

ABOUT CIVILIAN MILITARY EDUCATION IN SECONDARY SCHOOLS IN POLAND. AXIOLOGICAL ASPECTS OF THE FUNCTIONING OF MILITARY CLASS STUDENTS BASED ON AN ANALYSIS OF THE RESULTS OF OWN STUDIES

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The present article concerns civilian military education in secondary schools in Poland. The article presents the results of the author's own pilot studies on the axiological aspect of the functioning of military classes in secondary schools in Poland. The objective of the article is to specify the characteristics of the axiological aspects of the functioning of students of military classes based on an analysis of the results of the author's own studies, with particular focus on the interests, dimensions of development of personality traits, and the objectives of the respondents. The research method that was used was a diagnostic survey, the technique was a poll, and the research tool was a questionnaire. After a short description of the origins of military classes and of the research methods used, the authors analyse the axiological dimension of the functioning of the respondents: their interests, the directions of development of their personality traits, and their objectives. The conclusion contains answers to the research problems and a comparison of the values of the students of military classes to the values shared by young persons determined in contemporary studies in Poland.

Keywords: *education, axiology, values, young persons, military classes, civilian military education*

1. INTRODUCTION: THE ORIGINS OF MILITARY CLASSES IN POLAND

The concept of the formation of military classes is linked to the traditions of defence training, preparation of the young generation to defend the country, and strengthening of the bonds

between the people and the military. Their contemporary development and nature is the effect of many initiatives taking place in the 1990's, mostly in schools and in the military. It is assumed that the first military classes in the 3rd Republic were experimental classes initiated by the creation by the Ministry of

National Defence and the Ministry of National Education of a joint system for defence education of young persons in secondary schools in Poland. In this experimental formula, military classes existed between 1998 and 2002¹. Even though the experiment was successful, it was not possible to expand and popularize it. An opportunity for further development of military classes was provided only by the *Regulation of the Minister of National Education and Sport of 9 April 2002 concerning the conditions for conduct of innovative and experimental activities by public schools and institutions*² and by the *Regulation of the Minister of National Education of 24 April 2011 amending the regulation concerning the conditions for conduct of innovative and experimental activities by public schools and institutions*³.

The present popularity of military classes, together with objective, standard criteria of acceptance and attractive

curricula, are conducive to the achievement of ambitious didactic and educational objectives⁴. The achievement of such objectives largely depends on the cooperation of military schools and classes with military units and other institutions of the uniformed ministries, as well as on local support. It also depends on the involvement and knowledge of the teachers of military classes and on the values⁵ that appear to be characteristic of students of those classes.

This article presents the results of the author's own studies on the topic of axiological aspects of the functioning of students of military classes. In the studies, it was assumed that the axiological dimension of civilian military education in secondary schools in

¹ More information about the pedagogical experiment related to military education in the years 1998-2002 can be found in: M. Kaliński, *Przysposobienie wojskowe młodzieży szkolnej* [Military training of school-age youth], Ministry of National Defense, Warsaw 2000.

² Journal of Laws no. 56, item 506.

³ Journal of Laws no. 176, item 1051.

⁴ More information on the objectives and curricula in military classes can be found in: L. Kanarski, M. Koter, K. Loranty, I. Urych, *Wstępna diagnoza funkcjonowania klas mundurowych – wyniki badań pilotażowych* [Preliminary diagnosis of functioning of uniformed classes - results of pilot studies], in: *Klasy mundurowe. Od teorii do dobrych praktyk* [Uniformed classes. From theory to good practices], A. Skrabacz, I. Urych, L. Kanarski (red.), Warsaw 2016, pp. 71-82.

⁵ In the present article, the term "value" is equivalent to the term "good." The author also defines values as objectives and stimuli that cause people to take certain actions in their lives and to find the sense of living.

Poland can be described with the following three categories: the interests of students of military classes, the directions of development of the personality traits of the respondents, and the objectives of the respondents⁶.

This understanding of the axiological aspects of the functioning of the surveyed students of military classes marked the beginning of this document. The article first presents the research methodology and the characteristics of the studied young persons and then contains a diagnosis of civilian military education of the respondents - their interests, directions of development, personality traits, and objectives. The article ends with a conclusion,

⁶ This assumption was made on the basis of an analysis of the earlier results of studies on the topic of education in military classes. Cf. e.g. L. Kanarski, M. Koter K. Loranty, I. Urych, *Klasy mundurowe. Wstępna diagnoza innowacji pedagogicznej* [Uniformed classes. Preliminary diagnosis of pedagogical innovation], in: S. Olearczyk, Z. Piątek (eds.), *Obronność w edukacji dla bezpieczeństwa* [Defense in education for security], Warsaw 2014, pp. 76-90; I. Urych, *Klasy wojskowe – geneza i rozwój* [Military classes - origins and development], in: B.M. Szulc, K. Krakowski (eds.), *Dylematy współczesnej dydaktyki obronnej* [Dilemmas of contemporary defense teaching], Warsaw 2015, pp. 53-60.

which contains answers to the research problems and a comparison of the results of the research to the results of contemporary studies concerning the values of young persons in Poland.

2. PERSONAL RESEARCH METHODOLOGY

The objective of the study was to specify the characteristics of the axiological aspects of the functioning of students of military classes based on an analysis of the results of the author's own studies, with particular focus on the interests, dimensions of development of personality traits, and the objectives of the respondents. The practical objective of the study was to improve, based on the results of the study, the research tool, namely the questionnaire, to study the values shared by students of military classes in their own opinions.

The main problem of the empirical study was contained in the following question: What are the characteristics of the axiological aspects of the functioning of students of military classes? In connection with the main problem, three detailed questions were formulated:

1. What are the respondents interested in?
2. What are the directions of development of the personality traits of the respondents?
3. What are the characteristics of the respondents?

In the study, the diagnostic survey method was used⁷. The research technique was a poll and the research tool was a questionnaire, prepared by the author, with scaling, titled "Questionnaire for students of military classes." In the study, the independent variable of gender, with two indicators: woman and man, was used. The study was conducted in January and February 2017.

Two hundred students of military classes participated in the study. The sample was selected randomly, assuming that the studied schools were randomly selected from among secondary schools that have the so-called military profile classes, which have signed cooperation agreements with the War Studies University in Warsaw. 54.5% of

the respondents were men and 45.5% were women (figure 1).

⁷ T. Pilch, T. Bauman, *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe* [Principles of pedagogical research. Qualitative and quantitative strategies], Warsaw 2001, pp. 79-82.

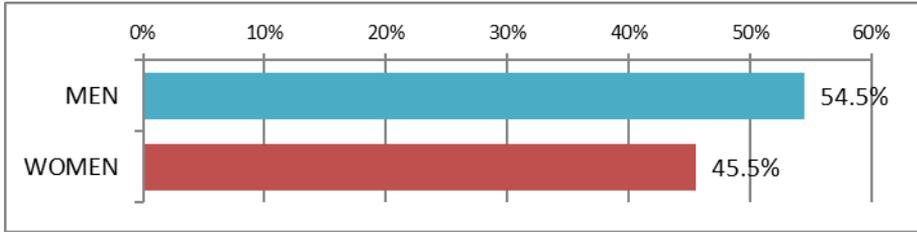


Fig. 1. Characteristics of the respondents according to their gender
Source: prepared by the authors.

The respondents were students of the first grades (39.5%), second grades (36.5%), and third grades (24.5%). The characteristics of the

respondents according to their education level are shown in figure 2.

