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ПАТТЕРНЫ АГРЕССИВНОГО ПОВЕДЕНИЯ СОТРУДНИКОВ ОРГАНОВ ВНУТРЕННИХ ДЕЛ

PATTERNS OF AGGRESSIVE BEHAVIOR IN STAFF
OF INTERNAL AFFAIRS BODIES

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Аннотация:

В статье рассмотрены агрессия, агрессивное поведение и агрессивность как признаки профессионализации сотрудников полиции, развивающиеся под воздействием фактора службы в правоохранительных органах, в частности – влияния агрессивной антисоциальной среды, выполнения оперативно-служебных задач, наличия властных полномочий.

Представлены результаты проведенного исследования, показывающие различия в проявлении агрессии и агрессивного поведения у студентов гражданского вуза, обучающихся ведомственного вуза (курсантов), сотрудников полиции первого года службы и сотрудников, имеющих стаж работы в органах внутренних дел. У сотрудников полиции имеется высокий уровень нервно-психической устойчивости, проявление физической, косвенной, вербальной агрессии больше, чем у студентов и курсантов. Проанализированы корреляционные связи показателей агрессии с личностными особенностями. Выявлено, что проявление физической агрессии у сотрудников связано с недостаточным уровнем моральной нормативности поведения, а вербальная

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Abstract:

The article deals with aggressive behavior and aggressiveness as signs of professional deformation of police officers, developing under the influence of the factor of work in law enforcement agencies, in particular – the influence of aggressive anti-social environment, performance of operational tasks, and the presence of authority.

The article presents the results of the study showing differences in the manifestation of aggression and aggressive behavior among students of civil University, students of departmental University (cadets), police officers of the first year of service and employees with working experience in the internal affairs bodies. Police officers have a high level of neuropsychological stability, manifestation of physical, indirect, verbal aggression more than students and cadets. Correlations of indicators of aggression with personal features are analyzed. It is revealed that the manifestation of physical aggression among employees is associated with an insufficient level of moral normativity of behavior, and verbal aggression increases adaptive abilities of both cadets and police officers.

агрессия увеличивает адаптивные способности как у курсантов, так и у сотрудников полиции.

Высказано мнение о потребности в высококвалифицированных кадрах в органах внутренних дел и разработке направлений работы, специальных программ для профилактики появления и формирования агрессивного поведения, а также – снижению уровня агрессии.

Ключевые слова:

агрессия, агрессивное поведение, агрессивность, виды агрессии, адаптивные способности, нервно-психическая устойчивость.

The opinion is expressed about the need for highly qualified personnel in the internal affairs bodies and the development of areas of work, special programs to prevent the emergence and formation of aggressive behavior, as well as to reduce the level of aggression among police officers.

Key words:

aggression, aggressive behavior, aggressiveness, types of aggression, adaptive capacity, neuro-psychical resistance.

Relevance

In their professional activities, police officers are required to apply legal measures of a coercive nature to offenders when confronted with manifestations of antisocial and criminal behavior. Under the influence of an aggressive antisocial environment, the perception of the surrounding reality can be distorted and the system of interpersonal relations, moral norms, that is, the specificity of professional activity can lead to the appearance of aggression as a response and an exaggerated development of personality traits – aggressiveness. As a result, not only in extreme situations, but also in the conditions of performing daily operational and official tasks, police officers can show rudeness, hostility, over-exercise authority, cause physical and moral harm to people.

Today, throughout the world, destabilization of various spheres of life is observed, many media outlets further aggravate the situation and promote violence. Mass media negatively affecting the human psyche, give rise to tension, irritability, negativism, anxiety, anger, resentment, hatred, cruelty, which is manifested in the behavior and actions of people, forming and developing aggressiveness.

Many authors who have studied professional deformations (R.M. Granovskaya, E.F. Zeer, N.I. Shatalova, etc.) note that deformations develop mainly under the influence of duration and working conditions, as well as age [1-3]. Manifestations of aggression, as a sign of professional deformations in law enforcement, are noted in A.V. Budanov, A.F. Karavaeva, L.M. Kolodkina, D.P. Kotova, G.S. Chovdyrova et al. [4-7].

The causes of aggression lie both in the peculiarities of the personality itself and in the influence of the surrounding reality, aggression is often defined as a bipolar phenomenon – as a negative manifestation of a person and a central function of the personality, aimed at adapting to the conditions of life [8,9]. Cruel, aggressive actions are not regarded by man as such, but are considered natural, morally justified, but many researchers of aggression prefer to give a negative assessment [10-12].

Direct provocation by physical actions can cause a similar response, being a powerful stimulator of open aggression. Most cases of physical provocation end with a response in physical form, especially if both sides do not exceed each other in strength, there are cases of covert avoidance of conflict or verbal response. Verbal provocation can also actualize aggressive actions: some people use words more often than fists, legs, or weapons.

