



THE METAMORPHOSIS OF THE MILITARY HIGH SCHOOL EDUCATION

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The success or failure of a culture is strongly influenced by a set of cultural traits, the values and principles it creates, rather than by physical or other conditions in the external environment. In the specific literature in the field, there are several models that define the main factors that determine and lead to the construction of a culture, thus determining the differences that distinguish them in the world. One of the most widespread models is that of Geert Hofstede, who based one of the most extensive studies of cultural morphology on the cultural differences that characterize a country or a group of people. The article seeks to highlight the main components of the organizational culture of a national military college. The analysis of the educational environment in the military college from the perspective of Geert Hofstede's four dimensions is a test of awareness of the profile produced by an organization providing education with a specific vocational profile, military, in the field of under-graduate education.

Keywords: organizational culture; Hofstede cultural dimensions; distance from power; individualism; femininity; avoidance of uncertainty.

Introduction – organizational culture in the military college

The values, attitudes, traditions and customs that have been formed over time in a particular organization and have been passed down from generation to generation to those who make that organization work, its culture or organizational climate, condition its functionality and performance. Each individual is the bearer of such a system, of a model of thought, feeling and manifestation acquired during life, being representative in the culture of the social group.

Organizations differ at least from a managerial point of view, through the cultivated mix of characteristics, which supports the ability to adapt and survive. The result is that for each social group, organizational culture is defined by patterns of thinking, feeling, and behaviour.

Examining the Romanian specificity from the perspective of the military configuration and the structure of the related symbols, with general circulation in the spiritual and ethical profile of the military personnel, there can be identified as dominant elements on the one hand perseverance, discipline and order, at the same time with creative intelligence, responsibility and initiative.

Competence, training and passion are required in order to be part of the major coordinates of military ethic. The military institution, through its very principles it disseminates, through its requirements, supposes and imposes a certain profile of the military.

The organizational culture of a structure providing military education has the imprint of a personalized vision in an institution that has retained the function of the symbol and the value of meanings. The specific social stratum under study has been chosen from the educational environment within a Romanian military college, this being the cornerstone for the military profession, the stage in which behavioural and value patterns of the future military are configured.

In a straight sense, organizational culture expresses education, manners, talents. In a broad sense, this is a collective phenomenon accepted by people living in the same environment, becoming a kind of collective programming of the mind. Consequently, it can be said that no part of our life is exempted from the influences of culture, starting with the way we are born, evolve and die.

In this respect, the study focuses on the procedural relationship between "admissions" (Iosifescu 2008, 36) in the military system, at the college level, and the related personality variables of the subjects together with the cultural dimensions of an acknowledged model (social axioms, the

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factors of Hofstede's model). The interaction between them contributes to the configuration of a complex process of metamorphosis that brings changes on several levels: of knowledge, attitudes, of individual and group behaviour. All of them contribute to the realization of a personalized design of the organizational culture specific to an organization providing vocational-military education.

Conceptual-theoretical framework

The study based on the „*cultural dimensions*” in the Romanian educational environment grounded on the model developed by Geert Hofstede, Professor Emeritus of International Management and Organizational Anthropology at the University of Maastricht, the Netherlands, is not a premiere. He studied the organizational behavior of several countries, managing to identify a set of variables that make the difference among the cultures of several organizations/countries, and established an analysis tool, perhaps the best known. In his view, the values or general preferences for a state of affairs to the detriment of others, largely unconscious that distinguish countries, are statistically grouped into several clusters, around categories of anthropological issues that are valued differently from one country to another. These are expressed by dichotomous categories: distance from power; high versus low; individualism versus collectivism; femininity versus masculinity; high versus low level of uncertainty avoidance. Thus, *”organizational cultures are a phenomenon that has aspects different from national cultures. An organization is a social system of different nature from that of a nation, even if because the members of the organization did not grow up in it. On the contrary, they have a certain influence in their decision to join it, they are involved in it only during the work schedule and will leave it one day”* (Hofstede, Hofstede and Minkov 2010).

Thus, *”culture is the collective programming of the mind that distinguishes members of a group or category of people from others. It is always a collective phenomenon, but it can be connected to different collectives. Within the collective there is a variety. If the characteristics of individuals are imagined as variables depending on the bell curve, the variation between cultures is the movement of the bell curve when moving from one society to*

another” (Hofstede and Milosevic 2018).

