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REVIEW ARTICLE

EDUCATION ACTUALITIES OF POLICE OFFICERS IN LITHUANIA

*Dr. Antanas Janušauskas

Faculty of Public Security Mykolas Romeris University, Kaunas, Lithuania

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ABSTRACT

This paper is part of a larger study into university education for police managers and presents the preliminary findings of the study. The article strives to disclose the higher police education at the Faculty of Public Security Mykolas Romeris University in Lithuania. The trends and developments in higher police education in Lithuania have generally confirmed the principal challenges identified in the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. Higher education can best assist police, in their great social work, by working with them to design, develop, deliver and evaluate full-fledged philosophies of police education. On this basis, all university programs have a strong focus on basic skills education. In management education in particular, this relies on the development, or at least the articulation, of normative and interrelated models of society and its police, and on the identification of empirically justifiable dispositions for practice and methods for teaching.

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INTRODUCTION

What manner of man is a future police officer? It is important to know the social environment where he has developed and the forming of personal characteristics as it makes influence not only on the advancement of ethno cultural, social, economic and scientific level, but also on the individual contemplation of a possible profile of a future police officer (Roberg and Bonn, 2004). The main purposes of the police are the maintenance of discipline, public defense, crime detection and protection of social and wealth property. Consequently, police officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of enlarged risk expeditiously. Following the above-mentioned principles, seeking the aims of the police and implementing other tasks of public defense and property protection and also caring to implement the specific activity well, police officers must have enough professional knowledge and social experience as well as the completeness of personal qualities and attitudes (Faul, 2009). Professional police officer manages to deputize for public interest without damaging his/her own inner interests and to seek purposely for common wellbeing. Police officers in their job constantly meet the situations that require for determinate communication independent from believes, but dictated by the present social role. Good intentions and will are not enough in professional activity, and a special knowledge is also needed. However, police officer, fulfilling the responsibilities, must be able to reconcile sometimes partially incompatible legality and justice, also state purposes with public interests.

Professional police officers in today's society must have very important features such as high level of responsibility. The main purpose is to raise such police officer who would be professional, competent and responsible in all purviews of the activity following general human and professional values. Thereof a question arises about studies' program and its implementation where responsibility of future police officers is formed. In line with recommendations of the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. Professional knowledge and skills, obtained in university must form universally sophisticated personality, an individual capable to plan and analyze actions and also properly and responsibly manage activity of other people. Legal order as an attribute of civilized society is a social value. Thus professional police officer is an upholder of social values – protector of public interest (Nedzinskis and Bankaukien, 2009).

Police training generally is turning from providing practical knowledge and skills for everyday practice to the inclusion of scientific and research issues. Many police officers today are lifelong trained in police management, law, police tactics, crime control, new technologies, and police ethics. The growing international dimension requires even more issues to be trained on. The police, their actions, behavior, attitudes and a host of other factors are under constant public scrutiny. Society and the media are quick to notice the faults of police officers and advance them as a lack of professionalism, integrity, and morality. Essentially, the question is what can higher education do for police and what can it do for police management? Believe that the answer should be: Higher education represents expanded knowledge and understanding, determination, and endurance. It displays the culmination of

*Corresponding author: Dr. Antanas Janušauskas
Faculty of Public Security Mykolas Romeris University, Kaunas, Lithuania.

numerous classes related to a specific field of study. University education looks as a mark of professional and personal accomplishment.

The only police training facility which provides higher police education in Lithuania is the Mykolas Romeris University Faculty of Public Security in Kaunas. The new legal and organizational situation of the Faculty of Public Security created new operational possibilities. When defining priority directions for the Faculty of Public Security development, it was necessary to take into account both interests of the Police, whose organizational unit the Faculty of Public Security is, and broadly understood public interest, manifesting itself in implementation of tasks related to public order and safety. The key areas first of all involve Lithuanian police executive staff training and introducing new forms of training relevant to general higher education. While using complex knowledge we aim to develop logical and analytical capabilities of a future police officer. The education of a police officer is like a sort of art, which consists of obtained knowledge and skills as well as the method of cognition and analysis. Consequently, a police officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of enlarged risk expeditiously (Jaschke and Neidhardt, 2007). Theoretical knowledge must be closely related to practice (Nedzinskas and Bankauskien, 2009).

