

**ASSESSMENT OF THE TRAINING OF PRIVATE
INDIVIDUALS AND NON-COMMISSIONED OFFICERS
IN THE RESERVE WITHIN THE ACADEMIC LEGION
FROM THE PERSPECTIVE OF THE STUDENTS
FROM SŁUPSK**

JANUSZ GIERSZEWSKI*

PATRYK RUTKOWSKI**

ABSTRACT

This article presents the opinions of Pomeranian Academy students about military training organized as a part of the Academic Legion and their subjective view on this training and the perspective of working in the army. In the study, special attention was paid to the strengths and weaknesses of the first edition of the theoretical program carried out at the Pomeranian University and practical carried out at the training center in Ustka. An addit-

* Assoc. Prof. Janusz Gierszewski Ph.D., Pomeranian University in Słupsk; correspondence address: Akademia Pomorska w Słupsku, Instytut Bezpieczeństwa Narodowego, Zakład Bezpieczeństwa Wewnętrznego, ul. Arciszewskiego 22D, 76-200 Słupsk, Poland; e-mail: janusz-gierszewski@wp.pl

**Mgr Patryk Rutkowski, graduated from Pomeranian University in Słupsk, Słupsk, Poland.

ional motive for undertaking the study was the exploration of the university environment, especially the attempt to determine the level of preparation of students to perform roles in the army, which allowed to examine the feelings and attitudes of students to the program of the Academic Legion and develop six recommendations for its change. The research problem is the question: How do students evaluate the program of the Academic Legion? Due to the lack of research in this area, no hypothesis was adopted. The research method was a diagnostic survey conducted using a survey technique using the author's own questionnaire.

ARTICLE INFO

Article history

Received: 1.06.2019 Accepted: 26.06.2019

Keywords

Academic Legion, military training, defence

1. INTRODUCTION¹

The pilot programme “The Academic Legion [Polish: *Legia Akademicka*]” implemented by the Ministry of National Defence and the Ministry of Science and Higher Education has aimed to use the potential of students and at the same time to increase the level of interest in defence among them. It has also been expected that many university students will want to join the Polish Army as a consequence of the programme. There are several arguments justifying the research on the Academic Legion. The first one is to pay attention to the construction of the *training programme* from the point of view of *the implementation of military education* in its theoretical and practical part, and to the way in which the classes are conducted. The second argument is that the training has a complementary function in attracting soldiers and non-commissioned officers of the reserve, and is intended to strengthen the defensive potential of Poland. The success of this project is also of great social importance, and its impact on the state

¹ The article contains selected elements of the master's thesis: P. Rutkowski, *Rola i miejsce Legii Akademickiej w systemie obronnym państwa w perspektywie studenta [The role and place of the Academic Legion in the defense system of the state in the student's perspective]*, Słupsk 2019. The work was then elaborated on and enriched in scientific content with a considerable contribution of Janusz Gierszewski.

of the Polish Armed Forces is already the subject of numerous discussions, not only among experts.

A new discussion may be sparked by the results of the survey conducted among the students of the Pomeranian University in Słupsk, which is presented in this article. One of its authors took part in both modules of “The Academic Legion” training conducted at the Academy in 2018, and then conducted a diagnostic survey among the participants by means of the survey technique, which took place after the training. The research problem was the question: “How do students evaluate the Academic Legion programme?”, and the author’s own questionnaire was a research tool. Due to the lack of research in this area, no hypothesis was adopted.

The research was conducted on 76 students of the Pomeranian University in Słupsk. However, only 20 students willingly replied to the questionnaire.

2. “THE ACADEMIC LEGION” PROGRAMME IN POMERANIAN UNIVERSITY IN SŁUPSK

Pomeranian University in Słupsk was one of the higher education units that joined the programme “Military education of students within the framework of the Academic Legion”. The basis for the implementation of this programme was an agreement concluded between the Ministry of Science and Higher Education and the Rector of the Pomeranian University in Słupsk. As part of the implementation of this programme, organisational meetings with students were held at the university premises, in which representatives of the university authorities and military administration took part. As mentioned above, one of the paper’s authors conducted research among the students of the Academy who participated in the programme, and the results are shown in this article.