In an article, first published in 1952, the American anthropologist Clude Kluckhohn argued that there should be universal categories of culture: in principle, there is a generalized framework underlying the more obvious and striking facts of cultural relativity. *”All cultures are so many distinct answers to the same questions posed by human biology and the generalities of the human situation. Thus, the life patterns of every society must offer approved and sanctioned ways to deal with universal circumstances”* (Milosevic and Shili 2020, 137-141).

There are also other models, debates on organizational culture, with different perspectives and ideas. Considered the most widespread model of organizational culture, Edgar H. Schein's model (similar to Maslow's pyramid of needs) defines organizational culture through three levels (Schein and Schein 2017): the first level is considered external, of artifacts, the second level is of values, which the author says are manifestations of unseen beliefs and certainties, and the third is that of basic assumptions or certainties.

Another perspective is that of Barney, who proposed a theory of transactional costs, through which managers who have lost control of their institution can regain it through indirect control resulting from a series of rules, which lead to the creation of a very strong culture.

Later, Vilnai-Yavetz and Tafaeli present a model of organizational culture (Tafaeli and Vilnai-Yavetz 2004, 671), which consists of symbols, language, gestures (artifacts). This unit of analysis is based on three dimensions of instrumentalism, aesthetics and symbolism. The first component plays a role in fulfilling the goals of the culture, the second component demonstrates that artifacts are part of the organizational experience and the last one attaches great importance to values for the members of the organization.

Therefore, the culture of any organization is seen as unique, a dimension to be discovered, something that *”can be understood and interpreted by those who know and understand its context”* (Peterson and Spencer 1990, 9). The aim of the research is to identify and determine the relationship between organizational culture and G. Hofstede's variables in the general context of the organization.



Methodological guidelines

The investigation aimed to identify an identity symptomatology of the educational environment, by examining the cultural dimensions and personal autonomy characteristic of a military college. The research carried out from the perspective of the Hofstede cultural model had as main objectives the establishment within the cultural dimensions of some important fields in the culture of quality (perception of managerial style, perception of school mission, degree of satisfaction with the educational climate in school) and the investigation of the degree of achievement of the indicators on the chosen sample. The methodological design we built articulated the two objectives in order to make a diagnosis of the educational environment in a military college.

Are there fundamental differences between the national culture and the organizational culture within the military college? Starting from this hypothesis or, better said, question, I will briefly present the investigative approach. It was based on a research strategy in which qualitative research dominated, in this case based on the intentional sampling of a relatively small target group, students of a single military college in the country. The research was conducted on a number of 60 students, 31 male respondents and 29 female respondents, of which 37 from urban areas and 23 from rural areas, as follows:

For the collection of qualitative data, I chose the survey as the most appropriate method, this being one of the most consolidated and used methods of knowing the data. For this study I opted for the questionnaire survey. The questionnaire had 22 items, which were addressed exclusively to students and which investigate the four important dimensions of Hofstede's typology: distance from power, collectivism-individualism, masculinity-femininity, avoidance of uncertainty. The analysis of the data collected coding the answers was done using a four-step scale:

Table no. 2

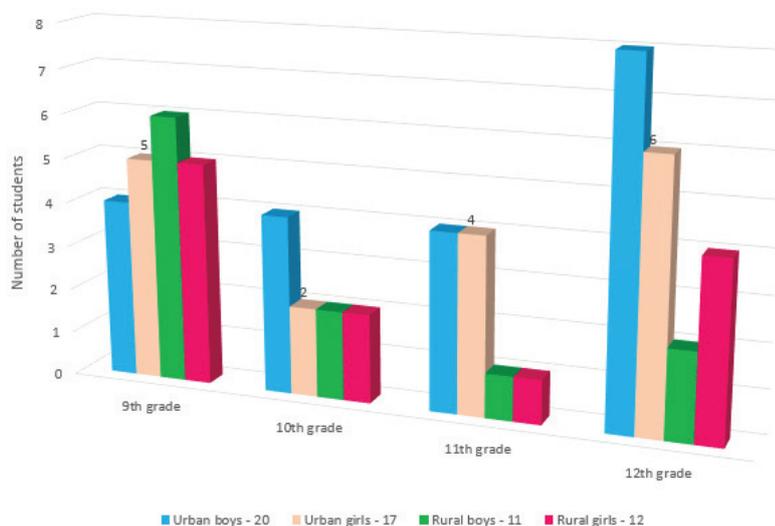
| | | | |
|------------------------|-------------------|-------------------|------------------------|
| To a very large extent | To a large extent | To a small extent | To a very small extent |
|------------------------|-------------------|-------------------|------------------------|