Objectives

This article focuses on the role of training and education for police officers in the Lithuanian. The main purpose of this survey is to provide information about the current content of police officer's professional education and training that is relevant in the sense of the Bologna Process. The following methods were applied in the research: analysis of scientific literature and documents, content analysis.

MATERIALS AND DISCUSSION

Lithuania, after becoming the member state of the Europe Union (EU), is induced to follow recommendations of the EU institutions when choosing optimal directions of police officers preparation and qualification raise and participating in education of European police officers. The main goal of police in the Republic of Lithuania is serving the people and ensuring the safe living of residents, seeking to be the active guarantors of people's safety and not only the registrars of criminal facts. Police is one of the biggest public institutions constantly maintaining the contact with residents and working for the sake of whole society. This confers an exceptional position on it in the state. Police takes the most important role in the state governance due to versatile activities related to all areas of social life. In any country of the world, police together with state's armed forces and security agencies is the support of government authority, which cannot be separated from state mechanism. Police maintains public order, fights and prevents the crime. Its activities are related to law observance but at the same time police, as a public institution, is under the influence of various political forces, on which depends the leverages of state governance.

Police officer is voluntarily committed public officer who has assumed extraordinary and complex obligations for society demanding for special knowledge or preparation. Voluntariness of police officer, his/her competence based on professionalism and knowledge of equal evaluation of public and private interest is that "conciliatory" aspect of police officer with society and all subjects legally seeking for self-benefits. Police officer assists other person by realizing his duties, authority and rights, and helps others to implement their rights and needs. Appropriate competence must be obtained for this (Stam *et al.*, 2007).

Another group of models of professionalism is oriented towards analysis of activity processes and is based on police officer confidence giving prominence to individual responsibility of persons. Police officers must be personally responsible for this, and therefore autonomy of police officers is very important or otherwise they cannot act flexibly for the justice, purposefully use their professional skills and decide what measures should be used for enforcement of aims and goals, i.e. police officers cannot adjust to the requirements of the environment. Police officer first of all must feel responsibility for all acts offending against the law and that could be made while discharging the duties. This sense of responsibility should help to define the limits of police officers' activity: police officer can only perform lawful actions and has no right to go beyond the law. In other words the question is if police officer should be a submissive executor of given orders or independently acting person, responsible for enforcing functions entrusted to him/her. Executors' responsibility is supposed by certain totality of formal requirements. It is obvious that objective criteria of activity evaluation should not be refused.

Police officers in conflict society are made to use force more often when discharging their duties and therefore additional possibilities for legal liability of police officer appears. Legal liability obligates police officers to do their duties and rights properly. Liability of police officers shows the oneness of status of statutory officers. It should be noted that police officers having right to use force might mistake when choosing required extent of force and must be brought to administrative or criminal liability. On the subject of police officers' responsibility in general it should be emphasized that peculiarities of police officers' activity determine distinctive conception of responsibility. Police officers in comparison to staff of other institutions assume additional social obligations but are not exempted from responsibility by law. Besides, quite strict disciplinary liability is provided in respect of police officers. Hence disciplinary liability is first of all applied in case of infringements of official law. Its peculiarity is the circumstance that it supposes double liability of police officers which cannot be applied on ordinary citizens (Chapell, 2008). Police officers while discharging their duties and infringing the law, are brought to official, civil, pecuniary or criminal responsibility according to the nature of infringement. As it was noticed when analyzing liability of police officer as a citizen by Constitution, execution of possibly illegal order or prescript does not exempt from liability. Harm caused to natural or legal person by illegal act of police officer is recompensed by the state following the order established in