On 26 February 2018 the programme’s inaugural opening ceremony was held in the Academy’s auditorium. A lecture on the principles of the functioning and organization of the Academic Legion was given by a representative of the Military Recruiting Command in Słupsk. Student motivation could be further strengthened by the following slogans: “Get the necessary knowledge during theoretical lectures and unique practical skills during basic (combat) training exercises. Thanks to your participation in the Academic Legion you can become a NCO of the Armed Forces of

the Republic of Poland. This is the best testimony of commitment and high qualifications”.²

The data obtained from the Ministry of National Defence show that the theoretical part of “The Academic Legion” programme began in the summer of 2018. Then, 3487 applicants applied for the voluntary appointment for the practical part. This is not a large turnout, considering that in Poland there are about 1.3 million students studying, and the Ministry of National Defence planned to train about 10.000.³

The theoretical training consists of 30 hours of theory, and passing the exam is followed by the basic training part, which involves training students in designated training centres. Students have practical classes, including shooting. Students are provided with food, uniforms and equipment by the army. For some people, financial benefits are the motivation, because the army pays 3.800 PLN for completing both modules, i.e. the basic and the NCO module.

3. THE CONTEMPORARY CONCEPT OF THE ACADEMIC LEGION

The contemporary “Academic Legion” pilot voluntary training programme for students consists of two modules – theoretical and basic (combat) training. The first one took place in universities and the second one in the training ground – in military units and centres. Both modules lasted 6 weeks together, 3 weeks per each module. The cost of the training was over 200 million PLN, of which about 1.5 million PLN was covered by the Ministry of Science and Higher Education, and the main part by the Ministry of National Defence.

On the basis of the research conducted by the Ministry of National Defence, it appeared that as many as 45 percent of students “without any additional advertising and persuasion” were ready to take part in this type of voluntary training.⁴

² “Legia Akademicka”, <https://legiaakademicka.wp.mil.pl/>

³ A. Radwan, *Studenci nie chcą do armii. Nawet za 3,8 tys. zł na rękę*, “Gazeta Prawna.PL”, <https://serwisy.gazetaprawna.pl/edukacja/artykuly/1199785,legia-akademicka-2018.html>

⁴ S. Zdziebłowski, *Dobrowolne szkolenia wojskowe dla studentów – od nowego roku akademickiego*, “Nauka w Polsce”, 21.08.2017, <http://naukawpolsce.pap.pl/aktualnosci/news%2C415405%2Cdobrowolne-szkolenia-wojskowe-dla-studentow-od-nowego-roku-akademickiego.html>

In the first edition 3487 students joined the exercises. The training took place pursuant to Article 100(1) and (1a) of *the Act of 21 November 1967 on the General Obligation to Defend the Republic of Poland*, which states that the military service obligation of soldiers in reserve during peacetime shall be performed by means of military exercises and performing periodic military service, while for persons transferred to the reserve who are not soldiers of the reserve, this obligation shall be performed exclusively by means of military exercises.⁵

Persons wishing to undertake military training shall meet the following recruitment requirements:

- having a Polish citizenship;
- being an university student;
- passing military qualification.

The next steps are:

1. applying for admission to theoretical classes of the "Academic Legion" Programme to a university that applied for the pilot project;
2. attendance at classes;
3. passing the examination successfully at the end of the theoretical part;
4. receipt of a certificate proving the passing of the aforementioned examination;
5. submitting (through the University) an application for appointment for military exercises;
6. receipt of a calling card for military exercises;
7. appearing in a military unit in order to undergo training in the basic module (ending with the participant taking an oath and becoming a reserve soldier);
8. joining the military unit in order to undergo training within the NCO module (on condition that the willingness is expressed and the theoretical part of the NCO training is passed) and obtaining the rank of NCO.

Pursuant to *The Regulation of the Minister of National Defence of 13 January 2017 on the rates of basic salary of non-professional soldiers and allowances to basic salary of non-professional soldiers* (Journal of Laws of 2017, item 171),

⁵ *Ustawa z dnia 21 listopada 1967 r. o powszechnym obowiązku obrony Rzeczypospolitej Polskiej*, Dz. U. z 2016 r. poz. 1534, z późn. zm. [*Act of 21 November 1967 on the universal obligation to defend the Republic of Poland*], Journal of Laws of 2016, item 1534, as amended.

a student volunteer shall receive 91.20 PLN for each day of basic (combat) training.

Within the theoretical part, the programme included 30 lesson hours (60 hours for non-commissioned officers). The classes were conducted in the form of lectures. After passing the exam covering the theoretical part, and after applying (through the University where the theoretical course was held) to the military organs, a participant received a vocation card for military exercises. The practical part of the programme (lasting 22 days in case of training reserve privates and 44 days in case of training reserve non-commissioned officers) took place in selected training centres (centres/units) of the military units of the Armed Forces of the Republic of Poland during the holiday break. The practical training cycle was divided into two stages:

1. the basic training module lasting 22 days and ending with an examination and an oath,
2. the non-commissioned officer training module lasting 22 days, completed with an examination and the appointment to the rank of reserve corporal.

