses constantly informing police reforms. Police reforms over the years have also entail extensive training, learning programs, and considerations for ensuring the recruitment of educational police officers. However, Albarano (2015) asserts that educational qualifications and training remain minimal. Additionally, research by Unnithan (2013) indicates that low pay, minimal demand for education, and the emphasis on the maintenance of law and order rather than the provision of service among others act as impediments to attracting educational recruits. Unnithan (2013) explores the influence of education on the police force by posing numerous questions. The author focuses on answering whether or not education affects the performance of police personnel whether educate officers do recognize their roles differently or if they are more likely to show the inclination to follow the due process of the law. Additionally, Unnithan (2013) questions the influence of education in promoting the ability of the police to understand the broad scope of their work including serving citizens and protecting the rights of the victim in the course of their work.

Unnithan (2013) and Albarano (2015) highlights the existing presumption that raising educational standards naturally increases the performance of the police personnel. The authors assert the need for investigating the influence of educational standards on the police force and relating factors for effective analysis of the impact (Albarano, 2015; Fielding, 2018; Unnithan, 2013). Unnithan (2013) cites the American Bar Association proposal that the police need intellectual curiosity, the ability to analyze, articulateness, and the ability to relate issues to the political, social, and historical context within which they occur. Using the Association’s perception of an effective police force, Unnithan postulates that improving the ability of the police to achieve the said abilities requires a certain level of education and adequate training. Unnithan (2013) study directly points to how citizens perceive their treatment when they encounter police and reporting a more positive opinion of police while women police officer display fewer complaints and focusing in the areas to determine if their age was a determinant in the perception of the police Fielding (2018). Unnithan (2013), cities that college education is fundamental for developing the essential qualities of a police officer including intelligence, cultural competence and, tolerance, values favoring controls on police conduct, emotional intelligence, and self-discipline. The development of these qualities enables effectiveness in the performance of police roles and responsibilities. This points out that the recognition of the importance of college-educate police personnel increases the recognition of their job and outlines the field of policing as a critical one (Albarano, 2015; Unnithan, 2013).

Unnithan (2013) further discusses the professionalization of the American police and its contribution to the notion that law enforcement officers must adequately have training and education. The author posits that the move towards professionalization in the U.S. continues to seek the development of police departments with more intelligent and better education officers. The promotion of higher education with the intention toward improving the quality of law enforcement by the President's Commission on the Law Enforcement and Administration of Justice improves the standards of education for police officers. The commitment to professionalizing the police force relies heavily on ensuring a college-educational police force. The focus on developing a college educational police force has over the years requires the integration of academic framework into the field of criminal justice such as in colleges and universities. Across the U.S. using the Vollmer's college-level police education program, Unnithan (2013) shows that professionalizing the police force require adequate education and training for the development of scientifically-ground methods of crime detection, patrol operations, and police service. The dispute for a college graduate police officers rests on the notion that a college education brings with its certain advantages that create better police officers. From such concepts, the assumption emerges, that college educational findings across the studies are consistent, and the police force remains in need of a guide or standard.

According to Albarano (2015) and Fielding (2018), education has become an important aspect and determinant of professionalism, which is considered fundamental in enhancing the effectiveness of law enforcement personnel. Fielding (2018) asserts that it is impossible to achieve professionalism without the mutually supportive objectives of education and training. In acknowledging the importance of college education in the professionalization of the police force, the government of the U.S. has over the years institute recommendations to police departments and relevant agencies for the consideration of college-level education in recruitment (Unnithan, 2013). Evidence from past research...
indicates that college-level education has numerous benefits. According to Fielding (2018) and Albarano (2015), college-level education influences all aspects of policing including leadership, training, the management of the force, and the performance of the police duties and responsibilities. Moreover, in professionalizing the police, fields and, discussion in the influence of education and other approaches in the process of professionalization, the author indicates that a comprehensive evaluation of police training and the recruitment of educational police officers are important ways of enhancing professionalization (Fielding, 2018).