legal acts. Police officer acting under authority given by laws and other legal acts is not responsible for harm caused when acting pursuant to authority given by laws and other legal acts. Police officer is brought to legal liability for inactivity or official deeds that cause infringements of human rights. Responsibility appears from duty to respect and defend human honor and dignity, support and protect rights and the main liberties of all people. Police officers have quite wide authorization for their activity and have right to choose the most suitable method for solving the problem. Indeed they have to solve quite complicated tasks, constantly balance on the edge of inadmissible and permissible conduct, and therefore complaints concerning inactivity and unconcern of police officers as well as excessive diligence, use of indefensible force, so-called repressive measures, are quite frequent (Paoline and Terrill 2007).

One of the main peculiarities of police officers' responsibility is that it is imposed for lawbreaking and nonobservance of official discipline when official obligations were not fulfilled or wrongly fulfilled. Police officers can be brought to criminal, civil, pecuniary and disciplinary or official liability for above-mentioned matter. Different terms are used to name this phenomenon in literature: "disciplinary", "official" liability, or on purpose to emphasize responsibility of certain (generally statutory) service police officers it is named police officer's responsibility. Hence the main type of police officers' responsibility is disciplinary. It is designated for professional offences. This provision originates from the most important duty intended for public officers – to maintain the order in the state by their professional conduct because order in the state depends on the order in the institutions. Meaning and essence of disciplinary liability comes out through penalties and inducements decreed to police officers by the heads of institutions pursuant to conceded authority. Social status and tendencies of its development might be determined when comparing values of institutions with common social values.

In addition, the policy shall aim at recruiting men and women from various sections of society, including ethnic minority groups, with the overall objective of making police personnel reflect the society they serve. The code of police ethics was passed on purpose to provide moral guidelines for police officers, to help formation of moral needs, to promote creation of moral relations and their realization in society, to support enshrining and retaining moral responsibility of police officers, to consolidate authority of police officer by protecting and respecting human rights and liberties established in both national and international law.

According to conduct requirements and commitments set for police officers it might be stated that there is a huge possibility for police officer to mistake or misuse and wrongly discharge official duties. It also might be concluded that procedures of official liability application are properly regulated and conform to international law. Assessing police officers' activity sophistication and possibilities to be brought to criminal or civil responsibility it was observed that measures of providing legal aid for police officers are not clearly determined and police officers do not have civil liability insurance.

Currently role of police is changing all over the world. Police authority has huge importance when ensuring conditions in society that people could live and work quietly. High requirements are established for police; its activity is often criticized and therefore it seems almost all the time that police works poorly. Police will be able to gain and retain public sympathy and confidence if police is accessible and comprehensible to every citizen. Profession of police officer is not an object of ethical evaluation. Hence issue of police ethics is not raised in police professional ethics and professional activity itself is not analyzed. Issues of professional ethics are: how institution executes its functions and what is conduct of police officers? Moral assessment of police officers is the concern of society but not policemen. Nobody has doubts about necessity of police in the state but there question about police officers' conduct and how police accomplishes its functions is constantly raised. Society involves in investigation of various practical situations and modelling of solutions but has very few concerns about police professional status. Thus society firstly evaluates the quality of police officers' activity.

Looking from the today's prospect and discussing about police problems from the viewpoint of Lithuania's integration to European processes, it is very important that service of different rank police officers for the community would be based on humanism principles and systemic approach on public relations administration would be enshrined. Priorities of innovative police service of Occident are related to the activity oriented towards solution of community law enforcement problems. The most important police duty is to find out such problems as earlier as possible and to organize all forces, especially official institutions responsible for law enforcement, to prevent events that could have negative aftermaths to people, disturb stability of public relations and conditions of social development. Conscience has particular meaning in the activity of every professional. Professional conscience is an inner appraiser and regulator of specialist's conduct. It observes and judges everyone. Sensitive conscience helps avoiding mistakes and faults at work, disallows specialist to become torpid, nominally discharge duties, become reconciled with negligence and unconcern. Professional conscience stimulates activity and creativity of employees, encourage learning from his/her and other's mistakes, raise qualification and seek for professional excellence. Raised conscience of specialist shows his/her ideological maturity and moral purity.