A first type of analysis took into account the four cultural dimensions of the Hofstede typology, with the analysis of the answers for each of the items that are part of the four dimensions. The distribution of the items on the four dimensions of the model is as follows:

Table no. 3

| Distance to power | Collectivism-individualism | Masculinity-femininity | Uncertainty avoidance |
|------------------------|----------------------------|------------------------|------------------------|
| 6 items | 5 items | 5 items | 6 items |
| 01, 05, 06, 09, 10, 15 | 04, 08, 12, 14, 18 | 02, 13, 16, 19, 20 | 03, 07, 11, 17, 21, 22 |

Table no. 1



| | Defining items (reference statement) |
|----|--|
| 01 | I feel uncomfortable or insecure when I have to contradict my elder colleagues/ teachers/superiors. |
| 05 | Usually, superiors make their own decisions based on available information and communicate it to subordinates. |
| 06 | The decision-making style that superiors practice seems to me to be appropriate for the school organization. |
| 09 | Teachers are "sages" who transfer personal learning to students. |
| 10 | I must always treat teachers with respect, rejecting any familiarity. |
| 15 | All major educational initiatives in the classroom must come from teachers. |

Representation of items on the four dimensions:

| | Defining items (reference statement) |
|----|---|
| 04 | Under all circumstances, harmony must be maintained and direct conflicts must be avoided. |
| 08 | The main purpose of education is to "learn how to behave." |
| 12 | To me, it is more important to be able to choose the activity I carry out than the physical conditions (space, light, heat, etc.). |
| 14 | It is very important to me that the activities I carry out allow me to have enough free time to be able to stay with colleagues/friends and have fun. |
| 18 | The main purpose of education is to "learn how to learn." |

1. Distance to power

| | Defining items (reference statement) |
|----|---|
| 02 | Boys are not allowed to complain and are allowed to fight, while girls are allowed to cry, but are not allowed to fight. |
| 13 | About a teacher, special competence must be appreciated more than his friendly attitude towards us. |
| 16 | Achieving outstanding performance and equity are more important than solidarity and equality. |
| 19 | To me, it is more important for people to recognize my value as a person and my professional competence than to work in a team, in which the priority is to obtain optimal relations of cooperation |
| 20 | School failure is a disaster to me. |

2. Collectivism-individualism

| | Defining items (reference statement) |
|----|---|
| 03 | It seems to me that at school I am under a lot of stress. |
| 07 | If you want a competent person to do his/her job properly, it is best to give him/her instructions that are as complete and accurate as possible. |
| 11 | What is different is dangerous. |
| 17 | Teachers are supposed to have answers to any questions. |
| 21 | Regulations and instructions should not be violated by subordinates even if they consider this to be in the best interest of the school. |
| 22 | Our school is a safe and healthy environment. |

3. Masculinity-femininity

4. Uncertainty avoidance

I used the usual statistical indicators to process the questionnaires. The specificity of the instrument used in the research is the exclusive use of evaluation items on an ordinal scale, in which the subjects were invited to specify the level of

agreement or disagreement with the statements in the questionnaire. For a better revelation of the information from this analysis, the evaluation went through a bipolar scale, by measuring the opinion or appreciation by the respondent either by a positive/favourable answer or by a negative/unfavourable answer.

Gradually going through this research approach, an important reservoir of social



subjectivity was opened, represented by the social implicit aspects analyzed in the studied educational environment. Cultural factors participate in the metabolism of identity dynamics in the system.