According to Fielding (2018) and Unnithan (2013), the process of professionalization is power by among other things, the issues affecting the capacity of the police force to meet its mission and constitutional responsibilities. Fielding (2018) identifies the succession of policing scandals and questions surrounding the effectiveness of the police force over the years as one of the major issues that continue to influence the discussion on police professionalism. Additionally, many studies have a resume to question the capacity of police personnel to meet the policing standards by investigating and focusing on evidence bases in policing (Fielding, 2018; Albarano, 2015). Albarano (2015) supports Fielding by arguing that despite extensive training and adoption of many other strategies for the improvement of the professionalism of the force and ability of police officers to work effectively, the ineffectiveness of most police departments highlights the need for implementing the college-level education requirements. Additionally, contemporary police research, community policing, police legitimacy theorization, and socio-legal studies on the need for police professionalization and education standards have a contribution to the professionalization (Fielding, 2018; Unnithan, 2013). Furthermore, today's world often identifies by schools shooting and by then giving the idea that police are a prerequisite for law enforcement as a focal point of conflict and struggle in modern societies, rather than educational or college requirement.

**Individual and Group Decision Processes:**

The administration decision model for the police force can examine effective distribution strategy. The design involves evaluating the most efficient way of the channel construction and distribution scope. The process entails the representation of the target consumers and the most appropriate and effective way of reaching better policing vs. serving a better community, such as the application of either exclusive, selective, or intensive distribution strategic plans. The application of effective decision models in deciding on a combination scope or guaranteeing effective strategy, therefore, facilitating efficiency with such educational programs. The commissioning of the hiring educational police officer and having performance influence target base for community decision-making, thus improving the acceptability of the police department and services (Keller, 2012; Rumelt, 2011; Gamble, Peteraf, and Thompson, 2019).

Herrera-Viedma (2011), Hine, Porter, Westera, Alpert, and Andrea (2018) and Zane (2016) argues that education influences decision-making in the police force significantly. According to Herrera-Viedma (2011) and Hine et al. (2018), education affects the quality and interpersonal proficiency of police-citizen interactions and informs the decisions that the police make regarding the provision of service and the enforcement of the law. Unnithan (2013) cites a ten-year California study that found that police officers with two- and four-year degree receive fewer citizen complaints than those without a degree while those without college-level education receive more complaints. According to the study, college-educated officers received fewer citizen complaints and higher citizen satisfaction levels (Unnithan, 2013). Additionally, the level of education affects how the police personnel approach citizen encounters and make critical decisions regarding the interactions and the potential use of force. Studies conduct in Indiana and, Florida shows an indication that cases of verbal and physical abuse are higher among officers with a high school diploma as parallel to college or university-educate officers (Unnithan, 2013). The influence of education on decision-making and the professionalization of the police force outlines the impact of education on the performance of police personnel (Albarano, 2015; Hine, Porter, Westera, Alpert, & Andrea, 2018).

Individual and group decision-making in the force plays a crucial role in aiding or impeding the decision-making process. According to Zane (2016), important decisions regarding a large institution transpire made by a group of people such as a committee, a board of directors, or task forces among others rather than an individual. The recruitment of college educational police officers enables effective decision-making by educational leaders, committee, or task force members (Albarano, 2015; Herrera-Viedma, 2011). Educational leaders and officers in the police force facilitate effectiveness by improving the capability of upholding fundamental values, performance, and adaptation to the complex nature of the police role (Unnithan, 2013). Changes in working values, enhancing intellectual commitment and rationalist, altruism, and the increasing involvement, participation, and autonomy in the performance of the role enable the effective individual or group decision-making. A group of educational, intellectually committed, and awareness towards the roles and responsibilities of the police, the constitutional guidelines, and the code of conduct promote decision-making (Zane, 2016; Hine, Porter, Westera, Alpert, & Andrea, 2018; Herrera-Viedma, 2011).

Group decision-making aids business and institutional decision-making by allowing the accumulation of more knowledge and facts, a broader perspective of issues, the satisfaction of the parties involving in the decision-making, and well-thought strategies and response to issues (Herrera-Viedma, 2011). The application of the group decision-making approach promotes effective decision-making in organizations. However, in cases where an individual or a clique of individuals dominate a group, there is a likelihood of subjective or poor decisions. Additionally, group decision-making takes time and, therefore, may influence business decision-making negatively by limiting the ability of a manager to act quickly and decisively when necessary (Herrera-Viedma, 2011; Zane, 2016). Individual decision-making equally influences business decision-making. The approach allows fast and decisive decisions by managers or
supervisors. However, the effectiveness of the decisions relies on the manager's capacity to make effective decisions. According to Herrera-Viedma (2011) and Albarano (2015), managers may sometimes dominate the process resulting in the negation of many of the virtues of the business or institution. Regardless, educate and inform individual decision-makers are likely to integrate critical facts and knowledge, and perspective into the decision-making process and vice versa. Some roles, such as patrol and other elements of police work, require on-the-job decisions and response. In such circumstances, Zane (2016) points out that individual decision-making allows effective decision-making. According to the author, college-educational policepersons make more effective decisions as compared to their high school educated counterparts. The professionalization of the police force and law enforcement includes the shared values, standards, and competencies, and the ability "to make informing, ethical, and independent decisions that contribute to the public good." College-educable officers are more inclined to making decisions that uphold ethics, the code of conduct, and show greater independence (Unnithan, 2013; Albarano, 2015; Herrera-Viedma, 2011; Fielding, 2018).

