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RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY

Summary of Doctoral Dissertation
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INTRODUCTION

Relevance of the work. Visible changes in political, economic, demographic and cultural life that are observed in today's world lead to the increased relevance of the social contradictions in society. In this frame professional responsibility and professional competence of professionals providing social services becomes critical.

The relevance of the future professionals' education is determined by the Lithuanian higher education reform and the country's current economic, cultural, demographic and criminogenic situation. The current situation encourages educational institutions to respond flexibly to the environment and society needs and focus on the professional education of specialists.

However the question arises, whether the knowledge, abilities and skills obtained during studies correspond to the expectations of the society and are in line with the needs of the constantly evolving and changing world. Lithuanian progress strategy "Lithuania 2030" and National Progress Programme 2014 – 2020 states that the global trend of change in higher education and the Bologna process particularly focuses on the change of studies paradigm where the dominance of knowledge and study modules is changed by the development of skills and orientation to the study results. These changes require other didactic solutions and complex demanding tasks enabling the development of practical work skills, creativity, leadership, critical thinking and value orientations of the students.

It is important to educate versatile professionals who are able to solve global issues of modern society and understand them in the context of other sciences, who have communication and collaboration skills, are able to think critically and creatively and may manage the risks, who are active and social and are able to change their professional identity. Positive attitude to a professional, who has not only professional knowledge, but also possesses personal and social readiness should be emphasized.

Responsibility is one of the most important characteristics of the professional. In the development of future professional's responsibility, general microenvironment educational factors are in the main respect: family, school, self – education. During the study process the responsibility of future professional is educated by the university environment, study program, teachers, study methods. The aim of this education is to develop a qualified professional who is able to deal with the different types of social problems. This poses major challenges for future education of professionals.

The investigation level of scientific problem. Professional's concept and its education was investigated by foreign and Lithuanian authors: Crisafulli, 2009; Augustinienė 2012; Horbačauskienė and Gudaitytė 2012; Bang and Norway, in 2013; Edwards, 2014; Sejjaaka and Kaawaase 2014; Tolutienė 2014, Taub 2015; Latygovskaya, Bukharina and Chubik 2015; Madan and Nalla, 2015. However, these authors have not highlighted sufficiently the importance of professional responsibility as an essential trait of professionals.

Responsibility issues were rised and analysed in papers of Tauginienė, 2011; Vasiljevienė, 2012; Duch, Przepiorka and Stevenson, 2014; McDonald, 2015; Miller, 2015; Pickard, 2015; Ramasastry, 2015; Hebert and Hauf: in 2016.

However, information regarding responsibility education of professionals at the University is lacking in these literature sources. Investigations in this field are relevant to public life, and also appears as an important **scientific problem**, which is formulated by the question of how the University educates future professionals responsibility?

Research object – Responsibility education of future professionals at the university.

Goal of the research – to investigate responsibility education of future professionals at the university.

Tasks of the research:

1. To justify the theoretical model for the responsibility education of future professionals at the university

2. To justify empirical research methodology for the investigation of the future professionals' responsibility education at the university.

3. To determine empiricaly responsibility education of the future professionals at the university.

The dissertation is based on the following theoretical issues

• **Theory of ecological systems** (Germain and Gitterman, 1970) enables the investigation of people and social phenomena, without separating them from the social environment as a unified system. The person or phenomenon studied here is perceived as an element whose functioning depends on the exposure. According to the theoretical regulations of the ecological system responsibility is examined in the context of its activities – educating future professionals at the university.

• **Humanistic education** – knowledge is inseparable from the experiences; it is important to stimulate the student's desire to learn, to achieve; it is important that the student understands the importance of knowledge acquired and is able to choose educational methods (Maslow, 1968).

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- **Constructive learning theory** (Collins, Green, Resnick, Berliner and Calfee, 1992) – emphasizes the importance of the learning environment and personal responsibility in decision making process. This theory states that the teacher is in the role of a manager who plans, organizes and creates the conditions for the teaching of students and also takes care of students' learning motivation. Education is process of meaning construction based on mental activity and social changes. Each learner has an active role in educational process and may create very different perception of the same objects in the same environment.

Empirical research methodologies

- **Mixed methods research strategy.** In order to deeper and broader understand phenomenon under investigation sophisticated research is performed and a number of different investigation methods are used. Qualitative and quantitative research methods may be combined in one study, since both cognitive science techniques complement one another (Yin, 2003; Kardelis, 2007; Bitinas et al., 2008). The importance of the consistency of quantitative and qualitative research (Creswell 2013, 2015) in recognized in this dissertation emphasizing quantitative research, where quantitative analysis and interpretation of the results is performed using the data obtained from complementary qualitative study. In this dissertation Competing procedures strategy is adapted. It applies when quantitative and qualitative data are converted in order to carry out a detailed analysis of the research problem (Creswell 2015; Žydžiūnaitė, 2008).

The research data collection methods

- **Scientific literature analysis** method, which allows to carry out conceptual analysis of professionals' responsibilities and concepts to reveal responsibility education features when educating future professionals at the university.

- **Students written survey,** which enables assessment of the attributes related to the education of the professional responsibility of future professionals. Student written survey is used to determine how the early educational factors, reasons for studying at the university and the study process influences features of responsibility education at the University.

- **Structured interview** with selected study program teachers revealed the teacher's role in education of student's responsibility. For this purpose literature analysis based questionnaires were composed and used for interviewing.

- **Interviews in-depth** were carried out with teachers-experts with the aim to learn expert's opinion regarding education to responsibility of future professionals at the university. In-depth interviews with experts allow specifying

the results of performed qualitative research (structured interviews) and quantitative research (written survey) regarding responsibility education features of future professionals.

Logical structure of the research

Logical structure of dissertation was constructed in accordance with the main goal and objectives of the dissertation (see Fig.1.).

PROBLEM IDENTIFICATION, SETTING OF THE GOALS AND FORMULATION OF TASKS

1. THEORETICAL MODEL FOR THE RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY		
Analysis of the professional's concept	Analysis of the responsibility's concept	Education of future professionals

2. EMPIRICAL RESERACH METHODOLOGY FOR THE RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY			
Research logic and justification of methods	Justification of the data set	Justification of the research instruments	Research ethic and validity

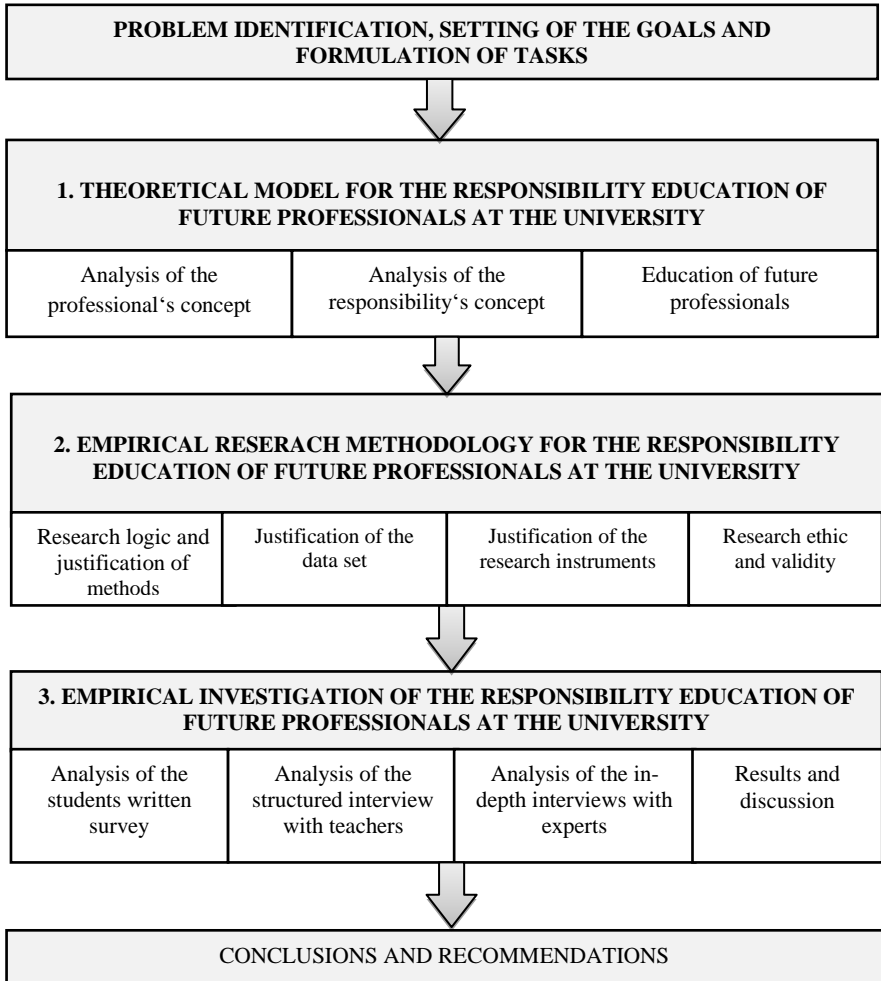| 3. EMPIRICAL INVESTIGATION OF THE RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY			
Analysis of the students written survey	Analysis of the structured interview with teachers	Analysis of the in-depth interviews with experts	Results and discussion

CONCLUSIONS AND RECOMMENDATIONS

Fig. 1. Logical structure of the dissertation

Data Set

• Representatives of socially sensitive professions were chosen for written survey. The study was conducted in two Lithuanian universities, where future police officers and future social educators are educated. The main research was carried out in 2011 and 2015. It was aimed to assess the dynamic changes in the responsibility's education of the future professionals. 102 recipients of the study program Law and Police Activities took part in the main survey in 2011 and 109 recipients – in 2015. The survey of 40 first year students – future social educators – from another Lithuanian University was carried out in 2015. Selection of these future professionals was based on the fact that both police officer's and social educator's professions are socially sensitive and represent Social sciences. The first year students were chosen as a target group, since the responsibility's education path from school to university and during the studies in the chosen program at the university was emphasized and the students were asked to retrospectively remember the responsibility's education at school and during the studies at the university. This study was carried out at the end of the first year, when the students were able to evaluate their responsibility's education during the first academic year. During the first year students complete most of general university modules which inspire the students to understand the social responsibility and legal liability. Since Law sciences (01S) and Education (07S) represent Social sciences, the students complete basic courses of Law sciences during the first year. These courses are expanded during subsequent years and help the students in their education of legal liability.

