



RESPONSIBILITY OF FUTURE LAW ENFORCEMENT OFFICERS: RESULTS OF EXPERT INTERVIEWS

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Abstract

The work of law enforcement officers and their role in today's society is in the great interest. It is extremely important to make sure the high level of the responsibility of these professionals. The education of an individual's responsibility begins long before he or she chooses his or her profession. The following main factors of general education can be distinguished: family, school and self education. The role of higher education institution is also extremely important in order to prepare a future law enforcement officer who would be well aware of the roles of his or her activities, be able to perform them professionally, would have mastered inner social responsibility and external legal liability. The aim of the article is to investigate the responsibility of the Law study programme students – future law enforcement officers. In order to achieve this goal, the analysis of the scientific literature of the responsibility of law enforcement officers was performed, as well as the insights of experts on the legal liability and social responsibility of future law enforcement officers were explored empirically using the in-depth interviews. According to the results of scientific literature analysis, the general interview questions were formulated in order to get the in-depth insights of the experts about the responsibility of Law study programme students – future law enforcement officers. The 5 experts teaching at one of the Lithuanian higher education institution in the Law study programme were selected for the in-depth interviews matching at least one of the following criteria: 1) lecturers with a scientific degree and at least 10 years of administrative – managerial and scientific – pedagogical work experience; 2) lecturers with at least 15 years of practical work and scientific-pedagogical work experience. It was found that the main educational factors developing future professionals' legal liability and social responsibility are family, school, church, state institutions, educational institutions. The legal liability and social responsibility of students, future law enforcement officers, in higher education institution is developed through the study process, study subjects, social welfare, mutual statutory relationship and events. A legally liable student is a member of society who complies with the laws, obligations, whose behaviour and expectations do not violate the principle of unity of rights and duties. A socially responsible student is a member of the society who clearly understands the expectations of the society for the activities of a law enforcement officer and is ready to satisfy them with his or her work. Students who are characterized by legal liability are also characterized by social responsibility, as legal liability is not possible without social responsibility. Students who are characterized by social responsibility also have legal liability, because first of all, an individual develops social responsibility and from it a legal liability develops.

KEY WORDS: Law study programme, Law enforcement officer, Legal liability, Social responsibility, Expert interview.

JEL: K1; K19.

Introduction

The work of a law enforcement officer is a very important profession for maintaining the proper social functioning of an individual, but it is necessary to understand that these professionals provide different types of social assistance that can be compared according to their roles, activities, competencies, goals, objects, responsibilities, and values. Regardless of ever-changing economic, social or political conditions, a law enforcement officer must remain competent, professional and responsible, constantly improving his or her theoretical, practical and professional skills and knowledge.

Lægheid & Rykkja (2021) emphasize the responsibility of law enforcement officers to a democratic society and inter-institutional cooperation. Cristofoli et al. (2021), argue that cooperation between law enforcement officers must be not only lawful but also responsible. The authors conclude that legitimacy and responsibility coexist together in some cases.

With regard to the responsibility of law enforcement officers generally, it should be emphasized that the peculiarities of their activities determine a specific concept of responsibility. Law enforcement officers have additional social responsibilities compared to employees

of other institutions, but they are not released from liability by the law. It is important for a law enforcement officer to have moral and spiritual values as well as to perform a duty. This is in line with the views expressed by the scientist Perry (2008) that high demands are placed on the officer and this depends on their willingness to serve in the interests of the individual, society and the state. This justifies the relevance of the social responsibility and legal liability of a law enforcement officer.

Campas (2020), conducting a qualitative study with experienced law enforcement officers, highlights the need to improve curricula and strategies in training officer responsibility. Meanwhile & Cahen (2021) raises the issue of irresponsible behaviour by law enforcement officers, highlighting the issue of educating future law enforcement officials that it would be trained responsible officials, who would behave ethically. Normore et al. (2015) indicate that more than just law enforcement is expected from officers. They must also be leaders in society and good role models. Chen (2016) states that officers with higher education perform their roles much better than their non-educated counterparts. Thus, the role of the High School in training responsibility is particularly important.

