

## Volitional qualities development in future law enforcement officers during various types of motor activity

Tetyana M. Snyatkova<sup>1</sup>, Oksana M. Miroshnychenko<sup>2</sup>, Igor M. Bushai<sup>3</sup>, Natalia E. Penkova<sup>4</sup>,  
Tetyana V. Kondratyuk-Antonova<sup>4</sup>, Olga G. Marchenko<sup>5</sup>, Ivan M. Okhrimenko<sup>1</sup>, Serhii M. Zhebrowskyi<sup>6</sup>

<sup>1</sup>NATIONAL ACADEMY OF INTERNAL AFFAIRS, KYIV, UKRAINE

<sup>2</sup>PENITENTIARY ACADEMY OF UKRAINE, CHERNIHIV, UKRAINE

<sup>3</sup>NATIONAL UNIVERSITY OF KYIV-MOHYLA ACADEMY, KYIV, UKRAINE

<sup>4</sup>KYIV INSTITUTE OF THE NATIONAL GUARD OF UKRAINE, KYIV, UKRAINE

<sup>5</sup>KHARKIV NATIONAL UNIVERSITY OF INTERNAL AFFAIRS, KHARKIV, UKRAINE

<sup>6</sup>NATIONAL DEFENSE UNIVERSITY OF UKRAINE, KYIV, UKRAINE

### ABSTRACT

**Aim:** To investigate the impact of various types of motor activity on the development of cadets' indicators of volitional qualities during their training at higher educational institutions.

**Materials and Methods:** The research, conducted in the 2024-2025 academic year, involved 352 male cadets, who were divided into three groups: the HHC Group (n=54), whose cadets participated in hand-to-hand combat (HHC) during their sporting and mass participation events; the SC Group (n=91), whose cadets participated in various sports clubs of the academy; the K Group (n=207), whose cadets did not participate in additional sports. Research methods: analysis and generalization of literary sources, methods of assessing volitional qualities, and methods of mathematical statistics.

**Results:** It was found that the cadets of the HHC Group showed significantly better results in terms of volitional qualities in their senior training years than those in the K group, which indicates a more pronounced effect of HHC training sessions on the development of volitional qualities in future law enforcement officers. At the same time, no significant difference was found between the indicators of cadets in the HHC and SC groups, which indicates the effectiveness of additional sports activities in developing cadets' volitional qualities.

**Conclusions:** The comprehensive impact of hand-to-hand combat training sessions on the volitional qualities of cadets has been proven. This emphasizes the advisability of wider introduction of hand-to-hand combat techniques into the physical training of cadets during their studies at higher educational institutions to improve the effectiveness of their future service and professional activities.

**KEY WORDS:** volitional qualities, motor activity, hand-to-hand combat, cadet, war

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## INTRODUCTION

The specific nature of modern law enforcement service and combat activities, which are accompanied by the negative impact of various psycho-traumatic factors, places high demands not only on the physical readiness of future specialists, but also on their psychological readiness, since it is the level of physical and psychological readiness of law enforcement officers that determines not only the effectiveness and results of their activities, but also their personal safety [1, 2]. Scientists [3-5] argue that psychological readiness, as a conscious reflection of the existing potential and current state of the "personality-activity" system, ensures the formation of the personal content of a law enforcement officer's participation in service and combat activities, the time-

liness and expediency of current operational actions, their adequacy to the conditions of situations, situational stability and regulation of actions when tension rises, and the restoration of the initial characteristics of the psychological structure of activity after the law enforcement officer has performed service and combat missions. Among the components of the psychological readiness of law enforcement officers for their service and combat activities, scientists [6, 7] highlight volitional readiness, which involves the development of qualities such as purposefulness, self-confidence, courage, determination, self-control, endurance, and readiness to take risks.

Scientists [8] note that, being the active side of the mind and moral sense willpower manifest itself in

voluntary actions aimed at achieving a set goal. Each volitional manifestation contains: intellectual components, because willpower is the active side of the mind; emotional (motivational) components, because willpower is the active side of moral feelings; operational components (skills), because volitional manifestations are associated with overcoming obstacles [9, 10].