• Structured interviews were conducted with 34 selected teachers of the bachelor's study program Law and Police Activities (LPA). The program consists of 3 study blocks: general education subjects, basic subjects and special education subjects. Regarding to this, the teachers were selected as follows: 8 teachers responsible for general education courses, 14 teachers responsible for basic courses and 12 teachers responsible for special (professional) part of education. 22 of all selected teachers were involved in education of first year students. Research work and methodological and practical activities of these teachers were closely related to the taught subjects at various aspects related to responsibility. Most of the program teachers are professionals of Law and Social sciences. Academic qualifications of the involved teachers, their scientific publications, active participation in research projects and large practical work experience not only in the public sector of Lithuania but also abroad create favourable conditions for the successful implementation of the program.

• Following selection criteria were set for the in-depth interview respondents: 1) an academic degree and at least 10 years of administrative – managerial and scientific – pedagogical experience or 2) at least 15 years of

practical and scientific – pedagogical experience. In light of these criteria five experts were selected for the participation in in-depth interview: three of them were holders of associate professor position at the university; two selected teachers were working as university lecturers. Select docents had 20 years of scientific – teaching experience, were constantly involved in the process of study modules and study programme development, their updating and reading, with the approval and confirmation. Two of them had 12 years of administrative – managerial experience. Select lecturers have worked for 20 years as police officers and in parallel 14 years at the university as teaching staff. These lecturers also participated regularly in the development and renewal process of study modules and programme.

The research data was analyzed using the following methods:

- **Content analysis,** which enabled: a) handling of teachers interviews; b) treatment of in-depth interviews with experts.

- **Statistical data analysis techniques** allowed quantitative processing of students written survey results. The homogeneity of respondent answers was investigated and the equality of average values performed, as well as calculation of, Spearman and Cramer's V coefficients that were used for the assessment of relationship between the variables. Also cluster analysis of study methods was performed. Data processing was carried out using IBM SPSS 23.0 statistical analysis program.

Scientific novelty and theoretical significance of the dissertation

- Justification of theoretical model for responsibility education of future professionals at the University is provided.

- The original investigation methodology for the responsibility education of future professionals at the university is developed.

- Scientific important empirical facts about the responsibility education of future professionals at the university are collected.

- Educational peculiarities and tendencies of the responsibility education of the future police officers and future social educators at the university are highlighted.

- The theoretical model for the future professionals' responsibility education at the university (BPAUU) is revised and expanded.

Practical significance of the dissertation

- Dissertation conclusions based on the results of the performed research can be considered as a methodological basis for the improvement of the professional police officer's, social educator's and other professional's legal liability and social responsibility education at the University.

- The dissertation contains recommendations on how to improve the legal responsibility and social responsibility education, leading to the increased efficiency of the future professionals – police officers when performing their tasks.

- Practicality of the dissertation is based on the thesis that proper education of future professionals and adjustment of legal responsibility and social responsibility aspects of education in educational process should positively change police behavior in the social environment, their legal liability and social responsibility and increase the attractiveness of police officer profession.

- Conclusions and recommendations of the dissertation and the data obtained performing sociological studies can be used for the improvement of the Lithuanian legislation, for the development of the police legal education, social education or in other studies that analyze police officers surrounding environment, education of legal liability and social responsibility of professionals and their motivation to act as police officers, as well as the adequacy of the obtained qualification skills to carry out the duties of police officer.

Structure of the dissertation. Dissertation consists of introduction, 3 main chapters ant conclusions. The dissertation without annexes consists of 217 pages. It contains 47 tables, 42 figures and 7 annexes. The list of references consists of 316 positions.

CONTENT OF THE DISSERTATION

CONTENT OVERVIEW

1. THEORETICAL ASPECTS OF RESPONSIBILITY EDUCATION OF THE FUTURE PROFESSIONALS AT THE UNIVERSITY

The first chapter of the dissertation reveals the concept of professional and discusses the essence of the responsibility on the basis of the performed scientific literature analysis and provides author's insights on the issue. Analysis of professionals' education features at higher education institutions is provided, which leads to the construction of the theoretical model for responsibility education of professionals at the university.

1.1. Concept of the professional

This subchapter analyzes concept of the professional, his features and roles. According to the performed scientific literature analysis it is evident, that the professional is facing with constantly changing conditions, he/she participates actively in problem solving process, and often acts as an enabler providing support which increases personal, interpersonal, economic and political power, helps to improve the environmental conditions and to achieve the requested change. Performed analysis of scientific literature sources has shown that the researchers are focusing on different aspects of the concept of the professional. Advanced concept of the professional is used in this dissertation: professional is well educated and trained also competent person having theoretical knowledge and practical experience; generalist, who evolves constantly, is active and creative, who is characterized by the high responsibility level and good reputation, who acts respectfully, objectively and impartially in all situations and performs his duties in time, efficient and carefully.

1.2. Theoretical aspect of responsibility concept

1.2.1. Responsibility concept

Analysis of scientific literature sources has shown, that one group of the authors recognizes responsibility as one of the categories of ethics and as a fundamental value; however another group emphasizes preception of guilt and righteousness, sense of duty and taking responsibility for the performed actions.

Advanced concept of responsibility is used in this work. It defines responsibility as the highest personal value, fundament of ethics and morality, one of the criteria of justice and traits, personality and self-identity mechanism, the freedom to choose actions and the obligation to be accountable for the performed actions related to the perception of guilt and righteousness; recognition of loyalty to the state and to the public, the main tool for the

implementation of the law and justice in the society and a measure of democracy in the legal system.

1.2.2. *Philosophical, psychological legal and social aspects of professionals' responsibility*

Philosophical, psychological legal and social aspects of responsibility are discussed in this section. The philosophical aspect of responsibility is defined as the individual's obligation to be responsible for the actions taken in relationship with a surrounding world: with himself and other individuals, with a society and nature, e.g. with the professed values (fundamental, human and social). Psychological aspect of responsibility is understood as a theory providing guidelines for individuals how to behave correctly in accordance with the values, rules, regulations. Responsibility is legal, by law regulated obligation (liability) of individuals, to be responsible for their actions and deeds and be able evaluate these actions. Social responsibility of individuals is understood as their readiness to answer for the taken deeds and actions, their ability to fulfill the requested duties and commit themselves to public sanctions under certain conditions of righteousness or guilt.

1.2.3. *The responsibility of social sensitive professions' specialists*

This subchapter discusses the functions, roles as well as social and legal responsibility of social sensitive professionals – police officers and social educators.

1.3. Education of future professionals

This subchapter discusses the early stage educational factors, features of future professional education at the University. Developed theoretical model for the responsibility education of future professionals is also provided in this sub-chapter.

1.3.1. *General education factors*

One can distinguish the following main factors in early stage education: family, school and self-education. These factors help to develop personal character traits and values such as creativity, a sense of duty and responsibility. These factors result in proper thinking of the individual and its ability to choose a suitable profession.

1.3.2. Educational pecularities of future professionals at the university

This section analyzes educational pecularities of the future professionals at the university. University education of future professionals is focused on the development of professional skills, inter-disciplinarity, broader practical application of knowledge, generation of ideas, independent solution of problems and responsibility in solving complex operational challenges. University studies are aimed to prepare future professionals, who will be able to solve the global problems in the context of other sciences, who are professionals generalists actively involved in the creative process, who successfully adapt themselves in the multicultural communities, who may change themselves their professional identity, who are close to diverse artistry and creative expression.

1.3.3. Theoretical model for the responsibility education of the future professionals at the university

Summarizing theoretical aspects of responsibility education of the future professionals at the University theoretical model BPAUU was constructed (Fig. 2).
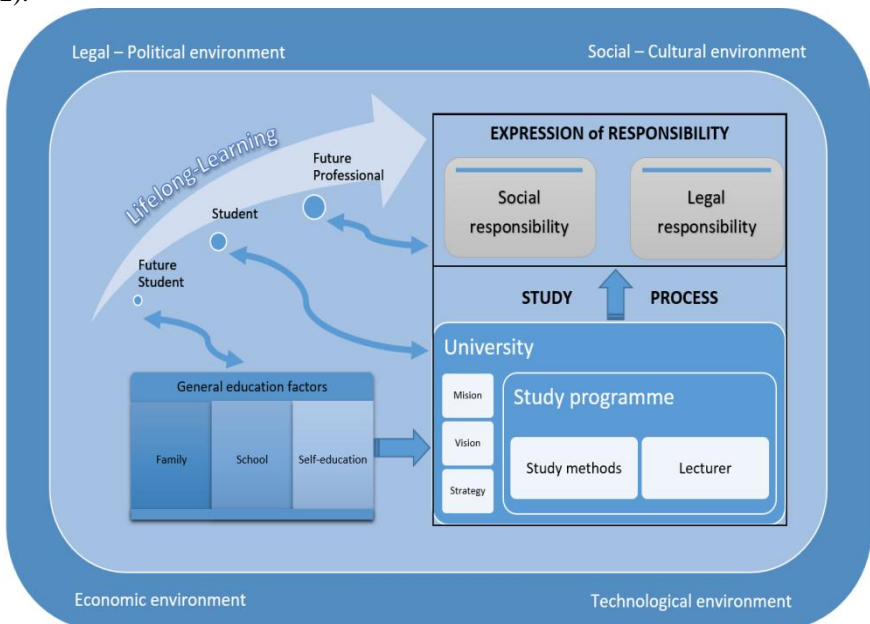
Fig.2. Theoretical model for the future professionals' responsibility education at the university (BPAUU)

2. RESEARCH METHODOLOGY FOR THE RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY

In the second chapter of the dissertation empirical research methodology is defined, which includes the research logic, methods of delivery, sampling and research instruments justification, construction of questionnaire, validity determination and research ethics.