The aim of the article is to investigate the responsibility of the Law study programme students – future law enforcement officers.

Tasks of the research:

- to perform an analysis of the scientific literature of the responsibility of law enforcement officers;
- to explore empirically the insights of experts on the legal liability and social responsibility of future law enforcement officers.

There were applied the following **research methods:** analysis of scientific literature, in-depth expert interviews.

Theoretical background

Every law enforcement officer, performing his or her duties, constantly experiences an internal tension of responsibility for his or her taken actions. The peculiarity of professional responsibility is that there is not enough good intentions and will, still there are required knowledge, education and ability to follow professional requirements. Consequently, a law enforcement officer who is not aware of his or her professional responsibility cannot successfully perform his or her professional duty (Janušauskaitė, 2012).

According to Nedzinskas, Nedzinskienė & Šliažienė (2020), the activities of a law enforcement officer are based on establishing a balance between satisfying the client's interests and the administration of justice, therefore, there are applied not only general but also special standards of conduct to the actions of these professionals, thus, the professional responsibility of a law enforcement officer may arise not only in the event of a breach of the specific standards laid down in the legislation governing the activities of a law enforcement officer, but also in the rules of professional ethics. Legal obligations are not oriented to the determined result, and the application of professional responsibility by law enforcement officers will depend on whether every effort has been made to achieve a particular result.

A law enforcement officer must be able to feel responsible for the results of his or her work, be guided by a sense of justice, and be able to make legally sound decisions. In law enforcement institutions there must work individuals with high moral who feel responsibility for the "special goals" of the country. The responsibility of a law enforcement officer, as an element of the legal status of the subject, is a legal guarantee that he or she will perform his or her tasks, functions and duties properly and in a timely manner. A law enforcement officer, performing his or her duties, constantly experiences an internal tension of responsibility for his or her taken actions.

Social responsibility of law enforcement officers.

Othman, Omar, Azam, et al., (2014) emphasize the honesty of law enforcement officials and adherence to codes of ethics when talking about the responsibility of law enforcement officials, especially in the social field. Bakria, Saidb & Karimb (2015) point out that law enforcement officers, by acting unethically, dishonestly, irresponsibly, and abusing their powers, cause significant harm to public authorities.

Analysing discipline in the context of social responsibility, Misiūnas (2010) points out that disciplinary statutes and codes set requirements for law enforcement officers not only during the service, but also during their free time, it obliges not to discredit the service, to constantly protect its prestige. Consequently, the concepts of universal and special discipline differ conceptually. Moral responsibility arises from violating some requirements of behaviour: traditions and decency requirements, i.e. what is commonly called morality.

Nedzinskienė & Nedzinskas (2018) state that although the concept of social responsibility of a law enforcement officer includes various types of responsibility, moral responsibility plays a particularly important role, as it determines the social responsibility component of law enforcement and expresses a positive attitude of law enforcement officer and law enforcement institutions towards their responsibility to duties and obligations.

Social responsibility functions alongside legal liability. However, social responsibility always exists, it is inner, conscious, experienced as a moral feeling. Meanwhile, legal liability manifests itself as an external sanction applied after committing a crime.

Legal liability of law enforcement officers.

The legislation regulating the application of liability to civil servants establish the possibility of application not only of official but also of disciplinary liability. The regulation and application of official liability may be potentially relevant for every civil servant, as it is an integral part of the civil servant's status, the application of which has negative consequences (restrictions or prohibitions), which changes the legal status of the civil servant. Therefore, consistent regulation of this liability allows to avoid mistakes and create a professional environment of civil service (Kuncevičius & Kosmačaitė, 2012).

According to Misiūnas (2010), a law enforcement officer must first of all have a sense of responsibility for all actions that he or she may violate the law in the performance of his or her duties. This sense of responsibility should help to define the limits of the officer's activities: a law enforcement officer may perform only such actions which are permitted by law, he or she is not entitled to go beyond the limits set by law. Paľsis (2014) points out that it is likely that a law enforcement officer who demonstrates his or her legal liability and concern for community issues will gain its trust, which is one of the most important challenges in the position of a law enforcement officer.

