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The New Police Training System: Psychological Aspects

Dmytro SHVETS¹,
Olena YEVDOKIMOVA²,
Ivan OKHRIMENKO³,
Yana PONOMARENKO⁴,
Yurii ALEKSANDROV⁵,
Svitlana OKHRIMENKO⁶,
Kostiantyn PRONTENKO⁷

¹ Doctor in law, associate professor, Rector of Kharkiv National University of Internal Affairs, Kharkiv, Ukraine, shvetc@ukr.net

² Doctor of psychological sciences, professor, Head of the Department of Sociology and Psychology, Kharkiv National University of Internal Affairs, Kharkiv, Ukraine, Elena25eva@gmail.com

³ Doctor in law, professor, Professor of the Department of Legal Psychology, National Academy of Internal Affairs, Kyiv, Ukraine, ivango-07@ukr.net

⁴ Candidate of psychological sciences, Associate professor, associate professor of the Department of Sociology and Psychology, Kharkiv National University of Internal Affairs, Ukraine, posokhova1992@gmail.com

⁵ Candidate of psychological sciences, Associate professor, associate professor of the Department of Sociology and Psychology, Kharkiv National University of Internal Affairs, Ukraine, aleks251053@gmail.com

⁶ Candidate in Law, Research officer at the Research Laboratory, National Academy of Internal Affairs, Kyiv, Ukraine, svetlanka-07@ukr.net

⁷ Doctor of pedagogical sciences, Associate professor of the Department of Physical Education, Special Physical Training and Sport, S. P. Koroliy Zhytomyr Military Institute, Ukraine, prontenko-kostya@ukr.net

Abstract: In this paper, attention has been paid to the study of the psychological experiences associated with the future of the patrol police in Ukraine, a significant percentage of whom had no prior experience in law enforcement activities. The purpose of the research is to study the different types of behaviour in the professional environment and identify the experiences associated with the work of the police both at the initial professional training stage (students) and following two years of work (patrol police officers). As a psychodiagnostic tool, the “Occupational Stress and Coping Inventory” was used. The research involved a total of 604 police officers, consisting of 354 people in the first group at the initial professional training stage (students), and 250 people in the second group following two years of work experience (police officers). The results of the study suggest differences in the indicators related to the experience of future police patrol officers and those already working. We have identified dominant spheres of personality and types of behaviour of police officers. The results obtained update the development of pedagogical technologies in order to optimize the development of the professional identity of the police officers at each of the stages of their professionalization.

Keywords: *patrol police; professional identity; professionalization; students; police officers; personality; types of behaviour.*

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1. Introduction

The problems of identity of personality and society are among the most discussed ones today in the national social and humanitarian space. Ukrainian society is experiencing a state of systemic identification crisis. The lack of identity in its various forms prevents the consolidation of society, impeding the implementation of reforms. The system of law enforcement agencies of Ukraine, which has undergone serious transformations in recent times, gave psychologists a virtually unique opportunity to observe “on-line” processes of development of such phenomena as professional consciousness, professional identity, and professional competence in people, many of whom until recently have nothing to do with the law enforcement system.

Among the new patrol police officers there are people of different professions, who have undergone special training for several months. All of them are united by the desire to combat corruption and identify themselves with a new professional activity, and they are all in the process of becoming professionals. Moreover, for most of them it is their secondary (and for some even more) professionalization and, accordingly, this fact complicates the process of development of a new professional identity. As a whole, the success of the law-enforcement reform in Ukraine depends on the success of the processes of legal and professional identification of new police. The professional police identity is fundamental to understand how police officers conduct their work. In decision making and acting, police officers maintain an internal dialogue with the police identity (Lauritz, & Karp, 2013; Valieiev, Polyvaniuk et al., 2019). That is why the issue of the effective development of the professional identity of law enforcers acquires a special significance in postmodern Ukrainian society.