The training programme which was implemented within the framework of the Academic Legion is presented in Table 1.

TABLE 1. COMPOSITION OF HOURS IN THE THEORETICAL PART

TRAINING SECTIONS	SUBJECTS	NUMBER OF HOURS
BASICS CIVIC AND MILITARY EDUCATION	Rules of procedure	2
	Civic education	1
	Military prevention and discipline	1
Total number of hours per section:		4
COMBAT TRAINING	Tactics	12
	Shooting training	5
Total number of hours per section:		17

LOGISTIC TRAINING	Construction and use of arms and military equipment	1
	Logistic security	1
Total number of hours per section:		12
GENERAL TRAINING	Legal training	2
	SERE – Survival, Evasion, Resistance, Escape	3
	Medical training	2
Total number of hours per section:		7
TOTAL NUMBER OF HOURS:		30

Source: *Decyzja Nr 146/MON Ministra Obrony Narodowej z dnia 13 lipca 2017 r. w sprawie wdrożenia programu pilotażowego edukacji wojskowej studentów w ramach Legii Akademickiej*, Dz. Urz. Min. Obr. Nar. poz. 158 [*Decision No. 146/MON of the Ministry of National Defence of 13th of July 2017 on the implementation of a pilot programme of military education for students within The Academic Legion*, Journal of Laws of Ministry of National Defence, item 158].

TABLE 2. TOPICS OF THE CLASSES IN THE THEORETICAL PART OF ACADEMIC LEGION TRAINING

Number		Titles of topics/classes	Number of hours	
Topics	Classes		Total	Theoretical
1		Getting to know the basic principles of soldier's behaviour. Rules of dependency of soldiers. The behaviour of soldiers in different situations	1	1

2		National anthem, national emblem, national flag, military ceremony, military banner, representative song of the Polish army, tasks and functioning of the Academic Legion, military signals, ceremonies organized with the participation of the military honorary assistance	1	1
3		Rights and obligations of a soldier: citizen, criminal and disciplinary liability for violation of law and military discipline. Types, rules and mode of awarding soldiers with distinctions	1	1
4		General principles of tactical operations by subdivisions	1	1
5		Organisational structures and equipment of the types of armed forces. The role of operational forces in the defence system of the state	1	1
6		Tactics	5	
	1	Movement and deployment, action during march		1
	2	Defensive action/defence		1
	3	Attack action (offensive/stroke/attack)		1
	4	Irregular warfare		2
7		Safety rules in fire training	1	1
8		Construction, purpose and combat properties of small arms, ammunition and hand grenades. Interoperability of rifle parts and mechanisms	2	2
9		Targeting devices for small arms	1	1
10		Rules for shooting with a rifle	1	1
11		General principles of conducting reconnaissance	1	1

12		Implementation of engineering security projects as part of combat protection	2	2
13		Principles and undertakings for defence against weapons of mass destruction	1	1
14		Universal anti-aircraft defence in the subdivision. General air defence [Polish: Powszechna Obrona Przeciwlotnicza, POPL] organization in MSDs, MCZP and combat operations	1	1
15		Communications organisation and radio correspondence Regulations. Portable low power FM radios. Wired means of communication	1	1
16		General map information. Coordinate systems. Division of maps into worksheets and map nomenclature	1	1
17		Individual medical equipment of a soldier and the procedure of self-help and help for colleagues	1	1
18		Basic knowledge of anatomy and physiology. Cardiopulmonary resuscitation	1	1
19		Basic concepts of logistic security	1	1
20		The concept and development of international humanitarian law on armed conflicts. Basic concepts and protection marks	1	1
21		Organisation and functioning of the system of personnel recovery in the Armed Forces of the Republic of Poland	1	1
22		Survival; surviving in environmental conditions	1	1
23		Causes and effects of environmental degradation	1	1

24		Principles, mode and scope of the cooperation of the subdivisions of Armed Forces of the Republic of Poland with non-military links of the defence system within the scope of humanitarian actions. Conducting rescue operations and liquidation of the effects of natural disasters	1	1
Total			30	30

Source: *Decyzja Nr 48/MON Ministra Obrony Narodowej z dnia 26 marca 2019 r. w sprawie programu edukacji wojskowej studentów w ramach Legii Akademickiej*, Dz.Urz. MON.2019.5 [*Decision No. 48/MON of the Ministry of National Defence of 26th of March 2019 on the programme of military education for students within The Academic Legion*, Journal of Laws of Ministry of National Defence 2019, item 5].

In total there are 24 thematic subjects that had to be discussed during the theoretical part.

4. RESEARCH DESIGN

Having described how the Academic Legion works, the authors now move on to the research part to describe the statistical research on how the Academic Legion training was assessed by their participants from Pomeranian University in Słupsk.