In Lithuania, legal liability measures are primarily aimed at protecting and strengthening the existing public life order. In addition, legal liability also has an educational function. Its purpose is to re-educate offenders, i. e. to remove from them consciousness (psychology) negative, unsuitable for society, i. e. encouraging to perform illegal actions, features of thinking and to establish in their consciousness the need for appropriate (legal) behaviour for the society. Legal liability is based on the following basic principles: universality, legality, reasonableness, fairness, or proportionality, expediency, inevitability of liability, and efficiency. It is clear that only the consistent adherence to

and targeted application of these guiding principles determines the level of professionalism of a particular law enforcement officer (Guogis, 2006).

Legal liability is always a newly created obligation, the occurrence of which is caused by the non-performance of the obligations due. Legal liability is understood as the compliance (non-compliance) of an individual's behaviour with the requirements of the system of legal norms, and thus as a measure of an individual's legal liability.

Education of responsibility

The question arises reasonably as how to prepare a future law enforcement officer who would be well aware of the roles of his or her activities, be able to perform them professionally, would have mastered inner social responsibility and external legal liability. The formation of an individual's responsibility begins long before he or she chooses his or her profession. The following main factors of general education can be distinguished: family, school and self education. These factors help to develop an individual's character traits, values, such as creativity, duty, and responsibility.

Jeziarska - Wiejak (2014) points out that the processes of socialization of a growing person take place in the family and at school. In these the most important to a child (adolescent) institutions there are formed main values, and through them there are developed social responsibility and legal liability. Orte, Ballester et al. (2015), studying families raising adolescents, found that the formation of adolescents' world-views and values depends on the family typology. According to Menasco (2015), the child's integration / involvement in society and the assimilation of the norms adopted in it depend on the strength of the relationship of a child and his parents. Risen, Tripses & Risen (2015) point out that a child's values formed in the family have influence on his or her responsibilities.

According to McDonald, Miller & Sandler (2015), successful adolescent education is ensured by maintaining parent-school relationships. The closer the parents cooperate with the school, the more successful are the students' learning outcomes and skills development as well as the formation of personal values. Duke (2015) points out that in developed countries, children / adolescents spend most of their time at school. It is one of the first organizations a child faces in his or her life. The school has rules that children must follow, thus training their integration into society. Children who do not comply with the rules are punished and they are encouraged for good behaviour. This is how children's responsibility is trained.

In the modern educational process the relevance of self-education is increasingly emphasized. Sohn (2015) notes that self-education and the right lifestyle, on which it depends the conscious formation of a worldview, are important for the achievement of education for adolescents. According to López, Pérez et al. (2015), self-education of personal qualities and pursuit of further education influence the adolescent choice of a study programme.

With the right choice of profession and studies in higher education institution, a new stage begins, in which the student's independent attitude to values and responsibilities and decision-making develops and continues to form. Alfakhri et al. (2020) highlighted the topic about training of students' responsibility in higher education institutions. Galvão et al. (2019) investigated the factors influencing students' attitudes towards social responsibility in the context of higher education that may contribute to the formation of social responsibility in these individuals. According to them, higher education institutions, whose main mission is to educate and train people, have a duty to educate ethical, responsible and sustainable behaviour.

Higher education institution becomes the second institution for a student after school, where the formation of his or her personality character and values, adherence to his or her basic principles, which develops legal liability as a category and a feature of social responsibility, in this ever-changing social environment.

Methodology

The analysis of the scientific literature provided preconditions for the formulation of questions, the answers to which would provide a deeper analysis of the scientific problem of this article. According to Francis et al. (2010), expert interviews are appropriate for this purpose, as the researcher talks to experts to gain deeper insights into the phenomenon under study. Data from experts are obtained through in-depth interviews. One of the distinguishing features of in-depth interviews is questioning (Mack et al., 2005). It is important to note that in-depth interview questions should be narrative-generating questions (open-ended, non-directive questions). They should not limit the respondent's narrative, but rather to stimulate it. The questions are asked flexibly, not necessarily in sequence, but according to the situation of the conversation. There are possible clarification questions. Thus, carrying out the qualitative research there was sought to answer the general questions in Table 1.