A summary of the data from literary sources [11-13] allows us to conclude that motor activity (exercise and sports) plays an essential role in the formation of the psychological (volitional) readiness of law enforcement officers to act in extreme conditions of their service and combat activities and in increasing their psychological resistance to stress. This is because motor activity (MA) ensures the development and improvement of not only the physical but also the mental aspects of a person [14]. When used correctly, MA can significantly improve all components of law enforcement officers' moral and psychological readiness: moral state, volitional qualities, emotional stability, and mental abilities [15]. Experts argue that MA can increase the body's resistance to the effects of psycho-traumatic factors of service and combat activities by 30-40 % [16].

According to scientists [17], the most significant impact of MA is on the willpower and emotional stability of law enforcement officers (the emotional and volitional components of psychological preparedness). Experts [18] identify the following volitional qualities that are most important for law enforcement officers' actions in extreme situations: courage, determination, initiative, ingenuity, resourcefulness, perseverance, persistence, endurance, self-control, and self-confidence. Courage and determination are developed during physical exercises that contain elements of novelty, risk and danger; initiative, ingenuity and resourcefulness are most effectively developed during exercises that require independent decision-making; perseverance and persistence are developed through the use of physical exercises, during which law enforcement officers experience significant and prolonged physical exertion and mental stress; endurance and self-control are practiced in the course of performing precision movement exercises under conditions of physical loads and mental stress that are constantly changing and becoming more complex. Therefore, it is timely and relevant to study the impact of various types of MA on the development of volitional qualities of cadets – future law enforcement officers during their training at higher educational institutions with specific learning environments (HEI with SLE).

## AIM

The aim is to investigate the impact of various types of motor activity on the development of cadets' indicators

of volitional qualities during their training at higher educational institutions.

## MATERIALS AND METHODS

### PARTICIPANTS

The research, conducted in the 2024-2025 academic year, involved 352 male cadets from the National Academy of Internal Affairs (NAIA, Kyiv, Ukraine) majoring in "Law Enforcement" and "Law" specialties. To study the impact of various types of motor activity on the development of cadets' volitional qualities indicators, we formed three groups of cadets based on the results of a survey: the HHC Group (n = 54) included cadets who, in addition to attending compulsory special physical training sessions during their studies at the HEI with SLE, also systematically participated in a hand-to-hand combat sports club during their sporting and mass participation events (SMPEs) (the 1<sup>st</sup> training year – 14 people, the 2<sup>nd</sup> training year – 16 people, the 3<sup>rd</sup> training year – 13 people, the 4<sup>th</sup> training year – 11 people); the SC Group (n = 91) included cadets who, like the cadets in the HHC Group, additionally participated in sports during their SMPEs hours in various sport clubs of the HEI with SLE in polyathlon, CrossFit, multi-event competitions, orienteering, sports games, and powerlifting (the 1<sup>st</sup> training year – 24 people, the 2<sup>nd</sup> training year – 26 people, the 3<sup>rd</sup> training year – 23 people, the 4<sup>th</sup> training year – 18 people); the K Group (n = 207) included cadets who, during their studies, attended only compulsory training sessions in special physical training and did not engage in additional sports activities; their SMPEs were conducted according to standard approved options (the 1<sup>st</sup> training year – 53 people, the 2<sup>nd</sup> training year – 45 people, the 3<sup>rd</sup> training year – 54 people, the 4<sup>th</sup> training year – 55 people). The amount of physical activity per week (in hours) did not differ between the study groups. The primary variable was the content of the MA training sessions across the groups. Inclusion criteria: male cadets, willingness to engage in a particular sport during training (determined by a survey at the beginning of the academic year), no health contraindications to sports; exclusion criterion – the cadet's desire to withdraw from the research at any convenient time.