Aggressive behavior very often manifests itself in an environment where there are other people who are not directly involved in the action. Outsiders in their presence can influence the course of aggression: many forms of behavior are mediated by social pressure [13,14].

Purpose of the study

A comparative analysis of aggression and aggressiveness indicators in students of a departmental university (cadets), students of a civilian university, and employees of the law enforcement bodies (using the example of employees of the patrol and inspection service).

Materials and methods

The study involved 140 people: 40 students of a departmental university (cadets of the 4th course of the investigators' training faculty), 40 students of a civilian university (fourth-year students studying the law course), 60 police officers of the patrol and guard service with various years of experience in the law enforcement bodies at the age of 20-25 years.

To solve the problem of studying the peculiarities of professional training of employees, a multi-level personal questionnaire "Adaptability" (A.G. Maklakov, S.V. Chernyanin, 1993) was used. It allows to assess qualities that are a necessary condition for high stress tolerance of a person (adaptive abilities, stress-resistance, communicative potential). For the diagnosis of aggressive and hostile reactions, the Buss-Durkee questionnaire was used (B. Buss, A. Durkee) [15, p. 24-29].

The multi-level personal questionnaire "Adaptability" allows assessing the adaptive capabilities of the individual, taking into account socio-psychological and psychophysical characteristics, reflecting the generalized features of neuro-psychological and social development. Violations of adaptation lead to the

manifestation of aggression, conflicting relationships, lower performance and poor health. Cases of serious violation of adaptation can lead to unacceptable and gross violations of discipline, law and order, suicidal acts, disruption of professional activity, manifestation and development of aggression.

Results and discussion

Law enforcement officers, students of a departmental university, and students have indicators on the scales “Adaptive abilities”, “Moral normative”, “Stress-resistance” and “Communicative abilities” are at an average level (Fig. 1).

Figure 1.
 The severity of indicators of the questionnaire “Adaptability”

Note: AC - adaptive abilities; MN - moral standards; NPU – stress-resistance; KS - communication skills.

All subjects have a high level of stress-resistance and behavioral regulation, have adequate self-esteem and actually perceive reality. They also have the ability to competently evaluate their role and place in a team, orienting themselves to the observance of generally accepted standards of behavior. The level of the development of communication skills in the subjects is average.

Employees of law enforcement bodies in their professional activities meet with various types of manifestations of aggressive behavior: physical aggression (attack), causing physical damage. Indirect aggressive reactions, expressed in insult, malicious jokes, gossip, outbursts of rage, are not excluded. Recently, law enforcement officers often have to face with suspicion, distrust, provocation of citizens in relation to their actions. This is due to the belief that employees are harmful or plan to cause it, which can also be the beginning of aggression on the part of citizens, and the reason for the emergence of not only verbal, but also physical aggression among employees. Irritability can lead to the manifestation of negative emotions and aggression. Law enforcement officers belong to the category of people who, due to the nature of their professional activities, are in a situation that can be described as chronic stress.

Indicators of types of aggressive behavior (components of "guilt" and "resentment" are reduced) among police officers are higher than among students of a departmental university and students of a civilian university (Fig. 2). Scale indicators for students of a civilian university are lower than those of students and police officers. That is, it can be assumed that the service in the law enforcement bodies affects the manifestation of aggression.

Figure 2.

The severity of aggression indicators

The causes of aggressive behavior should be analyzed taking into account the impact on the person of physiological, psychological, and social situational factors. The manifestation of aggressiveness is a result of a person's dissatisfaction with the surrounding reality, the standard of living, other people or himself.

For a more in-depth and qualitative analysis (using the Student's t-test) differences in the components of aggressive behavior, depending on the fact of service, we divide the subjects into subgroups:

- a) students of a civil university;
- b) cadets enrolled in a departmental university;
- c) police officers of the first year of service;
- d) police officers with experience of more than one year.

Students of a departmental university (cadets) have significant differences with young police officers in the scales of "physical aggression", "indirect aggression" and "verbal aggression", and with employees who have 1 year or more of service – in scales "physical aggression", "verbal aggression" (Table 1). Also, there is a difference between students of a civil university and students in the scales of "verbal aggression" and "physical aggression". Police officers have higher rates of aggressive behavior - "physical aggression", "indirect aggression", and "verbal aggression".

Table 1.