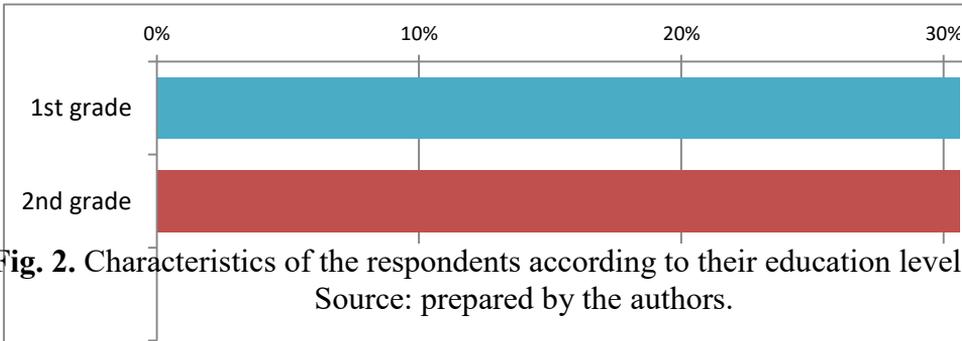


Fig. 2. Characteristics of the respondents according to their education level
Source: prepared by the authors.

The respondents were students at schools functioning in different towns and cities with different population sizes: up to 5 thousand

– 10.0%, 5-20 thousand – 25.0%, 20-50 thousand – 22.5%, 50-100 thousand – 22.5%, more than 100 thousand – 20.0% (figure 3.).

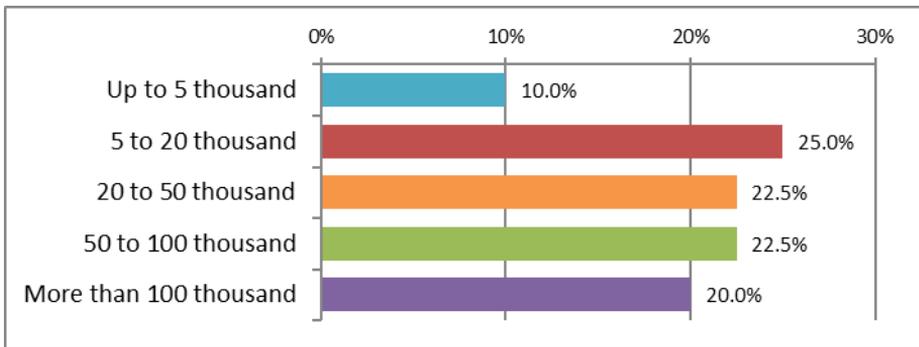
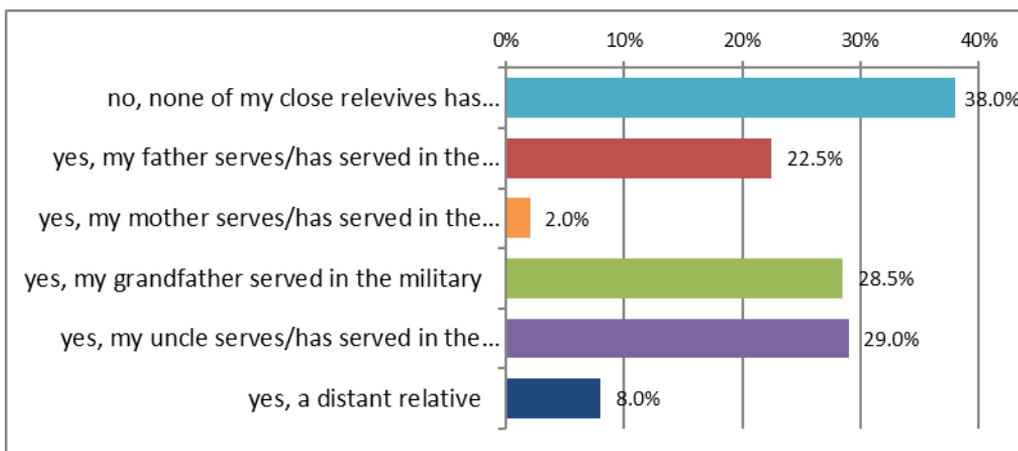


Fig. 3. Characteristics of the respondents according to the size of the town or city in which their secondary schools are located

Source: prepared by the authors.

The study also made it possible to characterise the students of military classes in relation to military traditions in their families. An analysis of the results proves that military traditions were maintained in families of 62% of the respondents. In the remaining 38%

of cases, no close relatives of the students served in the military. In most cases, uncles (29.0%), grandfathers (28.5%), fathers (22.5%), and in single cases also mothers (2.0%) or more distant relatives (8.0%) were in active service, as shown in figure 4.



(The results do not add up to 100% due to the fact that many answers could be selected by the respondents.)

Fig. 4. Characteristics of the respondents according to military traditions in their families

Source: prepared by the authors.

3. INTERESTS OF THE STUDENTS OF MILITARY CLASSES

Based on an analysis of the results, it is possible to determine the type and scope of interest of the participating students of

military classes (figure 5). Young people were most often interested in health, physical fitness, the Internet, country and patriotism, security and defence, knowledge, family and social life, food, and comfort and convenience. In the specified scopes, the share of the respondents who indicated their

"lack of interest" was lower than 10% but, at the same time, the

most often answer was: "low level of interest" - 50-80% of the group.