### RESEARCH METHODS

Analysis and generalization of literary sources, psychodiagnostic methods, methods of mathematical statistics. Analysis and generalization of literary sources

**Table 1.** The level of volitional qualities development in cadets of the HHC Group (n = 54), the SC Group (n = 91), and the K Group (n = 207), M ± m, in points

Training year	Number of people	HHC Group		SC Group		K Group	Level of significance, p		
		Number of people		Number of people			HHC-SC	HHC-K	SC-K
Methodology "Willpower Study"									
1	14	14.5±1.43	24	15.0±1.17	53	13.6±0.79	>0.05	>0.05	>0.05
2	16	18.1±1.32	26	18.9±1.08	45	16.5±0.76	>0.05	>0.05	>0.05
3	13	22.6±1.24	23	21.8±0.99	54	19.1±0.68	>0.05	<0.05	<0.05
4	11	26.1±1.19	18	25.7±0.94	55	22.3±0.71	>0.05	<0.05	<0.05
Methodology "Impulsivity Study"									
1	14	48.2±2.81	24	47.8±1.31	53	48.6±0.57	>0.05	>0.05	>0.05
2	16	44.7±2.79	26	45.3±1.19	45	46.9±0.66	>0.05	>0.05	>0.05
3	13	41.6±2.41	23	42.1±1.22	54	45.1±0.55	>0.05	>0.05	<0.05
4	11	38.8±2.28	18	40.3±1.37	55	43.7±0.52	>0.05	<0.05	<0.05
Methodology "Volitional Self-Regulation Study"									
1	14	14.8±1.34	24	15.1±1.08	53	14.6±0.73	>0.05	>0.05	>0.05
2	16	16.3±1.29	26	16.3±1.04	45	15.4±0.69	>0.05	>0.05	>0.05
3	13	18.9±1.22	23	17.9±1.01	54	16.3±0.67	>0.05	>0.05	>0.05
4	11	20.6±1.27	18	19.6±0.98	55	17.5±0.64	>0.05	<0.05	<0.05
Methodology "Patience Self-Assessment"									
1	14	11.2±1.09	24	10.9±0.79	53	10.7±0.52	>0.05	>0.05	>0.05
2	16	13.5±1.04	26	12.7±0.75	45	12.1±0.59	>0.05	>0.05	>0.05
3	13	15.9±1.03	23	14.8±0.73	54	13.5±0.51	>0.05	<0.05	>0.05
4	11	17.8±1.07	18	16.9±0.81	55	14.8±0.48	>0.05	<0.05	<0.05

Notes: M – arithmetic mean; m – error of the arithmetic mean; p – reliability of the difference between the indicators of the cadets of the studied groups, which was determined using Student's t-test

Source: compiled by the authors of this study

were used to conduct an analytical review of scientific sources on the outlined range of issues (23 sources from PubMed, Scopus, Web of Science, and Index Copernicus were analyzed).

Psycho-diagnostic methods involved the use of several methodologies for assessing the volitional qualities of cadets: "Willpower Study" (according to M. M. Obozov); "Impulsivity Study" (according to V. A. Losenkov); "Volitional Self-Regulation Study" (according to A. V. Zvierkov and Ye. V. Eidman); "Patience Self-Assessment" (according to Ye. P. Iliin and E. K. Feshchenko) [19, 20].

## METHODS OF MATHEMATICAL STATISTICS

The methods of mathematical statistics were used to process the data obtained. The compliance of the sam-

ple data distribution with the Gauss' law was assessed using the Shapiro-Wilk W test. The reliability of the difference between the indicators was determined using the Student's t-test. The reliability of the difference was set at  $p < 0.05$ . All statistical analyses were performed using SPSS software, version 10.0, adapted for medical and biological research.

## ETHICS

The procedure for organizing the study and the topic of the article were previously agreed with the Committee on compliance with Academic Integrity and Ethics of the NAIA. Also this study followed the regulations of the World Medical Association Declaration of Helsinki. Informed consent was received from all participants who took part in this study.

## FRAMEWORK

This scientific article was carried out according to the plan of the research work of the National Academy of Internal Affairs for 2020-2026 "Psychological, pedagogical and sociological support of law enforcement officers» (state registration number 0113U008196).

