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ANALYSIS OF INDIVIDUAL RESPONSES
TO AFFIRMATIVE ACTION ISSUES

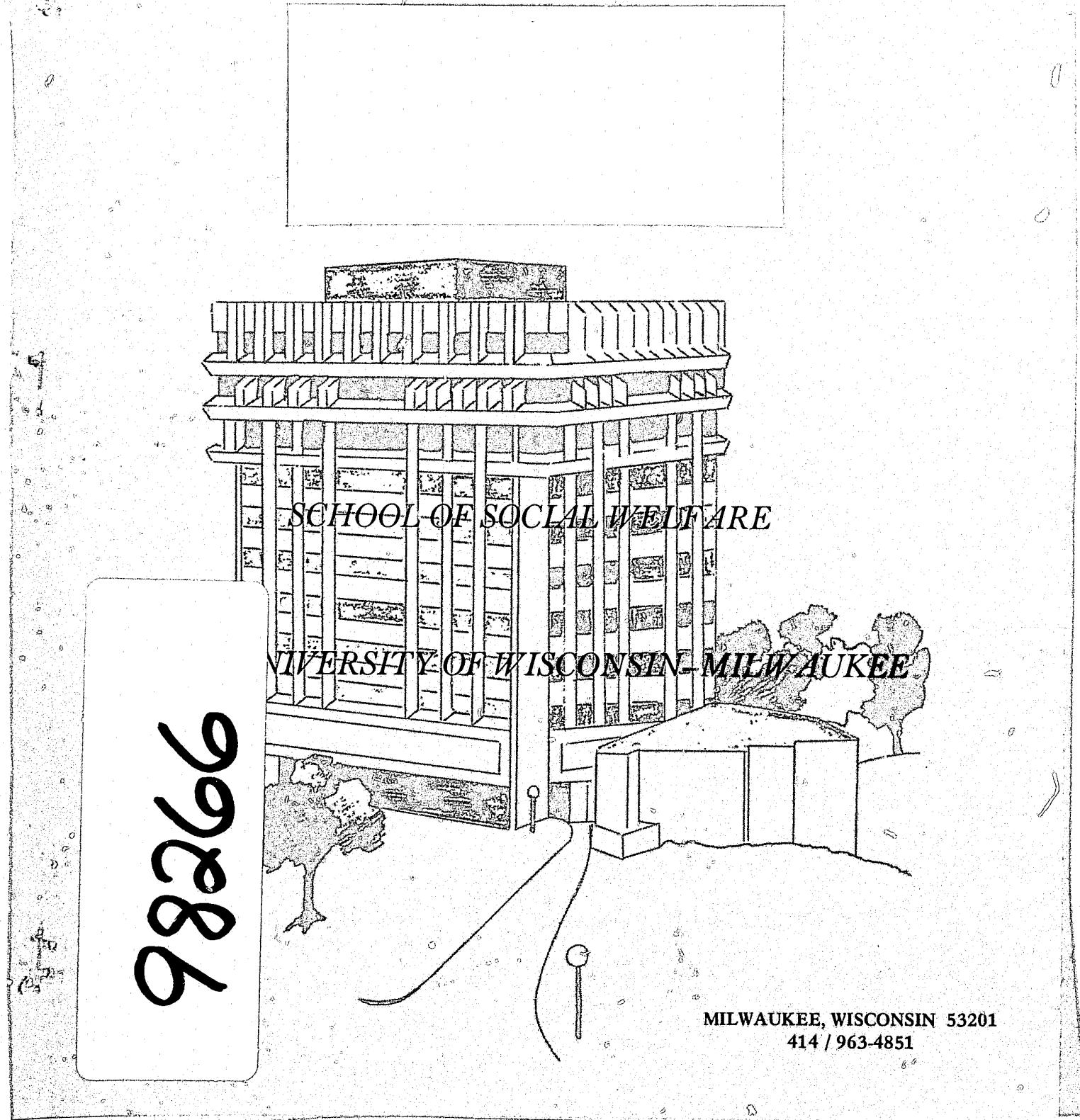
William H. Feyerherm, Ph.D.

University of Wisconsin-Milwaukee

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INTRODUCTION

Analysis of the impact of affirmative action issues on the jurisdiction or agency with the responsibility for the implementation and planning for affirmative action has been presented in other reports (Dunning, 1982; Hochstedler, 1982). These analyses have been conducted at the organizational level, including the analysis of legal issues which impact the organization. This report addresses a different level of analysis, the response of individual employees to affirmative action issues. In the course of conducting these site interviews for the project, referenced in earlier reports, project staff interviewed both majority and minority employees, both male and female. One of the recurring responses of these individual employees was a demonstration of their unawareness of specific departmental policies and programs. While most employees knew that the department was engaged in action in the affirmative action area, many of them were unaware of the specific aspects of the programs within their own agencies. Thus it seems important to consider not only organizational responses to affirmative action issues but also the attitudes of individual employees, since they may not be congruent. Moreover, it appears important to consider individual responses to affirmative action issues inasmuch as the eventual success or failure of affirmative action programming (long-term retention within the agency and the elimination of the need for specialized recruiting functions) may eventually be determined by the individual responses of agency employees as much as by agency programs and policies.

In order to assess individual responses to affirmative action issues, a comprehensive questionnaire (see Appendix) covering affirmative action issues was distributed to one hundred randomly selected employees within each of the agencies which participated in the site visit phase of the research project. The random selection process varied across agencies, with some agencies providing total employee lists to the research staff, which then conducted a random sample to derive the one hundred selected employees. In other agencies, the agency itself conducted the random sampling following directions from project staff and using materials prepared by project staff.

A total of 905 usable responses were received, which represents a response rate of 43%. Responses were mailed directly to the project staff rather than being collected within the agency. This procedure was followed to insure the confidentiality and anonymity of respondents so that each individual could feel free to express their own attitudes and opinions without fear that these would become known individually to the agency administrator or others in their particular agency.

Preliminary Analysis - Development of Attitudinal Scales

The questionnaire disseminated to individual respondents contained questions which may be construed as having three general dimensions of attitudes. The first are questions which relate to general affirmative action issues, not specific to either the criminal justice system or the specific agency within which the individual was employed. The second area of questions dealt specifically with affirmative action issues within the realm of criminal justice agencies, both criminal justice agencies in

general as well as the specific agency within which the individual was employed. The third major area of questions dealt with perceptions of several types of job conditions which were believed to be relevant to affirmative action issues. Lastly, the questionnaire, of course, contained general background questions asking for the age, sex, race, length of service in the department, and other demographic types of questions. Because of the diversity and volume of questions in each of the first three areas, the first stage of data analysis was to conduct a form of cluster analysis (Tryon and Bailey; 1970) which was designed to discover underlying dimensions of attitudes within each of the three major groupings of questions. The results of these cluster analyses are presented in Tables 1, 2 and 3.

As indicated in Table 1, analysis of general affirmative action questions led to the construction of nine clusters or scales of items. Each of these scales has an acceptable reliability score (Cronbach's alpha) and represents items which not only seem consistent with one another on empirical grounds but also based upon an examination of the content of the items.

The first scale constructed represents what we have termed "mood of the country." This set of items contains three questions dealing with the impact of changes in federal leadership with respect to affirmative action and the question as to whether current mood or public opinion in the country is such that affirmative action gains may be difficult to sustain. As with all of the questions that were used to form these scales, the scoring system was a 5-point likert-style set of responses with 1 (one) representing responses Strongly Agreed and 5 (five)

representing a response of Strongly Disagree. Thus, a low score on this scale would represent agreement that the national leadership and mood of the country are contrary to sustained gains in the affirmative action area, and the highest score (closer to 5) indicates disagreement with those statements.

The second scale we have entitled "Special Selection Criteria." The reliability of this scale is particularly high (.95). Each of the six items in the scale shares the common element of "special" selection criteria for either hiring decisions or the provision of educational opportunities. Again, a high score (closer to 5) would represent disagreement with most of the statements in the scale, while a low score (closer to 1) would represent agreement with most of the items in the scale.

The third scale we have entitled "Quotas." Again, the reliability of the scale is very high (.95), representing a high degree of internal consistency among responses to the items. Like the scale on the selection criteria, each of the six questions in this scale shares the common element of advocating quotas for the hiring of individual and/or the provision of educational opportunities to either minorities or women. Again, low scores indicate strong agreement with the use of quotas, while high scores represent strong disagreement with these quotas.

The fourth scale is labeled "Past Injustice." This scale is composed of two items which both indicate agreement with the notion that lower standards are appropriate as compensation for past injustices in the areas of employment and educational opportunities. Agreement with both of the statements would be indicated by a score in the low range (close to 1).

The fifth scale, which we have termed "Minority Women," deals with the perception that minority women receive special consideration, not only because of their gender but also their ethnic status. Unlike some of the preceding scales which were designed to assess individual's perceptions of what ought to be, this scale as well as the remainder of those in the area we have termed General Affirmative Action Issues deals with perception of what is. That is to say, this scale assesses individual's perceptions of whether the department or employers generally are more favorable toward minority women on the grounds that they fulfill two affirmative action obligations. Again, a low score would indicate a perception that this "double counting" does occur, while a high score would indicate a disagreement that this takes place.