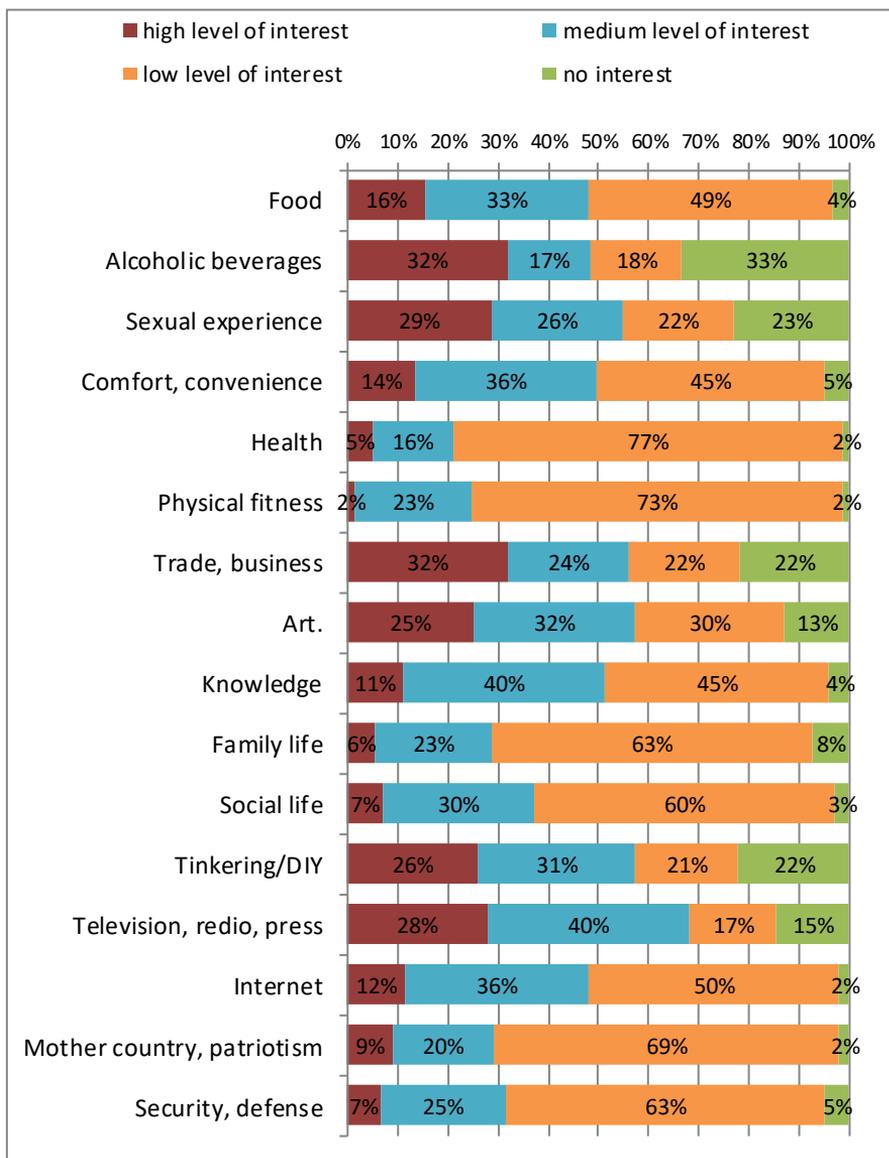


Fig. 5. Categories and levels of interest of the participating students
Source: prepared by the authors.

The level of interest of the participating students is better reflected by such statements as

"high level of interest" and "medium level of interest." Most often, the respondents were highly

interested in the following categories: trade and business (32%), alcohol beverages (32%), sexual experiences (29%), television, radio, and press (28%), tinkering / DIY (26%), and art (25%). The categories with medium level of the respondents' interest were: television, radio, press (41%), knowledge (40%), the Internet (37%), comfort and convenience (36%), social life (30%), sexual experiences (26%), security and defence (25%). The sum of those answers gives the real image of the interests of the respondents: television, radio, and press (68%),

art (57%), tinkering / DIY (57%), trade and business (56%), sexual experiences (55%), knowledge (51%), comfort and convenience (51%), the Internet (49%), food (48%), alcoholic beverages (48%).

The synthesis of the results was performed, making it possible to define the profile of the interests of students of military classes (figure 6).

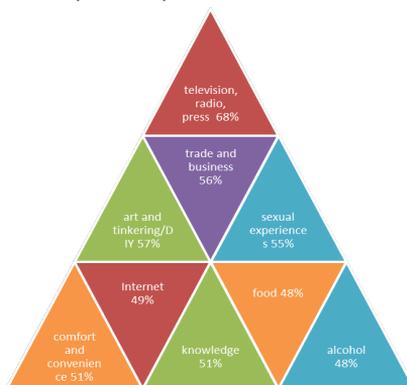


Fig. 6. Profile of interests of students of military classes

Source: prepared by the authors.

The participating men most often indicated high and medium level of interest in the following categories: television, radio, and press (67%), art

(63%), sexual experiences (59%), and tinkering/DIY (59%). They indicated a low level of interest in taking care of their health (22%) and their physical fitness (24%). It must be emphasised that 29% of the respondents were not

interested in the consumption of alcohol (figure 7).

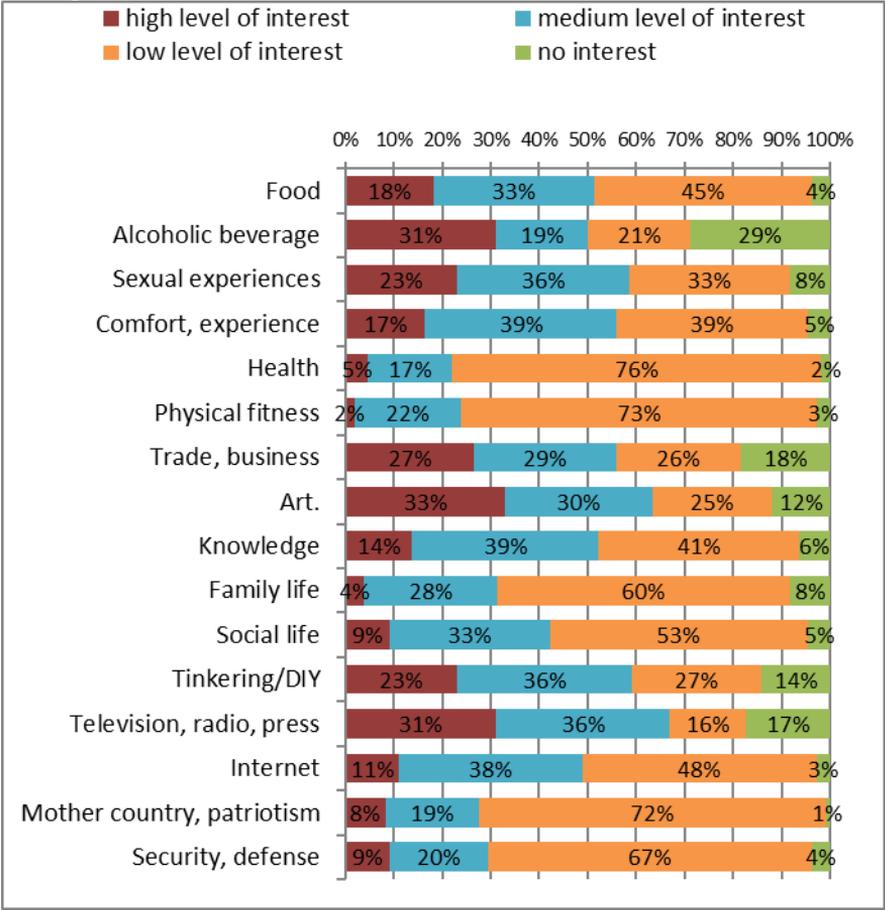


Fig. 7. Categories and levels of interest among male participants
Source: prepared by the authors.

The participating women also indicated their highest-level interest in television, radio, and press (58%) and their lowest level of interest in health (17%),

physical fitness (22%), and family life (22%). In the case of the participating women, there were more areas that they were not interested in: alcoholic beverages

(41%), sexual experiences (42%), tinkering / DIY (32%), and trade and business (26%). The

categories and levels of interest among the female participants are shown in figure 8.