## RESULTS

Using the "Willpower Study" methodology, we studied the ability of cadets to apply volitional efforts in overcoming obstacles. The analysis of the results shows that in the 1<sup>st</sup> and the 2<sup>nd</sup> training years, the indicators of cadets in all three groups do not differ significantly ( $p > 0.05$ ). In the 3<sup>rd</sup> training year, the level of cadets' volitional qualities in the HHC Group (22.6 points) and the SC Group (21.8 points) was significantly ( $t = 2.47$ ;  $t = 2.25$ ;  $p < 0.05$ ) better than that of the K Group (19.1 points) by 3.5 points and 2.7 points, respectively. At the same time, the indicators of cadets in the HHC Group and SC Group were significantly the same ( $p > 0.05$ ). In the 4<sup>th</sup> training year, the ratio of indicators did not change – the cadets who practiced HHC and other sports had a significantly ( $t = 2.74$ ;  $t = 2.89$ ;  $p < 0.05$ ) higher level of their volitional qualities than the cadets who attended their SMPs using traditional methods. Moreover, in the 4<sup>th</sup> training year, cadets in the HHC Group had the highest level of development of their volitional qualities – 26.1 points. This value is significantly better than in the K Group, by 3.8 points ( $t = 2.74$ ;  $p < 0.05$ ) and significantly the same as the indicators of the SC Group ( $p > 0.05$ ) (Table 1).

The analysis of the dynamics of indicators of volitional qualities development showed that in all groups there was a significant improvement in volitional qualities: in the HHC Group – by 11.6 points ( $t = 6.24$ ;  $p < 0.001$ ), in the SC Group – by 10.7 points ( $t = 7.13$ ;  $p < 0.001$ ), in the K Group – by 8.7 points ( $t = 8.19$ ;  $p < 0.001$ ). Instead, the most significant changes were observed in the indicators of cadets of the HHC Group, which emphasizes the effect of HHC training sessions on the development of volitional qualities of cadets – future law enforcement officers.

The analysis of the results of the study of cadets' impulsivity shows that in the 1<sup>st</sup> and the 2<sup>nd</sup> training years, between the studied groups of cadets, there was no significant difference ( $p > 0.05$ ). In the 3<sup>rd</sup> training year, the level of impulsivity in the HHC Group and the SC Group was lower than in the cadets of the K Group by 3.5 and 3.0 points, respectively, but a significant difference was found only between the SC Group and the K Group ( $t = 2.24$ ;  $p < 0.05$ ). In the 4<sup>th</sup> training year, in the HHC Group (38.8 points) and the SC Group (40.3

points), the level of impulsivity was also significantly lower than in the K Group (43.7 points), by 4.9 points ( $t = 2.10$ ;  $p < 0.05$ ) and 3.4 points ( $t = 2.32$ ;  $p < 0.05$ ), respectively. In the 4<sup>th</sup> training year, the HHC Group showed the lowest level of impulsivity, which indicates a positive effect of HHC training sessions on the development of volitional qualities of future law enforcement officers; however, the level of impulsivity of cadets of the HHC Group and the SC Group is significantly the same ( $p < 0.05$ ). The analysis of the mean values characterizing cadets' impulsivity, regardless of their training years, shows that the average value (43.3 points) for the HHC Group is the highest among the three groups under study. Still, the indicators of impulsivity do not differ significantly ( $p > 0.05$ ) in the HHC Group and the SC Group. In the K Group (46.1 points), the indicators are considerably worse than in the groups of cadets who were engaged in HHC and other sports. In the process of training at the HEI with SLE, the level of impulsivity in cadets of all three groups significantly decreased: in the HHC Group – by 9.4 points ( $t = 2.60$ ;  $p < 0.05$ ); in the SC Group – by 7.5 points ( $t = 3.96$ ;  $p < 0.001$ ); in the K Group – by 4.9 points ( $t = 6.35$ ;  $p < 0.001$ ).