The distance imposed by power

The first cultural dimension, the distance imposed by power, relates to the way power is perceived within that culture. Inequality has a structural character, in cultures that value the great distance from power: the use of power is not sufficiently constrained by legitimacy or morality, qualifications, income and status are mutually supportive and are valued together. The organization centralizes power in as few hands as possible and a considerable distance is required between subordinate and superior.

The transposition of this axiom at the level of the military education system may have a different weight in determining the results, when the analysis is performed on educational levels and categories of subjects. In order to ensure an investigation that determines the basic trend, at the level of the military college, the analysis focused around a few elements that make up this axiom: the feeling created when certain opinions are supported, especially in relation to teachers or those in higher positions, the way of communicating the decisions taken based on the available information, the type of decision-making style applied to the organization, the way of relating the subordinates/students with the superiors/teachers, the way in which the initiatives are created. All these items provide information about the acceptance of differences in power, decisions, indications, opinions of hierarchical superiors, which lead to the type of management provided.

The analysis of this variable, the distance from the power, indicated that the subjects under study accept and expect that the power will be distributed unequally. This indicates the inequality defined by subordinates, not superiors, which leads to the idea that the level of inequality in the educational environment of the college is supported by both subordinates and leaders. This conclusion is predictable not only by supporting an implicit mechanism of the hierarchically constructed military system, but also as a fundamental fact for any entity, individual or institutional, which, with a minimum of experience, can argue that environments, societies are unequal, only that

some promote inequality more than others.

Assembling the information on this first axiom, which is about accepting differences of power, decisions, opinions, the results indicate a high degree of acceptance from top to bottom in the hierarchy. The tendency of all categories of subjects is to accept authority, in a form of constructive mimicry. But this way of submission and acceptance does not take the form of obedience, as a plasticization of human nature, but on the contrary, identifies an area of imposition on authority, which eliminates fear and any anxiety and discomfort in the situation of supporting opinions, statements, developing skills acquired in a competitive environment.

Individualism versus collectivism

The level of individualism/collectivism refers to the extent to which culture encourages either the individual or the collective interests. It also deals with the intensity of relationships between members of a community, organization or group or, more broadly, of a society. If people approach the activity and relationships through the prism of individualism, personal initiatives and achievements take precedence, the identity being based on the individual, the private life being strictly personal. Individualism is associated with the importance given to personal time, freedom of choice, professional choice. In the case of collectivism, the group gives, first of all, identity to the members, generates performance and, if the group interacts synergistically, it is superior to the individual performances. Belonging to a certain group also influences the privacy of the members. Collectivism is associated with parameters such as: improvement, very good physical condition and the use of development and improvement opportunities.

Every human being is a unique valuable individual; free choice is the ultimate source of authority. In the 21st is a century, three practical issues could be overcome by this belief: „*people will lose their economic and military utility, the system will continue to find value in people still collectively, but not in single individuals, and the system will still find value in some unique individuals, but they will rather represent a new elite*” (Harari 2018b, 131).

In general, the organizational culture of

schools falls into the collectivist part, both through the formal organization of educational cycles, departments, curricular areas etc., and the need for collaboration among teachers horizontally (teachers who teach the same class) or vertically, among different cycles.

In the military school, the axiom is supported and acquires specific values, given the fact that at this level adequate educational and training programs are designed and implemented in a collective commitment, of the development of teamwork skills. The functionality and achievement of results, at the institutional level, is in line with the commitment of its members to achieve common goals, through mutual support, collaboration and effective communication. Only in this way the team, respectively the institution, fulfills its mission.

The analysis was based on aspects of attitude towards conflicts, also two phrases "learning how to behave" and "learning how to learn" and the importance of how to spend free time both in terms of space and affiliation to a group. There were no differences in perceptions regarding maintaining harmony in the classroom and avoiding conflicts at all costs. Free time and the value given to it in favour of spending time with friends recorded, without exception, the highest score. This fact confirms the integration of the subjects in different categories of groups, depending on the age category, and as this increases, it is found the integration in cohesive groups, which is protected in exchange for an indisputable loyalty. This axiom also includes two relevant aspects of the importance of "learning how to behave" and the importance of "learning how to learn." The first is captured in the formulation of the mission established by the college, as a defining element of its organizational culture and, as a general desideratum, meets the majority agreement of subjects of all ages. The second aspect confirms a favourable balance in all participants in the study.