Table 1. In-depth interview general questions for experts

Questions
Q 1. What are the reasons and how do they influence the formation of legal liability and social responsibility of the future law enforcement officer?
Q 2. What is a legally liable student?
Q 3. What is a socially accountable student?
Q 4. Do students become more legally and / or socially responsible over the years?
Q 5. Are students with legal liability also characterized by social responsibility?
Q 6. Are students with social responsibility also characterized by legal liability?

To achieve this purpose, there were selected 5 experts teaching at one of the Lithuanian higher education institution in the Law study programme. The following criteria for the selection of respondents were established for the in-depth expert interview:

- 1) lecturers with a scientific degree and at least 10 years of administrative – managerial and scientific – pedagogical work experience

or

- 2) lecturers with at least 15 years of practical work and scientific-pedagogical work experience.

Based on these criteria, there were selected five experts for the in-depth interview. Table 2 shows the reasons for the selection of experts.

Table 2. Reasons for selection of experts

Expert	Reasons for selection of an expert
First Expert	The associate professor with 20 years of pedagogical work experience, constantly deepening into the study process, participating in the development and updating of study programmes and subjects.
Second Expert	The associate professor with 10 years of managerial experience and participating in the development of study programmes and their subjects, representing the committee and responsible for the development, approval, renewal and implementation of study programmes and subjects. Constantly communicating and cooperating with the social partners.
Third Expert	The associate professor, who has worked for 10 years and has managerial experience in the administrative field, dealing with the development, renewal or implementation and approval of study programmes, subjects, and other relevant issues.
Fourth Expert	The lecturer with 20 years of pedagogical work experience in creating, updating and implementing the Law study programme and its subjects. He had previously worked in state power and law enforcement structures for about five years. He continuously raises his qualifications in law enforcement structures, participates in conferences, courses and seminars at the international and national levels. He represents the higher education institution, conducting courses and seminars for various state institutions fighting against crime.
Fifth Expert	The lecturer of a higher education institution with 10 years of practical work in various law enforcement institutions or their divisions, including 14 years of managerial experience in various divisions of law enforcement institutions, as well as 12 years of pedagogical work experience in a higher education institution, Law study programme, who contributed to development and implementation of other higher education institution programmes, as well as the renewal and implementation of the Law study programme, the development of individual subjects and practice programmes, and the teaching of subjects.

In order to preserve the confidentiality of the experts, they were **randomly** coded: **E1, E2, E3, E4** and **E5**.

All selected experts teach the subjects of the Law study programme and participated in the implementation processes of this programme, therefore they meet the objectives of in-depth research.

Validity of research instruments . The reliability and comprehensibility of a qualitative research is based on the fact that the researcher can discover the answers to the main questions of the research, and the answers of the respondents are repeated, which shows that they are talking about the same thing.

Results

The results of experts' interviews allowed to investigate more in deep the responsibility of future law enforcement officers. The main findings are presented below.

Q 1. What are the reasons and how do they influence the formation of legal liability and social responsibility of the future law enforcement officer?

The opinions of the experts who participated in the in-depth interview differed. Some experts pointed out that the reasons that shape students' legal liability and social responsibility are educational factors (family, school, church and other state institutions), general norms established in society, values and student motivation. **The Expert E1:** *these responsibilities are developed through separate social institutions: family, school, church, state institutions, educational institutions, and efficiency of law enforcement system. The student's responsibility is formed depending on the values established in the society. The efficiency of the higher education system also has a significant impact.* **The Expert E3:** *if a student has a strong motivation to achieve a goal, if his or her*

activities are strong-willed, aimed at achieving his or her goal, this subject will be improved through itself (he / she educates voluntarily). Without motivation, there can not be any consideration about these responsibilities. It does not matter to him or her what education institution to graduate and where he or she will work. He or she knows his or her parents will take care of it. If he or she is well motivated, he or she will strive for it, it is general social affairs, how he or she can exist, how he or she can express himself or herself, how he or she can realize himself or herself, so that those around him or her would not suffer, and this can be done only complying with the norms recognized in society.