The analysis of the results using the methodology referred to as "Volitional Self-Regulation Study" shows that, in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> training years, the level of volitional self-regulation among cadets who were additionally engaged in sports (HHC and SC) though was higher than in the K Group, but there is no significant difference between the obtained indicators ( $p > 0.05$ ). In the 4<sup>th</sup> training year, the level of volitional self-regulation in the HHC Group was the best (20.6 points); in the SC Group (19.6 points), the indicators were worse than in the HHC Group by 1.0 points, but no significant difference with the HHC Group was found ( $p > 0.05$ ). Instead, in both the HHC Group and the SC Group, the level of volitional self-regulation in the 4<sup>th</sup> training year is significantly better than in the K Group, by 3.1 points ( $t = 2.18$ ;  $p < 0.05$ ) and 2.1 points ( $t = 2.05$ ;  $p < 0.05$ ), respectively (Table 1). The comparison of the mean values of the level of volitional self-regulation of cadets of the three groups under study confirmed the positive effect of additional sports activities during training in the HEI with SLE and HHC, in particular, on the formation of volitional qualities of future law enforcement officers: in the HHC Group (17.7 points) and the SC Group (17.2 points), the average value is significantly better than in the K Group (15.9 points) by 1.8 points ( $t = 2.16$ ;  $p < 0.05$ ) and 1.3 points ( $t = 2.69$ ;  $p < 0.05$ ), respectively. Between the HHC Group and the SC Group, despite a difference of 0.5 points, no significant difference was found ( $p < 0.05$ ). The research also found that during the course of training at the HEI with SLE, the level of volitional self-regulation of cadets of all

three groups significantly improved: in the HHC Group – by 5.8 points ( $t = 3.14$ ;  $p < 0.01$ ), in the SC Group – by 4.5 points ( $t = 3.29$ ;  $p < 0.01$ ); in the K Group – by 2.9 points ( $t = 2.99$ ;  $p < 0.01$ ).

The level of cadets' patience was assessed using the self-assessment of patience methodology proposed by Ye. P. Iliin and Ye. K. Feshchenko. The maximum number of points that could be scored using this methodology is 18 points. The results of the study on the level of patience show that in the 1<sup>st</sup> and 2<sup>nd</sup> training years, there was no significant difference in the indicators of cadets across all three groups ( $p > 0.05$ ). In the 3<sup>rd</sup> training year, the level of patience in the HHC Group was the best (15.9 points) and significantly better than in the K Group by 2.4 points ( $t = 2.09$ ;  $p < 0.05$ ). In the 4<sup>th</sup> training year, the ratio of indicators has not changed – in the HHC Group, the level of patience (17.8 points) is the best among the study groups and is significantly better than in the K Group (14.8 points) by 3.0 points ( $t = 2.56$ ;  $p < 0.05$ ). In the SC Group (16.9 points), the level of patience in the 4<sup>th</sup> training year was also significantly better than in the K Group, by 2.1 points ( $t = 2.23$ ;  $p < 0.05$ ). However, no significant difference was found between the HHC Group and the SC Group in the 3<sup>rd</sup> and 4<sup>th</sup> training years ( $p < 0.05$ ) (Table I). The analysis of the mean values by groups of cadets showed that the best level of patience was found in cadets of the HHC Group (14.6 points), and the worst in cadets of the K Group (12.7 points). The difference between the HHC Group, the SC Group, and the K Group is 1.9 points and 1.1 points, respectively, and is significant ( $t = 2.97$ ;  $p < 0.05$ ;  $t = 2.96$ ;  $p < 0.05$ ). The difference between the mean values of the HHC Group and the SC Group is not significant ( $p < 0.05$ ). It was also found that in the process of training the level of patience of cadets of all three groups improved, the difference between the indicators of cadets of the 1<sup>st</sup> and 4<sup>th</sup> training years in the HHC Group is 6.6 points ( $t = 4.32$ ;  $p < 0.001$ ), in the SC Group – 6.0 points ( $t = 5.30$ ;  $p < 0.001$ ), in the K Group – 4.1 points ( $t = 5.79$ ;  $p < 0.001$ ). The level of cadets' patience across all three groups in the 1<sup>st</sup> training year was assessed as average, and in the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> training years, as high. However, the most pronounced effect of sports was found in the HHC Group. The results obtained with this methodology indicate a positive impact of HHC training sessions on cadets' patience, which, in the future, will contribute to the effectiveness of performing specific tasks in service and combat activities.