Comparative analysis of aggression indicators in students, cadets and employees using the Student's t-test

Scales	Average values		t-test	Significance level (p)
	Cadets	Police officers		
Indirect aggression	4,5	5,45	-2,08	0,039781
Irritation	4,43	7,2	-3,93	0,011086
Verbal aggression	6,3	8,38	-3,67	0,000390
	Cadets	Police officers of the first year of service		
Physical aggression	5,475	6,853	-2,63362	0,010334
Indirect aggression	4,5	5,706	-2,30216	0,024220
Verbal aggression	6,3	9,147	-4,66596	0,000014
	Cadets	Police officers with experience of more than one year		
Physical aggression	5,475	7,853	-3,33362	0,007394
Verbal aggression	6,3	8,957	-2,66596	0,000011
	Cadets	Students		
Verbal aggression	6,3	4,9	3,76562	0,000032
Physical aggression	5,475	2,45	4,22398	0,000491

Note: scales with significant differences were selected.

Let us analyze the significant correlation of indicators of aggression and adaptive capabilities of the individual police officers (for example, patrol and inspection service) and students of a departmental university (cadets). Students of a departmental university have positive correlation links between the “irritation” and “adaptive abilities” scales ($r=0.4$), “indirect aggression” and “communication skills” ($r=0.44$); negative correlations between the scales “verbal aggression” and “communication skills” ($r=-0.35$), “physical aggression” and “stress-resistance” ($r=-0.38$) (Table 2).

Table 2.

Correlation coefficients of aggression and adaptive indicators

Scales	Moral standards		Stress-resistance		Communication skills		Adaptive abilities	
	Students	Employees	Students	Employees	Students	Employees	Students	Employees
Physical aggression	0,089	-0,67	0,384	-0,097	-0,129	-0,194	0,085	-0,030
Indirect aggression	0,092	0,149	0,231	-0,036	0,446	0,39	0,263	-0,004
Irritation	0,144	-0,57	0,161	-0,140	0,087	0,041	0,436	-0,102
Verbal aggression	-0,064	0,041	0,114	-0,5	-0,357	0,035	0,059	0,35

Note: Significant correlations are shown in bold.

For cadets, the tendency to physically harm another person (for example, to hit, push, scratch to make it as painful as possible) is associated with being resistant to depression and nervous breakdowns, with good adaptation to existing norms. The spread of gossip, rumors is associated with the efficiency of interaction between people in the process of communication when performing joint activities. “Lift” yourself by lowering others is the easiest way to increase self-esteem. Perhaps due to this, a person is trying to join the team, who also likes to discuss and think out various facts about others. The desire to harm through shouting, offensive words is associated with poor management of their behavior in communication, poor establishment and inability to maintain contact, with difficulties in constructing their speech.

Police officers have negative correlation links between the “physical aggression” and “moral standards” ($r=-0.67$), “verbal aggression” and “stress-resistance” ($r=-0.5$), “irritation” scales and “moral standards” ($r=-0.57$). There is a positive correlation between the scales of “indirect aggression” and “communication skills” ($r=0.39$). The states of discontent and irritation among employees are connected with the infliction of physical harm to people, the ability not to fully adequately perceive the social role being played, to the detriment of combining moral and social

norms and attitudes to the requirements of the immediate social environment. This leads to increased conflict, imbalance, short temper and poor adaptation to existing standards.

Conclusions

According to the data obtained, there are significant differences in the indicators of aggression, components of aggressive behavior among students of a civilian higher education institution, students of a departmental higher education institution (cadets), and police officers, which gives reason to believe the influence of service in the law enforcement bodies. The level of indicators of aggression among students of a civilian university is lower than that of students of a departmental university (cadets) and police officers.

Working in law enforcement is characterized by intellectual, physical, and emotional tensions, and therefore it is important to learn how to contain aggression. Activities require adherence to a strict hierarchy, special organizational structure and interpersonal communication, discipline, increased social and professional responsibility. Contacts with the criminal contingent, conflict situations increase the psycho-emotional stress of employees. The manifestation of aggressive behavior is just one of the main signs of the negative influence of the profession on a person.

To reduce the level of aggressive behavior, it is necessary to design and conduct special programs. Psychodiagnostic centers, when recruiting persons for service in the police units, as well as when examining employees who are moving to another position, should correlate individual personal characteristics with the peculiarities of professional activity. When providing psychological assistance to police officers, it should be borne in mind that professional activity contributes to the formation of aggressive behavior.

Law enforcement agencies currently have a need for professional and qualified personnel. It is necessary to make changes in the system of vocational training, improvement of professional selection, staff development in accordance with the peculiarities of professional activity.

A significant role in reducing a level of aggressiveness of law enforcement officers can be played using a variety of methods, comparing results and choosing the optimal and productive method, as well as preventive work with employees, starting from the period of adaptation to the service. Development of areas of work with aggressive behavior should be a component of psychological support for employees, theoretical positions and practical recommendations should be used in the educational process when training in departmental institutions of the Ministry of Internal Affairs of Russia, as well as personnel services of departments of the law enforcement bodies.

There is no conflict of interests.

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