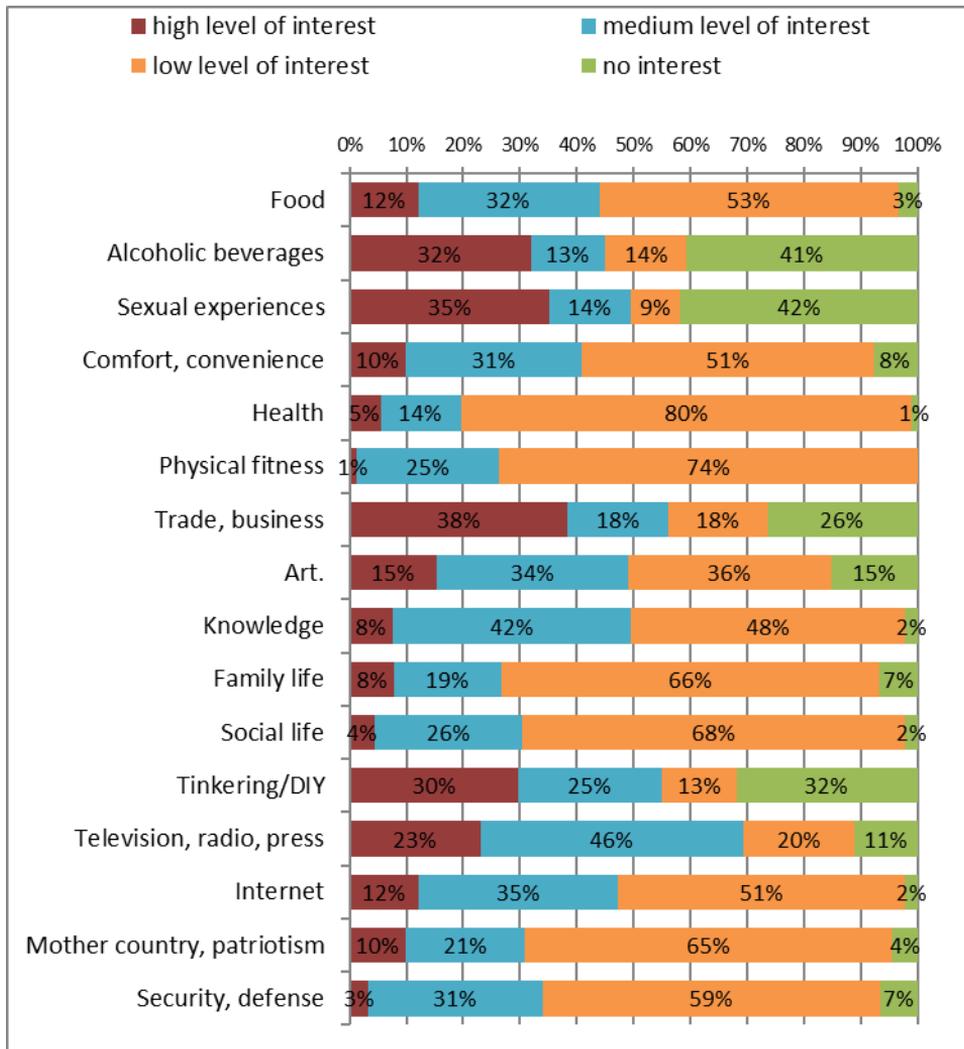


Fig. 8. Categories and levels of interest among female participants
Source: prepared by the authors.

Based on the analyses that were performed, it was found that women were significantly more often than men not interested in

sexual experiences, even though in both groups one-third of the participants were highly interested in those categories. The

significantly more men than women indicated a high and medium level of interest in comfort and convenience. It was

also found that men were significantly more often than women interested in art (Table 1).

Table1. An analysis of the correlation between the areas of interest and the independent variable (gender), taking into account the Pearson coefficient

Areas of interest	Variables		
	Gender	Age	Agglomeration
Food	0,0842	0,0032	0,1089
	p=0.236	p=0.964	p=0.125
Alcoholic beverages	0,0676	0,1645	0,0908
	p=0.341	p=0.020	p=0.201
Sexual experiences	0,2044	0,1608	0,0213
	p=0.049	p=0.023	p=0.765
Comfort, convenience	0,1563	0,0282	0,0429
	p=0.027	p=0.692	p=0.546
Health	0,0053	0,0160	0,0377
	p=0.941	p=0.822	p=0.596
Physical fitness	0,0454	0,1254	0,0176
	p=0.523	p=0.077	p=0.804
Trade, business	0,0171	0,0810	0,1330
	p=0.811	p=0.254	p=0.051
Art	0,1753	0,0822	0,1140
	p=0.013	p=0.247	p=0.108
Knowledge	0,0314	0,0071	0,0098
	p=0.659	p=0.921	p=0.890
Family life	0,0064	0,0697	0,0435
	p=0.928	p=0.327	p=0.540
Social life	0,1025	0,1767	0,1151
	p=0.149	p=0.012	p=0.105
Tinkering/DIY	0,0644	0,1498	0,0384
	p=0.365	p=0.034	p=0.589
Television, radio, press	0,0029	0,0456	0,0964
	p=0.967	p=0.521	p=0.174
The Internet	0,0018	0,0059	0,0218
	p=0.980	p=0.934	p=0.759
Mother country, patriotism	0,0103	0,0850	0,0263
	p=0.885	p=0.231	p=0.711
Security, defence	0,0303	0,0169	0,0322
	p=0.670	p=0.813	p=0.651

Source: prepared by the authors.

4. DIRECTIONS OF DEVELOPMENT OF PERSONALITY TRAITS OF THE MILITARY CLASS STUDENTS PARTICIPATING IN THE STUDY

The objective of the study was to determine the direction of development of the personality traits of the participating students of military classes. An analysis of the results of the study makes it possible to conclude that in the study group of military class students, a half of the respondents declared that they worked on their own character in the area of responsibility (55%), discipline and dutifulness (51%), and strong

will (50%). Approximately 40% of the respondents indicated a need for an increase in their courage, courteousness - 39%, diligence - 36%, and patience 28%. One in four students worked on their independence (26%), honesty (25%), knowledge and competence (25%), and opposing human suffering (23%). The members of the study group the least often indicated a need for work on friendliness and goodness towards others (16%), thriftiness (13%), kindness (11%), and unselfishness (8%). The directions of development of the personality traits of the participating students are shown in Figure 9.

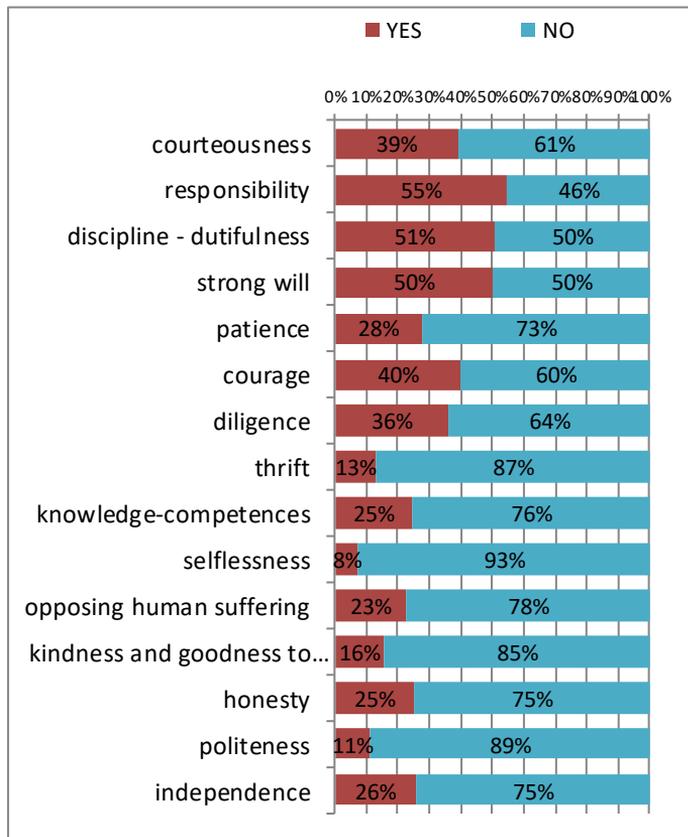


Fig. 9. Directions of development of personality traits of the students participating in the study
Source: prepared by the authors.

The five personality traits that men indicated as the areas that they must work on were: responsibility (55%), discipline and dutifulness (50%), strong will

(50%), courteousness (42%), and courage (40%). The directions of development of the personality traits among the participating male students are shown in Figure 10.