The sixth scale, which we have termed "Better Opportunities Now," consists of two questions, very highly inter-related, which address whether employment and promotional opportunities are better now for both minorities and women than they were fifteen years ago. Again, a low score (close to 1) would indicate strong agreement with this perception, while a higher score (closer to 5) would indicate strong disagreement with this perception.

The seventh scale we have termed "New Arrivals." This scale deals with a perception that recently arrived minority groups (Cubans, Haitians, Vietnamese, etc.) receive better treatment both from federal government and from employers than American blacks as a minority group. Low scores would indicate general agreement with this sentiment.

The eighth scale, which we have termed "Busing," consists of two questions testing the support for busing school children. A low score

on this scale represents substantial agreement with the use of school busing to achieve racial balance in schools and to equalize educational opportunities. A high score represents strong disagreement with these goals.

The last of the scales in the area of general affirmative action issues we have termed "Educated, Middle Class." The two items included in this scale are designed to test agreement with the proposition that either minorities or women, well educated, middle class, are likely to face little or no employment discrimination in today's marketplace. It is worth noting that the respondents in our survey found that these two items were very highly inter-correlated, with a scale of reliability of .88. The mechanics of the cluster analysis suggest that those items be reversed so that in the interpretation, a high score (closer to 5) indicates general agreement with these two statements, while a low score (closer to 1) would indicate strong disagreement with these two statements.

The cluster analysis of the items related to criminal justice specific affirmative action yielded eight scales or combinations of questions which seemed to be internally consistent both on empirical and substantive grounds. In addition, three questions were retained as being so central to affirmative action efforts and attitudes that they warranted individual consideration. (See Table 2)

The first of the scales we have labeled "Better Service to Minorities by Minorities." Three items in this scale related to services by either police officers or correctional employees dealing with minority communities and minority citizens and clients. For the

combination of these three questions, a high score on the scale would indicate strong disagreement with the statements, while a low score would indicate strong agreement that minority employees are better able to serve minority communities and individuals than white employees.

The second scale we have labeled "Recruitment." The four items in this scale are designed to tap the employee's opinion as to whether the department should concentrate on active involvement in recruiting minority employees. Two of the questions required reverse coding in order to be consistent with the direction of the scale. A high score on this scale indicates strong disagreement with a program of specialized minority recruitment, while a low score (closer to 1) would indicate strong agreement with a program of specialized recruitment.

The third scale we have termed "Women's Abilities." Each of the three questions in this scale is designed to test the perception that women are equally able to perform the duties involved in either police work or correctional facilities as male employees. Two of the questions have been reverse coded so that a high score (closer to 5) would indicate an opinion that women do not possess the required abilities for either police or correctional work, while a low score would indicate an opinion that "there's nothing wrong with women as police officers (or correctional employees):"

The fourth and fifth scales deal with the presence of minorities and females as co-workers in the respondent's department. The fifth scale, which we have entitled "Minorities as Co-Workers" consists of two questions asking whether working with a member of another ethnic group would be difficult, either for most white employees or for most

minority employees. It is interesting to note that the responses to these questions are highly correlated, with an internal consistency (reliability) of .72. The scale has been constructed so that a high score would represent agreement that working with a member of another ethnic group would be difficult, and a low score (closer to 1) would represent a belief that working with a member of another ethnic group would not be difficult. In the same sense, with respect to the scale of items termed "Females as Co-Workers" a low score (closer to 1) would indicate general acceptance of the notion of having a female co-worker, while a high score would indicate a general non-acceptance of working with a female partner.

The next scale is composed of two questions which were designed to investigate the inter-relationship of the women's movement with efforts to increase minority employment. A low score on this scale would indicate general agreement that the women's movement is in competition with efforts to increase employment opportunities for minorities. A high score would indicate disagreement, that is, it would indicate a perception that the women's movement and minorities are not competing for the same employment and promotional opportunities.

The next scale which we have termed "Qualified Minorities" is composed of two questions which are designed to tap the perception that minority employees do not meet the required standards for employment within the respondent's department. This scale has been constructed so that a high score indicates agreement with the perception that there are probably not many minority members who would meet the department's hiring standards. A low score, on the other hand, indicates disagreement with that perception.

The next three items listed in Table 2 represent questions which were believed to be so important to the understanding of attitudes toward affirmative action that they have been treated as separate items. For the first, which we have labeled "Different Standards," the question is a value judgment that it is so important to get more minority employees that different standards should be applied to minorities than to whites. A low score indicates agreement that is support for the use of different standards; a high score indicates non-support for different standards for minorities than for white employees. The second question deals with the perception that if the department lowers standards for minority recruits, this would reflect poorly upon all minorities in the department. This question has been scored so that a high score represents agreement with this perception, and a low score would represent disagreement. The third question in this set we have labeled "Percent Minority." This question addresses the policy issue of whether the proportion of minorities in the department should parallel the proportion of minorities in the community being served. This question has been scored so that a low score indicates agreement with the proposition of equal proportions, while a high score indicates disagreement with this proposition. The last scale with respect to criminal justice specific dimensions of affirmative action we have termed "Affirmative Action." Each of the questions involves a belief that affirmative action programs are dysfunctional in a criminal justice agency, that they cause individuals to expect something for nothing. The questions have been coded so that a low score indicates general disagreement with the proposition that affirmative action programs are dysfunctional, while the high score indicates agreement with the three statements made.

Table 3 provides the examination of the questions which we have termed, "Job Condition Dimensions." These are three sets of areas which were believed by the project staff to potentially have bearing on the formation of employees' attitudes toward affirmative action. The first of these we have termed "Job Satisfaction." As indicated in Table 3, it is composed of twelve items which cover such areas as work load, salary satisfaction, recognition for performance, and enjoyment of the employees' jobs/tasks. This scale has been coded so that a low score (close to 1) indicates a higher level of job satisfaction, while the high score indicates relatively low levels of job satisfaction. The second of the "Job Condition" scales we have termed "Communication." It is composed of ten items which are designed to measure the extent of communication within the department, from the perception of the individual employee. Thus, there are questions concerning the communication with co-workers, other individuals in the community, immediate supervisors, top management and general departmental policies. The scale has been scored in such a way that a low score (closer to 1) indicates a perception that communication is satisfactory, while a high score indicates that communication is not satisfactory. The third scale which we have placed in the area of Job Conditions is a set of three items related to the fairness of the internal promotion policies and system within the department. This three-item scale has been scored in such a fashion that a low score indicates satisfaction with the promotion system, while a high score indicates dissatisfaction with the job-promotion policies within the department.

Correlations Between Scales

The preceding material has identified a number of scales which fall into three general domains: general affirmative action dimensions, criminal justice specific affirmative action dimensions, and job condition dimensions. Of particular interest in this study is the extent to which there is cross-over among these three domains. Specifically, the interest is in whether general attitudes toward public policy issues in the area of affirmative action have a cross-over effect or an impact on attitudes which are much more closely related to the individual's particular employment circumstances. In addition, it is important to determine whether conditions of employment or perceptions of the conditions of employment may possibly have an impact upon individual employees' attitudes toward criminal justice specific affirmation action issues. In order to address these questions, simple correlations (Pearson's R) have been calculated among the three domains of dimensions created in the study. Table 4 examines the correlations between the general affirmative action dimensions and the criminal justice specific affirmative action dimensions. While it is possible to examine this table from a variety of perspectives, the focus in this report is primarily to develop an understanding of the criminal justice specific affirmative action dimensions, therefore, each of these will be considered in turn in its relationship to these scales representing general attitudes toward affirmative action issues. The first dimension, labeled "Better Service to Minorities," represents those individuals who believe that minority employees may have an advantage in serving minority clients and communities. Individuals with this opinion are more likely to believe that the mood of the country

is currently unfavorable toward affirmative action issues, they are likely to believe that special selection criteria for minorities are warranted, and that quotas, in general, are acceptable. They are also likely to be supportive of school busing and to believe that educated, middle-class minorities are less likely to be disadvantaged in employment situations. The Recruitment scale is the first of several scales, including the items labeled Different Standards, Lower Standards, Percent Minority, and Affirmative Action, which taken together appear to represent the core of support for affirmative action policies in criminal justice agencies. Each of these represents support for a specific aspect of more general affirmative action programs within criminal justice agencies, ranging from selection (different standards and lower standards) to recruitment and through the general goals of affirmative action; proportionality and employment equal to the proportion existing in the population. Actually, there is a scale representing general acceptance of the legitimacy of affirmative action in criminal justice agencies. Each of these scales shows very similar patterns (although not at identical levels of strength) with the general affirmative action dimensions. Individuals supportive of each of these dimensions of criminal justice specific issues tend to support the perception that the mood of the country is unfavorable to affirmative action, they tend very strongly to support the notion of specialized selection criteria for disadvantaged populations, they tend to support the general use of quotas, they tend to support (although not so strongly) the notion that past injustices in employment opportunities justify differential treatment, so they tend strongly to support busing of school children and the notion that the educated middle class minority

citizen is less likely to be disadvantaged in seeking employment. Those individuals who perceive that women are able to carry out the employment tasks in criminal justice agencies have a similar pattern of relationships to the general affirmative action dimensions, however, at a somewhat lower magnitude of correlation.