2.1. Research logic and methods

2.1.1. Research strategy and logic

This section discusses the logic of research model for the responsibility education of the future professional at the university and provides the arguments for model's choice, based on empirical logic. The scheme of empirical research, which was carried out applying case study strategy and combining qualitative and quantitative methods, is shown in Fig. 3.
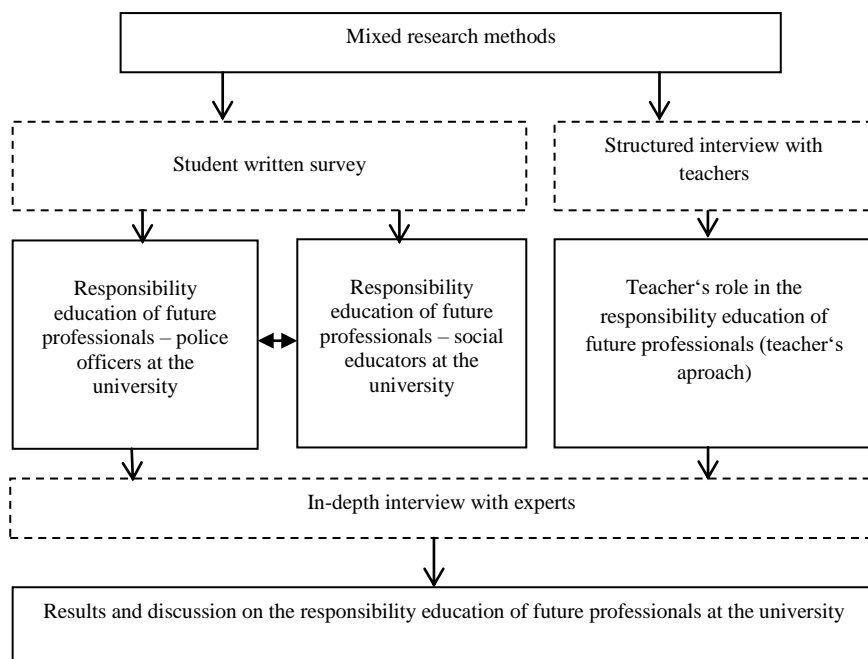
Fig.3. Logical scheme for the investigation of the future professionals' responsibility education at the university

Following actions were undertaken according to the logic scheme:

1. The university and study program was selected, and on this basis education of responsibility of future professionals was analyzed.

2. Written surveys for students were carried out, that provided quantitative information. Surveys were performed with the students who were studying in the selected program. Literature analysis based questionnaire was developed, which was aimed to disclose the pecularities in responsibility education of the future professionals from the students' point of view. The collected data were processed using quantitative data analysis methods.

3. A structured interview were carried out with the teachers of the selected study program in order to obtain qualitative information. The aim of the interviews was to reveal the teacher's role in shaping the future professionals' responsibilities and was based on the insights of teachers. Processing of the data was performed using content analysis method.

4. Individual (in-depth) expert interviews were carried out, as a part of a qualitative research. Interviews were performed with the teachers/experts of a selected study program who had significant administrative or practical experience. Literature analysis based questionnaire which also included the results of quantitative and qualitative investigation was constructed. The aim of the in-depth interview was to collect the most comprehensive empirical material about the future professional's responsibility education at the university, which allowed understanding in-depth and interpreting the results of the performed research, to formulate conclusions and provide insights and recommendations.

2.1.2. Research data collection methods

Following research data collection methods were used: case study, written survey, interview and interview in-depth.

2.1.3. Research data analysis

Following research data analysis methods were used: qualitative (content) analysis and statistical descriptive data analysis.

2.2. Data set

2.2.1. Characteristics of the data set for written survey

According to the aim of the dissertation it is necessary to select the professionals with high level of responsibility for the investigation. Police officers fit this requirement well because of their professional duties. Guclu and Can (2015) and Chen (2016) emphasize that next to crime prevention, another very important role of the police is the social service to citizens. Under this

provision, the majority of European countries pay big attention to the quality of police officers education and training.

In this section university and study program for the education of police officers is selected. The main criterion for the selection of the university was provision of University diploma for the police officers. Only one university in Lithuania fulfilled this criterion and was selected for further investigations. The future police officers may obtain University bachelor degree and Master degree studying in corresponding study programs Law and Police Activities implemented at this university. University runs these study programs since the time of restoration of the independence of Lithuania and educates middle and senior police officers, who also can occupy heading positions in the police structure. The case related to the selection of study program Law and Police Activities is of value for the research and egligible for the investigation of the future professionals' responsibility education at the university. 102 students participated in written survey in 2011, and 109 students – in 2015.

Comparative analysis of future professionals' responsibility education at the University was made in 2015. Students of Social Education study program were selected for this purpose because social educators as well as police officers are both social sensitive professions. The survey of 40 students – future social educators from another Lithuanian University was made. There was no specific selection of respondents: all students participating in the lecture were requested to fill in questionnaires.

2.2.2. Interviews with teachers data set

34 teachers of the study program Law and Police Activities were asked to participate in the interview. They were assigned to teaching subject related specific groups:

- general subjects – 8 teachers,
- fundamentals of study program – 14 teachers,
- specialization subjects – 12 teachers.

2.2.3. Interview in-depth data set

5 experts/teachers having long term experience in scientific, educational, administration and practical work were selected for the interview in-depth.

2.3. Justification of research instruments

2.3.1. Questionnaire for the written survey

Justification of the instruments for the students written survey The questionnaire was used to determine how from the students' point of view the

responsibility of the future professionals is educated at the university. This original questionnaire, which was drawn up on the basis on the proposed theoretical model (BPAUU) for the education of responsibility of future professionals at the university, was used as the main research instrument.

1. Research instrument consist of six parts of questions, its logical construction is as follows: The first part of questions aims to establish a common understanding of student responsibility and the key factors that help to develop the respondents' liability and social responsibility.

2. The second part of questions aims to identify early stage educational factors determining education of responsibility of future students before their accession to the analysed study program.

3. The third part deals with the evaluation of the program accession reasons.

4. The fourth part aims to define factors contributing to the responsibility education of students during study process at the university.

5. The fifth part is related to the results of responsibility education of the students, e.g. expression of responsibility of future professionals in every day's life and in unusual situations.

6. The sixth part is devoted to the collection of demographic characteristics of respondents.

2.3.2. Questionnaire for interviews with teachers

The questionnaire for interviews with teachers was made according to theoretical BPAUU model. It consists of three main parts: 1) responsibility from teacher's view, 2) teacher's role in education of students' responsibility; 3) other factors that educate the responsibility of future professionals at the university.

2.3.3. Interview in-depth with experts

In-depth interviews with experts allow specifying the results of performed qualitative research (structured interviews) and quantitative research (written survey) regarding responsibility education features of future professionals. The questionnaire for in-depth interviews was made according to the results of students' survey and structured interviews with teachers.

2.4. Validity of research instruments and ethics

2.4.1. Validity of research instruments

In order to determine whether the quantitative survey questionnaire is understandable to students, student – expert evaluations were performed. In order to determine whether the questions in questionnaire reveal the subject of investigation, its evaluation by teachers – experts was carried out. Qualitative

research reliability and intelligibility was assessed exploring the fact, that the answers to the key research questions were found and also repetition of the respondents' answers was observed, indicating that the respondents had the same things in mind.

2.4.2. Research ethics

The research was conducted in accordance with the ethical standards: voluntarism, personal decision, anonymity

3. EMPIRICAL RESEARCH OF RESPONSIBILITY EDUCATION OF FUTURE PROFESSIONALS AT THE UNIVERSITY

Quantitative and qualitative investigations were carried out as a part of the empirical research. The empirical research started with a quantitative study – performance and evaluation of the students written survey. It was followed by the structured – interview with teachers and in-depth interview with experts and was finalized discussing results of the performed research and providing corresponding conclusions and recommendations.

3.1. Responsibility education of future professionals – police officers at the university

This subchapter discusses the students survey results, that disclose pecularities of the responsibility education of future professionals at the university from the students' approach. Provided results are supported by the comparison of the respondents answers and represent the essential trends of the responsibility education of future professionals.

3.1.1. Future police officers' understanding of responsibility

This section was aimed to discuss whether the students possess the legal liability and social responsibility. It was found that social responsible respondents were also possessing a legal liability. Although the greatest impact on the formation of respondents' legal liability and social responsibility had a family, the relevance of the university's contribution to the education of responsibilities for future specialists is growing up over the years.

3.1.2. Future police officers' general responsibility education

The aim of this part of the investigation was to determine what factors had the greatest impact on the development of respondents during their studies at school, since the formation of a social responsibility and legal liability starts already at this stage of life. It was found that family and especially parents had

the greatest influence on the respondents' development at secondary school. Respondents were characterized by their sense of social responsibility, according to which they were following the school's internal rules, respecting the norms of behavior established by school community. Sense of social responsibility helped respondents to adjust themselves to the acceptable behavior norms within the community and promote theses norms. Developed sense of social responsibility contributes to the respondents' behavior in the higher school community and is basis for further responsibility education at the university.