As a part of decision-making for police force, settling on an ambitious scope requires the application process of the business world, for example, Porter’s Five Foric Forces and following the industry construction. The utilization of the Forces allows a deeper understanding of the police and having an educational competition as a process of hiring, also helps outline the areas that need attention. The Forces define the competition laws in the decision-making exchange for the police force and, therefore, it is important to consider them in deciding in needing an educational police force. Administrators/directors must direct focus, moving the aspects that most define competitiveness. In determining toward a competitive scope for an educational police force, there a need to understanding the determinants of rivalry, entry barriers, educational reasoning’s power, and the determinants of the officer having education effectiveness. Importantly, there is a need for understanding the threat of new candidates to make acquinte decisions about the competitiveness scope concerning the community. Understanding the industry construction and the Five Forces can assist the police organization to develop appropriate and practical strategies that result in the effectiveness of the competitiveness scope within the inclusion of an educational force. For instance, the police force can make effective decisions regarding the necessary decision-making for changing crimes within a community and in turns given a competitive advantage to give the police force an edge over crimes. Importantly, the competitive scope determines the target establishment by the entity, whether targeting a narrow or a broad industry segment. According to Porter, the competitive advantage involves the four types of competitive decision-making, cost leadership and cost focus are low cost but comprehensive and narrow target individually while differentiation focus remains broad and narrow target in that order, assist in extra training, and educational concepts (Krogerus & Tschäppeler, 2018; Rumelt, 2011).

Newest Directions in Law Enforcement:
Stone and Travis (2011) explore and outline the new directions in law enforcement in regard to new professionalism. According to the research, police organizations across the U.S. have appropriate strategies focusing on the achievement of new professionalism. The leaders of police departments and agencies are currently committing to stricter accountability for their conduct and effectiveness while seeking to improve their legitimacy in the eyes of the communities they police and encouraging innovative police practices. The new directions indicate a shift towards the professionalization of the police force in the U.S. and a possibility of a national coherence informed by the nation-wide directions under the principles of accountability, legitimacy, innovation, and coherence (Stone & Travis, 2011). The ambitious principles unite the U.S. police force by bringing police organizations from different states together in disparate contexts, whether federal, state, county, municipal, urban, suburban, or rural. The unity of over 20,000 public police entities in the country is likely to result in national coherence in policing.

According to Stone and Travis (2011), the commitment to the four principles of new professionalism shows the contribution of each to the police force and the communities within which the police officers work. As publish by Stone and Travis (2011) and Greene (2013), the commitment to accountability includes the obligation to account for the actions of police officers to the chain of command within the police organizations, civilian review boards, county commissioners and city councils, inspectors general, state legislators, government auditors, and courts. New directions show a commitment to showing accountability to the public through the media, chambers of commerce, resident associations, and other community-based organizations. Commitment to legitimacy means a determination to attain the consent, involvement, and support of the people and communities in the process of policing (Stone & Travis, 2011). Moreover, commitment to innovation means the active investment in personnel, resources, and the adaptation of policies and practices that promote effectiveness in policing while commitment to national coherence translates to the exemplification of new professionalism by promoting professional policing and national conversations that uphold professionalization and effective policing (Stone & Travis, 2011). Greene (2013) support Stone and Travis (2011) and adds that there is a need for integrating evidence-based policing to facilitate certainty in the achievement of policing objectives.