Two of the criminal justice specific dimensions examine not general policy issues but rather the acceptability of both minorities and females as co-workers. It is interesting to note that attitudes toward minorities and co-workers are in general unrelated to any of the general affirmative action dimensions. Those individuals who express difficulties in working with minorities as co-workers are slightly less likely to agree that the mood of the country is unfavorable toward affirmative action and slightly likely to disagree with the belief that minority women receive favored treatment because of double counting. However, there are no strong relationships to the general affirmative action issue dimensions. Those who are willing to accept females as co-workers are slightly more strongly related to several of the dimensions of general affirmative action issues; however, the correlations are not nearly so strong as the correlations of several of the other scales regarding criminal justice specific dimensions. Those more willing to accept females as co-workers are also more supportive of special selection criteria, more supportive of quotas, more supportive of busing, and more likely to believe that educated middle-class minorities face fewer disadvantages. Taken together, the two scales with respect to minorities and females as co-workers show substantially less relationship to general affirmative action issues than do other sets of criminal justice specific dimensions. One possible

interpretation is that while individual employees' attitudes with respect to departmental policy and program may be reflected in their general policy attitudes, when it comes to the acceptance or non-acceptance of an individual co-worker, that response is based much more specifically on non-policy, perhaps individual attributes of the co-worker.

Finally, we have two scales, one of which addresses the issue that the women's movement may have been in competition with affirmative action issues, and the second which addresses the perception of the availability of qualified minority candidates for employment. Both of these scales show relatively low correlation across the board with respect to the general affirmative action dimensions. Those individuals who are more likely to agree that there is a competitive character to the relationship between the women's movement and affirmative action for ethnic minorities are slightly more likely to support such areas as special selection criteria, the use of quotas, the use of busing, etc. The perception that there is an adequate pool of qualified minority candidates for criminal justice employment shows negligible correlations with most of the general affirmative action dimensions being related only moderately to two of the items, they believe that minority women may double-count, and they believe that educated middle-class minorities and females face fewer disadvantages in seeking employment.

In summary of Table 4, there is an overall consistency in the attitudes expressed by these individual respondents, in the sense that their attitudes toward affirmative action issues in general are likely to be positively related to their attitudes toward criminal justice specific affirmative action issues. Those scales which appear to be closest to

the essence of affirmative action issues generally, such as special selection criteria, quotas, and busing scales, are strongly related to the scales which appear to be most closely related to the essence of affirmative action within criminal justice agencies, such as the recruitment scale, the question of whether different standards are appropriate, the acceptability of proportionality in employment, and particularly the general acceptability of affirmative action programming within criminal justice agencies.

Table 5 carries the foregoing analysis into the area of the relationship between the general affirmative action dimensions and specific job conditions as perceived by individual employees. The table requires significantly less detailed analyses than Table 4, primarily because most of the relationships are negligible. Thus, the only moderately strong relationship in the table reflects the relationship of the general scale regarding supposed advantages given to minority women, by virtue of being both minority and female, to all three indexes of job conditions. Those who are apparently less satisfied with their employment conditions, those who perceive less satisfactory communication within their department, and those who are less satisfied with the general promotional practices within their department are all more likely to perceive that minority women receive an advantage from supposed double-counting. The only other correlations which border on substantive importance are those relating to the perception of the adequacy of intra-departmental communication and satisfaction with promotion to the scale entitled Mood of the Country. In both instances, those individuals who perceive that they receive less information and those individuals who perceive that promotional decisions

are made unfairly are slightly less likely to agree that the mood of the country is not particularly favorable to sustained progress in the affirmative action area. While it might be argued that these individuals are more likely to be concerned with their own lack of information and their own perception of unfairness in the promotional procedure, the correlations are so small as to make such arguments very tenuous in nature.

Table 6 examines the correlation between the criminal justice specific affirmative action issues or dimensions and the perceived job conditions of the individual employees. As with Table 5, the correlations are not nearly so large, for the most part, as the correlations which were displayed in Table 4.

With respect to the job satisfaction index, those individuals who expressed satisfaction with their employment were more likely to be supportive of special recruitment efforts, were more likely to perceive that females are capable of performing the duties required in the criminal justice agency, were more likely to accept both females and minorities as co-workers, were more likely to believe that qualified minority candidates for employment did exist, and were slightly more likely to express acceptance of the suitability of affirmative action programming in criminal justice agencies. The index of job satisfaction was essentially unrelated to the argument that minorities might give better service to minorities, that the women's movement was in some ways competitive with affirmative actions for ethnic minorities, that different standards, lower standards, and proportionality in-employment should be utilized.

Those who perceived their communication to be more satisfactory

within the department were slightly more likely to support specialized recruitment efforts, to be accepting of women and females as co-workers, and slightly more likely to agree with the proposition that females did possess the requisite capabilities for employment in criminal justice. Very surprisingly, in the midst of very moderate correlations those individuals who perceived a more positive communication flow within their department were very strong in support of the proposition that qualified minority candidates for criminal justice employment were available. It may be argued that these individuals did in fact have a higher degree of knowledge with respect to the affirmation action efforts in their department and the recruitment of minority employees, and therefore they have been more aware of the availability of qualified minority candidates.

The last of the three scales with respect to job conditions was designed to test the perceived fairness of the promotional system. It is somewhat surprising that the perception that the promotion system operates either fairly or unfairly appears to be in general completely unrelated to attitudes toward criminal justice specific affirmative action issues.

Racial Differences in Attitudes Toward Affirmative Action

One of the major expectations of any inquiry into affirmative action would necessarily be that there would be substantial ethnic variation with respect to support of affirmative action. Tables 7 and 8 are designed to explore the hypothesis that there are significant racial differences with respect both to the general affirmative action dimensions as well as with respect to the criminal justice specific affirmative action dimensions.

Table 7 examines the differences in attitudes across the general affirmative action dimensions between the 771 white respondents and the 183 non-white respondents in a survey of criminal justice employees. As may be noted, in all but one instance there were statistically significant differences between the white and non-white respondents. The one exception was the set of items we have termed "Minority Women" which measures agreement with the perception that minority females receive preferential treatment because they are both minority and women. The difference in mean responses to this set of items was negligible. Regarding the remaining dimensions, non-whites were more likely to agree that the mood of the country was not favorable toward sustained affirmative action gains. Non-whites were more likely to agree with the use of special selection criteria in hiring, although on a scale from 1 to 5 it is clear that both groups, on an average, were likely to disagree with these statements. Non-whites were also more likely to support the general use of quotas in both employment and selection for educational opportunities. Again, however, the mean score for both groups indicates slight disagreement for the non-whites and disagreement for the white respondents. With these quotas as to the dimension we

have entitled "Past Injustice" which made the argument that past injustices required differential treatment in order to achieve compensation, there is a statistically significant difference; however, it is a smaller difference than the preceding differences between the two groups (t value = 4.32).

Both white and non-white respondents were likely to agree with the set of items contained in the scale entitled "Better Opportunities Now." However, the white respondents showed stronger agreement with the statements than the non-white respondents. With respect to the differences in treatment between "new arrivals" and American blacks, both white and non-white respondents tended to answer in the middle of the scale (3 = no opinion). However, the non-white respondents tended to be on the Agreement side of neutral, while the white respondents tended to be on the Disagree side of neutral. Thus, there was a statistically significant difference in their opinions. Interestingly, while there is a statistically significant difference in attitudes toward busing, the average score for the non-white respondents was at the neutral or no-opinion level (3.08), while the average score of the white response was at the Disagree level (4.04). Thus, while neither group could be said to strongly support busing school children, white respondents were non-supportive and non-white respondents, on average, had a neutral opinion. Finally, on the last dimension which we have termed "Educated Middle Class," there is a strong difference in the perception of the two groups of respondents. Non-white respondents tended to take the position that educated middle-class minority individuals still faced increased barriers in the areas of education and employment, while white respondents tended to be of the opposite opinion. It is interesting to note that of the nine dimensions or scales of general affirmative action

attitudes this set of items created the largest difference between the two groups of respondents, measured by the size of the t -value.

Table 8 examines the average scores of white and non-white respondents on the criminal justice specific set of items. As was the case with the analysis in Table 7, most of the dimensions revealed statistically significant differences between white and non-white respondents. Interestingly, the two apparent exceptions to this statement have to do with the sets of questions testing the acceptability of minorities and females as co-workers. This is particularly interesting since these two scales appear to be unrelated to the general affirmative action attitudes, when examined in the correlation analysis reported above. Again, this suggests that although there may be significant policy preference differences between the two sets of respondents the issue of working with another individual may create smaller differences between white and non-white respondents than the general policy issues. As compared to white respondents, non-white respondents are more likely to agree that minority employees may provide better service to minority communities and clients; they are significantly more likely to support special recruitment efforts, and they are likely to be more accepting of the proposition that females may possess the required capabilities for criminal justice employment. Non-white respondents were also slightly more likely to view the women's movement as competitive with affirmative action efforts for ethnic minorities. Non-white respondents appeared, in general, to agree that qualified minority candidates for criminal justice employment could be found, although non-white respondents were stronger in their agreement with that set of questions. With regard to the question of acceptability of

different standards for minority groups, it is interesting to note that both white and non-white respondents, on average, disagreed with this question. However, white respondents were stronger in their disagreement, with the difference between the average respondent being statistically significant. Both groups of respondents tended to disagree with the acceptability of lower standards for minority employees, although again the level of disagreement was statistically stronger among the white respondents. Finally, with regard to the last two areas, the proportionality of employees to the community population and the general acceptability of affirmative action within criminal justice agencies, there is a fairly clear division. White respondents tended to be on the disagreement side of a neutral response, while non-white respondents tended to be on the agreement side. Again, both differences were statistically significant.