In our study, we will have regard to the assumption that stable and efficient police training is a prerequisite for further ensuring law and order in postmodern society. The police officer’s posthumanist attitude to oneself, one’s conscious belonging to the new environment, the sense of confidence in one’s future professional activity, the awareness of one’s own involvement and the ability to influence events largely determine the success of the national interests realization and the stability of social development.

The recent changes in the socio-economic and political-legal conditions of the functioning of the law enforcement system determine the need to find postmodern approaches to training police officers, to destroy stereotypes and patterns in their training system, to adapt the requirements to the public needs and capabilities of the state. The professional challenges,

skills development, and readiness for energy consumption must be at the forefront. Besides, the psychological and emotional stability of specialists, the motivation of police officers for efficient professional activity, the ability to make decisions in new difficult conditions, and others will be issues of growing importance.

2. Literature Review

Socio-economic conditions are rapidly changing and dictate new requirements for the training of specialists. Mendel et al. (2017) in the review of the evidence regarding restructuring police organizations noted that changes to police structures often have multiple and interconnected objectives.

The aspiration for European standards highlights the issues of high professionalism and competence of future police officers. As for the changes that Ukraine's law enforcement system has undergone in recent years, we can say that we are dealing with uniquely rapid pace of changes, including psychological ones.

The development of one's own identity in professional activities is an essential factor in the functioning of a person in general. Every person aspires to identify him/her - self with a certain profession; this allows avoiding psychological discomfort and personality destructions. There is no exception to the profession of being a police officer. A year ago, a person lived in a completely different world being engaged in trade or construction, and today the same person has to professionally perform the duties of a police officer.

According to Erikson (1993), the term "identity" has become widespread, although it should be noted that V. Humboldt highlighted this problem more conceptually for the first time at the beginning of the XIX century. However, this notion has been introduced into scientific circulation by E. Erickson, who considered identity as a process, concentrated in the essence of person and culture, to which this individual belongs.

A different point of view is held by Marcia (1966). He tried to present the identity that could be used not only in theory but also in practice. The scientist treats the concept of identity as the structure of "ego", which manifests itself through solving problems and finding solutions to the crisis, and also considers identity as an internal, dynamic organization of abilities, beliefs and personal needs.

Waterman (1982) considers identity in the light of procedurality. In other words, the author draws attention to the basic components of identity:

values, goals, ideas, by which personality is guided throughout life. A. Waterman calls them elements of identity, which are developed during a crisis due to the choice among various alternative options and are the basis for determining the sense of life, direction of activities and behavior. The researcher believes that there are four important areas for the development of identity: 1) the choice of the profession and the professional path (profession); 2) acceptance and reassessment of religious and moral beliefs (religion and morals); 3) development of political views (politics); 4) adoption of a set of social roles, including gender roles and roles of expectations of marriage and parenthood (social roles).

So, these scientists (Gül, & Delice, 2011; Mackay, 2017; Schaible, 2018) considered the specifics of the personal identity and special features of the I-concept, in structure of which they saw the existence of a person's awareness of his own competence and effectiveness, which in their opinion would ensure the psychological stability of the person.

In order to understand the essence of the phenomenon of identity, we consider it necessary to refer to the etymology of this word. The word "identity (identitas)" derives from the classical Latin word "idem", which means "the same". In literal translation the term "identity" has two meanings: "a person's self as the essential part of their nature which makes them different from everyone and everything else" and "likeness". In Ukrainian language, the term "identity as a person's self" appeared in the 60s of the 19th century. Before this, the term "identity" was used in the meaning of "likeness", which stands for "conformity, coincidence with someone or something".

Awareness of their own professional identity is a guarantee of effective activities and harmony of the personality of a specialist (Anderson et al., 2002; Reay et al., 2017; Valiciev, Tohochynskyi et al., 2019) The development of identity, including the professional identity of a specialist, in conditions of society's transformation requires special attention of researchers to optimize professional self-determination. The activities of the patrol police have not become an exception in the context of social changes in Ukraine; due to this, the problem of studying the professional identity of future police officers has become rather urgent.