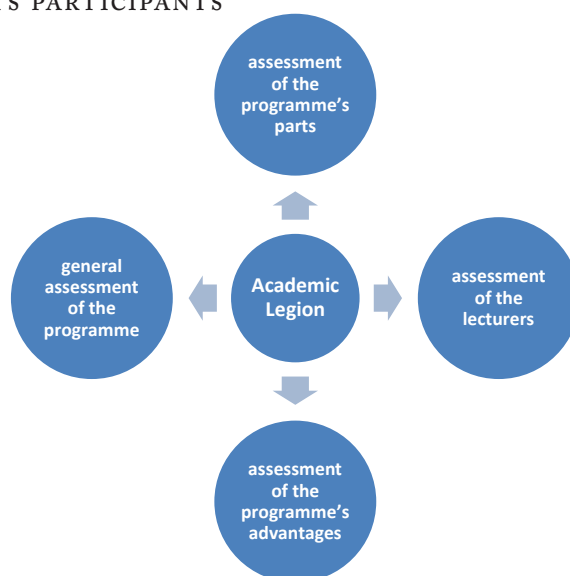
In the literature on the subject one can find different models of conducting training assessment. The most useful and most frequently used methods of evaluation of the implemented training programmes include Kirkpatrick's model, which takes into account the instruments used at particular levels of benefits (reactions, teaching, behaviour, results).⁶

In the current research, four levels of benefit were considered when assessing the training in the Academic Legion. The first level was about the students' reactions and subjective assessments, i.e. the degree of satisfaction with the training. Within the second level, there was an attempt to

⁶ See I. Janiak, *Badanie efektywności szkoleń pracowniczych*, [in:] *Sukces w zarządzaniu. Problemy organizacyjno-zarządcze i psychospołeczne* ("Prace Naukowe Akademii Ekonomicznej we Wrocławiu", 2001, no. 900, pp. 95-103); H. Król, *Uwarunkowania efektywnego systemu szkolenia pracowników*, „Humanizacja Pracy”, 2000, no. 3, p. 39; *Jak zmierzyć efekt szkoleń. Cztery poziomy w metodzie Donalda Kirkpatricka*, "Personel", 2001, no. 21.

get to know students' assessment of the content of the conducted classes, but without checking the achievement of didactic objectives of the training. The third level concerned the level of preparation of lecturers (in the theoretical and practical part) for the classes. The fourth level was to identify the subjective benefits achieved by the trainees after the training's completion. (Fig. 1)

FIG. 1. EVALUATION OF THE PROGRAMME PARTS OF THE ACADEMIC LEGION BY ITS PARTICIPANTS



Source: Own elaboration

The simplest and used tools for the evaluation of the training programme were the author's questionnaire and the participation of one of the authors in the training.

5. RESEARCH GROUP

Assuming 76 students should have attended the training, the authors assumed that:

1. confidence level: $\alpha = 0,71$
2. fraction size: 0,8.
3. maximum error: 0,8

Under these assumptions, the required number of people participating in the study was: 20. Many questionnaires were provided, but only twenty students

completed the questionnaire. This was due to the inability to reach a wider representation of the general population due to “administrative obstacles”.

The largest age group was 22–25 years – 65%; 25% respondents were 19–22 years old, while 10% respondents were 25–30 years old.

As far as the place of residence is concerned, as much as 50% of answers were given by persons from towns with population below 5000, 35% from towns with population of 50–100 000, and the smallest group of respondents came from towns with population of 30–50 000. The study course in which most respondents majored was *national security* (80%), followed by *sociology* (10%), *medical emergency* (5%), and *pedagogy* (5%).

6. RESEARCH RESULTS: STUDENTS’ ASSESSMENT OF THE THEORETICAL TRAINING

The majority of respondents (40%), when asked about the level of knowledge of the lecturers that trained them in the theoretical part, assessed it as sufficient, 25% as rather good, and 20% assessed it as definitely good; only 15% believed that the knowledge of the lecturers was rather insufficient. To sum up, nearly half (45%) of the respondents assessed the knowledge of the lecturers from the Pomeranian University to be at a good level, and a slightly less numerous group (40%) – to be at a sufficient level.

The evaluation of the theoretical part of the training programme is, on the one hand, a collection of information about the training, but on the other hand it is also the formulation of an evaluation judgement by students about all the elements of the theoretical training. In this context, the evaluation is very important, as it allows to determine the effectiveness of the implemented military education programme in achieving the set objectives, the extent to which it has met the expectations of the authors of the programme and the addressees, and the level at which universities implement the theoretical programme. The results allow one to conclude that the employees of the university in Słupsk who took part in the theoretical part as lecturers were properly selected for the implementation of the theoretical programme of the Academic Legion.