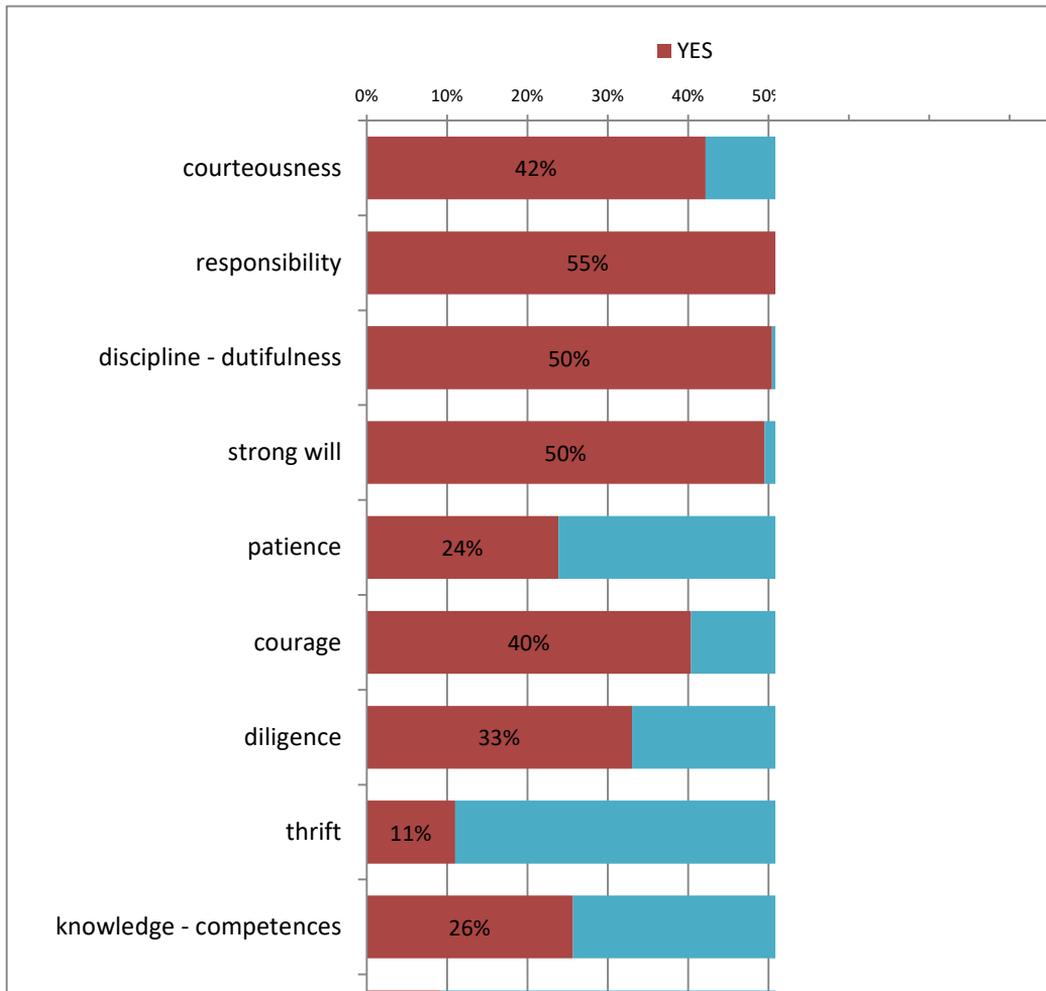


Fig. 10. Directions of development of the personality traits among the participating male students

Source: prepared by the authors.

On the other hand, the five personality traits that women indicated as the areas that they must work on were: discipline and dutifulness (51%), strong will (51%), responsibility (46%),

courage (40%), and diligence (40%). The directions of development of the personality traits of the participating female students are shown in Figure 11.

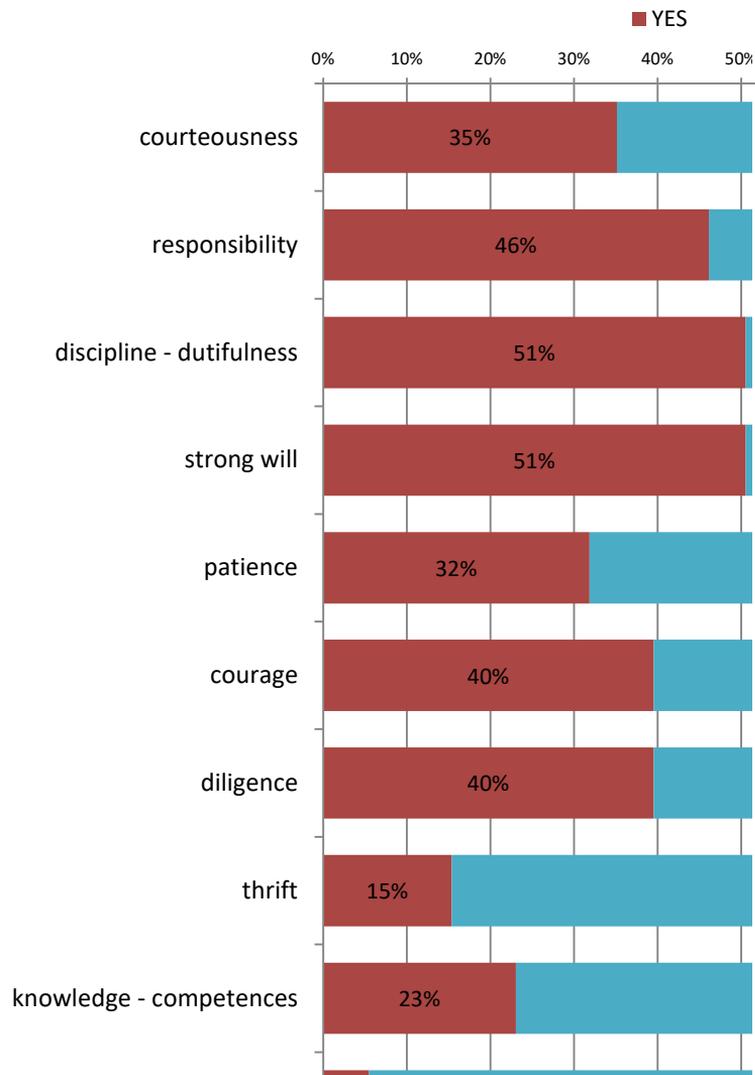


Fig. 11. Directions of development of the personality traits among the participating female students

Source: prepared by the authors.

In conclusion, students of military classes feel the need to work on their responsibility (55%), discipline and dutifulness (51%), strong will (50%), courage

(40%), and personal culture (39%). The views of women and men in this area are comparable to the general profile of the group (Figure 12).



Fig. 12. The profile of development of personality traits among students of military classes

Source: prepared by the authors.

5. THE OBJECTIVES OF THE PARTICIPATING STUDENTS OF MILITARY CLASSES

Based on the study, the objectives of students of military classes can be identified (Fig. 13). An analysis of the results proves that the respondents were the most interested in the following objectives: interesting job (98%), successful family life (97%), reciprocated love (94%), gaining respect and social recognition (93%). The range of 80-90% was obtained for the following values: high income and easy life (89%),

earning a university diploma (86%), a life full of adventures (84%), obtaining material values (83%), and many friends (80%). 69% of the respondents were interested in a military career (48% were definitely interested and 21% were rather interested). Only 11% were not interested in military service. 61% of the participating students expected to hold leadership positions (34% definitely and 27% probably). The participants indicated their strongest interest in scientific careers, which 30% of the respondents considered (11% definitely and 19% probably) and

38% rejected (23% rather rejected and 15% definitely rejected).