The establishment of self identity in professional activities is an essential factor in the functioning of a person. The development of a professional identity is a guarantee of effective activity and harmonious development of the personality of a specialist. The development of the professional identity of a police officer in a transformational society requires

special attention of researchers due to the increased intensity and complexity of this process.

The purpose of the article is to study the types of behaviour in the professional environment and identify the experiences associated with the work of the police at the initial professional training stage (students) and after two years of work (patrol police officers). To achieve the purpose, the following tasks have been set: 1) to investigate types of behavior in a professional environment; 2) to diagnose empirically and identify experiences associated with the work at the initial professional training stage (students) and after two years of work (patrol police officers).

3. Methodology

The sample under study, involved a total of 604 patrol police officers, consisting of 354 people in the first group at the initial professional training stage (students), and 250 people in the second group following two years of work experience (patrol police). The data obtained in the 2015-2017 academic years. With the help of the “Occupational Stress and Coping Inventory” questionnaire (AVEM – Arbeitsbezogenes Verhalten – und Erlebensmuster) by Schaarschmidt and Fischer (2001) as adapted by Ronginska and Gaida (2012), we have diagnosed and discovered the experiences associated with the work of the police officers at the initial professional training stage (students) and after two years of work (patrol police officers).

Theoretical preconditions for the creation of the questionnaire were the concept of Antonovsky’s coherence (Antonovsky, 1987), the Lazarus’ mechanism for stress coping (Lazarus & Folkman, 1984), as well as the methodological provisions of the Maslach Professional Burnout Theory (Maslach, 1982). The AVEM questionnaire is a multifactorial diagnostic tool that allows to determine the types of human behaviour in situations of professional requirements. When creating the questionnaire, the authors have proceeded from the assumption that interaction of the individual with the requirements of the professional environment contributes to mental health and professional development. The questionnaire consists of 66 statements, aggregated in 11 scales, selected by means of factor analysis, and reflects the human response to the requirements of the professional environment and the behavioural patterns that are established on the basis of these reactions. Each scale contains 6 statements, the degree of agreement with which the subject evaluates on a five-point scale – from “fully agree” (5 points) to “totally disagree” (1 point).

The area of behaviour and experience in the professional environment is described by 11 scales of the questionnaire, which take into account three domains of the person: professional commitment (5 scales); mental resilience and problem situations coping strategies (3 scales); emotional attitude to work (3 scales).

Professional commitment.

1. Subjective significance of work (BA) – a place in human life.
2. Professional challenges (BE) – striving for professional growth.
3. Willingness for energy input (VB) – readiness to exert yourself to perform professional tasks.
4. Striving for excellence (PS) – concentration on the quality of the duties performed.
5. Ability to maintain distance in relation to work (DF) – ability to relax and rest after work.

Mental Stability and Problem Situations Coping.

6. Tendency to resignation in a failure situation (RT) – Inclination to reconciliation with a failure situation and easy refusal to overcome it.
7. Active problem solving strategy (OP) – active and optimistic attitude to problems and tasks appearing.
8. Inner peace and balance (IR) – sense of mental stability and balance.

Emotional attitude to work.

9. Sense of success in professional activity (EE) – satisfaction with their professional achievements.
10. Life satisfaction (LZ) – total life satisfaction taking into account professional success.
11. Sense of social support (SU) – trust and support from close people, feeling of social well-being.

Based on the analysis of the indicators of separate scales of the questionnaire and their interrelations, four types of behaviour and experiences in the professional environment have identified.

Type G – healthy, active, capable of solving complex problems, which gives a high (but not extreme) value to work. Controlling its own energy efforts, characterized by a constructive way to overcome the situation of failures and defeats that are considered by the subject of activity not as a source of frustration and negative emotions, but as an incentive to find active strategies to cope them. Thus, it is a model of a positive aim at task accomplishing, enhanced by the mobilizing influence of positive emotions.

Type S – economical, saving, with an average level of motivation, energy efforts and professional challenges; an obvious tendency to keep

distance in relation to professional activity; satisfaction with their work. A characteristic feature of this type is the general life satisfaction, the source of which can be situations that are not related to work.