Table 9 addresses the question about whether white and non-white respondents perceived some elements of their employment differently. Regarding both job satisfaction and adequacy of communication, the differences between the groups are not statistically significant, and in fact appear to be negligible. In both instances, white respondents appear to be marginally more satisfied with their jobs and with the adequacy of communication; however, these differences are minimal, and it is worth noting that both groups tended to answer on the positive side of neutral, that is, both groups evidenced some degree of job satisfaction and some degree of satisfaction with the adequacy of communication within the job setting. With respect to satisfaction with the fairness of promotional policies and procedures, there is a statistically

significant difference between the white and non-white respondents. White respondents tended to be slightly more positive concerning the fairness of the promotional system within their agency, although it may be worth noting that neither group appeared to be particularly enthusiastic about the promotional practices within their agencies.

Race and Sex Differences in Attitudes Toward Affirmative Action

While the major area of attention in affirmative action efforts in this country has been directed toward achieving equality for racial and ethnic minorities, a significant amount of research, litigation, and policy program development has been directed at rectifying employment differences between males and females in the criminal justice system. Thus, it is important to examine not only whether there are majority-minority differences in attitudes toward affirmative action, but also the existence of male-female differences in attitudes. Rather than examine the male-female differences in attitudes solely, the following analyses are based upon a two-way analysis of the variants, utilizing both race and sex. In the foregoing analysis of racial and differences in attitudes, it was apparent that in many instances there are strong differences between majority and minority employees. Since there were more majority females responding to the survey than minority females, the racial differences might be expected to have a spill-over effect, an influence on the apparent male-female differences. Moreover, it was believed that there might be an interaction effect, in which the combination of, for example, being both female and minority, would have a greater impact on one's attitudes than might be predicted from a simple examination of race and sex conducted separately.

The first variant to be examined involves attitudes on the general affirmative action dimensions. Table 10 presents the mean scores for four groups; white males, white females, non-white males, non-white females.

In addition, Table 10 presents the results of the two-way analysis of variants, presenting the significance levels for the F- tests for the main effects of sex and race, as well as the F- test significance level for the test of the interaction between sex and race. Also included in Table 10 is a measure of correlation, eta, which assesses the degree to which the combination of sex and race categories may be used to predict or explain the differences in scores on the general affirmative action dimensions.

The results presented in Table 10 may be described as follows. With respect to sex differences, females are more likely to perceive the mood of the country as hostile to continued affirmative action efforts. Females are also more likely to be supportive of special selection criteria and the use of quota systems. There is no significant difference between males and females with respect to the question of whether affirmative action efforts are necessary to rectify past injustices. Females are less likely to agree with the series of statements attributing greater importance to minority women under the belief that they can be counted double in meeting affirmative action guidelines. Females are less likely to agree with the series of statements that indicate that there are better opportunities now than in the past for minorities and women. They are more likely to support busing of school children and are less likely to agree with statements that the educated middle class minority faces

fewer employment problems than in the past. There are no significant differences between males and females with respect to viewing the opportunities afforded to new arrivals in this country as competing with the provision of opportunities for minority groups.

The results presented in Table 10 with respect to race effects are consistent with the results presented in Table 7. In comparing the two columns with respect to sex and race effects, it is interesting to note that the only two areas where males and females do not significantly differ are with respect to dimensions of attitudes specifically related to opportunities for minorities. With respect to race effects, the only dimension on which white and non-white respondents did not significantly differ had to do with a dimension of attitudes specifically related to the role of women in affirmative action programming. There is thus some support in these results for the notion that females and minorities may be at cross purposes with respect to gains in affirmative action.

In examining the interaction effects listed in Table 10, there are significant interactions with respect to three of the dimensions of general affirmative action attitudes. These dimensions reflect a belief in the appropriateness of special selection criteria, approval on the use of quota systems, and a belief that there are better opportunities now for minorities and females. With respect to the first two areas, special selection criteria and quotas, the interaction appears to be created by the elevated mean scores of white males. That is to say that the combination of characteristics described as white and male creates a score significantly higher than would be expected from the differences between all males and all females and the differences between all white

and all non-white respondents. In the third area in which a significant interaction effect was noted, the combination of non-white and female produces a significantly higher score in response to the questions concerning improved opportunities for minority employment. This means that non-white females are much more likely to disagree with the statements that there are more opportunities now than in the past.

An examination of the correlations in Table 10 (eta) indicates that race and sex are strongly correlated with most of the attitudinal dimensions toward affirmative action, with the weakest correlation in the area in the belief that minority women are double-counted, and the strongest correlation in the dimension indicating belief that educated middle class minority citizens face few problems of discrimination in employment.

Table 11 extends the analysis of race and sex differences to an examination of the affirmative action attitude dimensions which are specific to criminal justice concerns. Many of the same patterns which were observed in Table 10 may be observed in Table 11. For example, in those areas where there is not a significant sex difference in attitudes, the dimension generally deals with attitudes which specifically relate to racial minorities. For example, /the first dimension, better service to minorities, there is practically no difference between male and female scores; however, there are significant differences between white and non-white scores. With respect to race effects, the results in Table 11 correspond to the results in Table 8, that is, there are not significant race differences on the two sets of questions dealing with either minorities or females as co-workers. However, there are

significant race differences with respect to each of the other dimensions.

In examining the interaction effects listed in Table 11, only one dimension exhibits interaction effects which may be termed as statistically significant (p less than .05). This is in the dimension reflecting agreement with the statement that the minority composition of criminal justice agencies should reflect the minority composition of the communities which they serve. For white respondents, females were more likely to agree with the sentiments than male respondents; however, for non-white respondents, females were less likely to agree with these sentiments than male respondents. This interaction might be interpreted as indicating that female non-white respondents perceived that they would have less to gain by enforcement of such proportionality criteria.

An examination of the correlation co-efficients (eta) indicates that race and sex have a significant contribution to differences on most of the dimensions of criminal justice specific attitudes toward affirmative action. The lowest correlation/with respect to the dimension assessing the competence of minorities as co-workers. It appears that all four groups have very similar average responses, and that the variation in response to this question is not strongly related either to ethnicity or to sex.

Table 12 presents an examination of race and sex differences on the job condition dimensions; job satisfaction, adequacy of communication and perceived fairness of the promotion system. There are statistically significant differences between males and females with respect to job satisfaction, females evidencing a more positive attitude toward job satisfaction than males. This is true both for the white and non-white

respondents. With respect to the adequacy of communication, there are no significant differences attributable either to sex or race. Finally, with respect to the perceived fairness of the promotional systems, there are significant differences between white and non-white respondents, as noted in Table 9. However, there are no significant differences between male and female respondents with respect to their perception of the fairness of the promotion systems. There are no significant interaction effects with respect to any of the three dimensions. An examination of the column of correlations (eta) indicates that race and sex are not strongly correlated to any of the three job condition dimensions.

Relationship of Demographic Factors to Affirmative Action Attitudes

Having found that the basic demographic variables of sex and race are related to differences in the responses of individuals to the questions regarding both general affirmative action attitudes and criminal justice specific attitudes, the next area of attention is to the impact of other demographic variables on the attitudes of the respondents. Two general categories of variables are considered in this analysis; those related to the individual respondent directly (age, education and type of community in which the individual was raised) and those related to the individual in his/her agency setting (type of agency and length of service in the agency). Since it is reasonable to expect both race and sex differences in these variables among criminal justice employees, the analysis was conducted utilizing controls for both race and sex. Because both variables have been treated as dichotomies, the technique of partial correlation was used to accomplish the statistical control of race and sex.

Tables 13 - 15 present the partial correlations of these demographic

factors with the affirmative action attitude dimensions as well as the job condition dimensions. The variables, years, age, and education, are all coded as collected in the questionnaire, that is, as the number of years employed, age in years, and number of years of education. The variables labeled as "org" and "raised" represent the type of organization in which the respondent is employed (either law enforcement or corrections) and the size of community in which the respondent grew up (ranging from 19 percent in rural areas to 28 percent in large cities).

The relationship between these demographic factors and the set of attitudes towards general affirmative action issues is presented in Table 13. In interpretation of the correlations for the column labeled "org," it should be noted that the scoring of the agency types was such that a negative correlation indicates that respondents from law enforcement agencies would have a higher score on the particular dimension, while a positive correlation indicates that respondents from correctional agencies have a higher score on the dimension. Thus, respondents from police agencies are more likely to believe that conditions are better now for minorities than previously, while respondents from correctional agencies are more likely to believe that the mood of the country is hostile to affirmative action efforts, that special criteria for employment and the use of quotas are acceptable, that special efforts are appropriate as a compensation for past injustices, that busing of school children is acceptable, and that educated middle-class blacks still face employment discrimination. There are no significant differences with respect to the dimensions assessing the importance of minority women in affirmative action or the notion that recently arrived groups are

receiving greater benefits. Considering that the correlations displayed in Table 13 are partial correlations controlling for the effects of race and sex, the magnitude of several of the correlations is rather strong. This indicates considerable diversity of attitude between the types of criminal justice agencies examined in this study.