As regards the detailed assessment of the usefulness of the subjects in the theoretical part, the results are presented in Table 3:

TABLE 3. TOPICS OF THE CLASSES IN THE THEORETICAL PART OF ACADEMIC LEGION TRAINING

Titles of the military training courses	Assessment of suitability expressed as percentage	Assessment of unsuitability expressed as percentage
Construction, purpose and combat properties of small arms, ammunition and hand grenades	70%	30%
Communications organisation and radio correspondence regulations	70%	30%
Getting to know the basic principles of soldier's behaviour	70%	30%
General map information. Coordinate systems	65%	35%
Defensive action/defence	60%	40%
Attack action	50%	50%
Safety rules in fire training	45%	55%
Rules for shooting with a rifle	45%	55%
Movement and deployment, actions during march	40%	60%
National anthem, national emblem, national flag, military ceremony, military banner, representative song of the Polish army, tasks and functioning of the Academic Legion, military signals, ceremonies organized with the participation of the military honorary assistance	55%	45%
Irregular warfare	65%	35%
General principles of conducting reconnaissance	55%	45%
Organisational structures and equipment of the types of armed forces	35%	65%
Survival; surviving in environmental conditions	85%	15%
Universal anti-aircraft defence in the subdivision	40%	60%

Individual medical equipment of a soldier and the procedure of self-help and help for colleagues	50%	50%
Rights and obligations of a soldier: citizen, criminal and disciplinary liability for violation of law and military discipline	50%	50%
Targeting devices for small arms	55%	45%
Principles, mode and scope of cooperation of the subdivisions of the Armed Forces of the Republic of Poland with non-military links of the defence system within the scope of humanitarian actions	35%	65%
Basic concepts of logistic security	30%	70%
The concept and development of international humanitarian law on armed conflict. Basic concepts and protection marks	30%	70%
Causes and effects of environmental degradation	15%	85%

Source: Own calculations

On the basis of this list it can be stated that among the most useful subjects, the respondents mentioned for instance: *Construction, purpose and combat properties of small arms, ammunition and hand grenades, Communications organisation and radio correspondence regulations, and Getting to know the basic principles of soldier's behaviour* (70% of students participating in the survey rated these subjects as useful); *General map information. Coordinate systems* (65% of students participating in the survey rated this subject as useful); or *Defensive action/defence* (60% of students participating in the survey rated this subject as useful).

Among the subjects considered the least useful in the training, there were, for example: *Principles, mode and scope of cooperation of the subdivisions of the Armed Forces of the Republic of Poland with non-military links of the defence system within the scope of humanitarian actions* (65% of students participating in the survey rated this subject as useless), *Universal anti-aircraft defence in the subdivision* (60% of students participating in the survey rated this subject as useless), *Causes and effects of environmental degradation* (85% of students participating in the survey rated this subject as useless), or *Organisational*

structures and equipment of the types of armed forces (65% of students participating in the survey rated this subject as useless).

Comparing the examples of the most and least useful items, one can see that within the first group there is a number of items that are purely practical, used on a training ground or in everyday military life in barracks. In the second group, in turn, there is a number of subjects with little “theory-into-practice” applicability; such subjects are apparently not the main focus for students.

It is concluded that the theoretical part of the Academic Legion programme should be modified.

7. RESEARCH RESULTS: STUDENTS’ ASSESSMENT OF THE PRACTICAL TRAINING

Practical training is education aimed at supplementing and raising qualifications, skills and knowledge needed in a given profession. When it comes to the preparation of the command staff that trained Academic Legion participants from Pomeranian University in military units/centres, the assessment of the participants-respondents is as follows:

TABLE 4. POMERANIAN UNIVERSITY STUDENTS’ ASSESSMENT OF STAFF PREPARATION IN MILITARY UNITS/CENTRES DURING ACADEMIC LEGION TRAINING

Evaluation	theory	practice
Definitely good	20%	25%
Rather good	30%	40%
Sufficient	35%	30%
I do not think it is enough	10%	-
Definitely poor	5%	5%

Source: Own calculations

On the basis of the data from the table above, it can be stated that the assessment of the level of knowledge of the commanding personnel in terms of substantive preparation is relatively positive.