3.1.3. Future police officers' reasons for selection of the study program

Performed analysis has indicated the following main reasons determining students joining to the study program Law and Police Activities: the desire to serve and help the people, good employment opportunities, the chance to discover best features, the desire to acquire the status of a police officer.

3.1.4. Future police officers' responsibility education at the university

Analyzing responsibility education at the University, the students' oath, the role of his/her desires and obligations in self education of legal liability and social responsibility and also study methods for self-education were taken into consideration. It was found that among survey respondents preception prevails, that oath helps to deepen the sense to social responsibility and legal liability. This was especially noticeable analyzing results of the survey conducted in 2015.

It was also found that the respondents considering themselves as more legally liable, paid greater attention to the following statement on oath role in the formation of professionals' responsibility: an oath binds him as a person and as future police officer to legal liability. It was also found that respondents considering themselves as more socially responsible, were paying the greater importance to another statement on oath role in the formation of professionals' responsibility: an oath binds him as a future police officer to social responsibility. Performed study revealed, that the students' obligation to comply with the procedures and rules of the university, to be responsible for his/her studies and exams success over the years is becoming increasingly important in the formation process of his/her legal liability and social responsibility. Based on the results of this study, cluster analysis of study methods was performed. Over the years, study methods are more likely to educate students' legal liability and social responsibility, but also the students are more aware of benefit of these methods in typical (or atypical) situations within the formation process of legal liability and social responsibility.

3.1.5. Expression of responsibility of future police officers

This section aims to investigate which type of responsibility: legal liability or social responsibility would feel the students in their life being just a persons and being police officers. What would the students – future police officers – feel in the full filling their daily duties, without the need to take especially important decisions? And how they would feel, in the case of necessity to take critical the human fate depending decisions. Are the decisions of the students – future police officers, especially in the conflict situations, influenced by the feeling of responsibility to the people? Are these decisions influenced by the obligation to comply with the law? Are these decisions of future police officers in conflict situations influenced by the fear of punishment if the law is violated?

Performed investigation revealed that for the students, as police officers, most important is feeling of the legal liability which is followed by social responsibility. Social responsibility is preferred in the private life. Students – future police officers carrying out daily duties, without a need to take important decisions, and also in the case of necessity to take critical human fate depending decisions would feel both legal liability and social responsibility. Decisions of the future police officers in conflict situations are influenced by the responsibility to the people, the obligation to comply with the law and fear of punishment if the law is violated.

3.2. Responsibility education of future professionals – social educators at the university

This subchapter discusses the students – future social educators survey results, that disclose pecularities of the responsibility education of future professionals at the university from the students' approach.

3.2.1. Future social educators' understanding of responsibility

The aim of the research provided in this section was to find out whether legal liability and social responsibility are typical for future social educators. It was found that social educators are characterized by both legal liability and social responsibility. Legal liability of social educators was educated in the family and during the studies at the university, and social responsibility was educated in the family.

3.2.2. Future social educators' general responsibility education

The aim of the research provided in this section was to identify the factors of greatest impact on the respondent's education of social responsibility and legal liability during their years of schooling, since both responsibilities start to develop in this period of life. Performed study revealed that teachers, seconded

by parents had the greatest impact on the formation of legal liability and social responsibility of respondents during the years of general education at school. Preparing for social educators profession most of respondents were familiar or even knew social responsibility and legal liability rules and complied with them.

3.2.3. Future social educators' reasons for selection of the study program

The reasons for choosing Social pedagogics program were analysed in this section. Analysis revealed, that the respondents indicated their desire to gain the status of social educator and serve and help the people as the most important reason.

3.2.4. Future social educators' responsibility education at the university

Investigating responsibility education at the University, feelings and thoughts contributing to self-education of legal liability and social responsibility were analysed in parallel to study methods helping in self-education of the legal responsibility and social responsibility. It was found, that the feelings and thoughts arising during the studies at the university, definitely help or assist in the formation of the legal liability and social responsibility for the majority of respondents. Also various study methods help social educators to educate both the legal liability and social responsibility.

3.2.5. Expression of responsibility of future social educators

The aim of the research provided in this section was to investigate what kind of the responsibility (legal, social, or both) students would feel as persons living in private life and persons – social educators. What would feel the students – future social educators, performing their daily duties, that don't require especially important decisions? What would feel students – future social educators, if the human fate depending critical decisions would be requested? Are the decisions of students – social educators in conflict situations influenced by the feeling of responsibility against the individual? Are the decisions of students – future social educator's conflict situations affected by the obligation to comply with the law? Are the decisions of students – future social educators in conflict situations influenced by the fear of punishment if the law is broken?

The investigation has revealed that the students – future social educators as persons living in private life and as social educators carrying out daily duties would have a sense to legal liability and social responsibility. In the conflict situations when self-determination is not always requested the decision of social educators is influenced by social responsibility against the individual. In the conflict situations when self-determination is requested the decision of social

educators is partially affected by the obligation to comply with the law. More than half of respondents indicated fair to be punished if the law is broken.

3.3. Comparative analysis of future police officers and social educators responsibility education

The comparative analysis of responsibility education of future police officers and future social educators was performed. The main results are presented in Table 1.

Future police officers, specifying responsibility education factors, emphasized that during the years of schooling the greatest impact was made by their parents or nobody, while future social educators emphasized the teachers' and only in the second place – the parents' role. Most of the future social educators as well as future police officers stated that this influence contributed to the formation of their legal liability and social responsibility. Future social educators stressed also the importance of the university in education of the legal liability and the importance of the school and university in education of social responsibility.

Comparative analysis of the reasons why future police officers and social educators were joining the selected study programs has shown, that future police officers prefer their studies according to their wish to serve and to help people, but also seeing the benefits of social guarantees. Meanwhile, the future social educators often choose their future profession on ideal basis. Other study program accession reason indicated by future police officers and social educators were not significantly different.

Comparing future police officers and social educators' views on the study methods that help the formation of responsibility, it was found that police officers better than social educators evaluate the study methods: "Demonstration of the good behaviour model of the professional" and "Preparation of the competences portfolio" of the case. All other study methods were evaluated by police officers and social educators in the same way.

A comparative analysis according to the respondents' aspects of responsibility expression revealed that future police officers and social educators, as professionals and as individuals living their personal life, tend to perceive the legal liability and social responsibility. This understanding is not statistically different between future police officers and social educators when making critical decisions. However, performing their daily duties that do not require especially important decisions, future social educators are more focussed on the social responsibility dimension, while future police officers – on legal liability. In conflict situations, future police officers were more likely tending to follow the sense of responsibility against individual than future social educators. Future

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police officers and social educators mostly agreed with the statement that they fear of being punished, if the law is broken. However, future police officers more than social educators were tending to follow the law in conflict situations.

Table 1. Comparative analysis of future police officers and social educators' responsibility education in 2015.

Blocs	Statements	Difference between police officers and social educators
Understanding of responsibility	Formation of social responsibility at school	$\chi2=20,742$, p=0,000
	Formation of legal liability at university	$\chi2=7,720$, p=0,005
	Formation of social responsibility at university	$\chi2=16,760$, p=0,000
General education of responsibility	Influence factors during the years of schooling	$\chi2=29,174$, p<0,001
	Contribution of factors to the formation of responsibility	$\chi2=29,174$; p<0,001
Reasons for joining the study program	I desire to serve and help the people	t=-3,236, p=0,002
	I chose this program and future profession on ideal basis	t=2,888, p=0,005
	I cannot imagine myself working something different	t=-3,57, p=0,001
	I think it will be easy to get a job after graduation	t=-6,648, p=0,000
	This work is well paid	t=-4,336, p=0,000
Desires and obligations	I feel an obligation to be responsible for my studies and successful exams, because otherwise due to the underachievement I can be removed from the university	Helps to develop legal liability t=-2,050, p=0,042
	Study method "Demonstration of the good behaviour model of the professional"	Helps to develop legal liability t=-3,036; p=0,003
	Study method: "Preparation of competences portfolio"	Helps to develop social responsibility t=-2,127; p=0,035
Expression of responsibility	Professional performing daily duties that don't require especially important decisions	$\chi2=15,222$ p=0,004
	Self-determined decision of professional in conflict situations	$\chi2=4,044$; p=0,044
	Self-determined decision of professional influenced by obligation to comply with a law	$\chi2=13,047$; p=0,005

3.4. Teacher's role in responsibility education of future professionals at the university

This part was aimed to determine the teacher's approach to responsibility, teacher's role in responsibility education of future professionals and other factors related to responsibility education of future professionals.

3.4.1. Teacher's point of view to responsibility

Summarizing results obtained from interviewing of teachers it is to conclude, that the remarks of teachers were close to concept of responsibility which was formulated in the theoretical part. Responsibility is one of the basic personality traits, criterion for the correct social behavior, basis for morality, ethical and legal category. It is a status of the historically active personality with responsibility to the nation, to the fate of the state and incompatible with indifference.

3.4.2. Teacher's role in education of responsibility of future professional

During interviews the teachers were asked to evaluate their own responsibility. All in interviews participating teachers evaluated themselves as being responsible persons. To the question regarding model role of the teacher as a responsible person, most of the interview participants who although claimed responsibility, were hesitating to provide themselves as a model of responsibility to the students.