The next two variables, "years" (the length of criminal justice employment) and age may be thought of as highly interrelated. And indeed, there is a great deal of similarity in the pattern of their relationships to the general affirmative action dimensions. There are, however, some differences. For instance, those individuals with more years of employment are less likely to approve of the use of quotas and the use of school busing. While the same trend exists for those individuals who are older, the correlation is not so strong. Interestingly, those who are older are slightly more likely to agree with the use of lower employment standards as compensation for past injustices.

Education is significantly related to several of these dimensions. Those with more education are likely to see the mood of the country as hostile to affirmative action, likely to approve the use of special criteria in employment, and likely to approve the use of school busing. They are also less likely to believe that educated middle-class blacks face no employment discrimination problems. Interestingly, they are also likely to perceive minority women as receiving an advantage from "double counting."

Finally, the size of the community in which the respondent was raised seems to be important with respect to three areas. First, those raised in smaller communities are less likely to view the mood of the country

as hostile to affirmative action advances. Second, those raised in smaller communities are less likely to approve of the use of school busing. Finally, those raised in smaller communities are more likely to believe that educated middle-class blacks face employment discrimination.

Moving from the general attitudes toward affirmative action to the criminal justice specific attitudes, Table 14 presents the partial correlations of the demographic variables controlling for race and sex. The type of organization in which the respondent is employed is significantly related to several of these dimensions. Those who work for law enforcement agencies are more likely to believe that minorities can provide better service to minority communities. They are less likely to be accepting of either minority or female co-workers, and they are less likely to support lower standards for employment of minorities or women. Moreover, they are more likely to agree that the use of lower standards for employment for some individuals is likely to reflect poorly on all minority and female employees. There is a strong tendency for law enforcement respondents to be less approving of the place of affirmative action within criminal justice agencies. Interestingly, there is a slight tendency for law enforcement respondents to be more supportive of the standard of proportionality.

In somewhat of a shift from the examination of general attitudes presented in Table 13, neither age nor years of service appear to be strongly related to attitudes toward the application of affirmative action programs in criminal justice settings. Out of twenty-two partial correlations, only one is statistically significant (age with recruitment). This is exactly the type of result one might expect by chance,

so it seems safe to conclude that there is no apparent relationship between these two longevity variables and these dimensions of attitudes toward affirmative action.

Education, on the other hand, produces the types of results which might be expected. Those with higher levels of educational attainment were more likely to support special recruitment programs, more likely to perceive women as capable of performing required job functions, and more willing to accept either a female or minority co-worker. They were also more likely to be of the belief that qualified minority candidates could be found, that different standards were appropriate in recruiting minorities, and that these lower standards would not necessarily reflect poorly on all minorities and females within the agency. Finally, those with higher educational attainment were more likely to support the use of proportionality criteria and to support the legitimacy of affirmative action efforts within criminal justice agencies.

Although the size of the individual's home town does not produce correlations as strong as education, there are several statistically significant relationships. Individuals raised in large cities are more likely to support special recruitment efforts, more likely to believe that qualified minority candidates can be found, and are more supportive of lower standards to employ those candidates. They are also slightly more likely to believe in the use of affirmative action in criminal justice agencies.

Finally, Table 15 examines the relationship of these demographic factors to the job condition dimensions. Controlling for race and sex, individuals employed in law enforcement agencies tend to be more satisfied

with their jobs and are more likely to believe that communication is good; however, there is no statistically significant relationship between the organization for which a person is employed and the level of satisfaction with the promotional system. Both individuals with longer periods of employment and those who are older are more likely to be satisfied with the job in general, the level of communication, and the promotion system. Neither education nor the size of the individual's home town are related to the job condition scores.

Affirmative Action Status of Respondents' Agency

The last areas to be explored are those relating to the affirmative action status of the respondents' employing organization, as these may be related to the respondents' attitudes toward affirmative action. It is not possible to determine causal order in this analysis, although that is a major question which needs to be examined in this field of inquiry. Specifically, it is not possible to determine, on the basis of the data presented here, whether the organization's status with respect to affirmative action has led to changes in the employees' attitudes or whether a more accepting set of attitudes facilitated the agency's progress in achieving affirmative action goals.

Table 16 presents the mean scores on the general affirmative action dimensions for the 481 employees working in agencies which were defined as meeting affirmative action goals (see Chapter 2 of this report for details on this determination). It may be seen that those employees working in agencies which met an affirmative action goal were more likely to perceive the mood of the country as hostile to affirmative action, less likely to strongly react to the use of special selection criteria

and quotas, and were more supportive of the use of school busing. This group was also less likely to believe that educated middle-class blacks faced no employment discrimination and was more likely to see affirmative action efforts as justified compensation for past inequities. No significant differences were noted for the remaining dimensions. In general, then, it may be said that those who were employed in agencies which were successful in affirmative action were more likely to be supportive of the general concept of affirmative action.

With respect to the criminal justice specific elements of affirmative action, Table 17 presents the mean scores on these dimensions for those working in organizations successful and unsuccessful in meeting affirmative action standards. Out of eleven dimensions, there are statistically significant differences in six. Individual working in agencies which were more successful in meeting affirmative action standards were more likely to be accepting of both females and co-workers. They were also less likely to strongly disagree with the use of lower standards in employment and less likely to believe that such lower standards would reflect poorly on all minority or female employees. They were also less likely to question the legitimacy of affirmative action programs in a criminal justice setting. Finally, they were less likely to believe that minority employees give better service to minority communities. Interestingly, there were no differences in perceptions either of the ability of females to perform appropriate employment tasks or the availability of qualified minority candidates. Nor was there significant difference with respect to support for special recruitment efforts or the appropriateness of a proportionality criteria for assessing affirmative action successes.

When differences on the job condition dimensions are assessed (Table 18), it is apparent that those who are employed in agencies which are more successful in affirmative action are significantly less likely to be satisfied in their jobs, less likely to perceive communication within their organization as adequate, and less likely to perceive promotions as adequate. These differences persist even when race and sex differences are controlled through partial correlations.

In assessing the extent to which the organizational status is related to the individual employee's attitudes toward affirmative action, another important component is whether the organization is operating under a quota system of some sort for employment decisions. As noted in Chapter 2, there is a strong relationship between those agencies which utilize quota systems and those which are successful in meeting affirmative action criteria. It therefore may be expected that the results will be similar to those presented in the preceding analysis. However, there is not a one-to-one correspondence between those organizations which have quota systems and those which are "successful." As a result, the issue is worth exploration.

The mean scores on the general affirmative action dimensions for the 213 respondents employed in agencies having quotas and those not having quotas are presented in Table 19. It is intriguing to note that there are no significant differences presented in Table 19. That is, with respect to the scores representing attitudes toward affirmative action issues considered generally, the employees in agencies using quota systems and those in agencies not using quota systems appear to be indistinguishable. These results continue to obtain when Table 20 is examined. This

table presents the mean scores for the two sets of employees for the criminal justice specific dimensions of attitudes. As in Table 19, there are no significant differences between the two groups. It is reasonable, therefore, that the use of a particular strategy for achieving affirmative action goals, the use of enforced hiring quotas, does not have a negative impact with respect to the attitudes of the employees of the agencies involved.

However, it is important to note that the mean scores portrayed in Table 21 do show significant differences between the employees in agencies with enforced quotas and employees in other agencies. Employees in agencies with enforced quotas are more likely to evidence lower job satisfaction, less satisfaction with communication in the job, and less satisfaction with the promotional system. Each of these relationships remains strong when statistical controls for race, sex, and type of organization are introduced. Table 22 presents the correlation between whether the respondent's agency uses an enforced hiring quota and the three job condition dimensions. It presents both the bivariate (simple) correlation with the three job condition scales and the partial correlations introducing race, sex and type of organization (law enforcement or correctional) of the respondent. A positive correlation indicates that the presence of an enforced quota is related to higher scores on the three indices. However, a higher numerical score on each index is closer to the "strongly disagree" response, indicating less job satisfaction, less satisfaction with communication, and less satisfaction with the promotional system. It may be seen that the effect of introducing the three control variables is minimal. It only slightly reduces the strength of the correlations,

and all of the correlations remain statistically significant.

It may also be seen from either Table 21 or Table 22 that the effect of enforced quotas is greatest on the perception that the promotional system is fair and equitable. While job satisfaction scores are different for the two groups, the difference is not strong. The difference in communication assessments is somewhat stronger, but still moderate. Whether an employee works for an agency using a hiring quota, however, seems to make a substantive impact on his/her perception of the fairness of the promotional system.

Conclusion

In assessing the attitudes of criminal justice personnel toward affirmative action issues, it is apparent that the first point which must be recognized is that there is neither unanimity of opinion nor unidimensionality in the differences of opinion. Both at the level of general affirmative action issues and at the level of issues specific to criminal justice, there are many separable dimensions to the attitudes of these respondents. When examined across those two levels (general and criminal justice specific), the correspondence in attitudes is fairly strong; those supportive of affirmative action at the general level are also likely to be supportive of affirmative action issues applied at the criminal justice specific level.