Type A – a risk type characterized by an extremely high commitment to professional activity, a high degree of readiness for energy efforts, low resistance to frustration and stress. A high level of negative emotions that results from mental overload, striving for perfection and the resulting dissatisfaction with the effectiveness of work, as well as the lack of social support can attribute this type to a risk group with the probability of a fairly rapid development of professional burnout syndrome.

Type B – burnout, characterized by low subjective value of professional activity, low stress resistance, limited ability to relaxing and constructive problem solving, tendency to giving up in difficult situations, constant feeling of anxiety and non-objective fear, inability to maintain the required distance in relation to work. All this leads to additional psychological stresses, constant dissatisfaction with oneself, a decrease in overall mental stability of the body, apathy and reluctance to perform professional tasks.

The advantages of using this technique, include the ability to identify the experiences associated with professional activities of law enforcers, since the specifics of their activities are stressful and tense, as well as more widely explore the behavior of the personality of the police officer and identify the crisis points that need to be addressed while selecting the candidates to join the patrol police. The questionnaire was widely used in researches of work-related experiences, in preventing violations of professional adaptation in various samples, including law enforcement officers.

Methods of mathematical processing were used to increase the reliability and validity of the research results: Student's t-criterion and Fischer's angle transformation criterion.

4. Results

The area of behaviour and experience in the professional environment is described by 11 scales of the questionnaire, which take into account three above mentioned domains of the individual. Data on the distribution of personality domains among the sample are presented in Table 1.

The means show that such a domain of personality as “Professional commitment” is dominant both at the stage of training and at the stage of professional activity. Indicators on this scale show that the professional

choice of the subjects was conscious. The period of training, and then the period of professional activity occupy an important place in their lives. There is a desire to increase their professional level and willingness to give all their energy to fulfill the professional tasks. It should be noted that the indicator in the domain of “Emotional Attitude to Work” is quite low. This can be explained by the content of the initial stage of adaptation to the new operational environment, both educational and professional. The stage of training involves the development of a new social role of a student. The stage of professional activity involves the development of a new social role of a patrol officer.

Table 1. Indicators of personality domains at the training stage and at the stage of professional activities according to AVEM (Mean±SD)

Personality domain	Training stage	Professional activities stage	p
Professional commitment	103.31 ± 2.94	103.47 ± 3.01	-
Problem situations coping strategies	60.13 ± 1.82	58.69 ± 2.06	-
Emotional attitude to work	65.18 ± 1.94	66.88 ± 1.73	-

Legend: Mean – arithmetical average; SD – standard deviation; p – significance of difference between the indicators of personality domains at the training stage and at the stage of professional activities due to the Student's t-criterion

Source: the authors own creation

The domain of “Problem situations coping strategies” also did not show credible results, which may indicate the ability of the subjects to adapt to the new conditions, but the search for solutions to problem situations takes much longer and causes a sense of dissatisfaction both during the period of training and during the period of professional activity.

It is known that the activities of police officers are characterized by the situations that affect the personality of police officers and their activities. They are called extreme situations. We have studied the types of behaviour and experience of the personality of students and serving police officers in the professional environment.

According to the obtained data, Type B behaviour is dominant at the stage of training (49.0%) and at the stage of professional activity (58.8%). This behaviour reflects the emotional exhaustion of the body and corresponds to the picture of a professional burnout syndrome. This means that students and serving police officers are seeking professional growth, which in turn requires large energy expenditure.

Type G behaviour is represented by 43.2% of students and 29.4% of police officers. This type of behaviour is the most effective in professional activity. A future police officer attaches great importance to work but he/she is able to control their energy expenditure. The police officer takes negative situations as an incentive to find ways to overcome them, although at the initial stage of professional activity this type of behaviour is somewhat reduced, since entry into the profession requires high energy expenditure and it is stressful for police officers.

Type A is observed in 7.8% of students and 11.8% of police officers. Type A is characterized by an extremely high subjective value of professional activity, a high level of readiness for energy expenditure, a low resistance to frustration and stress. Therefore, this number of subjects can be included in a risk group with a high probability of rapid development of a professional burnout syndrome.