3.4.3. Other factors related to responsibility education of future professionals at the university

During interview the teachers were asked to indicate the ways, different from education, how legal liability and social responsibility is developed in future professionals. Respondents indicated that it is developed by the university environment, life experience of students, especially gained in the student self-government activities, personal involvement of students in the development of their legal liability and social responsibility development. According to the opinion of respondents, teacher's requirement for students to carry out assigned tasks in time, would contribute to the development of student's legal liability and social responsibility, encourage student's citizenship and patriotism and lead to open-minded conversations between teachers and students.

3.5. Qualitative in depth interview with experts regarding responsibility education of future professionals at the university

This study was aimed to deepen the knowledge about student responsibilities, reasons why the students are joining the Law and Police Activities Program and

responsibility education of students at the University, which was obtained analyzing the results of written survey and interviews with teachers.

3.5.1. Students' responsibility

It was found that the reasons contributing to the formation of students' legal liability and social responsibility are educational factors – family, school, church, public institutions, educational institutions, as well as the efficiency of the police system, public values, the efficiency of higher education system, moral behavior, the overall acceptable social values, student motivation and learning process. The latter simulate the desire to constantly learn and improve, pursuit of knowledge, independence, the ability to communicate with colleagues and work as in a team. Liable student is a member of the public who respects the law and liabilities, who's the behavior and expectations are without prejudice to the rights and obligations of the principle of unity, who is willing to acquire legal knowledge and skills required for police work during his studies. Meanwhile, socially responsible student is the member of the public, who clearly understands the public's expectations to the police officers' activities and is ready to meet them in his work. This is a student, who's value orientation are in line with public expectations to his profession. This person respects life and communication standards set by the society, is socially active in organizing students' community activities and engaging other students for this. He is ready to answer for its deeds and actions, capable to fulfill his obligations and commit himself to the public sanctions under certain justice or guilt conditions. Students, who are characterized by a legal liability, are also characterized by a social responsibility, since both responsibilities are inseparable: social responsibility comes first and leads to the formation of person's legal liability.

3.5.2. Analysis of reasons for studying in the program Law and Police Activities

According to the insights of respondents, students choose study program Law and Police Activities with the aim to attain a university degree in law and in order to realize themselves pursuing the career. The number of students who are joining this program because they like the idea to be police officer is decreasing due to the dominating approach for value changes. The insufficient financing, social security, life reality and work specific does not meet expectations of future students. Nevertheless, part of the students prefer studies in this program due to the provided state-funded places and students own demand on knowledge and skills which are provided studying at the university. It is to point out, that the reasons for studying program Law and Police Activities at the university are changing with a time.

3.5.3. Responsibility education at the university

Summarizing the insights of respondents, it is to conclude, that self-studies of legal subjects help the students to understand the legal liability. Simulations, role-playing, problem-highlighting and judgment, learning contract, learning by doing are also significantly contributing to the education of the legal liability of students at the university. The study results are achieved applying methods of the active education: writing learning (reflection) diary, debates, group discussions, teacher, engaging teachers, seminars, self-study, learning from the group members, task assign for the groups, problem highlighting and resolution, case studies, projects, colloquium, practical exam, preparation of semester work or final thesis.

Education of the social responsibility relies on the quality of the study process implementation: transparency, objective evaluation, organization of practices, establishing of feedback links, effectiveness of communication in the organization, organizational climate, strengthening of the student's belief that the good work will be adequately evaluated, also study methods which are applied in order to educate social responsibility: engaging teacher, feedback, teacher, problem highlighting and solution, workshop, the "guest" teacher, debate, the brain storm, group discussions, case study, projects, colloquium, practical exam, preparation of semester paper or final thesis.

Summarizing students' insights regarding oath meaning, it is to conclude that the students' oath is a pledge or promise, a moral obligation, a symbolic ritual, a tradition that makes a psychological impact and requires the student – the future professional police officer to keep and implement the promise. However, it entails any responsibility for the perjury or failure. This situation should be improved and the oath should gain a greater meaning over the years.

According to the results of the conducted interviews with the teachers it could be stated that the education of responsible professionals at the university requires: strengthening of the competitiveness among the higher education institutions and among study programs, individualization of the educational process, more often use of the "suitable model" phenomenon, promotion of faculty and students collaboration, familiarization of the students with the problem-solving methodology and its applications, development of the students' creativity, education of the students to a peaceful solution of conflicts and introduction of ways for their will development.

3.6. Research results and discussion

The results of students surveys, interviews with teachers and in-depth interviews with experts caused considerable controversy. Therefore, in this chapter the obtained results are compared with the theoretical findings and

insights of other scientists, the main conclusions of the performed research are discussed, and research summary is provided.

Following aspects are discussed:

- Student legal liability and social responsibility.
- Reasons to study program Law and Police Activities.
- Responsibility education of students – future professionals at the university (students' oath, students' thoughts and feelings, the teacher's role and study methods).
- Expression of responsibility of future professionals.

3.6.1. Students legal liability and social responsibility

Performed literature analysis has shown that the future professionals – police officer's values are closer to or equivalent to social responsibility than to legal liability. Quantitative study confirms this assertion. Experts had diverse opinion on the issue: one group of experts agreed that over the years the students – future professionals become, or should become legally and socially more responsible, or at least preceive the essence and the purpose of these categories. Another group of experts had the opinion that due to the change of values perception students' legal liability and social responsibility should fall.

3.6.2. Reasons to study the program Law and Police Activity

Summarizing the results of the students' survey and experts' insights, it is to conclude, that decisively minded students – future professionals are choosing police officer's profession. They have a robust approach to the legal liability, are redy to realize their potential in this profession, and expect an appropriate remuneration for their work. The author is inclined to accept the experts' view that the students and joining the study program Law and Police Activities in order to attain a university degree in law and to realize themselves and pursue a career.

3.6.3. Responsibility education of the future professionals at the university

Performed research has shown, that both: students and experts agree that the student's oath and helps students to develop their legal liability and social responsibility. Studying at the university students are obliged to comply with the rules and procedures set by the university and take the responsibility for their own studies and successful exams. These obligations are becoming increasingly important over the years as they are a part of the legal liability and social responsibility formation process. In interviews participated teachers *are educating legal responsibility and social responsibility of future professionals* at the university. It is done during teacher through assign of different tasks and

practical situations to the students, that should be timely and *responsibly* conducted. Moreover, teachers explain human values based on the morality criteria. According to the opinion of students and experts, over the years, study methods are more likely contributing to the development of students' legal liability and social responsibility. Summarizing it can be stated, that both students and experts agree on the study methods, which contribute to the legal responsibility and social responsibility education at the university: case studies, group work and feedback methods of studies.

3.6.4. Expression of responsibility

The investigation revealed, that both students and teachers indicate that future police officers, as private persons, in particular would have sense of social responsibility, but as police officers, they would have the sense of legal liability on the first line, which is followed by social responsibility.

Quantitative study has shown that the majority of respondents, performing daily duties without the need to take especially important decisions or making critical decisions on which depend the fate of the human, feel the legal liability and social responsibility. In conflict situations requiring officers self-decision, these decisions are affected by the officers' sense of responsibility to people, his/her obligation to comply with the law and fear of punishment if the law is violated.

3.6.5. Expression of responsibility of future police officers and social educators

This subchapter deals with the comparison of responsibility expression of social sensitive professions – future police officers and social educators. It was found that future police officers and future social educators, as both are social sensitive professions had more similarities than differences in the respect of social and legal responsibility.

Summarising the research results, the theoretical model for the future professionals' responsibility education at the university (BPAUU) was modified (see **fig. 4**) including these components: practical activities of study program, after class activities (societies, clubs, students' organizations, student self-government activities, sports activities, festivals and other events). The expression of responsibility was supplemented with feelings in critical situations, taking important decisions, the obligation to comply with the law and fear of punishment if the law is violated, feelings in private life and performing professional duties.
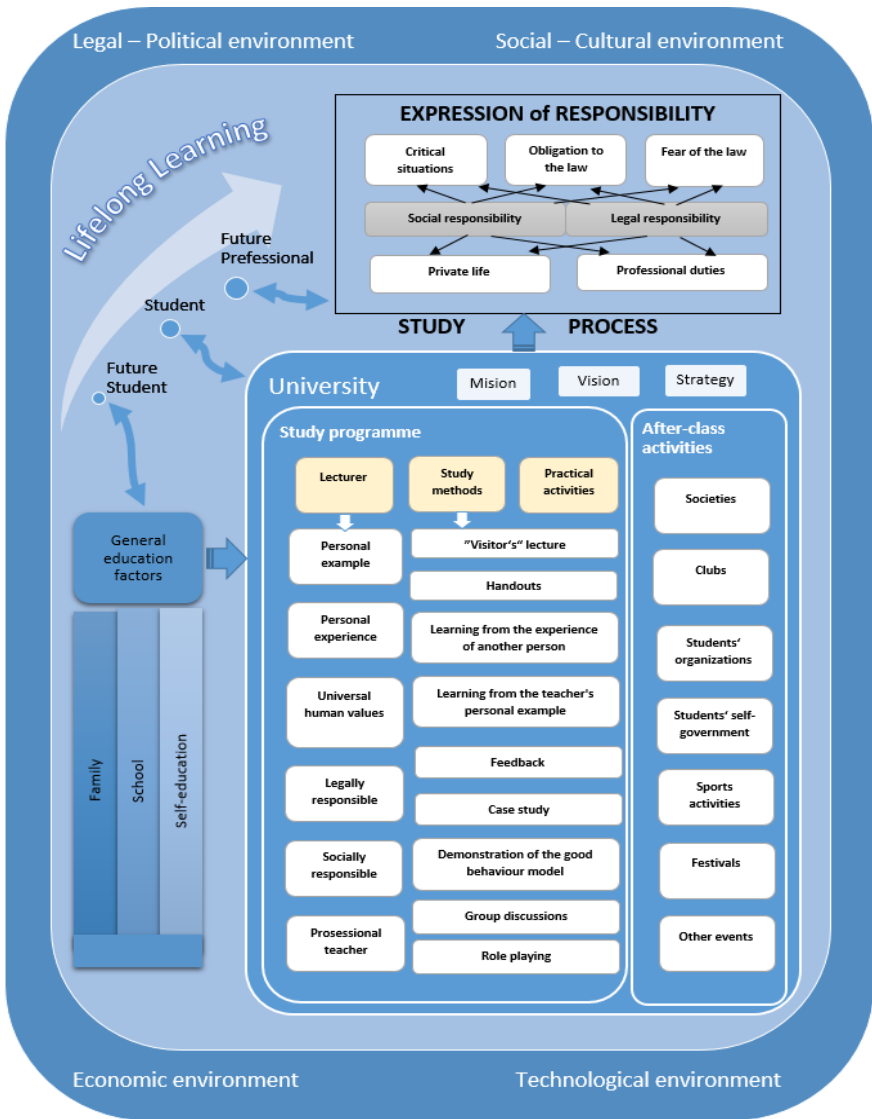
Fig.4. Modified model for the future professionals' responsibility education at the university (BPAUU)