The two aspects capture two components, a practical one, related to behaviour and which is mainly fulfilled, given the specifics of the college, but also a component related to pedagogy and captures a subjective process of methodology. Each teacher is responsible for the influence exerted on the students. In the educational context, the teacher becomes "above all, the one who guides and

stimulates the natural curiosity and spontaneous interest of students in discovery, ... leaving them the freedom to examine the real fact or critical analysis of the content of a text, independence in activity, operability and speed in cognitive, affective, motor reactions), full responsibility for what I undertake" (Cerghit 2008, 109). Indirect experience is the most valuable source of learning, but also the most effective. Direct experience is another option, developed through types of activities that generate the concept of experiential learning, less common or less common in the school environment. But modeling, as a learning process, has a widespread character in the military educational environment, by taking over certain behaviours, skills, habits from leaders, from instructors, from chosen models. Therefore, in this context a perfect role belongs to the manager of the organization who must ensure the identification and recruitment of representative personnel for a clear orientation on military values (without neglecting moral and civic education), the choice of successful models, counselors who contribute to the personal development of future military. This dimension has an attitudinal pattern that is vital in the metabolism of identity, characterizing all societies.

Femininity versus masculinity

This variable is established according to the clichés about the two genders: ambition, achievements, money and material rewards characterize masculinity, and care for people, quality of life and environment are associated with femininity. Organizations in the male type society demand results and rewards after each benefit, while the female type tends to reward each one according to their needs. Being an extremely important aspect for any society, the distribution of roles between the sexes identifies two poles: one assertive, which can be called masculinity and the other considered to be sensitive and caring, as femininity. The synthesis of the collected data indicates a tendency towards affirmation, access to information and improvement from a professional point of view, so a tendency towards masculinity.

The aspects considered in the items that made up the analysis of this dimension were the perception of school failure, the importance of recognition as a person, the perception of solidarity and equality. The subjects are much more focused



on the competitive spirit and the intention to assert themselves, especially in the category of male respondents, solidarity and equality being very important for girls. No category of subjects treats failure with indifference, minimizing its effect, on the contrary, they consider it a disaster.

The presence and the visibility of women in the defense structures of the country have increased, experiencing an upward trend in recent years. In our present society, in the military system, there are no differences in the way women and men work, which shows that strength is not just about physical abilities. This illustrates a notion of a subjective nature and also does not manifest itself as exclusive to men. There are a number of values that lead to an awareness of the role they have built in an almost predominantly male environment. Respect, commitment to the present and future elections, acceptance of the most diverse challenges, the power to overcome one's own limits, the deep awareness of their role have thus become the constant prerogative of women in the military system.

The level of avoidance of uncertainty

Attitude towards uncertainty refers to the extent to which members of a culture feel threatened by uncertain or unknown situations and, according to which, organize themselves by building rules, protocols, safety and security measures, which they try to reduce or control these situations.

This dimension addresses the issue of tolerance in a society that is in a state of constant uncertainty and even ambiguity. Cultures that try to avoid uncertainty minimize the possibility of their emergence through strict laws and rules, through safety and security measures. People who belong to this culture are more motivated and emotional. At the other end of the spectrum, cultures that accept uncertainty are identified with a greater tolerance of opinions that are different from their own opinion. Most people believe that reality is either objective or subjective. However, there is a third level of reality, the intersubjective level. *"Intersubjective entities depend more on the communication between more people than on the beliefs and feelings of individuals"* (Harari 2018a, 131). It therefore creates a network of meanings that allows people to organize, build

and understand the existence of different culture, environments and organizations. People in these types of cultures have fewer rules and allow more currents to coexist in the same space of social debate. These people are more restrained in terms of emotional expressiveness.

The level of avoidance of uncertainty is given by the process of preparing troops for combat, in order to obtain a considerable increase in the ability of the military, units and headquarters to adapt to uncomfortable realities with increased insecurity, to the atmosphere generated by the actions that can produce significant changes in a short time. It follows that *"the main meanings of the concept of war potential are capacity, possibility, totality, result, and the sum of these factors (elements) results in the military power of a state"* (Prisacaru 2021, 131).