TABLE 5. POMERANIAN UNIVERSITY STUDENTS' ASSESSMENT OF SUBJECTS IN THE PRACTICAL PART OF ACADEMIC LEGION TRAINING IN TERMS OF USEFULNESS

Course title	Suitability assessment
Universal anti-aircraft defence in the subdivision	90%
Communications organisation and radio correspondence regulations	95%
Getting to know the basic principles of soldier's behaviour	95%
National anthem, national emblem, national flag, military ceremony, military banner, representative song of the Polish army, tasks and functioning of the Academic Legion, military signals, ceremonies organized with the participation of the military honorary assistance	85%
Principles and undertakings for defence against weapons of mass destruction	85%
Organisational structures and equipment of the types of armed forces	85%
General principles of tactical operations by subdivisions	100%
General map information. Coordinate systems	100%
Organisation and functioning of the system of personnel recovery in the Armed Forces of the Republic of Poland	80%
Principles, mode and scope of cooperation of subdivisions of the Armed Forces of the Republic of Poland with non-military links of the defence system within the scope of humanitarian actions	95%
Safety rules in fire training	95%
Rights and obligations of a soldier: citizen, criminal and disciplinary liability for violation of law and military discipline	95%
Construction, purpose and combat properties of small arms, ammunition and hand grenades	95%
Implementation of engineering security projects as part of combat protection	75%
Survival; surviving in environmental conditions	95%

General principles of conducting reconnaissance	75%
Movement and deployment, actions during march	95%
Defensive action/defence	95%
Attack action	95%
Individual medical equipment of a soldier and the procedure of self-help and help for colleagues	95%
Basic knowledge of anatomy and physiology. Cardiopulmonary resuscitation	80%
Targeting devices for small arms	90 %
Rules for shooting with a rifle	90%
The concept and development of international humanitarian law on armed conflict Basic concepts and protection marks	90%
Causes and effects of environmental degradation	30 %
Basic concepts of logistic security	50 %
Irregular warfare	85 %

Source: Own calculations

All practical subjects (with the exception of *Causes and effects of environmental degradation*) were considered relevant and important by the students.

A participant in “The Academic Legion” programme should complete the training with the conviction that they are able to use the acquired knowledge and skills in their future work (professional army) and that their effort was not in vain.

The profile of a private officer and non-commissioned officer should be based on their predispositions, skills and knowledge necessary for military service. The low requirements placed on Academic Legion candidates (which is evidenced by the number of theoretical and practical training hours in the training programme) do not guarantee that a well prepared private soldier or non-commissioned officer is trained, that will be capable of holding certain official positions in the professional army and enjoy prestige in this professional group.

8. RESEARCH RESULTS: THE POTENTIAL OF THE GRADUATES OF THE ACADEMIC LEGION

The results as regards the respondents' answers about the degree to which they completed Academic Legion military training are not satisfactory; nearly half of them (45%) completed the training on the basic module with the rank of reserve private first class, only 30% continued till the NCO exam, gaining the charge of the reserve corporal and nearly the same number (25%) dropped out during the training. It can be safely assumed that students are not interested in obtaining the rank of the reserve corporal seeing huge differences in training – in the professional army, the NCO course lasts half a year and the duration of the NCO module in the Academic Legion pilot project lasts 3 weeks. The disproportion between professional soldiers and the graduates of the Academic Legion is enormous in terms of length and intensity of training.

When analysing the motives of the respondents for joining the Academic Legion, one can see a great diversity: starting from gaining new experience (35%), interest in military skills (20%), and curiosity (15%), through the opportunities for employment in the army (10%), and ending with the willingness to prove oneself, which was declared by 10% respondents, financial compensation (5%) or the persuasion of the environment (5%).

The majority of the answers concerning the perspective of work in the army for a student were positive (65% positive answers in total). It can be assumed that the military is an interesting place to work for a large number of university graduates.

An aspect that cannot be ignored is the length of military training within the framework of the Academic Legion. 80% students were critical of this element: 65% respondents stated that the duration of training is definitely too short and 15% deemed it rather short. Only 15% of the research group did not have an opinion, and 5% said it was sufficient. The low intensity of the didactic process to which Academic Legion students are subject is not intended to ensure that they are professionally prepared and equipped in such a way that they will be able to perform their tasks properly on the positions they occupy.

65% respondents asked if they considered it a good idea to attend additional training courses after the completion of military training said yes, 15% said that the knowledge they had gained was sufficient, 10% considered it unnecessary, and 10% of the students did not have an opinion on this subject.

Nearly 45% of those surveyed wanted to have a future in the military. The same number of respondents were not interested in uniformed service in the army, and 10% had no opinion on this subject. The most popular type of armed forces the respondents would like to join in the future were the Land Forces (30%), Special Forces (15%), Territorial Defence Forces (15%), and Navy or Air Force (10% each). The remaining 30% did not indicate any type of the Polish Armed Forces. Students were not interested in joining pro-defense organizations – which was confirmed by 70% of negative opinions on this issue. Only 20% of the respondents would be interested in participating in such organisations.