Newest Directions in the Process of Strategy Development and Execution:
Hillard Heintze (2019) discusses law enforcement by focusing on strategic planning and development. According to the consultancy firm, assessment of findings and structuring for transformative actions for the development and promotion of change require effective strategies. The firm focuses on implementing positive change and helping police departments and agencies to develop effective approaches to enforcing the law. The article states the need for law enforcement leaders and officers to capture and document high-level multi-year strategy targeting the improvement of the effectiveness of the police force, the
quality of service, and the enhancing performance of police personnel (Hillard Heintze, 2019). Developing strategies should focus on the creation and improvement of the police department with respect to specific areas that guarantee the achievement of positive results. Areas such as recruitment, standards of recruitment, supervision, leadership, training, internal affairs and community policing, investigations, patrol, policy, and procedures, and ethics, technology use, and community-focus conduct among others are important for effective strategy development and execution (Hillard Heintze, 2019; Rosenfeld, Johnson, & Wright, 2018). Efficient performance for educational police force needs action measurement and is important and is equally essential for the police force performance aims. It involves administration participation at the top and integration of fundamental elements of the strategy into one cohesive strategy within an organization (Grant, 2016). Efficient organizations are configurations of administration methods that promote the growth of the knowledge that enhances the basis for competitive advantage. An introduction of educational police force package shows complementary to the entrepreneurial approach, also would impersonate the cultural framework for organizational training. Ginter, Duncan, & Swayne, (2018), illustrate the plans for educational police force through which organizations generates and apply current awareness to enhance performance. They promote a set of organizational elements that comprise the educational learning format and conclude with recommendations for study to contribute to the understanding of learning. Rosenfeld, Johnson, and Wright (2018) employ the U.S. context to indicate the need for prioritizing the different areas for focus similar to author Hillard Heintze work. Rosenfeld et al. (2018) and Button, Johnston, Frompong, and Smith (2007) asserts that the consideration of strategies for improving the effectiveness of police departments’ leadership and supervision is essential for impactful strategy development and execution. Failing in the aspect of leadership and management would result in poor outcomes.

A college educational police force, with education and inform leadership and, management is critical for the development and execution of strategies. Effective strategy development and execution requires an in-depth understanding of systemic issues and other problems that inhibit the ability of the police departments and personnel to function and perform efficiently (Stone & Travis, 2011; Rosenfeld, Johnson, & Wright, 2018). According to Hillard Heintze (2019) and (Greene, 2013), patrol, policy, internal affairs, supervision, and development of procedures require a high level of education. The recruitment of persons with college-level education is essential for supporting and facilitating the development of a workforce capable of executing police force strategy (Stone & Travis, 2011). Rosenfeld et al. (2018) assert that college-educational police officers are different compare to their counterparts without higher education. The study indicates that college-educational officers are more likely to uphold the rule of law effectively (Rosenfeld et al., 2018). As in the case of the stops, searches, and arrests, the study found that college-educational officers are more likely than others to stop drivers for less serious violations, perform consent searches and arrest perpetrators of the violations on discretionary grounds. Highly educational police personnel are mainly achievement-orienting and focus on the improvement of their performance while upholding the traditional performance criteria of stops, searches, and arrests in accordance with existing laws and procedures (Rosenfeld et al., 2018). Further, Rosenfeld et al. (2018), posit that there is a need for hiring more college-educational police officers for the improvement of the police-community relations as per the recommendations of the President’s Task Force on 21st Century Policing. The study indicates that hiring the police in urban communities where over-policing limits the effectiveness of the police forces is essential for improved community engagement and efficacy in policing because the college-educational officers are more likely to adapt to new standards quickly and effectively as the comparison to less educational persons. The consideration of the recruitment standards, the level of education, and the ability of the police force to understand and implement the procedures, follow the code of conduct and ethics, and uphold the policing principles is of great importance (Rosenfeld et al., 2018; Greene, 2013).

New directions in policing as outline by Hillard Heintze (2019) and Greene (2013) include other aspects such as the engagement of a third party for reviewing the existing law enforcement agency strategies and the strategic planning documents. Using a third party to review the strategic planning and strategy development documents is essential for acquiring an objective review and honest opinions that allow effective strategies (Hillard Heintze, 2019). Greene (2013) offers a similar argument as Hillard Heintze (2019) by pointing out that comparison of the documents, third-party guidance, and the review of the strategy roadmaps and action plans help the leaders and managers of police departments to develop well-thought strategies. The identification of the strengths of the strategy and review base on the recommendation to improve the soundness of the strategy. Hillard Heintze (2019) supports the arguments asserts by Button, Johnston, Frompong, and Smith (2007) and past research by identifying new directions in strategic management as including strategy-focusing approaches in organizational management and the prioritization of performance bases and strategy. According to the author, there is a need to move past the traditional focus on competitive advantage to include organizational design and culture, internal metrics, competitive dynamics, knowledge management, and inter-firm collaboration among others (Hillard Heintze, 2019). The inclusion of the new directions in the strategic management, development, and execution in the police force in the U.S. is important for promoting efficacy in strategy development and execution. The police department and agencies leaders should as illustrate by Greene (2013), focus on developing a strategy as led by different aspects of policing that guarantee the improvement of the capacity of the police, performance, and service.