This axiom highlights the need for rules, the avoidance of ambiguous situations, insecurity and a preference for taking measures to reduce uncertainty. Included in this category were items that targeted teachers such as role models, compliance with regulations and instructions, school safety. In a society where students have multiple sources of information, as well as a series of interactions, especially in the virtual environment, generated not only by technological evolution but also by the intensity of the impact of the pandemic on this dimension, the subjects confirm the special role teachers have in their lives; although they have no answers to anything, they are guiding pillars in the process of transition to maturity. In terms of compliance with regulations and instructions, although it may seem a stereotypical cliché, the subjects confirm the need for limitations, boundaries that delimit the space cut at the level of organizational culture. In this way, the last aspect of this dimension is reached, the safe and healthy environment, to which the subjects responded affirmatively.

Research results

The educational environment in an educational organization is complex and it is described by a number of factors that contribute to its realization. It is representative for the efforts of all those involved in achieving the organizational goals. The mission of the organization must have several characteristics that support its effectiveness,



but that "inspire change and evolution" (Hohan, Cucu and Hohan 2007, 109). Starting from the environment in which the educational process takes place, traversing the whole spectrum of moral and intellectual values that it promotes, to the balance that must define a space for training, a balance between rigor and innovation, creativity and norms, the educational environment implies common objectives for the group phenomenon that has been created. The portal of the educational environment is all the more relevant as we agree with the idea that the high school period is identified with adolescence which is an extremely vulnerable and contradictory stage, characterized by psycho-behavioral upheaval which shapes the personality of the future adult. In this sense, the military college brings radical changes in the activity and life of the future military, being an environment with intense physical and mental stress, both curricular and extracurricular. The life and study regime in a military college involves innumerable peculiarities, confrontations with new, attitudinal and behavioral situations, which contribute to shaping the personality of young people. In this sense, a series of complex processes take place, of which self-knowledge is the most important. This cannot be limited to introspection, but concerns various aspects that build the psychic field on which external factors act. Thus, the management at the college level turns its attention to an education that ensures security, receptivity and perseverance, but also self-critical spirit. The college creates an organizational culture that has a special character, according to several factors. First, it is generated by the fact that each class has two managers. Apparently, they are equal in power: the head teacher, who is part of the civilian environment, and the subunit commander, who is an officer or a non-commissioned officer. At this stage, a strict hierarchy of authority is achieved, in groups and micro-groups. The power towards which the students will have a certain attitude is identified and recognized, and will make them respect the required distance. The first year students experience a certain feeling of discomfort generated by the way they communicate with the decision makers, by the way they relate to the other students but also by the way in which the initiatives are carried out. The behavioural framework is radically different from that of civilian life. The

first stage, that of imposing the discipline, and not of any discipline, but a rather severe one, can contribute to the realization of some blockages. These blockages are grouped, in particular, around emotional components that young people are trying to understand and overcome. Regarding the individualist-collectivism dimension, the students from the military college face a series of new situations regarding their free time, freedom of choice or the options they have during the school year. Being a period of adaptation, the ninth grade students face the serious restriction of freedom and the imposition of severe discipline, which generates a decrease in personal time, a reduction in the freedom to choose the options with which they were familiar in civilian life. Thus, many young people entering the military college are somewhat disappointed to find that there is a fairly obvious discrepancy between the reality of the college and the image they created before being admitted to this form of education. Over time, however, the percentage of those who are disappointed is reduced, and students integrate and adapt to military college life. If at the beginning of college, people approach the relationships and activities within this organization through the prism of individualism, in the second part of that college in the eleventh and twelfth grades they regroup and reconfigure to the area of collectivism, creating an identity of the members of the group that interact one with another, and there is a sense of belonging to this form of education that influences both their life within the college and their personal life. The middle period of the college, respectively the 10th and 11th grades, represents a period of intense socialization in which they feel at ease and in which they build their belonging to collectivism. However, at the end of the 12th grade, we can talk about a return to the first cultural dimension because most of the students retreat into an inner introspection generated by additional tension that appears with the preparation for the baccalaureate and the admission to military higher education.