70% of respondents asked what they thought about the annual organization of military training for students expressed a positive opinion. Only 10% assessed this idea negatively and the remaining 20% of the respondents were indifferent to it. Therefore, it would not be a mistake to say that the idea of organizing such trainings every year will be a good solution for both students and the Polish defence system, because it will ensure the supply of fresh reserves and probably the vast majority of students participating in such trainings will want to submit their candidacy for the professional army.

When analysing students' answers concerning the assessment of their military training in terms of its usefulness, one can safely state that this type of training has a positive impact on the graduates of the Academic Legion, because as much as 75% considered the training to be useful. Only 15% were of the opposite opinion and the remaining 10% of respondents were indifferent in this respect.

Analysing the responses assessing the operational capacity of the graduates of the Academic Legion in terms of command, performance, capacity building, military capability, military force projection and mobility, one can conclude that students were aware that their "operational" competence was low. In each of the aspects mentioned above, negative assessments prevailed to a large extent. Only positive (but to a small extent) resonance was demonstrated by the evaluation of the increase of the army's personnel potential. The above assessment of the operational capability of Academic Legion graduates results from the fact that the duration of military training is too short, which translates into huge differences in competences and skills between professional soldiers and reserve soldiers. Following this line, it should be concluded that the students trained in the pilot project Academic Legion are not fully valuable soldiers due to such omissions. And yet the sequence of military degrees and the possibility of gaining them through

further training is a special distinction and professional advancement. It is a pity that for Academic Legion participants this only has a symbolic dimension and is not associated with a particularly solemn nomination ceremony and the possibility of working in the Polish army.

Respondents believe that the Academic Legion plays an important role in the defence system of the state, because as many as 65% of the respondents agreed with this statement, another 25% disagreed with this opinion and the remaining 10% were indifferent in this matter.

It is worthwhile to look at the students' assessment of the reception of the training within the Academic Legion by the military personnel. The answers given on this issue are divided; 45% of students believed that the professional soldiers who took part in this training as instructors did not look favourably on the students who took part in it. This may be emotionally motivated: professional soldiers are not able to advance as quickly as graduates of the Academic Legion, who after a total of 1.5 months of training have obtained a non-commissioned officer's degree. On the other hand, the next 45% of respondents were indifferent in this respect. Only 10% of Academic Legion graduates believed that military personnel had a good opinion on the military training participants in the Academic Legion pilot project.

70% of the surveyed students were not disappointed with the military training, which only proves that if the Ministry of National Defence skilfully uses the potential of graduates of the Academic Legion, it will result in the Polish Army gaining in the future fully valuable soldiers.

50% of the surveyed students stated that there was a conflict of professional roles between professional non-commissioned and reserve non-commissioned officers trained by the Academic Legion. 20% refuted this statement and 30% were indifferent in this respect.

To sum up, it can be stated that the pilot project named "The Academic Legion" is a good initiative of the Ministry of National Defence towards students and even more so towards those who want to link their future with the army. The only disadvantage is that the training time is too short, which makes it more difficult to obtain full-fledged soldiers from graduates.

The respondents, when asked whether they considered it a good idea to take additional training courses after the completion of military training in the Academic Legion, stated the following: in total more than half of the respondents assessed the idea positively (65%), while the rest of the assessments were varied – e.g. 15% claimed that the knowledge they had

gained was sufficient, 10% considered the idea unnecessary. It is worth taking the above considerations into account when planning future editions of the programme.

9. CONCLUSION

The assessment of the effectiveness of the Academic Legion programme training should be a necessary component of a systematic training model. This should be understood as the systematic gathering of information and the formulation of an evaluation judgement on all elements of student training within the Academic Legion. Therefore, it is worth noting a few recommendations related to this program, namely:

- 1) Consideration should be given to removing from the curriculum subjects that are considered to be the least useful, and to increasing the number of practical hours, such as: rifle shooting, grenade handling, orientation in the field.
- 2) Training intensity should be reduced (to 6 hours instead of 11 hours per day) and the duration of training should be significantly extended.
- 3) Training courses for students should be created for those graduates of the Academic Legion who, at the end of their education, want to link their future with the military.
- 4) Students' trainers for both the theoretical and the practical part of the curriculum should be skilfully selected. Respondents would like to take advantage of the experience of soldiers with many years of experience, who, for example, participated in foreign missions.
- 5) During the practical part of the course, the training time should be shortened to eight hours instead of fourteen hours and free time should be used to improve physical fitness and to enable learning on one's own.
- 6) Students who have received military training within the Academic Legion should be offered the prospect of service in professional army or a paramilitary organisation in order to fully exploit their potential.