A second major finding concerns the race and sex differences in attitudes. These attitudinal differences were relatively consistent across both the general and criminal justice specific dimensions of attitudes. Not surprisingly, non-white and female respondents were

generally stronger in support of pro-affirmative action positions than were white or male respondents. What is perhaps somewhat surprising is not the fact that these differences exist but that they are not more extreme. A measure of the extent to which these two variables are related to the variance in attitudes may be obtained by taking the square of the correlation index, eta, presented in Tables 10 and 11. Thus, the highest "percentage of variance explained" by race and sex combined is 16.8% for the general attitude labeled "Educated middle class." Most of the values for variance explained range between 4% and 12%. While each of these is much higher than might be expected by chance, it may also be argued that these figures do not represent diametrically opposed groups or polarized camps. What is particularly reassuring in this regard is the extent of general agreement on the question of the acceptability of a minority co-worker (partner) and, to a lesser extent, the general agreement on the same issue concerning women.

With respect to the influence of other demographic and individual characteristics, it is notable that consistent differences are found between law enforcement and correctional agencies, even controlling for race and sex differences in the composition of their work force. Although age, years of service, and type of community in which the individual was raised were, in several instances, related to both general and criminal justice specific attitudes, the relationships are not so strong as to suggest any means of changing or manipulating attitudes through personnel selection. The relationship of education to these attitudes does, however, suggest that with increasing pressure toward educational attainment for criminal justice personnel there may be an attendant increase in the acceptance of affirmative action.

Finally, in the area of the organizational status of affirmative action, one finds several interesting results. Among those who work in agencies generally successful in meeting affirmative action objectives, there was greater support for the general dimensions of affirmative action and some increased support for affirmative action implementation in criminal justice. These differences disappear when one looks at respondents in agencies using enforced quotas. Those respondents who are employed in organizations either with quotas or meeting affirmative action criteria are less likely to evidence general job satisfaction, satisfaction with internal communication, and satisfaction with the promotional system. These differences are greater for those agencies using enforced quotas.

It appears, therefore, that although the eventual achievement of affirmative action goals serves to increase the support of those goals among employees, that part of the price to be paid for these advances is a slight decrease in job satisfaction, a sense of less communication with the job setting, and a perception of unfairness in promotional decisions. It also appears that this price is greatest during the use of enforced quotas.

Table 1

GENERAL AFFIRMATIVE ACTION SCALES

	<u>ITEM-SCALE CORRELATION</u>	<u>ITEM-SCALE CORRELATION</u>
<u>MOOD OF THE COUNTRY</u>		
1. Because of the new leadership in Washington, efforts to stimulate or coerce affirmative action will be diminished.	.75312	
2. Because of the new leadership in Washington, local employers will assume that they are free to ignore affirmative action expectations.	.77991	
3. The current mood in the nation is such that minorities will have difficulty sustaining whatever affirmative action gains have been made to date.	.62373	
RELIABILITY	.78249	
<u>SPECIAL SELECTION CRITERIA</u>		
1. Colleges and universities should have "special" selection criteria to provide educational opportunities for racial minorities.	.72554	
2. Colleges and universities should have "special" selection criteria for women in departments in which women have been historically under-represented (such as engineering, medicine, business, natural sciences).	.70769	
3. Employers in the <u>public</u> sector should have "special" hiring criteria for racial minorities.	.86042	
4. Employers in the <u>public</u> sector should have "special" hiring criteria for women.	.81155	
5. Employers in the <u>private</u> sector should have "special" hiring criteria for racial minorities.	.88006	
6. Employers in the <u>private</u> sector should have "special" hiring criteria for women.	.85278	
RELIABILITY	.94795	
<u>QUOTAS</u>		
1. Colleges and universities should have quotas to provide educational opportunities for racial minorities.		.77961
2. Colleges and universities should have quotas for women in departments in which women have been historically underrepresented (such as engineering, medicine, business, natural sciences)		.76335
3. Employers in the <u>public</u> sector should have quotas for racial minorities.		.84105
4. Employers in the <u>public</u> sector should have quotas for women.		.85354
5. Employers in the <u>private</u> sector should have quotas for racial minorities.		.83682
6. Employers in the <u>private</u> sector should have quotas for women.		.85633
RELIABILITY		.95010
<u>PAST INJUSTICE</u>		
1. Because of centuries of economic, educational, employment, and/or social discrimination against racial minorities (as a group), lower educational and employment standards are now appropriate to <u>compensate</u> for past injustices.		.93631
2. Because of centuries of economic, educational, employment, and/or social discrimination against women (as a group), lower educational and employment standards are now appropriate to <u>compensate</u> for past injustices.		.84552
RELIABILITY		.87413

MINORITY WOMEN

1. Generally, employers give minority women special consideration because they can be counted twice--as minorities and as women.
2. In this department, employers give women special consideration because they can be counted twice--as minorities and as women.

ITEM-SCALE CORRELATION

.72987

.92210

.79084

RELIABILITYBETTER OPPORTUNITIES NOW

1. Employment and promotional opportunities for minorities are much better today than they were fifteen years ago.
2. Employment and promotional opportunities for women are much better today than they were fifteen years ago.

.94197

.91316

.90910

RELIABILITYNEW ARRIVALS

1. Generally, the government treats recently-arrived groups (Cubans, Haitians, Vietnamese, etc.) better than American blacks.
2. Generally, employers are more willing to hire members of newly-arrived groups (Cubans, Haitians, Vietnamese, etc.) than they are American blacks.

.94197

.91316

.90910

RELIABILITYBUSING

1. Busing of public school children should be supported to achieve racial balance in schools.
2. Without busing, minorities are likely to receive inferior educational opportunities.

RELIABILITYITEM-SCALE CORRELATION

.65776

.75010

.69505

EDUCATED, MIDDLE CLASS

1. Well-educated, middle-class racial minorities face little or no employment discrimination today. (R)
2. Well-educated, middle-class women face little or no employment discrimination today. (R)

RELIABILITY

.88988

.88279

.87793

Table 2
CRIMINAL JUSTICE SPECIFIC
AFFIRMATIVE ACTION SCALES

BETTER SERVICE TO MINORITIES BY MINORITIES

1. Minority police officers (employees) are better able to provide services to minority communities (clients) than white officers (employees). .81546
2. Minority officers (employees) often work better with minority citizens (clients) than do white officers (employees). .67734
3. Minority police officers (correctional staff) are better able to maintain order in minority communities than are white officers (institutions than are white staff members). .67024

RELIABILITY

.79573

(R) Reversed coding

RECRUITMENT

1. There is no need for the Department to concentrate on minority recruitment. (R) .72090
2. Increasing the number of minority employees is a worthwhile goal. .73969
3. The Department should actively recruit minority employees. .83070
4. There's no real need to pay special attention to recruiting more blacks and other minorities in this Department. (R) .68107

RELIABILITY

ITEM-SCALE
CORRELATION

.76676

WOMEN'S ABILITIES

1. Women do not possess the strength or physical skills needed to do police work (work in male institutions). (R) .74617
2. There's nothing wrong with women as police officers (correctional employees). .70407
3. You can't count on a woman to protect you. (R) .72223

RELIABILITY

.57575

MINORITIES AS CO-WORKERS

1. Working with a minority co-worker would be difficult for most white employees. (R) .73188
2. Working with a white co-worker would be difficult for most minority employees. (R) .72155

RELIABILITY

.72035

(R) Reversed coding

FEMALES AS CO-WORKERS

1. I would feel very uncomfortable working with a woman as a partner (in my job). (R)
2. Women in the Department ruin the camaraderie among officers (employees). (R)
3. Working with a female officer (co-worker) would be difficult for most male officers (employees). (R)

RELIABILITY

ITEM-SCALE CORRELATION

.73356

.56025

.62854

.73161

WOMEN'S MOVEMENT

1. Generally, the rise of the women's movement has resulted in white women getting employment and promotional opportunities that minorities would otherwise have received.
2. In this department, the rise of the women's movement has resulted in white women getting employment and promotional opportunities that minorities would otherwise have received.

RELIABILITY

.89608

.85769

.82711

QUALIFIED MINORITIES

1. It is hard to encourage most minority members to join the Department because they don't generally meet the standards. (R)
2. There are probably not many minority members who meet our hiring standards. (R)

RELIABILITY

.65754

.74069

.62743

(R) Reversed coding

ITEM-SCALE CORRELATION

1. It is so important to get more minority employees in the Department that different standards should be applied to minorities than to whites.