The classification of the strengths of the strategy and review base on the support to enhance the soundness of the procedure, Gamble, Peteraf, and Thompson (2019) highlight a strategy fulfillment administering a partnership effort that aims toward determination and willingness in implementing daily engagements. It constrains the right personalities to achieve aims. Gamble et al. (2018) classification of strategy
and strengths shows workers making contributions each day at the workplace towards delivering an organizational procedure. Organizational administrators and leaders understand that sound strategy implementation requires joint applications of different functional characteristics within an organization (Grant, 2016). It necessitates the formulation of a comprehensive strategy performance strategy. A well-defining strategy performance also necessitates a framework for business aspirations. A similar activity to carry out these intentions, a competent educational police officer, and time limits for the success of these aims. Furthermore, the design requires necessary updates from feedbacks and planning (Gamble et al., 2019).

Rumelt (2011) indicate several observant approaches to supports encourage innovative roots for any police force and concentrations on opportunities covering weaknesses and threats. The common conflicts in the police force demand functioning ideals to find new value-enhancing combinations within the industry and observant ideas mention by Rumelt, (2011). Is where the most valuable unique assets are for covering weakness and threats (Rumelt, 2011). Remelt, also reveals the manage concepts vs., the well-manageable opponents and consumers. Rumelt (2011), guidance, and analyses are essential characteristics of heightening the overall performance and contribution to the existences of police force and community. Building a culture of performance with proper teammates is essential in any business (Rumelt, 2011).

Li, Shou, Ding, Sun, & Zhou, (2019), the study examines the evolution of the idea, development and, implementation of a strategic sourcing structure able to support decision-makers in formulating differentiate, rather than generic base strategies. These strategies are, in turns, implementation in performance direction. Though frequently, displaying performing strategies and its specific focus and action plans. Rumelt (2011) compare the relating concepts into a scientific procedure. Moreover, everything else throughout the construction of strategic performance must change to adapt according to the available process and acceptable managerial police force.

Krogerus and Tschiappeler (2018) define various models that foster strategic thinking that can continue use in the police force. They present the aspects of a strategic arrangement by creating and opening up our ideas of cognition and conflict systems that are ordinarily a rational basis that most exhibits a reaction to the prototype of cognitive assumptions. Krogerus and Tschiappeler (2018), focuses on three administrators' cognitive bias approach. They illustrate the key mistakes that individuals perform in their thinking and decision-making. Cognitive rational biases remain inescapable, but individuals can recognize and reduce their influence on their decision-making and enable their thinking. The difficulties of rational cognitive biases also require the relationships of power and act rationally and, identifying planners support vs., the political nature of their work (Grüne-Yanoff, & Hertwig, 2016). Another features the police force can add with education is the double-loop training program. It supports employees and institutions to look for mistakes. Operationalizing in the double-loop education system in service organizations, also take arrangements of an approach for building knowledge (Jaaron & Backhouse 2017). In the double-loop decision model, the thinking, and skills do adequately at all levels and in all areas, to make information available at the point of gaining knowledge from experience.

According to McNulty (2008), Stone and Travis (2011) and Andresen and Weisburd (2018) there is growing evidence of a shift from the consideration of competitiveness and resource deployment to strategic planning overseen by setting and monitoring performance goals and objectives. Police reforms have in the recent past focus on ensuring the improvement of the performance of the police by pushing for the professionalization of the police force through higher educational requirements (Button, Johnston, Frompong, & Smith, 2007; Andresen & Weisburd, 2018; Rosenfeld, Johnson, & Wright, 2018). The development and execution of strategy should reflect the commitment to performance improvement targeting better service to citizens. McNulty (2008) supports the consideration of performance in developing strategy. Importantly, the author posits that having the right strategy is an important step towards the achievement of long-term success. However, the strategy must maintain by elaboration and well-thought execution to achieve imaginative goals and objectives (Andresen & Weisburd, 2018; Hillard Heintze, 2019; Stone & Travis, 2011). McNulty argues for the importance of executing plans and strategies well even by asserting that execution is more important because even when executing a bad strategy, the management/leadership stands a higher chance of pointing out the weaknesses therein as objective to executing a good strategy poorly (McNulty, 2008). Poor execution is costly and negatively impactful. According to (Button, Johnston, Frompong, & Smith, 2007), police agencies should put importance on developing and implementing good strategies effectively.