CONCLUSIONS

1. Theoretical model for responsibility education of future professionals at the university (BPAUU) highlights:

- The concept of professional, which highlights professional's traits such as education, qualifications, competence, practical experience, continuous improvement, generation of new ideas, creativity, high level of responsibility, faultlessly reputation, courtesy and objectivity and impartial behavior in all situations, timelines, efficiency and careful performance of duties.

- The concept of responsibility, indicating that the responsibility is the highest personal value, basis for ethics, morality, one of the justice criteria, personality and self-identity mechanism, the freedom to choose their own actions and the obligation to be responsible for their actions related to the perception of guilt and righteousness, perception of responsibilities to the state and to the society, the main tool for the implementation of the law and justice and a measure of democracy in the legal system. Analyzing the responsibility in philosophical, psychological, legal and social aspects, it was found that the duties of future professionals – police officers are closely linked with the legal liability and social responsibility.

- Process of responsibility education of the future professionals at the university comprising the following stages: early stage education, choice of profession, university education and the expression of responsibility of future professional as a result of university education. The role of family, school and self-development factors is emphasized in the early stage education. The reasons to study chosen program are emphasized when discussing the choice of profession. University, study program and teacher's role are emphasized during student's education at the university.

2. The investigation of responsibility education of the future professionals at the university is complex, therefore it requires to choose mixed study design, when different (quantitative and qualitative) research methods are combined. Students written survey allowed identifying student's personal responsibility perception and the influence of early stage education factors and influence of studies at university on the development of their responsibility, also to investigate the expression of students' legal liability and social responsibility as a result of responsibility education at the University. Structured interview with teachers, enabled the identification of teacher's role in responsibility education of students at the university. In-depth interview with experts, enabled clarification of the written survey and provision of deeper insights regarding responsibility education of the students at the university.

3. Empirical research revealed specific features of the responsibility education of the future professionals at the University.

- Students – future police officers feel legal as well as social responsibility. The most important reasons for joining study program Law and Police Activities are: a desire to serve and help people; opportunity to be employed; possibility to show their best personal qualities; the desire to acquire the status of a police officer. Future social educators select their study program for ideas. Student oath helps the students to develop their responsibility. Students feel obliged to follow the rules, procedures and regulations set by university, also they have an obligation to be responsible for their studies and successful exams. Over the years, these obligations are becoming increasingly important in the process of their legal liability and social responsibility formation. Over the years, provided educational methods are more likely to develop students' legal liability and social responsibility, but the students are also more aware of the benefits of typical (nor atypical) situation methods in the process of their legal liability and social responsibility formation. The students – future professionals as private persons prioritize social responsibility, but the first priority for the students as future police officers is the legal liability.

- Comparative analysis of future police officers and future social educators responsibility education revealed many similarities, however some differences related to the respondents' activities' areas were found. In daily life future social educators are more likely to feel social responsibility while future police officers are more likely to feel legal responsibility. In case of conflict situations future police officers are more responsible to people and law.

- The teachers understand the responsibility as one of the basic personality characteristics. Teachers characterize themselves as responsible persons; they educate future professionals to legal liability and social responsibility through the study process when applying different educational methods, discussing the real-life situations, pointing out the importance of regularity, integrity and accountability. Teachers are constantly improving their competences and skills participating in conferences trainings and seminars, however, most of them are hesitant to present themselves as a model person with high responsibility. In addition to teachers, the whole university environment (community, class mates, group leaders, students' self-government organizations, student's personal contribution to the development of the university and his/her involvement in university activities) and also the situations experienced by students, classes in sports and other extra activities, the timely and responsibly carried out specific work are contributing to the responsibility education of future professionals at the university.

- Experts state that the reasons for the development of student's legal liability and social responsibility are educational factors – family, school, church, public institutions, and educational institutions. The students – future police officers are educated to the legal liability and social responsibility during the study process, securing social welfare and also through statutory relations and participation in the profession related events. Study methods, law studies help the students to understand their legal liability. Education to the social responsibility is affected by the quality of the study process implementation: transparency, evaluation objectivity, organization of practices, presence of the feedback, communication efficiency within the organization, the organizational climate.

- The theoretical model for the future professionals' responsibility education at the university was modified, according to the results of the empirical research, including personal characteristics of a lecturer and study methods that help students to educate their social and legal responsibility. The model was also supplemented with practical activities of study program and after class activities (societies, clubs, students' organizations, student self-government activities, sports activities, festivals and other events). The expression of responsibility was supplemented with feelings in critical situations, taking important decisions, the obligation to comply with the law and fear of punishment if the law is violated, feelings in private life and performing professional duties.

APROBATION OF THE RESEARCH RESULTS

Articles published in "Web of Science" Conference Proceedings

1. Nedzinskas, E., and Bankauskienė, N. (2009). Training practice – the premise for professionalism of a future Office of law enforcement // Changes in social and business environment: proceedings of the 3nd international conference, Kaunas University of Technology, Panevėžys Institute, Martinther University, University of Tartu, Institute for Social Research. Kaunas: Technologija. ISSN 1822-7090. 2009, t. 3, p. 279-288. [Conference Proceedings Citation Index] [M. kr. 07S].

2. Bankauskienė, N., Nedzinskas, E., and Janušauskas, A. (2009). Education of general abilities preparing engineers and judicial officers (the case of Kaunas University of Technology and Mykolas Romeris University) // Global cooperation in engineering education: innovative technologies, studies and professional development: conference proceedings: October 1 – 3, 2009, Kaunas University of Technology. Kaunas: Technologija, 2009. ISSN 1822-8070. p. 166-177: lent. [Conference Proceedings Citation Index] [M. kr. 07S].

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1. Bankauskienė, N., Nedzinskas, E., and Janušauskas, A. (2010). Studentai apie mokomąją būsimojo policijos pareigūno praktiką // Security of society and public order: proceedings of scientific articles (4), Mykolo Romerio universitetas. Kaunas: Mykolo Romerio universitetas. ISSN 2029 – 1701. 2010, [Nr.] (4), p. 4-14. [CEPOL Research and Science Database] [M. kr. 01 S].

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1. Nedzinskas, E. (2013). Educational Value of Practice in Specialist Training. // Инновации в технологиях и образовании: сборник статей VI международной научно – практической конференции (17 – 18 мая 2013 г.): 4 часть / Кузбасский государственный технический университет имени Т. Ф. Горбачева, Великотырновский университет им. Святых Кирилла и Мефодия Филиал КузГ, p. 72-76.

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1. Nedzinskas, E., and Bankauskienė, N. (2016). Socialinės atsakomybės ugdymas studijų procese // Iššūkiai ir socialinė atsakomybė versle. Challenges and Social Responsibility in Business. International scientific – practical conference proceedings, Kolpingo kolegija. Kaunas: Kolpingo kolegija. ISSN 2029-7130, p. 5-13.

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1. Socialinės atsakomybės ugdymas studijų procese. International scientific – practical conference „Socialinė atsakomybė profesinėje veikoje", 24th of March, 2016, Kolpingo kolegija, Kaunas, Lithuania.

2. Inovatyvių metodų taikymas kintančioje teisės ir policijos veiklos bakalauro studijų programoje. 6th International scientific – practical conference „Šiuolaikinio specialisto kompetencijos: teorijos ir praktikos dermė", 4th of May, 2012, Kauno kolegija, Kaunas, Lithuania.

3. Profesinis rengimas: bendrųjų gebėjimų ugdymas universitete. International scientific – methodical conference „Regioninės problemos: Ekonomika, Vadyba, Technologijos", 28th of October, 2011, Vakarų Lietuvos verslo kolegija, Klaipėda, Lithuania.

4. Teachers about responsibility training of future specialists. International scientific conference "Global cooperation in engineering education: innovative technologies, studies and professional development", 7-8th of October, 2010, Kaunas University of Technology, Kaunas, Lithuania.

5. Education of general abilities preparing engineers and judicial officers (the case of Kaunas Technological University and Mykolas Romeris University). International scientific conference "Global cooperation in engineering education: innovative technologies, studies and professional development, 1-3th of October, 2009, Kaunas University of Technology, Kaunas, Lithuania.

6. Training practice – the premise for professionalism of a future Office of law enforcement. International scientific conference "Changes in social and business environment", 4-5th of November, 2009, Kaunas University of Technology, Panevėžys, Lithuania.