Other experts state that the reasons that shape students' legal liability and social responsibility are the study process (study subjects and methods, desire to learn, communicate, knowledge, abilities and skills). **The Expert E4:** *this is achieved through the mastery of study subjects.* **The Expert E5:** *desire to learn, seek knowledge, independence, ability to communicate with colleagues and work in a team develops an interesting and creative personality. <...> an educated individual and not necessarily in higher education institutions and not necessarily a student, you may also become responsible while learning remotely or individually. If a student has entered a higher education institution, got acquainted with the study procedure and agrees to the requirements and signs a contract, he or she always considers himself or herself as a part of the academic community and will always improve himself or herself.*

The categories and subcategories of the opinions expressed by the interviewed experts on the formation of students' legal liability and social responsibility are presented in Table 3.

Table 3. Categories and subcategories of the reasons that determine the formation of student responsibility

Seq. No.	Categories	Subcategories
1.	Impact of environment	<ul style="list-style-type: none"> Educational factors: family, school, church, state institutions, educational institutions Efficiency of the law enforcement system Efficiency of the higher education system Values established in society
2.	Student motivation	<ul style="list-style-type: none"> Mastering of study modules Willingness to learn and improve Pursuit of knowledge Self-independence Ability to communicate with colleagues Teamwork

Summarizing the experts' thoughts on the reasons that form students' legal liability and social responsibility, it can be stated that these are educational factors – family, school, church, state institutions, educational institutions, as well as the efficiency of law enforcement system, established values, efficiency of higher education system, requirements of moral behaviour, common norms acceptable in society, value system, student motivation and study process, the desire to constantly learn and improve, pursuit of knowledge, self-independence, ability to communicate with colleagues and work in a team.

Q 2. What is a legally liable student ?

The experts' answers were distributed without deviating from the philosophy of legal theory that students first and foremost adhere to the principle of unity of laws, obligations, rights and duties. **The Expert E1:** A legally liable student is one whose activities, behaviour and expectations do not violate the principle of unity of subjective rights and duties. **The Expert E3:** This is the one who comply with the legal norms. **The Expert E5:** The student is first and foremost a person and a member of society. Responsibility is defined as a moral obligation to be accountable for the consequences of one's choices. The legal liability of members of the society who have reached the relevant age is defined by the rules of law. When a young person enters a higher education institution (becomes a student), there apply rules defining the study procedure, and they must be followed. The question of liability is the individual choice of each person to act accordingly <...>. Sufficiently responsible young people study in higher education institutions. They are legally liable, only socially they are very vulnerable.

Q 3. What is a socially accountable student?

Describing the socially accountable student, the experts emphasized the duty of responsibility to society and the conduct in accordance with the norms of life recognized in society and the condemnation of society under certain conditions of justice or guilt. **The Expert E1:** A socially accountable student is the one who, when choosing a law enforcement profession (entering this programme), has a clear understanding of the society expectations for the activities of a law enforcement officer and is ready to meet them with his or her work. <...> whose value orientations meet the expectations of society for his or her profession. **The Expert E3:** it is the one who lives according to the norms of life and communication established in the society, does not disappoint the parents, does not disappoint the teachers, does not disappoint with his or her presence in the society. He or she does not damage anything, does not do bad things, so that there is no loss to the state, it does not necessarily have to be a criminal act, but also that there would not be indifference, littering, that is, what costs to the state. If he or she does not do this, he or she is socially accountable because he or she is accountable to society. **The Expert E4:** This includes not only the desire to acquire the knowledge and skills needed in the teaching process, but also the student's social activity in organizing and engaging in students' social activities. **The Expert E5:** <...> the readiness to be held accountable for one's behaviour and actions, the ability to perform one's duty and to assume sanctions of the society under certain conditions of justice or guilt.

The shown up categories and subcategories of a legally liable and socially accountable student are presented in Table 4.