RELIABILITY

ITEM-SCALE CORRELATIONITEM-SCALE CORRELATION

*

*

*

*

*

*

.55378

.57783

.56555

.76042

PERCENT MINORITY

1. There should be about the same proportion of minorities in the Department as there are in the city itself (the client population). (R)

RELIABILITY

AFFIRMATIVE ACTION

1. Affirmation action programs have no place in a police department (corrections). (R)
2. Affirmative action programs cause racial minorities to expect something for nothing. (R)
3. Affirmative action programs cause women to expect something for nothing. (R)

RELIABILITY

(R) Reversed coding

* Factor analysis cannot be completed on a 1-factor variable

Table 3
JOB CONDITION SCALES

JOB SATISFACTION

1. I don't receive enough recognition for my work. (R) .65035
2. I sometimes feel that I don't get enough credit for my performance on the job. (R) .81794
3. I don't receive any praise for the work I do. (R) .66616
4. I gain a feeling of worthwhile accomplishment from my job. .67733
5. I enjoy police (correctional) work. .81845
6. I feel a great deal of satisfaction in my work because of doing a job well. .67113
7. I don't really like my job. (R) .80529
8. Being a police officer (working in corrections) is not a very enjoyable job. (R) .60668
9. I feel satisfied with my salary. .92080
10. My salary is a good one. .85362
11. I feel that I have too heavy a workload, one that I cannot possibly finish during an ordinary workday. (R) .67823
12. I think that the amount of work I have to do may interfere with how well it is done. (R) .79818

RELIABILITYITEM-SCALE
CORRELATION

.65035
.81794
.66616
.67733
.81845
.67113
.80529
.60668
.92080
.85362
.67823
.79818
.71114

COMMUNICATION

1. I usually don't hear about what's going on in other beats in my sector (corrections in other areas of the state). (R) .72920
2. I've got a pretty good idea of what's happening in other beats in my general area (areas of corrections throughout the state). .80146
3. I often talk to workers who work in other beats on my shift (areas of corrections). .66241
4. It's pretty unusual for me to be able to talk to officers on other beats (employees on other correctional jobs). (R) .61242
5. I frequently don't know much about what happened in my beat during the other two shifts (work area during other shifts). (R) .63092
6. The officer (worker) on the previous shift does not tell me what happened on our beat (job). (R) .71830
7. I stay in pretty close contact with my immediate supervisor about what's happening on my beat (job). .64721
8. I almost never provide my immediate supervisor with current information about what is going on on my beat (on my job). (R) .54202
9. Top management keeps us in the dark about things we ought to know. (R) .58934
10. Department policies are communicated clearly to all members of the Department. .51847

RELIABILITYITEM-SCALE
CORRELATION

.72920
.80146
.66241
.61242
.63092
.71830
.64721
.54202
.58934
.51847
.77265

(R) Reversed coding

(R) Reversed coding

PROMOTION

1. The Department's job promotion policies are basically good.
2. The promotional system allows only the most qualified persons to become supervisors.
3. I don't like the Department's way of deciding who gets promoted. (R)

ITEM-SCALE
CORRELATION

.70319

.66828

.69954

.74189

RELIABILITY

(R) Reversed coding

Table 4

CORRELATIONS BETWEEN GENERAL AND CRIMINAL JUSTICE SPECIFIC AFFIRMATIVE ACTION DIMENSIONS

	Mood of the country	Special selection criteria	Quotas	Past injustice	Minority women	Better opportunities now	New arrivals	Busing	Educated middle class
Better service to minorities	.26	.33	.29	.17	.04	-.12	.10	.27	.21
Recruitment	.26	.48	.45	.11	-.14	-.17	.11	.39	.41
Women's abilities	.15	.26	.24	.01	-.21	-.10	.03	.22	.30
Minorities as co-workers	-.12	-.03	.00	-.01	-.10	.03	-.09	-.00	.01
Females as co-workers	.05	.19	.19	.01	-.21	-.09	-.02	.20	.22
Women's movement	.12	.15	.16	.12	.14	-.06	.21	.17	.04
Qualified minorities	-.03	.08	.09	.02	-.16	-.01	.01	.09	.15
Different standards	.28	.56	.54	.34	.00	-.20	.09	.42	.31
Lower standards	.08	.29	.26	.21	-.11	-.13	.00	.23	.28
Percent minority	.17	.29	.29	.13	-.04	-.08	.12	.23	.19
Affirmative Action	.23	.55	.54	.20	-.27	-.24	.08	.48	.47

Table 5
CORRELATIONS BETWEEN GENERAL AFFIRMATIVE ACTION DIMENSIONS AND
JOB CONDITIONS

	Job satisfaction	Communication	Promotion
Mood of the country	-.06	-.13	-.12
Special selection criteria	.00	-.06	-.00
Quotas	-.01	-.07	-.01
Past injustice	.00	-.03	.08
Minority women	-.28	-.28	-.20
Better opportunities now	.01	.04	.00
New arrivals	-.03	-.08	-.01
Busing	-.03	-.09	.01
Educated middle class	-.00	-.07	-.07

Table 6
**CORRELATIONS BETWEEN CRIMINAL JUSTICE SPECIFIC AFFIRMATIVE ACTION
 DIMENSIONS AND JOB CONDITIONS**

	Job satisfaction	Communication	Promotion
Better service to minorities	-.01	-.06	.02
Recruitment	.18	.10	.07
Women's abilities	.21	.10	.07
Minorities as co-workers	.11	.16	.01
Females as co-workers	.15	.11	.03
Women's movement	-.04	-.11	-.00
Qualified minorities	.19	.40	.08
Different standards	-.01	-.07	.01
Lower standards	.02	-.05	-.00
Percent minority	.03	.02	.01
Affirmative Action	.13	.06	.09

Table 7

MEAN SCORES ON GENERAL
AFFIRMATIVE ACTION DIMENSIONS, BY RACE

<u>Dimension</u>	<u>Mean Scores</u>			
	<u>White</u>	<u>Non-white</u>	<u>t-value</u>	<u>p</u>
Mood of the country	3.22	2.41	7.93	.001
Special selection criteria	4.07	3.20	7.64	.001
Quotas	4.08	3.19	7.87	.001
Past injustice	4.11	3.64	4.32	.001
Minority women	3.09	3.05	.41	.684
Better opportunities now	1.86	2.20	3.78	.001
New arrivals	3.18	2.59	5.84	.001
Busing	4.04	3.08	8.38	.001
Educated middle class	3.39	2.25	11.00	.001

Table 8

MEAN SCORES ON CRIMINAL JUSTICE SPECIFIC
AFFIRMATIVE ACTION DIMENSIONS, BY RACE

<u>Dimension</u>	<u>Mean Scores</u>			
	<u>White</u>	<u>Non-white</u>	<u>t-value</u>	<u>p</u>
Better service to minorities	3.61	2.93	7.61	.001
Recruitment	3.08	2.02	13.04	.001
Women's abilities	2.81	2.44	4.02	.001
Minorities as co-workers	2.17	2.24	.96	.337
Females as co-workers	2.54	2.37	1.96	.052
Women's movement	3.60	3.17	4.45	.009
Qualified minorities	2.60	2.29	4.58	.009
Different standards	4.53	3.93	5.47	.001
Lower standards	3.86	3.31	4.37	.001
Percent minority	3.41	2.65	6.89	.001
Affirmative Action	3.20	2.27	10.77	.001

Table 9

MEAN SCORES ON JOB CONDITION DIMENSIONS,
BY RACE

<u>Dimension</u>	<u>Mean Scores</u>			<u>p</u>
	<u>White</u>	<u>Non-white</u>	<u>t-value</u>	
Job satisfaction	2.62	2.69	1.49	.138
Communication	2.57	2.64	1.21	.227
Promotion	3.53	3.78	2.58	.011

Table 10
MEAN SCORES ON GENERAL AFFIRMATIVE ACTION DIMENSIONS,
BY RACE AND SEX

Dimension	Mean Scores				Sex	Effects (p)		
	White		Non-White			Race	Interaction	Eta
	Male	Female	Male	Female				
Mood of the country	3.25	2.97	2.47	1.98	.001	.001	.317	.36
Special selection criteria	4.14	3.43	3.19	3.25	.001	.001	.012	.37
Quota	4.16	3.40	3.15	3.39	.001	.001	.001	.39
Past injustice	4.14	3.97	3.63	3.68	.144	.001	.570	.17
Minority women	3.07	3.26	3.01	3.31	.006	.470	.651	.09
Better opportunities now	1.85	2.00	2.12	2.74	.002	.001	.020	.20
New arrivals	3.18	3.12	2.55	2.84	.850	.001	.262	.22
Busing	4.10	3.53	3.10	2.94	.001	.001	.107	.39
Educated middle class	3.44	2.91	2.29	1.97	.001	.001	.348	.41

Table 11
MEAN SCORES ON CRIMINAL JUSTICE AFFIRMATIVE ACTION DIMENSIONS,
BY RACE AND SEX

Dimension	Mean Scores							
	White		Non-White		Sex	Effects (p)		
	Male	Female	Male	Female		Race	Interaction	Eta
Better service to minorities	3.61	3.54	2.88	3.26	.814	.001	.058	.29
Recruitment	3.12	2.68	2.04	1.92	.001	.001	.154	.38
Women's abilities	2.92	1.89	2.59	1.51	.001	.001	.864	.34
Minorities as co-workers	2.19	2.02	2.28	2.03	.014	.210	.658	.09
Females as co-workers	2.59	2.12	2.48	1.67	.001	.085	.168	.21
Qualified minorities	2.61	2.51	2.30	2.25	.221	.001	.742	.15
Different standards	4.56	4.28	3.91	4.06	.008	.001	.054	.26
Lower standards	3.89	3.65	3.30	3.31	.137	.001	.449	.19
Percent minority	3.46	3.02	2.61	2.88	.007	.001	.028	.27
Affirmative Action	3.27	2.63	2.30	2.03	.001	.001	.142	.38
Women's movement	3.57	3.87	3.10	3.66	.001	.001	.332	.23

Table 12
MEAN SCORES ON JOB CONDITION DIMENSIONS,
BY RACE AND SEX

Dimension	Mean Scores				Sex	Race	Interaction	Eta
	White		Non-White					
	Male	Female	Male	Female				
Job satisfaction	2.63	2.49	2.73	2.47	.007	.123	.354	.10
Communication	2.57	2.53	2.66	2.47	.390	.381	.393	.06
Promotion	3.53	3.57	3.78	3.75	.707	.010	.912	.09