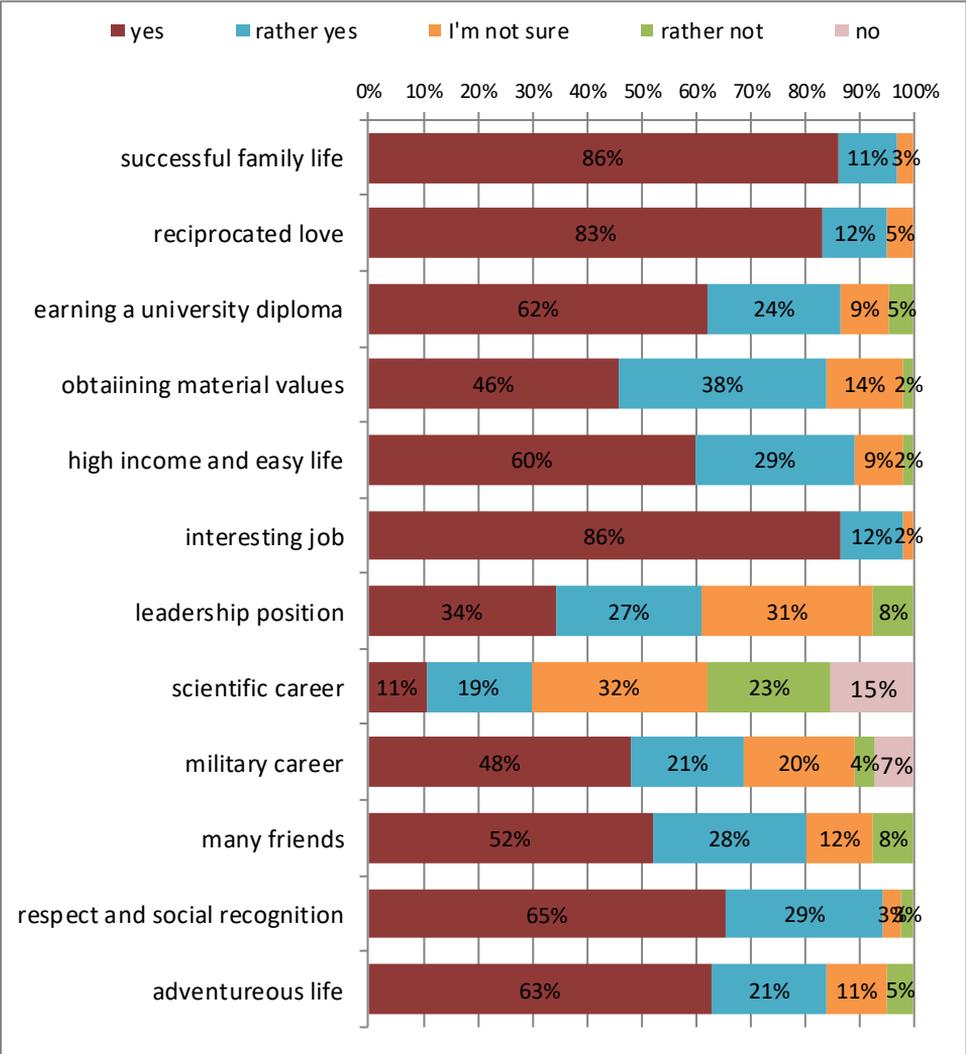


Fig. 13. The objectives of the participating students of military classes
 Source: prepared by the authors.

The participating male students declared that what they wanted was: interesting job (97%), successful family life (95%), gaining respect and social

recognition (95%), reciprocated love (94%), high income and easy life (90%). The respondents were the least interested in scientific careers (23% rather not interested

and 17% definitely not interested), as shown in Fig. 14.

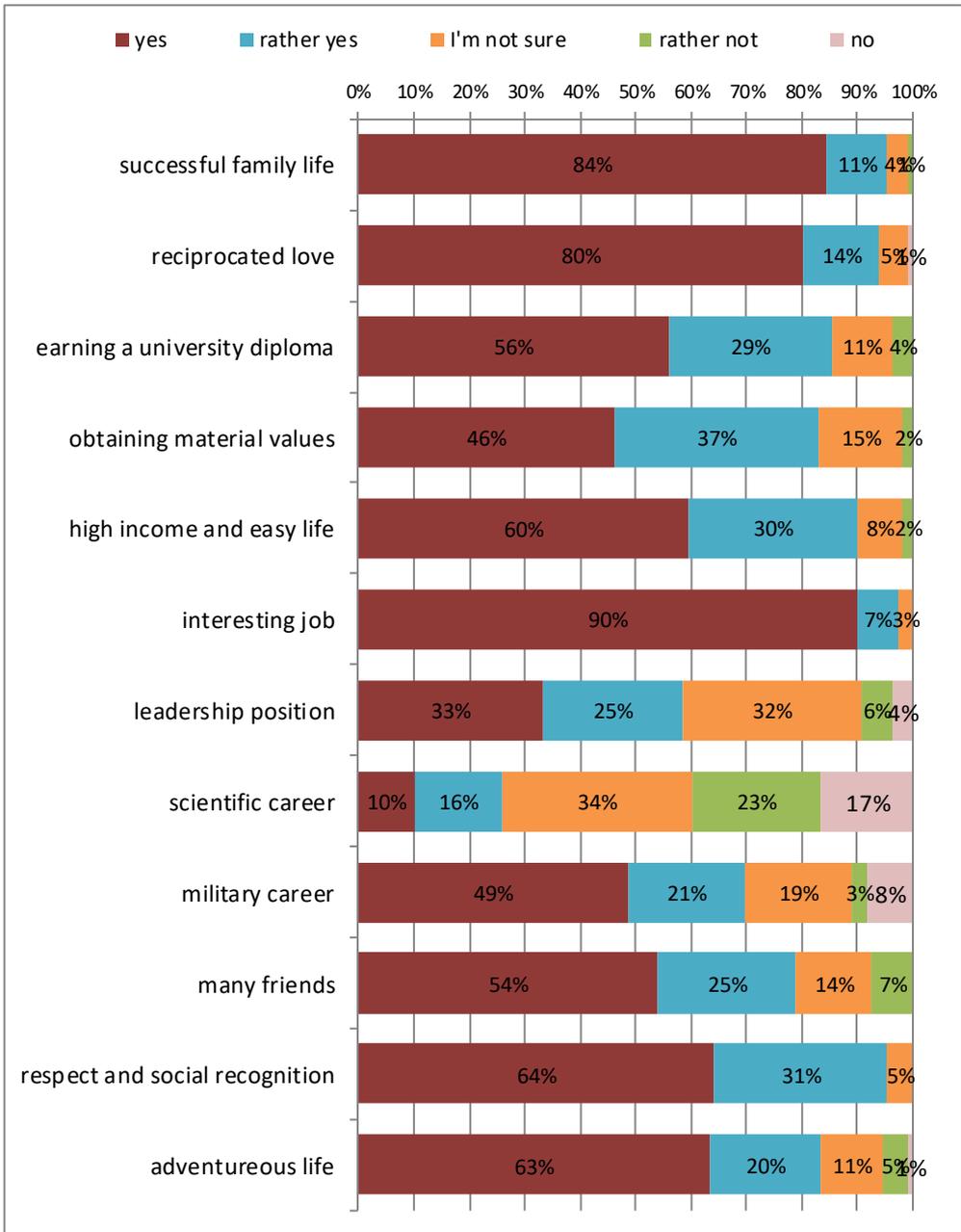


Fig. 14. Objectives of participating males
Source: prepared by the authors.

On the other hand, the participating women indicated that their main objectives were: successful family life (99%), interesting job (98%), reciprocated love (95%), and gaining respect and social recognition (90%). Like

the participating males, the participating females were the least interested in scientific careers (22% rather not interested and 13% definitely not interested), as shown in Fig. 15.