If we pay attention to the issue of the third dimension, in a field that is considered specifically masculine, such as the military system, women have been choosing this career for more than thirty years and excelling in certain weapons and specialties, holding leadership positions that have had a very strong social impact over time. It seems



that they have crossed the barriers of an outdated mentality and continue to stand out and contrast somewhat with the field. The Romanian Army, like other armies in the world, has young women fighters who stand out through the professionalism with which they fulfill their missions starting from the lowest rank to that of general. Gender equality does not mean that women and men become equal, but only that their rights, responsibilities or opportunities do not depend on the way they were born, their gender. This means taking into account the interests, needs and priorities of both women and men, thus recognizing diversity. If equality between women and men is considered a human rights issue and an indicator of development, equality of opportunity refers to the lack of barriers to participation on the basis of gender. With regard to occupational segregation, this is certainly not identifiable in the military system as the merging of women or men in a particular sector, as defined by this phrase, is not covered by this area. Managing a military college is far from an easy task. There are many issues that lead to this conclusion. First of all, it is about the profile that a military college commander must have, with certain special features of a psychological and pedagogical nature, with a certain intuition, a demanding person, but, at the same time, also sensitive. It follows that the educational management carried out in such an institution implies a dynamic between the personality of the leader and the situational variables. The success of such an activity or action gets materialized to the extent that the manager of the military college together with the deputy director (responsible for the educational process), together with the Board of Directors and the Teachers' Council collaborate to capitalize on the potential of both teachers and staff, as well as of the beneficiaries of this form of education. While there are few levers that a military college commander has at his disposal to be able to actively participate in the selection of teachers and military personnel for training, he still considers an x-ray of their potential to become life and professional role models for college students, and also the extent to which they are able to make the offer of a military career an attractive option through real, tangible elements. It is well known that at this age of adolescence the values they seek and identify are personified

in human role models, in this case teachers and officers or military personnel, with whom they collaborate. In the conditions generated by the military education environment and the lack of family in the immediate environment, the model offered by the teacher from the military college gives stability and security to the students. It can also give them an illustrated picture of their professional and human existence. In the context of restoring the need for value, but also as an element of development of the Concept on the modernization of military education, a direction of action could be the creation, at the level of military high school education, of the positions of officer-teacher with appropriate studies. Also in the area of particularization of educational management carried out in the military college the way in which the managerial act is exercised is very important, either in an expressive, authoritarian way, inflexible to understand the nuances, individual and group behaviours, or in a superficial way that can lead to certain psychological blockages in the process of structuring the personality of students. It is also important for teachers to communicate with students in terms of deficiencies which can lead to dysfunctions with negative effects on the perception of educational reality. In this respect, management should function effectively in terms of the level of uncertainty avoidance. This is not only to achieve a considerable increase in the military's ability to adapt to uncomfortable realities, with a high degree of insecurity, to the ambiance generated by the conduct of actions that can produce significant changes in a short time.

As a consequence, the specificity and particularity of the educational management within the military college is one that brings a series of novelty and challenging elements to all actors involved in the learning process, with effects in the military education system, as an essential element of the educational environment.

Conclusions

The study has revealed several elements regarding the positioning of the managerial and organizational culture through the cultural dimensions of Hofstede. High value highlights inequalities in power, differences in status, and unconditional submission to superiors. The tendency towards collectivism is characteristic to

the analyzed environment. This second dimension reveals the intensity both in the extent to which students depend on each other and in the number of students who build intense interrelationships based on both elements of assigned and fortuitous status, which lead to indestructible and strong bonds. Regarding the third dimension, a counterbalance of a set of femininity trends is identified, in which the emphasis is on quality of life. Avoiding uncertainty aims at the fact that the environment characteristic of the college does not easily tolerate uncertainty and ambiguity, so it is oriented towards specific rules and measures.

Education is not limited to cognitive and specific disciplines, but "involves motivation, emotions, practices and moral or social values" (Gardner 2011), based on an educational montage by transmitting these values, becoming and education full virtues in the field disciplines.

At the level of the military college, organizational culture is learned, shared and transmitted inter-generationally. It is symbolic, it respects norms and rules of behaviour, it consolidates centuries-old traditions and develops a complex, unique and special community of the military environment.

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