## DISCUSSION

According to scientists [3, 18, 21], volitional qualities are relatively stable mental formations that are independent of specific situations and reflect the level of

conscious self-regulation of behavior and self-control achieved by an individual. These include purposefulness, determination and courage, independence, perseverance, initiative, endurance, etc. Purposefulness is the ability to focus on a specific goal consciously. This quality includes not only a clear awareness of the goal, but also the choice of the most effective ways to achieve it, and the ability to take systematic action to accomplish it. Determination and courage are individual qualities of willpower associated with the ability and skill to make responsible decisions in a timely and independent manner and to implement them consistently in one's activities. Perseverance is the ability to take sustained, active, energetic action and to be effective in overcoming obstacles. Perseverance is particularly evident when a person is in a problematic situation, facing difficulties and obstacles on the way to achieving a goal. Patience manifests itself in prolonged resistance to adverse factors. In this case, willpower reveals its initiating function, prompting a person to maintain the current state of affairs despite the situation that has arisen. Initiative manifests itself in the ability to take active actions driven by a person's own attitudes, ideas, and beliefs. Initiative manifests itself in creativity, innovation, independence, and resistance to external influences. Self-control (emotional stability) involves maintaining clarity of thought, controlling emotions in challenging situations, and managing one's actions under stress. These qualities manifest differently in specialists' personal potential. Still, together they define the ability to endure and maintain self-control, to withstand physical exertion and mental stress in the course of service and professional activities.

Scientists [6, 8, 10] indicate that the volitional process goes through several basic stages: 1) the emergence of motivation and goal setting; 2) the stage of discussion and struggle of motives; 3) decision making; 4) execution. At the first stage, the emerging need is reflected in consciousness as an urge, the object of which is not yet realized. As the need grows and its object becomes clear, the urge turns into a desire, which becomes the stimulus for action. At this stage, incompatible motives often clash, and a choice must be made between them. In the struggle between motives, willpower is revealed, and the goal of the activity is formulated, which finds expression in the decision-making process. After the decision is made, the tension that accompanied the struggle between motives weakens, and the person feels relief. In a complex volitional act, the decision-making process is followed by planning activities to achieve the set goal and by determining the means to do so. After that, the person proceeds with the planned actions. Achieving a specific goal may involve overcoming external obstacles (objects, people, time,

space) and internal obstacles (fatigue, illness, lack of knowledge, etc.). As previous scientific studies [5, 11, 14] and our results show, existing obstacles often create tension among law enforcement officers, which must be countered by support for the volitional sphere of the personality and movement toward the set goal. Analysis of a complex volitional act shows that it involves various mental processes, skills, abilities, and talents.

As part of our research, the assessment of the volitional qualities of future law enforcement officers was conducted using the following methods: "Willpower Study," "Impulsivity Study," "Volitional Self-Regulation Study," and "Patience Self-Assessment." The assessment of results obtained using the "Willpower Study" methodology shows that in the 1<sup>st</sup> and 2<sup>nd</sup> training years, the willpower of cadets in all three groups is at the average level; in the 3<sup>rd</sup> training year, a high level was observed in the HHC Group. In other groups – average, and in the 4<sup>th</sup> training year, a high level was found in all groups. This indicates that physical exercise and sports during training at the HEI with SLE contribute to the development of volitional qualities in cadets across all three groups, enabling them to confidently overcome the challenges of training and future service and combat activities. At the same time, hand-to-hand combat training sessions have the most pronounced effect on willpower.

At the same time, it should be noted that the higher the impulsivity, the lower the level of development of volitional qualities. Impulsive people often have vague life plans; they have no interests and are easily distracted [22]. People with low impulsivity, on the contrary, are purposeful, have clear value orientations, show persistence in achieving their goals, and try to bring what they have started to completion. Our analysis of impulsivity levels once again confirmed the effectiveness of physical exercise and sports in general, and HHC in particular, in developing the volitional qualities of future law enforcement officers. According to the normative table, the level of impulsivity among cadets in all three study groups in all training years is assessed as average. The decrease in the level of impulsivity among cadets in all three groups indicates that in the process of training at the HEI with SLE, they improve such qualities as purposefulness (conscious and active focus on a specific result of activity), perseverance and zeal (the ability to overcome external and internal obstacles in achieving the set goal), independence (the ability to act independently, set goals independently, and organize actions independently to achieve these goals), self-control and restraint (the ability and habit of controlling one's behavior, managing oneself, one's movements, speech, refraining from impulsive actions, and ill-considered emotional reactions), clear value orientations are formed (aimed at developing readiness to perform specific tasks of future service and combat activities).