Education is so integral to our life in society that even if we consider only formal instruction, it is not too much to say that the enterprise of education either has come to involve everyone alive or is expected to, that every other human endeavor of any importance depends on it and is served by it, and that almost every other such enterprise is stimulated by it and plays a part with respect to it, either as a source for its premises and methods, as part of its curriculum, or as one of its aims. Education is a practical art and a science and its normative justification takes man in society as its starting point. Education serves the social and the ethical and if it does not create difference, if it does not cultivate, confirm and contribute to the development of the excellences then it is not education.

In the spirit of the Bologna Declaration, the Lithuanian Higher Education Act sets that higher education shall be carried out through the accredited study programmes only (Janušauskas, 2012). The study programme may be carried out only in the field of study which is a part of the defined list of the higher education fields of study. According to recommendations of the Bologna Declaration, the Bachelor study programmes are oriented at acquisition of theoretical knowledge and practical knowledge based on the current state of science and art and at mastering their use at performing a profession or in the follow-up Master study. The Bachelor's degree has become an obligatory requirement for proceeding to the Master's level. For the study programme of the second level (Master study programme) the standard length of study is not less than one year nor more than three years, however, with the total standard length of the study according the Bachelor study programme and the follow-up study programme of the second level in the same or relative field of study, it is not less than five years. In addition to that, all bachelor and master programmes offered by the Faculty of Security are subject to accreditation procedures as a result of the Declaration of Bologna.

We defined police education as a process of imparting or acquiring general or particular police-related knowledge that leads to obtaining a certain degree - bachelor's degree, master's degree. We defined police training as a process of imparting or acquiring particular knowledge or skills necessary for police work. University education enables critical evaluation of material. It provides a theoretical framework by which practical application is derived. It grants a broad understanding of subject matter. Mandating university for police officers will instill these benefits and serve to raise the standard among law enforcement officers, facilitating professionalism. Professionalism strives to develop officers who understand the boundaries of their authority, act with high moral resolve, and apply these traits in police duties. University graduates earn more money, enjoy greater prestige, and generally have access to greater employment opportunities. The arguments in favor of university education are essentially three: Higher education would make police officers more effective at their jobs. Proponents of this argument believe that police science can be taught, that police bureaucracies require trained specialists, and that a liberal arts education fosters the very qualities police officers need. Educated officers would succeed in changing the very nature of policing, reforming it from the inside. Higher education would improve the image of the police and therefore increase the field's respectability, dignity, and status.

Essential knowledge is knowledge that all students must possess and which is a necessity for further studies. Supplementary knowledge, in turn, is something that students should know, but it is not compulsory. Specialized knowledge includes specific details which are good to know but not necessary for proceeding with studies. Knowledge, skills and abilities gained in a higher school have to form a comprehensively sophisticated personality having abilities to plan, analyse actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application

of knowledge and abilities to analyse and integrate available information and to demonstrate high common cultural competence. They have to know their – a member of the police organization – status, and can carry out the functions that are provided in the police as well as fulfill all the tasks committed.