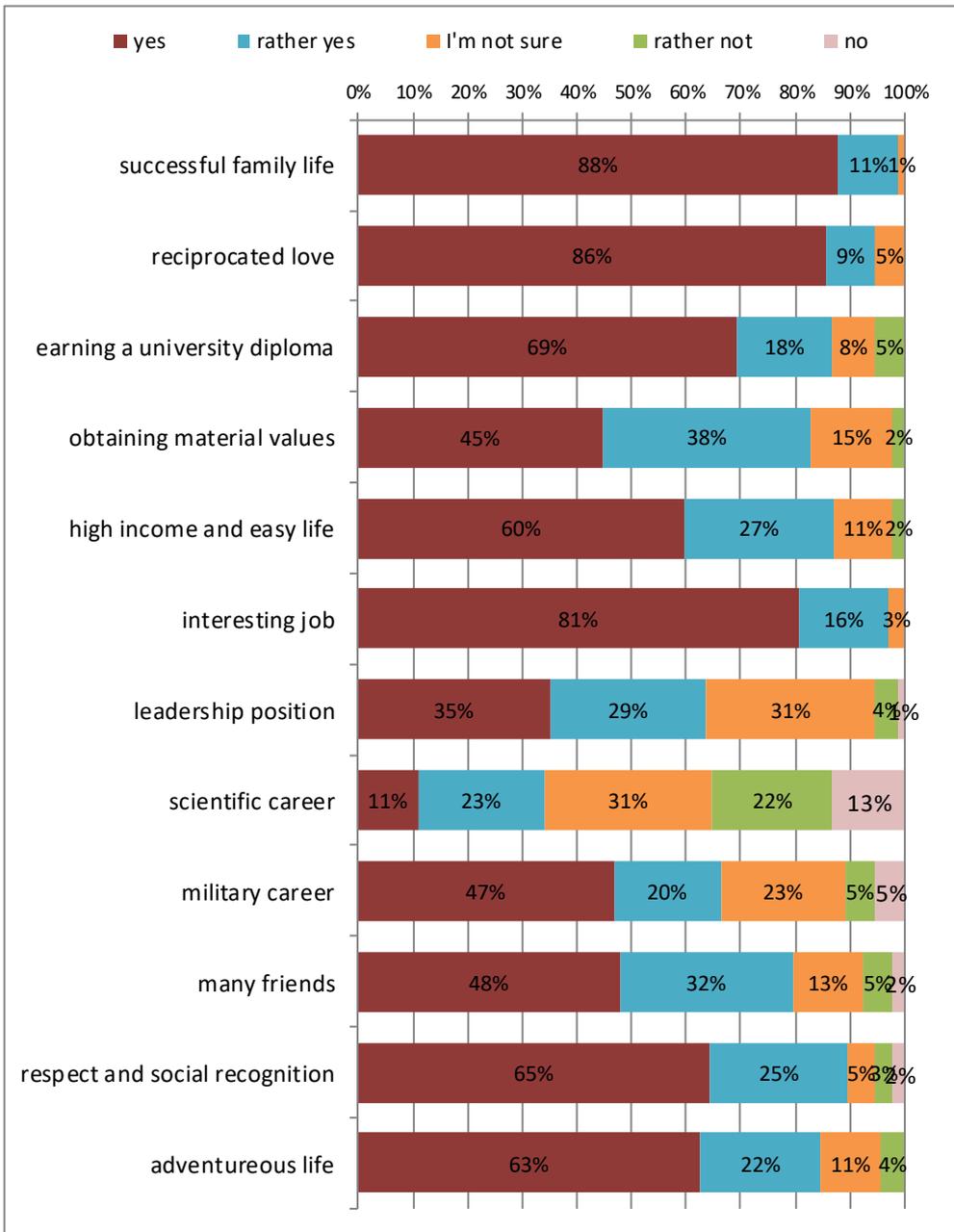


Fig. 15. Objectives of participating females
Source: prepared by the authors.

In conclusion, the objectives of students of military classes are: interesting job (98%), successful family life (97%), reciprocated love (94%), respect and social recognition (93%), high income and easy life (89%), and earning a university diploma (86%). More women than men indicated that a

successful family life was more important to them than an interesting job; in the case of men, it was the opposite. The objectives of the participating students of military classes are shown in Fig. 16.

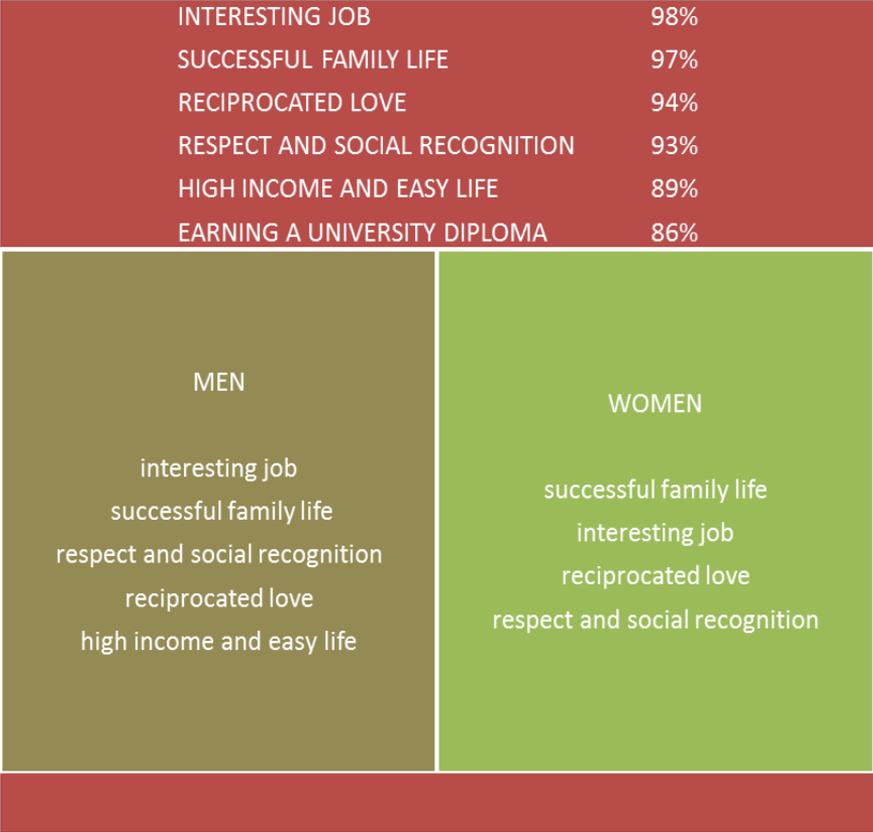


Fig. 16. The objectives of the participating students of military classes
 Source: prepared by the authors.

6. CONCLUSION

Due to the high interest in military education among school-

age young persons and the fact that values are important in human lives as they constitute a collection of valued objects or criteria for

decisions made in life, thus directing the activities of individuals, the object of the empirical study was the values shared by students of military classes. The main problem was defined in the following questions: What are the characteristics of the axiological aspects of the functioning of students of military classes? In connection with the main problem, three detailed questions were formulated:

1. What are the respondents interested in?
2. What are the directions of development of the personality traits of the respondents?
3. What are the characteristics of the respondents?

The analysis of the results made it possible to answer the research questions.