7. Sąvokų atsakingumas ir atsakomybė semantiniai ryšiai su etikos kategorijomis. Scientific conference „Tarpdisciplinių tyrimų link", 20th of March, 2009, Šauliai University, Šiauliai, Lithuania.

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9. Immigration in Lithuania: influence for University Education. International scientific conference "Global cooperation in engineering education: innovative technologies, studies and professional development", 2-4th of October, 2008, Kaunas University of Technology, Kaunas, Lithuania.

10. Professional career of the students of faculty of public security. International scientific conference "Global cooperation in engineering education: innovative technologies, studies and professional development", Kaunas University of Technology, 2-4th of October, 2008, Kaunas, Lithuania.

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REZIUMĖ

Tyrimo aktualumas. Šiandieniniame pasaulyje pastebimi akivaizdūs pokyčiai politiniu, ekonominiu, demografiniu ir kultūriniu lygiu, vis didesnį aktualumą įgyja socialiniai prieštaravimai visuomenėje. Šiuose procesuose kritiškai svarbia tampa socialines paslaugas teikiančių *profesionalų atsakomybės* ir profesinės kompetencijos problema.

Būsimojo *profesionalo* parengimo aktualumą lemia Lietuvos aukštojo mokslo reforma ir dabartinė šalies ekonominė, kultūrinė, demografinė ir kriminogeninė situacija. Esama situacija skatina ugdymo institucijas lanksčiai reaguoti į aplinkos ir visuomenės poreikius, orientuotis į specialistų *profesionalų* rengimą. Keliamas klausimas, ar studijų metu įgyjamos žinios, gebėjimai ir įgūdžiai atitinka tai, ko iš besimokančių laukia visuomenė, ko reikalauja nuolat kintantis ir besikeičiantis pasaulis.

Vienas iš svarbiausių *profesionalo* bruožų yra *atsakomybė*. Ypač svarbu parengti tokį būsimąjį *profesionalą*, kuris turėdamas aukštą *atsakomybės* lygį sugebėtų ne tik išspręsti įsisenėjusias ir naujai brėstančias problemas visuomenės saugumo klausimais, bet ir būtų išsilavinęs, nuolat tobulėjantis, prisitaikantis prie naujai diktuojamų sąlygų, išgyvenantis daugiakultūrinėje aplinkoje. Nagrinėjant būsimųjų *profesionalų atsakomybės* formavimąsi, jau iki studijų universitete yra akcentuojami bendrojo ugdymo(si) edukaciniai veiksniai mikroaplinkoje: šeima, mokykla, savarankiškas ugdymas(is). Studijų proceso metu būsimojo *profesionalo atsakomybę* ugdo universiteto aplinka, studijų programa, dėstytojai, jų taikomi studijų metodai. *Atsakomybės* ugdymas yra labai svarbus šiuolaikinėje greitai besikeičiančioje visuomenėje, nes santykiai visuomenėje tampa vis sudėtingesni, didėja reikalavimai *profesionalams,* nuo kurių priimamų sprendimų tiesiogiai priklauso ir visuomenės, ir atskirų žmonių gerovė. Dėl to kyla dideli iššūkiai būsimųjų *profesionalų* rengimui.

Mokslinės problemos ištyrimo lygis. *Profesionalo* sampratą, jo ugdymą nagrinėjo užsienio ir Lietuvos autoriai: Crisafulli, 2009; Augustinienė 2012; Horbačauskienė ir Gudaitytė 2012; Bang ir Norway, 2013; Edwards, 2014; Sejjaaka ir Kaawaase 2014; Tolutienė 2014, Taub 2015; Latygovskaya, Bukharina ir Chubik 2015; Madan ir Nalla, 2015. Tačiau minėti autoriai nepakankamai išryškino *atsakomybės*, kaip esminio *profesionalo* bruožo, svarbą.

Atsakomybės klausimus nagrinėjo ir šia tema rašė užsienio ir šalies mokslininkai: Tauginienė, 2011; Vasiljevienė, 2012; Duch, Przepiorka ir Stevenson, 2014; McDonald, 2015; Miller, 2015; Pickard, 2015; Ramasastry, 2015; Hebert ir Hauf, 2016. Tačiau tiek užsienio, tiek Lietuvos mokslinėje literatūroje pasigendama būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete tyrimų ir analizės.

Todėl šie tyrimai yra ne tik aktualūs visuomenės gyvenimui, bet ir iškyla kaip svarbi **mokslinė problema**, kuri formuluojama klausimu: kaip universitete yra ugdoma(si) būsimųjų *profesionalų atsakomybė*?

Mokslinio darbo objektas – būsimųjų *profesionalų atsakomybės* ugdymas(is) universitete.

Mokslinio darbo tikslas – atskleisti būsimųjų *profesionalų atsakomybės* ugdymą(si) universitete.

Mokslinio darbo uždaviniai

1. Teoriškai pagrįsti būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete modelį.

2. Pagrįsti būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete empirinio tyrimo metodologiją.

3. Empiriškai ištirti būsimųjų *profesionalų atsakomybės* ugdymą(si) universitete.

Disertacijoje remiamasi šiomis teorinėmis nuostatomis:

• **Ekologinė sistemų teorija** įgalina tirti žmones bei socialinius reiškinius, neatskiriant jų nuo socialinės aplinkos, kaip vieningą sistemą. Asmuo ar tiriamas reiškinys čia suvokiamas kaip sistemos elementas, kurio funkcionavimas priklauso nuo sistemos poveikio (Germain ir Gitterman, 1970). Pagal ekologinės sistemos teorijos nuostatas *atsakomybė* tiriama savo veiklos kontekste – ugdant būsimuosius *profesionalus* universitete.

• **Humanistinio ugdymo nuostata** – pažinimas neatskiriamas nuo išgyvenimų, svarbu yra sužadinti studento norą mokytis, siekti, kad jis suprastų įgyjamų žinių reikšmę sau ir kitiems, gebėtų pasirinkti ugdymosi būdus (Maslow, 1968).

• **Konstruktyvaus mokymosi teorija** pabrėžia mokymosi aplinkos svarbą bei asmens *atsakomybę* už savo veiksmus priimant sprendimus. Ši teorija teigia, kad dėstytojas tampa vadybininku, kuris planuoja, organizuoja, kuria ir vertina sąlygas, vadovauja studentams ir rūpinasi studentų mokymosi motyvacija. Ugdymas yra prasmių konstravimo, kaip protinės veiklos ir socialinių mainų, procesas. Kiekvienas ugdytinis ugdymo(si) procese yra aktyvus ir kiekvienas gali susikurti labai skirtingų tų pačių objektų toje pačioje aplinkoje suvokimą (Collins, Greeno, Resnick, Berliner ir Calfee, 1992).

Tyrimo metodologinės nuostatos:

• **Mišrių metodų tyrimo strategija.** Sudėtingesnių tyrimų atvejais, siekiant nuodugniau ir plačiau suprasti tiriamą reiškinį, taikomi keletas skirtingų tyrimo metodų. Viename tyrime gali būti derinami kokybiniai ir kiekybiniai tyrimo metodai: abu mokslo pažinimo būdai papildo vienas kitą (Yin, 2003;

Kardelis, 2007; Bitinas ir kt., 2008). Pripažįstama kiekybinio ir kokybinio tyrimų derinimo svarba (Creswell, 2013, 2015), šios disertacijos atveju akcentuojant kiekybinį tyrimą ir jo metu gautų rezultatų aiškinimą papildant kokybinio tyrimo duomenimis. Taikoma konkuruojančios procedūros strategija. Ji taikoma, kai konvertuojami kiekybiniai ir kokybiniai duomenys, siekiant atlikti išsamią tyrimo problemos analizę (Creswell, 2015).

Tyrimo duomenų rinkimo metodai

- **Mokslinės literatūros** analizės metodas, kuris leidžia atlikti *profesionalo* ir *atsakomybės* sąvokų konceptų analizę, atskleisti būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete, bruožus.

- **Studentų apklausa raštu** leidžia nustatyti būsimųjų *profesionalų atsakomybės* ugdymo(si) požymius. Studentų apklausa raštu naudojama, siekiant nustatyti, kaip bendrieji edukaciniai veiksniai, stojimo priežastys, studijų procesas įtakoja *atsakomybės* ugdymo(si) universitete ypatybes. Tyrimui pasirinktas Lietuvos universitetas, kuriame yra vykdoma Teisės ir policijos veiklos (toliau – TPV) studijų programa.

- **Struktūruoto interviu** su pasirinktos studijų programos dėstytojais metu siekiama atskleisti dėstytojo vaidmenį ugdant studentų *atsakomybę*. Sudaromi klausimai, panaudojant literatūros analizės metodą.

- **Giluminio interviu** su ekspertais tikslas – surinkti kuo išsamesnę (gilesnę) empirinę medžiagą apie būsimųjų *profesionalų atsakomybės* ugdymą(si) universitete ir visapusiškai suprasti nagrinėjamą objektą, kas įgalintų suformuoti tyrimo išvadas, pateikti įžvalgas ir rekomendacijas. Giluminis interviu su ekspertais leidžia patikslinti kokybinio tyrimo (struktūruoto interviu) ir kiekybinio tyrimo (apklausos raštu) metu gautas išvadas apie būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete ypatumus.