The destination of programme is to train qualified specialists of national state and social order, peace and safety, crime prevention, prevention activities, road safety and other spheres belonging to the police for the police institutions. Police management, as a paradigm practitioner discipline with an orientation to practical problem-solving, decision-making and action, can benefit from case based teaching. The case method, with its focus on action in real settings, can be used in the profession to validate and extend good practice. Cases that are practice based and problem-orientated can inform novice and experienced practitioners alike. Equally important, exposure to the case study method allows research to become part of practice. Cases are digestible and they accord with the practitioner culture. They do not intimidate like other forms of research, they extend the reach of personal experience, aid practical deliberation, and assist reflection. They maintain that the skills developed from the approach include: qualitative and quantitative analytical skills, including problem identification skills, data handling skills and critical thinking skills. Decision making skills, including generating different alternatives, selecting decision criteria, evaluating alternative and formulating congruent action and implementation plans. General skills gained in a Faculty of Security have to form a comprehensively sophisticated personality having abilities to plan, analyse actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application of knowledge and abilities to analyse and integrate available information and to demonstrate high common cultural competence. Lots of various modules adjusting theory and practice as well as forming attitudes and conviction have to be involved into the process of upbringing. Appropriate educational environment has to be formed for this purpose. The arrangers of programmes to plan realistically about the objective knowing that a particular programme will develop certain cognitive abilities, will help students to perfect practical abilities and what general skills will be developed. Academic programme can develop the following general skills: learning to learn, systemic and critical cogitation, self-motivation, creativeness and problem solving; communicative and information control (computer literacy and work with database system); reflective and changes control; presentation and career planning; work in an organization and leadership, cooperation (with a person and in a command), learning in the net of partnership.

Higher education can and does deliver technical and propositional knowledge, but police management practice is not just the liberal application of learnt theory. Higher education cannot create the certainty that many police students look for, in a field that rests in the grip of plural values, the balance of an essential dilemma, and the fog of paradox. The promise of police management education is best made out in its contribution to the ends of policing. Change short of this, say a

change in internal process or procedure is more easily identified but can only be considered an advance when it frees up staff or resources for application elsewhere or allows for the better, more targeted, allocation of staff to public problems in the community.

Education, aimed at assisting the staff of the institutions of state, needs to focus on how they can rebalance the benefits and the burdens of social life, keep abreast of developments in policy, and systematically and critically develop their own knowledge base. A great deal of work has been done on identifying the training needs of the Lithuania Police. The training need covers the following topics: crime prevention, community policing, investigations management, forensic sciences and crime analysis, prosecutions, public order policing, traffic management, management and supervision, contemporary issues, public and media relations, professional standards, strategic planning and policy research. The protection of internal security requires constant monitoring, analysis and development of mechanisms supporting work efficiency of relevant public subjects. The Faculty of Public Security in Kaunas is the only police research centre which meets such requirements. University education ought to have a new relationship with police, and particularly police managers, based on voice as a method and a disposition. This is a teachable point of view, a storyline that can inhabit our imaginations, and it allows that police managers as managers can learn, and that as students they can be taught.

We have analyzed the data on our graduates (trained police officers) after they started professional career. Investigation material shows that university educated officers compared with their counterparts without higher education are more professional - have a greater knowledge of the law; better understanding of policing justice system; have a higher quality of performance on the job; are more flexible in dealing with difficult situations; perform the functions and task of policing better. According to this data, police officers who possess higher education are better performers than those have not high school education. In addition, increased communication skills, public relations skills, report writing skills, response to new training, decision-making ability. The importance of a higher education can be seen by looking at the complexity of police work. In addition to officers' roles as law enforcers, they have the added roles of social service and order maintenance. Also, while performing these roles the officers must be aware of and adjust themselves accordingly to the individual differences among the people within the community. Studies show that higher educated individuals tend to be more flexible, less authoritarian, and less dogmatic in their beliefs. That demonstrates that a higher education requirement for police institutions is beneficial to the level of performance achieved by its police officers.

Generalization

Police education and training in Lithuania is changing. Within the Lithuanian system of police education, there is a coherent system of training at all levels of education. Each level is supported by an occupational profile and a related curriculum for each police officer. All profiles and all modules have been developed by academic professionals and police partners. The above information shows that basic processes involved in the Faculty of Public Security in Kaunas activities are dynamic in nature. These include educational activities, research and international cooperation. Similar dynamics is observed for changes which take place in the area of human resources, teaching facilities and organizational structure. A particularly strong stimulus in this respect was the integration of higher police education into the system of general education and the incorporation of the latter in implementation of the Bologna Process. The role of university education in police organisations was also viewed from a variety of perspectives in the areas of police culture, competencies and promotions.

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