Re. 1. The key interests of the participating students of military classes: television, radio, and press (68%), art (57%), tinkering / DIY (57%), trade and business (56%), sexual experiences (55%), knowledge (51%), comfort and convenience (51%), the Internet (49%), food (48%), alcoholic beverage (48%). Moreover, the study demonstrated that women were significantly more often than men not interested in sexual experiences, even though in both

groups one-third of the participants were highly interested in those categories. On the other hand, the significantly more men than women indicated a high and medium level of interest in comfort and convenience. It was also found that significantly more men than women were interested in art. Based on the analyses that were performed, it was also concluded that older respondents were more interested in the consumption of alcoholic beverages, sexual experiences, social life, and tinkering / DIY.

Re. 2. The key directions of development of personality traits among the participating students of military classes were: responsibility (55%), discipline and dutifulness (51%), strong will (50%), courage (40%), and courteousness (39%). Moreover, the views of women and men in this area are comparable to the general profile of the group. On the other hand, the plan of personal improvement varies depending on the age of the respondents. Students of the first grade mostly see a need to improve their strong will, courage, responsibility, diligence, discipline, and dutifulness. On the other hand, the personal traits that students of the second grade find the most important are responsibility, discipline and

dutifulness, while strong will, courteousness, diligence, and courage were less important to them.

Re. 3. The objectives of students of military classes are: interesting job (98%), successful family life (97%), reciprocated love (94%), respect and social recognition (93%), high income and easy life (89%), and earning a university diploma (86%). The study proved that a successful family life was more important than an interesting job, while in the case of men, it was the opposite. Students of the first and second grades wanted an interesting job while students of the third grade found it less important than a successful family life and reciprocated love. The smallest percentage of students expected to make scientific careers. In all the analysed groups, the distribution of the responses was comparable, and no significant correlations were found.

The study made it possible to achieve the objective of the study, namely to specify the characteristics of the axiological aspects of the functioning of students of military classes based on an analysis of the results of the author's own studies, with particular focus on the interests, dimensions of development of personality traits, and the

objectives of the respondents. The theoretical objective of extending the theoretical knowledge about the values shared by students of military classes, as well as the practical objective of improvement, based on the results of the study, of the research tool of a questionnaire for studying the values shared by students of military classes, expressed by those students, were achieved.

A comparison of the results of the study to the results of other contemporary studies concerning the values shared by young person's leads to at least three conclusions. First, similar to the conclusions reached based on the study conducted in Poland in the 1990's by Halina Świda-Ziemba⁸, it can be stated that the respondents had a positive attitude toward having an interesting job. Another value that is shared by both studied groups is a positive approach to deciding about one's own fate.

Secondly, the study conducted by Mirosław Szymański⁹ in the last years of the 20th century

⁸ Cf. H. Świda-Ziemba, *Wartości egzystencjalne młodzieży lat dziewięćdziesiątych* [Existential values shared by young people in the 1990's], Warsaw University, Warsaw 1999

⁹ Cf. M. Szymański, *Młodzież wobec wartości. Próba diagnozy* [Young people and values. An attempt at diagnosis], IBE, Warsaw 2000.

indicates that allocentric and pro-social values (friendship, common experiences) were the most important to young persons, followed by hedonistic values (enjoying life) and values related to work, ending with education, power, and culture. The values that were the least important to young persons were material values, civic values, and family-related values. Of note is the fact that the students of military classes participating in the study declared a similar value system, with the exception of family-related value, which they evaluate much more highly.

Third, a comparison of the results obtained in this study with the results of the studies conducted in 2003 by Krystyna Ostrowska¹⁰ shows some clear differences. The young person's participating in Ostrowska's study identified love and great feelings as their most important goal, followed by happiness and a sense that they live for their families, followed by the trust of other people and having friends who like and respect them and by knowledge and education. In Ostrowska's opinion, the clear importance of such values as love and happy family life is the result of the more and more intensive

process that leads to extreme individualism, namely focus on values that benefit only the development of people as individuals.

Adolescence is a period when young people assign importance to certain things, activities, objectives, characteristics, and interests and express the intent to achieve them in adult lives. The values of young persons are significantly shaped by the persons with whom young person spend time and who are often identified by young people as their role models. In schools, which are among the main socialisation environments, in the didactic and education process, students of military classes are exposed to patriotic and pro-social values as well as pro-civic and pro-state attitudes. Moreover, those values are often instilled in them by soldiers, firemen, policemen, dedicated teachers, and trainers at shooting or martial arts courses; all of those persons are role models who teach young people to appreciate the values that young persons in other schools have no contact with. The study indicates that students in military classes share some of the values with their contemporaries in other, non-military, classes; however, some of their interests, directions of development of personality traits,

¹⁰ Cf. K. Ostrowska, *In search of values*, Rubikon, Kraków 2004.

and research objectives should be promoted on higher levels of education, for example in military academies. The interest of the young ~~person's~~ people participating in the study in security and national defence, physical fitness, and military careers could, of course, be used for promotion of the development of civil society in different regions of Poland and also for strengthening the defence capacity of the country. However, the type and size of those actions require systemic measures, similar to the pedagogical experiment in military classes conducted in the years 1998-2002.

ENDNOTES

[1] More information about the pedagogical experiment related to military education in the years 1998-2002 can be found in: M. Kaliński, *Przysposobienie wojskowe młodzieży szkolnej* [Military training of school-age youth], Ministry of National Defense, Warsaw 2000.

[2] Journal of Laws no. 56, item 506.

[3] Journal of Laws no. 176, item 1051.

[4] More information on the objectives and curricula in military classes can be found in: L. Kanarski, M. Koter, K. Loranty, I.

Urych, *Wstępna diagnoza funkcjonowania klas mundurowych – wyniki badań pilotażowych* [Preliminary diagnosis of functioning of uniformed classes - results of pilot studies], in: *Klasy mundurowe. Od teorii do dobrych praktyk* [Uniformed classes. From theory to good practices], A. Skrabacz, I. Urych, L. Kanarski (red.), Warsaw 2016, pp. 71-82.

[5] In the present article, the term "value" is equivalent to the term "good." The author also defines values as objectives and stimuli that cause people to take certain actions in their lives and to find the sense of living.

[6] This assumption was made on the basis of an analysis of the earlier results of studies on the topic of education in military classes. Cf. e.g. L. Kanarski, M. Koter, K. Loranty, I. Urych, *Klasy mundurowe. Wstępna diagnoza innowacji pedagogicznej* [Uniformed classes. Preliminary diagnosis of pedagogical innovation], in: S. Olearczyk, Z. Piątek (eds.), *Obronność w edukacji dla bezpieczeństwa* [Defense in education for security], Warsaw 2014, pp. 76-90; I. Urych, *Klasy wojskowe – geneza i rozwój* [Military classes - origins and development], in: B.M. Szulc, K. Krakowski (eds.), *Dylematy współczesnej dydaktyki*

obronnej [Dilemmas of contemporary defense teaching], Warsaw 2015, pp. 53-60.

[7] T. Pilch, T. Bauman, *Zasady badań pedagogicznych. Strategie ilościowe i jakościowe* [Principles of pedagogical research. Qualitative and quantitative strategies], Warsaw 2001, pp. 79-82.

[8] Cf. H. Świda-Ziemba, *Wartości egzystencjalne młodzieży lat dziewięćdziesiątych* [Existential values shared by young people in the 1990's], Warsaw University, Warsaw 1999

[9] Cf. M. Szymański, *Młodzież wobec wartości. Próba diagnozy* [Young people and values. An attempt at diagnosis], IBE, Warsaw 2000.

[10] Cf. K. Ostrowska, *In search of values*, Rubikon, Kraków 2004.

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