The point is that the interest of the Ministry of Defence in the professional development of the Academic Legion students should not be less than the interest of the students themselves. Therefore, an important role is played by the policy of actual inclusion of the students' potential in the organizational system of the Polish Armed Forces. Evaluation of the training process is very complicated, especially due to the fact that it should be reflected in the effectiveness of the whole organization (army), which in turn

depends on a number of factors, not necessarily related to the preparation of personnel to take up employment in the army.

BIBLIOGRAPHY:

1. *Decyzja Nr 146/MON Ministra Obrony Narodowej z dnia 13 lipca 2017 r. w sprawie wdrożenia programu pilotażowego edukacji wojskowej studentów w ramach Legii Akademickiej*, Dz. Urz. Min. Obr. Nar. poz. 158 [*Decision No. 146/MON of the Ministry of National Defence of 13th of July 2017 on the implementation of a pilot programme of military education for students within The Academic Legion*], Journal of Laws of Ministry of National Defence, item 158].
2. *Decyzja Nr 48/MON Ministra Obrony Narodowej z dnia 26 marca 2019 r. w sprawie programu edukacji wojskowej studentów w ramach Legii Akademickiej*, Dz. Urz. MON.2019.5 [*Decision No. 48/MON of the Ministry of National Defence of 26th of March 2019 on the programme of military education for students within The Academic Legion*], Journal of Laws of Ministry of National Defence 2019, item 5].
3. *Jak zmierzyć efekt szkoleń. Cztery poziomy w metodzie Donalda Kirkpatricka*, "Personel", 2001, no. 21.
4. Janiak I., *Badanie efektywności szkoleń pracowniczych*, [in:] *Sukces w zarządzaniu. Problemy organizacyjno-zarządcze i psychospołeczne* ("Prace Naukowe Akademii Ekonomicznej we Wrocławiu", 2001, no. 900, pp. 95–103).
5. Król H., *Uwarunkowania efektywnego systemu szkolenia pracowników*, „Humanizacja Pracy”, 2000, no. 3, pp. 29–43.
6. *Rozporządzenie Ministra Obrony Narodowej z dnia 13 stycznia 2017 r. w sprawie stawek uposażenia zasadniczego żołnierzy niezawodowych oraz dodatków do uposażenia zasadniczego żołnierzy niezawodowych*, Dz.U.2017 poz. 171 [*The Regulation of the Minister of National Defence of 13 January 2017 on the rates of basic salary of non-professional soldiers and allowances to basic salary of non-professional soldiers*], Journal of Laws of 2017, item 171].
7. Rutkowski P., *Rola i miejsce Legii Akademickiej w systemie obronnym państwa w perspektywie studenta* [*The role and place of the Academic Legion in the defense system of the state in the student's perspective*], a master's thesis written under the direction of Janusz Gierszewski, Słupsk 2019.

8. *Ustawa z dnia 21 listopada 1967 r. o powszechnym obowiązku obrony Rzeczypospolitej Polskiej*, Dz. U. 2016 poz. 1534, z późn. zm. [*Act of 21 November 1967 on the universal obligation to defend the Republic of Poland*, Journal of Laws of 2016, item 1534, as amended].

NETOGRAPHY:

1. “Legia Akademicka”, <https://legiaakademicka.wp.mil.pl/>
2. Radwan A., *Studenci nie chcą do armii. Narwet za 3,8 tys. zł na rękę*, “Gazeta Prawna.PL”, <https://serwisy.gazetaprawna.pl/edukacja/artykuly/1199785,legia-akademicka-2018.html>
3. Zdziebłowski S., *Dobrowolne szkolenia wojskowe dla studentów – od nowego roku akademickiego*, “Nauka w Polsce”, 21.08.2017, <http://naukawpolsce.pap.pl/aktualnosci/news%2C415405%2Cdobrowolne-szkolenia-wojskowe-dla-studentow-od-nowego-roku-akademickiego.html>

CITE THIS ARTICLE AS:

J. Gierszewski, P. Rutkowski, *Assessment of the Training of Private Individuals and Non-commissioned Officers in the Reserve Within the Academic Legion from the Perspective of the Students from Słupsk*, “Security Dimensions”, 2019, no. 30, pp. 42–64, DOI 10.5604/01.3001.0013.7592.

Licence: This article is available in Open Access, under the terms of the Creative Commons License Attribution 4.0 International (CC BY 4.0; for details please see <https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided that the author and source are properly credited. Copyright © 2019 University of Public and Individual Security “Apeiron” in Cracow