Scientists [12, 17] define volitional self-regulation as the degree of control over one's own behavior across situations, the ability to manage one's actions, states, and impulses consciously. A high level of volitional self-regulation development is characteristic of emotionally mature, active, independent, and self-reliant individuals. They are characterized by calmness, self-confidence, steadfastness of purpose, realistic views, and a developed sense of duty. As a rule, they reflect well on their personal motives, systematically implement their intentions, know how to distribute their efforts, and can control their actions; they have a pronounced socially positive orientation. A low level of volitional self-regulation is observed in people who are sensual, emotionally unstable, vulnerable, and insecure. Their reflectivity is low, and their overall activity level is usually reduced; they tend to be impulsive and unstable in their intentions. This may be due to both immaturity and a pronounced refinement of character, which is not supported by the ability to reflect and exercise self-control [20]. During our research, we found that HHC training sessions have the most pronounced effect on volitional qualities, which determines the expediency of wider introduction of HHC into the physical training of future law enforcement officers. However, it should also be noted that the level of volitional self-regulation of cadets across all three study groups and all training years is assessed as high, indicating the effectiveness of both additional sports activities and the traditional methods of organizing and conducting physical training at the HEI with SLE. Our results confirm the conclusions of many scientists [3, 5, 13, 16, 23] and complement them.

## CONCLUSIONS

The study of the level of development of volitional qualities in cadets who were additionally engaged in HHC during their training at the HEI with SLE, compared to cadets who were involved in other sports and cadets who were engaged in the traditional methodology during their SMPEs, shows that according to most of the applied methods, the studied indicators in the HHC Group of cadets in senior training years are significantly better than in the K Group, which indicates a more pronounced effect of HHC training sessions on the level of development of volitional qualities of future law enforcement officers. At the same time, across all methodologies, no significant difference was found between the indicators of cadets from the HHC Group and the SC Group, indicating the effectiveness of additional sports training in developing cadets' volitional qualities. However, such a complex influence on the development of motor skills, service-applied motor skills in HHC, and the education of volitional qualities is not provided

by any other sports. This emphasizes the expediency of wider implementation of HHC in the physical training of cadets at HEIs with SLE to improve the effectiveness of their future service and professional activities.

## PROSPECTS FOR FURTHER RESEARCH

It is planned to investigate the impact of various types of motor activity on cadets' physical development and functional state during their training.

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## CONFLICT OF INTEREST

The Authors declare no conflict of interest

## CORRESPONDING AUTHOR

**Ivan M. Okhrimenko**

National Academy of Internal Affairs

1 Solomyanska Square, 03035 Kyiv, Ukraine

e-mail: ivango-07@ukr.net

## ORCID AND CONTRIBUTIONSHIP

Tetyana M. Snyatkova: 0000-0003-3374-3532 **A** **B**

Oksana M. Miroshnychenko: 0000-0002-8624-9397 **D**

Igor M. Bushai: 0009-0009-3345-2728 **C**

Natalia E. Penkova: 0000-0002-2349-4918 **D**

Tetyana V. Kondratyuk-Antonova: 0009-0002-6548-7772 **C** **D**

Olga G. Marchenko: 0000-0003-1007-9560 **E**

Ivan M. Okhrimenko: 0000-0002-8813-5107 **B** **D**

Serhii M. Zhembrovskyi: 0000-0003-3371-4918 **F**

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**A** – Work concept and design, **B** – Data collection and analysis, **C** – Responsibility for statistical analysis, **D** – Writing the article, **E** – Critical review, **F** – Final approval of the article

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