**How Academic Discipline Can Impact Business Strategy Development and Execution:**

Education influences on business strategy development and execution significantly in important within the police force. While there is minimal research on the interrelation between specific academic disciplines and business strategy development execution, various authors have study the connection in-depth. Cox, Daspit, McLaughlin, and Jones (2012) explore strategic management as a discipline and use different frameworks and paradigms to explain its importance. The author asserts that strategic management meets the requirements of discipline as an illustration, by the Biglan Framework. The discipline outlines the approaches for the analysis of business environments for effective formulation of strategies, the allocation of resources, and the review of the effectiveness of business strategies regarding a contribution towards competitiveness (Cox et al., 2012). As such, the study shows the discipline is fundamental for the improvement of people's ability to formulate strategies. The ability of the field of study to equip people adequately to understand the processes of strategy development, execution, and management shows its importance in strategy development (Cox et al., 2012; Solberg, 2017). Cox et al. (2012), cites numerous studies that identify strategic management as rich in demanding and complex information necessary for solving strategy management issues.
Similarly, Guerras-Martína, Madhokb, and Montoro-Sánchez (2014) discuss strategic management as a discipline and focus on exploring its influence and impact on business and other aspects of learning and business strategy development and execution. According to the authors, the evolution of strategic management as a discipline in the past years has a contribution to a deeper understanding of strategy development. The discipline incorporates different topics and research methodologies that are fundamental in data collection and analysis, strategic planning and prioritizing, and the execution of strategies (Guerras-Martína, Madhokb, & Montoro-Sánchez, 2014; Cox, Daspit, McLaughlin, & Jones, 2012; Lauhtoon, 2004). According to Guerras-Martína et al. (2014), strategic management plays an important role in helping managers/leaders and strategic management teams to understand the macro and micro levels of analysis thus enabling a wider understanding of the correlation between the firm and its environment and the individuals and their relations within the organization. Incorporating strategic management as a discipline into strategy development and execution is, therefore, a fundamental approach that allows a deeper understanding of the company, a comprehensive collection and, analysis of data, and the effective utilization of data and information to develop and execute well-thought strategies (Solberg, 2017; Harvard University, 2019).

Guerras-Martína, Madhokb, and Montoro-Sánchez (2014) posit that the growing maturity of strategic management as a discipline indicate recognize through the increasing consensus among academics and researchers regarding the basic notions, especially the definitions of strategy and strategic management among others. The consensus has the impact increasing study and application of strategic management in academic research and application in business strategy development (Guerras-Martína et al., 2014). As shown by Guerras-Martína et al. (2014) and Solberg (2017), the discipline includes key components such as strategic initiatives, internal organization, performance, strategic priorities, and international and external environments among others, which are fundamental in strategy development and execution. These concepts highlight the importance of utilizing strategic management as a discipline in the development of strategies for business application (Guerras-Martína et al., 2014). Accordingly, Lauhtoon (2004) and Guerras-Martína et al. (2014) assert that the academic community interest in strategy research indicates the importance of strategic management. Utilizing the information selection from studying the disciplines among, others association to business strategy development and execution offers a broader understanding of how to develop an effective strategy.

According to Solberg (2017), studying international business and strategy management influences the process of strategy development and execution significantly. According to the author, strategy management studies help to improve one's knowledge and understanding of the processes of business strategy development and execution. According to the author, studying international business with a focus on strategy management plays an important role in equipping people adequately with the understanding of the different aspects of strategy development and execution (Solberg, 2017). The development process includes scanning the environment, articulating or restating the organization’s values, mission and vision, defining the goals and objectives of the strategy or strategies, and aligning resources, actions, and accountabilities for the achievement of the strategic goals (Solberg, 2017). According to Solberg (2017) and Paine (1994), scanning the environment involves the analysis of the internal and external environments for the identification of the current realities that pose the risk of affecting future opportunities and summarizing the strategic issues that need confrontation. Additionally, the research points out that articulating the vision, mission, and values of the organization include the description of the preferred future, the behaviors, and beliefs that influence the organization precisely creates room for developing and executing strategies that meet the needs of the organization. Solberg further posits that the definition of the priorities and goals necessary for the achievement of the set goals and objectives and the alignment of the strategic approaches to the strategic priorities are important for effective strategy development.