Type S behaviour is not presented in this sample of subjects. The behaviour of Type S is observed in people with an average level of motivation, not high energy expenditure and not significant professional challenges. A characteristic feature of this type is the general life satisfaction, the source of which may be situations that are not related to work. However, for students, one of the main criteria to join initial professional training courses was the desire to change the law enforcement system, which required a complete “reboot”.

As the above data show, students of initial professional training courses are characterized by a high level of participation in educational activities, which is reflected in increased inclination to energy expenditure and high professional requirements. However, there is a tendency to resignation in a failure situation, a decrease in the sense of success in professional activity, as well as an insufficiently developed sense of social support. The high level of activity is in line with the moderate tendency to resignation in a failure situation. Attention should be drawn to the tendency discovered amongst the students to maintain distance in relation to work, which indicates the ability to relaxation and rest, whilst at the initial stage of work the type of behaviour that is characterized by low relaxation and stress resistance ability, and also leads to emotional exhaustion, is dominant for the majority of the subjects. The results of the study of patrol officers according to the types of behaviour regarding the work at the initial stage of professional activity show that the professional commitment of the law enforcers increases with the beginning of their professional activity, that in the future may lead to the professional burnout syndrome. The willingness of patrol officers to work overtime and to use sufficient energy expenditure

is manifested in the dominant Type B behaviour, which is characterized by care and concern.

The next results concern indicators of the experience regarding work that take into account three domains of personality previously listed above. There is a probable growth of the subjective importance of professional activity of patrol officers in comparison with the first group (20.19 ± 0.56), willingness for energy expenditure, readiness to make every effort to the fulfillment of professional tasks (23.12 ± 0.33) and sense of social support (24.22 ± 0.28) in comparison with the corresponding indicators at the initial professional training stage (16.97 ± 0.51 ; 21.25 ± 0.41 and 21.87 ± 0.34 , respectively), which shows an increase of these components of professional activity and emotional attitude to work. The patrol officers display reduced ability to maintain distance in relation to work as well as to relax and rest after work (15.74 ± 0.43 and 19.48 ± 0.77). There is a growing trend towards resignation in a failure situation, which is reflected in the propensity to reconcile with the situation of failure and to refuse easily to overcome it (16.33 ± 0.49 and 13.98 ± 0.39), which can reduce the mental stability of the subjects.

Thus, we have investigated the experience of future patrol officers as well as those who already work, identified the dominant spheres of personality and the types of behaviour. Based on this, it should be noted that during the training of students, the perception of belonging to a new environment is formed and the identification with the profession takes place. The adaptation of the patrol officers to the profession goes to a different level. It is important for them to have a sense of confidence in the profession, an awareness of their own participation and a possibility of influencing the events, as the conviction that the development of events will meet their expectations contributes to the harmonious professional development of the law enforcement officers. At the same time, it becomes the basis for building active strategies to overcome stress and as a result, it leads to the increase in success of work. Psychological and emotional stability at the stage of training and at the stage of professional activity requires moderate indicators, according to the given scales of the questionnaire, since the excessive readiness for professional commitment and the concentration on the functions performed can lead to a loss of emotional stability and balance that are necessary for continuing successful work in enforcement structures and building a career perspective.

5. Limits and Discussion

The professional field is one of the leading spheres of personal development as well as the purpose and the meaning of life, social realization and self-improvement of a human. This is a main form of human activity and we devote a considerable part of our life to it. For most of us, the professional field provides an opportunity to satisfy the whole range of needs, to discover the potential, to realize oneself as a personality and to achieve a certain social status. We think it is exactly in this that an individual can act as a self-actualizing person and as a subject of self-affirmation. In the process of professionalization, the development of a professional identity of the individual takes place, which is considered as an awareness of belonging to a particular profession and a certain professional community. Identification processes in professional activity proceed with the interaction of two factors. First, it is acquiring new goals, which become more diverse and qualitatively more complex in the process of professional development of the personality. Secondly, the development of a professional identity of a personality is associated with a significant increase in the role-oriented behavior in the process of professional development of personality (Posokhova, 2016).