Table 13
Partial Correlations of Demographic Variables with
General Affirmative Action Dimensions, controlling for
Race and Sex

	ORG	YEARS	AGE	EDUC	RAISED
MOOD OF COUNTRY	-.1195 P=.000	.0603 P=.043	.0348 P=.161	-.1959 P=.000	-.1010 P=.002
CRITERIA	-.2346 P=.000	.0677 P=.027	.0210 P=.276	-.1229 P=.000	-.0213 P=.272
QUOTA	-.2597 P=.000	.1054 P=.001	.0443 P=.104	-.0363 P=.151	-.0383 P=.138
PAST INJUSTICE	-.0994 P=.002	-.0535 P=.064	-.0703 P=.023	.0784 P=.013	.0037 P=.458
MINORITY WOMEN	.0483 P=.085	.0415 P=.119	.0722 P=.020	.1128 P=.001	.0305 P=.193
BETTER NOW	.0733 P=.018	-.0033 P=.463	.0319 P=.182	-.0296 P=.200	-.0229 P=.258
NEW ARRIVALS	.0279 P=.214	.0032 P=.463	-.0165 P=.320	.0053 P=.440	-.0151 P=.334
BUSING	-.2411 P=.000	.1475 P=.000	.0654 P=.031	-.1255 P=.000	-.1144 P=.001
EDUCATED MID-CLASS	-.2199 P=.000	.0788 P=.012	.0141 P=.345	-.1512 P=.000	-.0832 P=.009

Table 14
Partial Correlations of Demographic Variables with
Criminal Justice Specific Affirmative Action Dimensions,
Controlling for race and sex

	ORG	YEARS	AGE	EDUC	RAISED
BETTER SERVICE	.1043 P=.001	.0023 P=.474	.0382 P=.139	-.0213 P=.272	.0062 P=.430
RECRUITMENT	-.0281 P=.212	-.0369 P=.147	-.0652 P=.032	-.1636 P=.000	-.0731 P=.019
WOMENS ABILITY	-.0275 P=.217	.0291 P=.204	.0196 P=.289	-.1727 P=.000	-.0053 P=.440
MINORITY CO-WORKER	-.1066 P=.001	.0102 P=.386	-.0318 P=.183	-.0645 P=.033	-.0210 P=.275
FEMALE CO-WORKER	-.1333 P=.000	-.0008 P=.490	-.0183 P=.301	-.2113 P=.000	-.0585 P=.048
WOMENS MOVEMENT	.0162 P=.323	.0416 P=.118	.0344 P=.164	.0185 P=.299	-.0110 P=.377
QUALIFIED CANDIDATES	.0180 P=.305	.0472 P=.089	.0358 P=.154	-.0798 P=.012	-.1002 P=.002
DIFFERENT STANDARDS	-.2048 P=.000	.0211 P=.275	-.0230 P=.256	-.0946 P=.004	-.0578 P=.050
LOWER STANDARDS	-.1771 P=.000	.0233 P=.254	.0019 P=.479	-.0634 P=.036	-.0599 P=.044
PERCENT MINORITY	.0884 P=.006	-.0347 P=.162	.0145 P=.340	-.0895 P=.005	-.0157 P=.328
AFFIRMATIVE ACTION	-.2304 P=.000	.0544 P=.061	-.0279 P=.214	-.1987 P=.000	-.0588 P=.047

Table 15
Partial Correlations of Demographic Variables with
Job Condition Dimensions,
Controlling for Race and Sex

	ORG	YEARS	AGE	EDUC	RAISED
JOB SATISFACTION	.2114 P= .000	-.1313 P= .000	-.1325 P= .000	-.0217 P= .268	-.0021 P= .476
COMMUNICATION	.1383 P= .000	-.1264 P= .000	-.1044 P= .001	-.0485 P= .084	.0090 P= .399
PROMOTION	.0470 P= .091	-.0938 P= .004	-.0720 P= .020	.0315 P= .185	.0507 P= .075

Table 16

MEAN SCORES ON GENERAL AFFIRMATIVE ACTION DIMENSIONS FOR EMPLOYEES IN ORGANIZATIONS MEETING AND NOT MEETING AFFIRMATIVE ACTION GOALS

Dimension	Mean Scores			
	Meets Goal	Does Not Meet Goal	t-value	p
Mood of the country	2.99	3.25	4.73	.01
Special selection criteria	3.74	4.7	6.95	.01
Quotas	3.73	4.22	8.12	.01
Past injustice	3.95	4.16	3.17	.01
Minority women	3.07	3.09	.40	.69
Better opportunities now	1.94	2.08	1.13	.26
New arrivals	3.08	3.12	.56	.58
Busing	3.71	4.13	6.95	.01
Educated middle class	3.02	3.46	6.71	.01

Table 17

MEAN SCORES ON CRIMINAL JUSTICE SPECIFIC AFFIRMATIVE ACTION
DIMENSIONS FOR EMPLOYEES IN ORGANIZATIONS
MEETING AND NOT MEETING AFFIRMATIVE ACTION GOALS

	<u>Mean Scores</u>			
	<u>Meets Goal</u>	<u>Does Not Meet Goal</u>	<u>t-value</u>	<u>p</u>
Better service to minorities	3.57	3.44	2.47	.01
Recruitment	2.92	2.95	.40	.69
Women's abilities	2.74	2.79	.66	.51
Minorities as co-workers	2.12	2.24	2.67	.01
Females as co-workers	2.41	2.62	3.67	.01
Women's movement	3.53	3.56	.62	.54
Qualified minorities	2.55	2.55	.07	.95
Different standards	4.32	4.58	4.82	.01
Lower standards	3.66	3.92	3.75	.01
Percent minority	3.33	3.26	.96	.34
Affirmative Action	2.91	3.26	5.62	.01

Table 18

MEAN SCORES ON JOB CONDITION DIMENSIONS FOR EMPLOYEES
IN ORGANIZATIONS MEETING AND NOT MEETING
AFFIRMATIVE ACTIONS GOALS

<u>Dimension</u>	<u>Mean Scores</u>			
	<u>Meets Goal</u>	<u>Does Not Meet Goal</u>	<u>t-value</u>	<u>p</u>
Job satisfaction	2.73	2.50	6.32	.01
Communication	2.68	2.45	5.65	.01
Promotion	3.71	3.41	4.71	.01

Table 19

MEAN SCORES ON GENERAL AFFIRMATIVE ACTION DIMENSIONS
FOR EMPLOYEES IN ORGANIZATIONS HAVING AND
NOT HAVING ENFORCED HIRING QUOTAS

Dimensions	Mean Scores			
	Have Quotas	Does Not Have Quotas	t-value	p
Mood of the country	3.00	3.14	1.90	.06
Special selection criteria	3.05	3.98	1.57	.12
Quotas	3.88	3.98	1.34	.18
Past injustice	4.02	4.06	.50	.62
Minority women	3.00	3.11	1.76	.08
Better opportunities now	1.85	1.93	1.34	.18
New arrivals	3.01	3.12	1.43	.15
Busing	3.86	3.92	.74	.46
Educated middle class	3.13	3.26	1.40	.16

Table 20

MEAN SCORES ON CRIMINAL JUSTICE SPECIFIC AFFIRMATIVE
ACTION DIMENSIONS FOR EMPLOYEES IN ORGANIZATIONS
HAVING AND NOT HAVING ENFORCED HIRING QUOTAS

Dimensions	Mean Scores			
	Have Quotas	Does Not Have Quotas	t-value	p
Better service to minorities	3.57	3.49	1.21	.23
Recruitment	2.99	2.92	.85	.39
Women's abilities	2.79	2.75	.44	.66
Minorities as co-workers	2.17	2.18	.36	.72
Females as co-workers	2.42	2.54	1.84	.07
Women's movement	3.46	3.57	1.57	.12
Qualified minorities	2.56	2.55	.20	.84
Different standards	4.43	4.44	.22	.83
Lower standards	3.80	3.77	.27	.79
Percent minority	3.30	3.28	.26	.78
Affirmative Action	3.09	3.06	.44	.66

Table 21

MEAN SCORES ON JOB CONDITIONS FOR EMPLOYEES
IN ORGANIZATIONS HAVING AND NOT HAVING
ENFORCED HIRING QUOTAS

<u>Dimension</u>	<u>Mean Scores</u>			
	<u>Have Quotas</u>	<u>Does Not Have Quotas</u>	<u>t-value</u>	<u>p</u>
Job satisfaction	2.67	2.60	2.35	.02
Communication	2.72	2.53	4.04	.01
Promotion	4.01	3.43	8.32	.01

Table 22

CORRELATIONS BETWEEN JOB CONDITION SCALES
AND WHETHER THE EMPLOYING AGENCY HAS AN
ENFORCED HIRING QUOTA

<u>Dimension</u>	<u>Simple Correlation</u>	<u>Partial* Correlation</u>
Job satisfaction (significance)	.07 (.02)	.06 (.03)
Communication (significance)	.13 (.01)	.11 (.01)
Promotion (significance)	.25 (.01)	.22 (.01)

*Controlling for race, sex and type of organization (law enforcement or correctional)

END