Strategy management as an academic discipline helps with the development of fundamental knowledge regarding development, which helps an individual to develop the capacity to develop and execute institutional strategy (Cox, Daspit, McLaughlin, & Jones, 2012; Guerras-Martína, Madhokb, & Montoro-Sánchez, 2014; Solberg, 2017).

Further studying strategy management, business strategy programs that are fundamental toward the development of the necessary knowledge, skills for strategy development and, execution are important. The execution process involves various aspects that incorporate in business strategy or strategy management as academic disciplines. Understanding the importance of academic disciplines in the effective execution of the goal is essential. Developing knowledge on strategy management equips one with knowledge of the successful execution of strategies (Solberg, 2017). According to Cox, Daspit, McLaughlin, and Jones (2012) and Solberg (2017), the execution process includes setting strategic priorities, data collection and analysis, continuous communication, and the evaluation of the strategy. Studying disciplines relation to strategy development and execution equips the learner with the capacity to develop and execute strategy. The process of setting priorities is important and requires clear, articulate, and strategic goals and priorities that the leader. Further, the disciplines inform effective data collection and analysis, thus enabling the utilization of credible data and information in specifying measurable goals in the strategic plans. Importantly, studying strategy management or business strategy as disciplines equips people with the capacity to review strategies thoroughly after execution (Lauhtoon, 2004; Solberg, 2017).

Business strategy programs and disciplines related to strategy development improve the capability of an individual to develop sound strategies and execute them effectively. According to Harvard University (2019), business strategy programs at Harvard focus on helping scholars develop the ability to think strategically, innovate, and gain a competitive advantage. The strength to think
strategically and innovatively is essential in the development of business strategies (Cox, Daspit, McLaughlin, & Jones, 2012; Guerras-Martína, Madhokb, & Montoro-Sánchez, 2014). Equipping students with the ability to develop strategic thinking helps them to understand the importance of the strategic approach to issues. Importantly, shaping the competitiveness by focusing on the development of competitive advantage, a component of strategy development, aids the processes of strategy development and execution (Harvard University, 2019). Therefore, it is more likely that an academic discipline is likely to inform the ability of an individual to create effective strategies that guarantee business success, growth, and development (Solberg, 2017; Lauhton, 2004; Cox et al., 2012).

Moreover, frame by Paine (1994) and Solberg (2017), strategy development requires consideration of integrity, ethical guidelines, and the industry code of conduct. Managers have to prioritize ethics and work towards the development and implementation of strategy within the set guidelines to avoid the breach of ethical principles or involvement in malpractice. Solberg (2017) supports Paine by pointing out that organizational integrity is fundamental for the development of a successful business entity. Studying disciplines related to business strategy development helps one to understand the importance of following the procedures, ethics, and code of conduct in making critical decisions. To be term effective, a business strategy must consider the values of the organization, uphold integrity and other ethical principles, and ensure operation within the set guidelines (Paine, 1994; Solberg, 2017; Lauhton, 2004; Cox, Daspit, McLaughlin, & Jones, 2012; Guerras-Martína, Madhokb, & Montoro-Sánchez, 2014).

An Academic Discipline, as a Function and Impact Process within the Police Department Business Strategy:

The effect of an academic discipline, as a function and impact process within the police department business strategy for human resource development on the potency and outcomes for the forces, is important. To determine the extent at which academic discipline effective development and police department business strategy and how this enhances productivity in order to reduce poor performance in the police department, is also important. The society needs greater purposes of the job and individual satisfaction. The society is all the better for their ability to find a satisfying symmetry in their work life and an academic discipline police force. According to the Department of Justice in California, community-oriented policing and problem-solving are a belief, management method, and organizational strategy that supports reactive problem solving and police-community partnerships (Andresen & Weisburd, 2018). Problem-solving is a significant social concern that is a connection to a variety of poor issues across the life path of a police officer, including poor educational issues, drug and alcohol abuse. Interventions that attempt to decrease educational intricacies range from offering school foundation programs for the police force to compensate for good participation to the community support mediations. Mazerolle, Antrobus, Bennett, & Eggings, (2017), study details principal outcome effects of a randomizing trial of a collaborative, police educational partnership that attempts to reduce potency, outcomes and increase willingness to attend school. Managing establishment participation and learners self-report survey data, they discover that police–school partnership shows an encouragement for reducing cops’ bad behaviors and improving willingness.