Table 4. Categories and subcategories of the expert statements about a legally liable and socially accountable student

Seq. No.	Categories	Subcategories
1.	Legally liable student	<ul style="list-style-type: none"> Behaviour and expectations do not violate the principle of unity of subjective rights and duties Compliance with the legal norms Willingness to acquire the necessary knowledge and skills in the work of law enforcement institutions in the training process Mandatory compliance with the relevant set of rules Individual choice of responsible behaviour Legal liability
2.	Socially accountable student	<ul style="list-style-type: none"> Perception of society expectations from the activities of a law enforcement officer and readiness to meet them through his or her work Compliance with value orientations that meet society's expectations for his or her profession Living according to the norms of life and communication established in the society; Responsibility towards society Social activity in organizing and engaging in social activities Readiness to be held accountable for the one's behaviour and actions Ability to perform a duty

Summarising, it can be stated that a legally liable student is a member of society who complies with the laws (legal norms, rules), obligations, whose behaviour and expectations do not violate the principle of unity of rights and responsibilities and wants to acquire the necessary legal knowledge and skills required in the work in law enforcement institutions. Meanwhile, a socially accountable student is a member of the society who clearly understands the expectations of the society for the activities of a law enforcement officer and is ready to satisfy them with his or her work. It is a student whose value orientations meet the expectations of society for his or her profession. Such a student lives according to the norms of life and communication established in the society, he or she is socially active in organizing and participating in the students' social activities, ready to be responsible for his or her behaviour and actions, able to perform his or her duties and assume sanctions of the society under certain conditions of justice or guilt.

Q 4. Do students become more legally and / or socially responsible over the years?

After the analysis of the expert insights into how students become more *legally liable* and *socially accountable* over the years there has been determined that most experts believe that students become more *legally liable* and *socially accountable* over the years. **The Expert E3:** *Yes, in principle, they need to become more legally liable and socially accountable, because otherwise, how they will integrate into society, how they will live, how they will communicate, and how they will behave as members of society. If he or she acquires a profession, then he or she will work at a job that is relatively legal by its nature. That is, if he or she does not take legal liability, then he or she will not adapt. So how can he or she feel responsibility for other people? This is*

the simplest perception. I think that's changing because those things need to get stronger. The Expert E5: A legally liable or socially responsible individual is a process that differently requires effort from each individual. Everyone must improve, strive to always be civic, to be sensitive, honest, and moral. In higher education institutions, there should be felt the result of what has been developed by the family, the school, where it would always be encouraged, by creating appropriate conditions, for an individual to realize / unfold and improve / create oneself. Students must persevere in the pursuit of knowledge. They must take responsibility and receive appropriate sanctions for breaking the rules. Of course, over the years, the student becomes more responsible.

Informants say that, over time, students are at least aware of these categories, i. e. *the essence of legal liability and social responsibility* and their influence. **The Expert E2:** *At least they begin to understand what the essence of these categories is and how they determine relationship in society.*

One informant notes that students' *legal liability* and *social responsibility* should decrease over time. **The Expert E1:** *considering the growth of the need satisfaction for self-interest, it is considered that legal liability and social responsibility should decrease. This responsibility is directly proportional to the remuneration offered by the state for the work performed, i. e. to the extent that the officer is able to meet his or her physiological and security needs.*

The categories and subcategories of variability of becoming students more legally liable and socially accountable emerged after the interviews with experts are presented in Table 5.

Table 5. Categories and subcategories of variability of becoming students more legally liable and socially accountable

Seq. No.	Categories	Subcategories
1.	Increase of becoming students more legally liable and socially accountable	<ul style="list-style-type: none"> • Integration into society • Becoming a member of society • Adaptation to his or her chosen profession • Perception of legal liability and social responsibility • Becoming more legally liable and socially accountable • Continuous improvement • The pursuit of the result of the higher education institution • Persistent pursuit of knowledge • Realization / unfolding as well as improvement and creativity
2.	Consistency of becoming students more legally liable and socially accountable	<ul style="list-style-type: none"> • Perception of the essence of legal liability and social responsibility and their influence • Perception of the essence of legal liability and social responsibility and the influence of these categories on relationship of the society
3.	Decrease of becoming students more legally liable and socially accountable	<ul style="list-style-type: none"> • Strengthening the need to satisfy the personal interest • Decrease in legal liability and social responsibility • Direct proportionality to the remuneration offered by the state for the work performed • Meeting the physiological and security needs of the officer

After performing the analysis of the results of the interview research, it can be stated that the experts provide conflicting assessments, and this issue remains the subject to debate.