We consider striving for professional growth to be an important factor in the development of professional identity. Yevdokimova (2006) notes that with the growth of the legal culture of all members of society, the requirements, both in relation to the whole law enforcement system, and to each of its branches, including employees, respectively, increase. The author, analyzing the psychological specifics of the work of the law enforcement officers, speaks of the necessity of forming in future law enforcers not only traditional attitudes necessary for professional work but also other qualities which would correspond to modern tendencies of civil society such as: flexibility, mobility, psychological readiness for work, etc. The author emphasizes that only with the successful professional activity of each specialist we can talk about the successful functioning of the entire system.

Researchers actively analyse the issue of professional socialization at the initial stage of immersion of a young specialist in the profession and professional environment. Scientists believe that this process can last for the entire professional path of a person. Most researchers agree with the idea that entry into the profession is not possible without professional socialization, especially at the initial stage of work. In particular, an identity plays an important role in policing (Faull, 2017; Hoggett et al., 2019).

Heinz (1998) stresses that the professional development is always connected with changes both in the characteristics of the person and in the characteristics of the work. Regarding personality characteristics, W. Heinz says that they have primary and secondary socialization agencies. They are the family and the school that influence the choice of certain career vectors. That is, the researcher points out, that if the individual does not acquire specific values, interests and skills for a particular professional field, then this field remains closed. V. Heinz considers the primary and secondary processes of socialization as the main conditions for choosing a profession, due to which the personality acquires the opportunities to participate in the life of society. Regarding the characteristics of work V. Heinz thinks that they consist of productive professional experience and they are characterized by the attitude of the individual to his job, working conditions and social assessment of the results of his professional activities. According to the author, this experience affects the whole life of a person and can open up opportunities for further training, professional development as well as for personality deformations. The views of V. Heinz regarding financing within the framework of professional socialization are interesting. The scholar says that sufficient funding for professional activities has an impact both on the training and the development of processes connected not only with skills development of a particular profession, but also with the development of the entire personality. In turn, Dahrendorf (2006) believes that professions are specific social roles. The author says that social roles can be defined by a specific set of behavioral expectations of the subject of activity within the social system.

Krappman (2000) gives a structural role model in the internalisation of norms and values, which in his opinion are the core of professional socialisation. The scientist points to self-identification of the individual, which in turn forms "Ego-identity". Self-identification of the individual is also a prerequisite for successful professional activity. According to L. Krappman, a person is confronted with a range of ambiguous expectations and conflicts that may arise between various roles that the person takes in professional activities. In order to preserve self-identity, a personality must develop the ability to withstand various expectations of the relevant partners when interacting with them and incomplete satisfaction of own needs in this context. This possibility is called tolerance to uncertainty. L. Krappman emphasizes that tolerance to uncertainty which means Ego-identity is a stabilising function that opens the possibility for a person to realize his ego-identity in interaction with others, helps to overcome contradictions, uncertainty and unstructured situations or different roles that are addressed

to himself, in connection with which, his personality is strengthened. This means, the position of a personality in a group of people in the sphere of employment is still a key to social affiliation and serves to integrate into society.

The importance of employment for the development of identity is demonstrated in the works of Keupp (2006). The researcher says that there are few chances to find recognition in a society based on paid employment and using the income received. Employment and income from professional activities have a significant impact on the social status of the individual in society. However, according to H. Keupp, not only the above-mentioned aspects of employment are the main ones. The social status that the personality acquires with the profession is equally important as it gives impetus to self-realization and expansion of opportunities.