Tyrimo imtis

Apklausai raštu atlikti pasirinkti socialiai jautrių profesijų atstovai. Tyrimas atliktas dviejuose Lietuvos universitetuose, kuriuose ugdomi būsimieji policijos pareigūnai ir būsimieji socialiniai pedagogai. Pagrindiniame tyrime 2011 metais dalyvavo 102, o 2015 metais – 109 Teisės ir policijos veiklos studijų programos studentai. Pagrindinis tyrimas buvo atliktas 2011 ir 2015 metais, siekiant nustatyti būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete dinaminius pokyčius. Papildomame tyrime 2015 metais dalyvavo 40 Socialinės pedagogikos studentų. Pasirinkti šie būsimieji *profesionalai* todėl, kad tiek policijos pareigūnų, tiek socialinių pedagogų profesijos yra socialiai jautrios ir priklauso tai pačiai, t. y. socialinių mokslų sričiai. Tyrime dalyvavo I kurso studentai, kadangi akcentuojamas *atsakomybės* ugdymas(is) nuo mokyklos iki studijų universitete ir studijų metu, studijuojant pasirinktą programą, ir prašoma

respondentų retrospektyviai prisiminti *atsakomybės* ugdymą(si) mokyklos metais ir studijų proceso metu. Tyrimas atliekamas pirmo kurso pabaigoje, baigus pavasario semestrą, kai studentai gali įvertinti *atsakomybės* ugdymą(si) visų pirmųjų mokslo metų metu. Pirmajame kurse studentai išklauso didžiąją dalį bendrauniversitetinių modulių, kurių metu jie inspiruojami suvokti *socialinio atsakingumo* ir *teisinės atsakomybės* sritis. Kadangi socialinių mokslų sritį apima tiek teisės mokslų kryptis (01S), tiek edukologija (07S), todėl I kurse studentai išklauso ir teisės mokslų pagrindų modulius, kurie vėliau yra plėtojami ir tiesiogiai padeda studentams ugdytis *teisinę atsakomybę* vėlesniuose kursuose.

Struktūruotas interviu atliktas su 34 TPV bakalauro studijų programos dėstytojais. TPV studijų programos turinį sudaro 3 dalykų grupės: bendrojo lavinimo dalykai, studijų programos pagrindų ir studijų programos specialaus lavinimo dalykai. Atsižvelgiant į tai, dėstytojai atrinkti pagal dėstomus modulius: bendrojo lavinimo dalies – 8 dėstytojai, studijų pagrindų dalies – 14 dėstytojų, specialiosios (profesinės) dalies – 12 dėstytojų. Iš visų apklausoje dalyvavusių dėstytojų 22 dėstytojai buvo dirbę su I kurso studentais. Šie dėstytojai tiek moksliniais darbais, tiek savo praktine metodine veikla glaudžiai susiję su dėstomais dalykais, kuriuose analizuojami įvairūs su *atsakomybe* susiję aspektai. Dauguma dėstytojų yra teisės krypties, socialinių mokslų specialistai. Programoje dalyvaujančių dėstytojų akademinė kvalifikacija, mokslinės publikacijos, jų aktyvus dalyvavimas moksliniuose projektuose bei didelė praktinio darbo patirtis ne tik Lietuvos valstybiniame sektoriuje, bet ir užsienyje sudaro palankias sąlygas programos sėkmingam realizavimui.

Giluminiam ekspertų interviu nustatyti šie respondentų atrankos kriterijai: 1) mokslo laipsnį ir ne mažiau 10 metų administracinio – vadovaujančio bei mokslinio – pedagoginio darbo patirtį turintys dėstytojai arba 2) turintys ne mažiau 15 metų praktinio darbo ir mokslinio – pedagoginio darbo patirtį dėstytojai. Atsižvelgiant į šiuos kriterijus giluminiam interviu atrinkti penki ekspertai: trys iš jų atitinkantys pirmą kriterijų, turintys mokslinius laipsnius ir užimantys docentų pareigas; du dėstytojai – be mokslinio laipsnio ir dirbantys lektorių pareigose. Atrinkti docentai, turintys po 20 metų mokslinio – pedagoginio darbo patirtį, nuolat dalyvauja studijų programų ir jų modulių kūrime, atnaujinime, svarstyme, pritarime bei patvirtinime, du iš docentų, turintys 12 metų administracinio – vadovaujančio darbo patirtį. Atrinkti lektoriai yra dirbę 20 metų policijos įstaigose ir lygiagrečiai 14 metų dirbę mokslinį – pedagoginį darbą universitete. Šie lektoriai, turėdami praktinio darbo policijos įstaigose patirties, nuolat dalyvauja studijų programų ir modulių kūrime bei atnaujinime.

Tyrimo metu gauti duomenys analizuoti šiais metodais:

- **Aprašomoji turinio (*content*) analizė** leidžia a) apdoroti interviu su dėstytojais rezultatus; b) apdoroti giluminio interviu su ekspertais rezultatus.
- **Kiekybinių duomenų statistinė analizės metodai** leidžia apdoroti studentų apklausos raštu rezultatus. Atliktas respondentų atsakymų homogeniškumo tyrimas, vidurkių lygybės tikrinimas, sąryšiui tarp kintamųjų nustatyti apskaičiuoti Spirmeno ir Kramerio V koeficientai, taip pat atlikta studijų metodų klasterinė analizė. Duomenys apdoroti IBM SPSS Statistics 23.0 statistinės analizės programa.

Pirmojoje darbo dalyje analizuojama *profesionalo* ir *atsakomybės* samprata ir pagrindžiamas Būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete teorinis modelis. Modelį sudaro: ankstyvojo *atsakomybės* ugdymo(si) edukaciniai veiksniai (šeima, mokykla, savarankiškas ugdymasis, priežastys lėmusios studijų programos pasirinkimą, universitetinė aplinka (studijų procesas – studijų programa ir metodai bei dėstytojo vaidmuo ugdant studentų *atsakingumą)*, būsimojo *profesionalo atsakomybės* raiška. Šiame modelyje akcentuotinas visa apimantis mokymosi visą gyvenimą aspektas.

Antrojoje darbo dalyje pagrindžiama būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete empirinio tyrimo metodologija, kurioje detalizuojama tyrimo logika ir metodai, tyrimo imties ir tyrimo instrumentų pagrindimas bei aprašoma tyrimo etika ir validumas.

Trečiojoje darbo dalyje atliekamas pagrindinis empirinis būsimųjų *profesionalų* – policijos pareigūnų *atsakomybės* ugdymo(si) universitete tyrimas. Pasirinktoje analizuoti TPV studijų programoje 2011 ir 2015 metais atlikta studentų apklausa raštu, siekiant atskleisti studentų požiūrį į *atsakomybės* ugdymą(si) universitete. Siekiant ištirti, kaip kitame universitete ugdoma būsimųjų socialinių pedagogų *atsakomybė* ir rezultatų palyginimui, 2015 metais atlikta papildoma Socialinę pedagogiką studijuojančių studentų apklausa raštu. Taip pat atliekamas struktūruotas interviu su dėstytojais, dėstančiais TPV studijų programoje, siekiant atskleisti dėstytojų vaidmenį ugdant būsimųjų *profesionalų atsakomybę* universitete. Siekiant giliau pažvelgti į tiriamą problemą, atliekamas giluminis struktūruotas interviu su ekspertais. Pateikiamos gilesnės įžvalgos apie būsimųjų *profesionalų atsakomybės* ugdymą(si) universitete.

Mokslinis naujumas ir teorinis reikšmingumas

- Pagrįstas būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete teorinis modelis.
- Pagrįsta originali būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete tyrimo metodologija.

- Surinkti mokslui reikšmingi empiriniai faktai apie būsimųjų *profesionalų atsakomybės* ugdymą(si) universitete.
- Išryškinti būsimųjų *profesionalų atsakomybės* ugdymo(si) universitete ypatumai ir tendencijos ugdant būsimuosius policijos pareigūnus ir būsimuosius socialinius pedagogus.
- Patikslintas ir išplėstas BPAUU teorinis modelis.

Praktinis disertacijos tyrimo reikšmingumas

- Remiantis atliktų tyrimų duomenimis padarytas išvadas galima laikyti metodologiniu pagrindu *profesionalaus* policijos pareigūno, socialinio pedagogo ir kitų *profesionalų teisinės atsakomybės* ir *socialinio atsakingumo* ugdymui(si) universitete tobulinti.
- Disertacijoje pateikiamos rekomendacijos, kaip tobulinti *teisinės atsakomybės* ir *socialinio atsakingumo* ugdymą(si), lemiantį būsimųjų *profesionalų* – policijos pareigūno atliekamų vaidmenų efektyvumą.
- Disertacijos praktiškumas grindžiamas nuostata, kad tinkamai ugdant būsimąjį *profesionalą* ir sureguliavus mokymo procese *teisinės atsakomybės* ir *socialinio atsakingumo* ugdymo aspektus, teigiama linkme turėtų keistis policijos pareigūnų elgsena socialinėje aplinkoje, jų *teisinė atsakomybė* ir *socialinis atsakingumas* visuomenės požiūriu ir policijos pareigūno specialybės patrauklumas.
- Darbo išvados, rekomendacijos, empirinių tyrimų duomenys, gauti atliekant šį disertacinį tyrimą, gali būti panaudoti tobulinant Lietuvos Respublikos teisės aktus, plėtojant policijos teisės ir socialinės pedagogikos mokslus ar kitiems tyrimams atlikti, analizuojant policijos pareigūnus supančią aplinką, *teisinės atsakomybės* ir *socialinio atsakingumo* ugdymą, motyvaciją tarnybai policijoje, kvalifikacinių gebėjimų pakankamumą vykdant policijos pareigūno vaidmenis.

Disertacijos struktūra ir apimtis. Mokslinį darbą sudaro įvadas, 3 dalys, išvados ir rekomendacijos. Darbo apimtis – 217 psl. be priedų. Darbe pateiktos 47 lentelės, 42 paveikslai ir 7 priedai. Darbe panaudota 316 mokslinės literatūros šaltinių.

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