Q 5. Are students with legal liability also characterized by social responsibility?

The experts believe that students with legal liability are also characterized by social responsibility. **The Expert E3:** *Unambiguously, those subjects are*

intertwined because they belong to one discipline, the profile of those study programmes is related to law. There must be symbiosis everywhere, they must complement each other. The more legal liability is developed, the stronger social responsibility will be. Or an individual may develop the opposite variant, that is, he or she may be socially educated from an early age, he or she is responsible for everything, for a brother, for a sister, for a toy, and for money. According to the study

programme or subject taught to him or her, there will automatically be formed social responsibility.

Q 6. Are students with social responsibility also characterized by legal liability?

All experts unanimously expressed the view that students with social responsibility also have legal liability. **The Expert E1:** I would think that the probability that a socially accountable individual will be more and legally liable is higher, because in this case,

legal liability derives from his internal social provisions. Therefore, social responsibility should be trained first.

The Expert E3: Yes, because they can not exist without each other. These are the social sciences. The basis is the social sciences, which is why everything is together here.

After summarizing the experts' statements, the following categories and subcategories emerge (see Table 6).

Table 6. Categories and subcategories of the relationship between student legal liability and social responsibility

Seq. No.	Categories	Subcategories
1.	Students are characterized by legal liability and social responsibility	<ul style="list-style-type: none"> • Unambiguity • One field of science • Complementary • Greater development of legal liability strengthens the development of social responsibility • Educational factors shape legal liability and social responsibility
2.	Students are characterized by social responsibility and legal liability	<ul style="list-style-type: none"> • Priority is given to the development of social responsibility, and legal liability derives from his or her inner social provisions. • Developed social responsibility helps to develop legal liability

Summarising, it can be concluded that students who are characterized by legal liability are also characterized by social responsibility, because legal liability is not possible without social responsibility. It can be said that students who are characterized by social responsibility also have legal liability, because first of all, an individual develops social responsibility and from it a legal liability develops.

not possible without social responsibility. Students who are characterized by social responsibility also have legal liability, because first of all, an individual develops social responsibility and from it a legal liability develops. The legal liability and social responsibility of students, future law enforcement officers, in higher education institution is developed through the study process, study subjects, social welfare, mutual statutory relationship and events.

Conclusions

The main factors developing future law enforcement officers' legal liability and social responsibility are educational factors – family, school, church, state institutions, educational institutions, and the efficiency of law enforcement system, established values, efficiency of higher education system, requirements of moral behaviour, common norms acceptable in society, value system, student motivation and study process, the desire to constantly learn and improve, pursuit of knowledge, self-independence, ability to communicate with colleagues and work in a team.

A legally liable student is a member of society who complies with the laws (legal norms, rules), obligations, whose behaviour and expectations do not violate the principle of unity of rights and duties. In the training process he or she wants to acquire the necessary legal knowledge and skills for the work in law enforcement institutions. Meanwhile, a socially reliable student is a member of the society who clearly understands the expectations of the society for the activities of a law enforcement officer and is ready to satisfy them with his or her work. It is a student whose value orientations meet the expectations of society for his or her profession. It is one who lives according to the norms of life and communication established in the society, he or she is socially active in organizing and getting involved in students' social activities. He or she is ready to be held accountable for his or her behaviour and actions, able to perform his or her duty and to assume sanctions of the society under certain conditions of justice or guilt. Students who are characterized by legal liability are also characterized by social responsibility, as legal liability is

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RECEIVED: 11 July, 2021

ACCEPTED: 13 September, 2021

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