It is often maintained that factors such as the multifarious and exigent nature of the police profession, the diversity of police personnel, and the dissimilar socioeconomic and political settings that surround the sphere of policing, fragment the shared values, beliefs, and norms of police officers (Constantinou & Butorac, 2019). The interaction between police values and professional identity is complex and neither completely supportive nor unsupportive of existing identity theories. Specifically, strong identification with the police role has both positive and negative effects over the course of the police career. Understanding how the police professional identity changes over the course of the police career can help to inform more deliberate and targeted training to help officers avoid burnout and improve the quality of policing for both citizens and police (Schaible, 2018). Enduring areas of police education programs in many countries are currently complemented by new subject areas that have been created due to the perceived need to provide upcoming generations of police officers with generic competencies and a “conceptual apparatus” adjusted for increasingly complex task environments (Kohlström et al., 2017).

The review of the literature assures us that the problem of professional development, professional socialization and professional self-determination is very urgent and requires examination. In our research, we consider the need to study the prerequisites for becoming a professional in terms of professional identity.

Although this study revealed differences in the types of behaviour in the professional environment and identify the experiences associated with the work of the police in students at the initial professional training stage and enforcers with the experience of serving in patrol police, it has some limitations. First, the work experience in the patrol police for subjects is two

years, which is explained by the recent reforming of Ukraine's law enforcement system. Second, personal factors such as gender or age were excluded. So, in order to minimize these limitations, future studies may focus on sampling group of policemen with increasing professional experience and taking into account socio-demographic characteristics of subjects in both groups.

6. Conclusions

During the empirical research, we investigated the experience of police officers both at the stage of their professional training and in the period of their professional activity, and determined the dominant spheres of personality and types of behaviour.

We can say that during the training of students the consciousness of belonging to a new environment is established. They start to identify themselves with the profession. These processes require having a sense of confidence in professional activities, an awareness of their own participation and an opportunity to influence the events, as it is exactly the conviction that the course of the events meets the expectations of the individual will contribute to the harmonious professional development of the future law enforcer. At the same time, it becomes the basis for building active strategies to overcome stress and as a result to increase the success of the activity. The process of social adaptation of students is characterized by a number of features inherent to the stage of professional adaptation. Professional challenges, striving for excellence and willingness for energy expenditure are in the foreground. However, another problem of this period of training is a sense of success in professional activity, ability to make decisions in new difficult conditions. Psychological and emotional stability in the professional activities of the future police officers requires moderate indicators according to the presented scales of the questionnaire since the excessive readiness for professional activity and the concentration on the functions performed, can lead to a loss of emotional stability and balance that are necessary in enforcement structures. The studies that have been carried out do not cover all aspects of the problem, but open up the prospect for its further exploration in the context of considering professional identity at the early stages of professional development.

The adaptation of serving police officers to their profession goes to another level. It is important for them to have a sense of confidence in professional activities, an awareness of their own participation and an opportunity to influence the events, as it is exactly the conviction that the

course of the events meets the expectations of the individual will contribute to the harmonious professional development of the future law enforcer. At the same time, it becomes the basis for building active strategies to overcome stress and as a result to increase the success of the activity. The establishment of the types of behavior of the subjects in the situations of professional demands made it possible to determine that the patrol officers have the subjectivity of significance of professional activity, a willingness for energy expenditure and a readiness to make every effort to fulfill professional tasks, that indicates the growth of these components of professional activity and emotional attitude to work. Although the results show that the stage of professional activity is characterized by decreased ability to maintain distance to work and the ability to relaxation and rest after work. The tendency to resign in failure situations is increased, which is reflected in the propensity to reconcile with the failure situation and to refuse easily from its overcoming, which can reduce the psychological stability of the subjects.

Thus, summing up the above-mentioned arguments, we can say that professional identity is a complicated, multicomponent and integrative characteristic of a personality whose structure contains social and personal components, which are determined by the awareness of belonging to a particular profession and to a certain professional community, the presence of external and internal factors contributing to successful realization of a specialist in professional activities. An important prerequisite for the development of professional identity is the professional socialization and the period of training, because it is exactly at the initial stage of entry into the profession when it is important to create psychological and pedagogical conditions for self-realization in the future professional activities.

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Conflict of Interest

The authors declare that there are no conflicts of interest.

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