For the overall organization concepts, to determine the effectiveness of an educational police force, training and, development in the police industry growth also show a financial gain. Planning for the future is a continuous means that begins the first day on duty (Hine et al., 2018). Evidently, affirmation by the Hines authors shows states, if one waits until the last hour to prepare, one would be way behind the curve. That does not necessarily indicate that a police officer without an education will be unsuccessful. Here clearly means that those who recognize the importance of their professional maturity and progress early on in their careers will have a definite edge over those who have not.

Mears, Stewart, Warren, & Simons, (2017), asserts The American Journal of Police Volume, on the socioeconomic factors, may considerably impact both police behavior and citizen complaints about inappropriate conducts. Early research found a difference between higher education and the dependent variables of citizen criticisms and disciplinary. Walker & Maddan, (2019), notes points to a Justice of Bureau statistics research (2003), 83% of all U.S. police agencies require a high academy degree, but only 8% requires a 4-year college diploma. But a different investigation, by Morrow, White, & Fradella (2017), reveals that police officers with any college study are less inclining to resort to force (56% of the course on the job) than those who have never attend to university (68% of the course on the job).

Gerber and Jaron (2017), shows the most consistent finding in the criminological literature is that minority group divisions are more judgmental towards police application of force than preponderance higher levels of the education group or white population. To ascertain the development and significant, the three main research questions and three hypotheses formulates in line with the objectives for the overall organization concepts and effectiveness to achieve the aims of a strategy. Bolger, (2015), work shows data collection continues a test, by use of means, variance, standard deviation, and the three research formulate question using z-test statistical tool. The data gathering by the author investigation using means statistical tools, showing in Table 1 of Appendices A and B: Z-test of difference between two means of N’s range from 1 to 14 studies using samples that did not individually involve American patrol officers. The analysis found that officers with education background at an above 50 percent rate too never employ using force. These findings, therefore suggest that the main focus for future theories of application of force decisions should be on the focus of education and training. Efforts to review this analysis, nevertheless, have so far been essentially narrow to narrative literature examinations. While these works are significant benefactions, they are adequate to guarantee objectivity during their evaluation of the situation of the application of force.
CONCLUSION

The dispute for a college graduate police officers rests on the notion that a college education brings with its certain advantages that create better police officers. Decision-making process increases base on manager skills and application given to its participants. The researcher recommends that the organization should inculcate the habit of accompanying discussion and education. The department forces and organization should make sure that the application of employers to continue calculation for the interval to measurement in obtaining how they contribute to the achievement of organizational aims also educational requirement must be a pre-requisite for the recruitment.

Decision-making positions in policymaking and oversight might assume that the direction of controlling authority in their police department needs to be a more involving policy originating laws from the top to have a substantial impact. Highly educational police personnel are mainly achievement-orienting and focus on the improvement of their performance while upholding the traditional performance criteria. New directions in policing, as a form in this study include other aspects. Such as the engagement of a third party for reviewing the current law enforcement agency strategies and the strategic planning documents. We need to stop factoring everything base on race and racism since the chain of slavery and, Jim Crow laws have been over for decades. The unconditional chains remain in our minds, the lack of knowledge of each other’s, the lack of education but opportunity remain for all in the different pocket of our country to move upward in the society.

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Appendices A

Table 1: Correlations Among and Descriptive Statistics for Key Study Variables

| Variables | M (SD) | Sex | Age | Income | Educ. | Relig. | Dist. Intol. |
|-----------|--------|-----|-----|--------|-------|--------|--------------|
| Sex       | 1.53 (.50) | .07 | -.09 | .02 | .14 | .06 |
| Age       | 31.88 (10.29) | .08 | .19* | .04 | -.29* | -.19* |
| Income    | 2.60 (1.57) | .01 | .20* | -.14 | -.09 |
| Educ.     | 3.44 (1.06) | 1.21 (3.30) | - | 1.42 (1.06) | - | - |
| Dist. Intol. | 3.75 (1.19) | - | - | - | - | - |

Notes. N’s range from 107 to 186 due to occasional missing data. For sex, 0 = male, 1 = female. Educ. = education. Dist. Intol. = distress intolerance. Relig. = religiosity.

* p < .05.

Appendices B

Figure 1. This simple path model, adapted from results in a Psychology, Crime & Law, (2017), is an example of a figure. Examining data from an online questionnaire with US participants (n = 186).