
The Importance of Higher Military Educational System in Poland's Military Security

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Abstract:

Purpose: The aim of this article is to determine the importance of the military higher education system in the scope of the overall state military security system. The research problem was formulated as a question about the role of military universities in the state's military security system. The research hypothesis assumes that military academies are a key link in meeting the needs of the Polish Armed Forces in terms of highly qualified officers, and that new legal and institutional solutions have contributed to increasing the participation of military academies in replenishing the officer corps of the Polish Army.

Design/Methodology/Approach: The main research methods used in the study were: analysis of legal acts, data provided by the Ministry of National Defence from 2017-2024 concerning the education of cadets in military universities, the number of military studies graduates and the number of officers leaving the army, as well as budget expenditure on military higher education. The data was subjected to comparative, quantitative and qualitative analysis.

Findings: The research showed that military universities play an important role in Poland's military security by providing highly qualified specialists for the Polish Armed Forces – they are responsible for replenishing the army's personnel every year – and the Military University of Technology plays a leading role in every area studied.

Practical implications: The practical application of the study's results lies in the possibility of using them to optimise the personnel policy of the Polish Armed Forces and strategic planning in the field of education and competence development of officers. They also enable decisions to be made on the allocation of financial and investment resources to military universities, especially the Military University of Technology as a key institution for ensuring the continuity and quality of human resources in the state's military security system. Furthermore, these results have potential applications in other countries facing similar challenges in human resource management in their armed forces.

Originality: The research presents an integrated analysis of military education reform, financial trends, and personnel dynamics within the Polish Armed Forces, highlighting the evolving strategic role of military universities. The study introduces a novel perspective on systemic retention challenges and the need for anticipatory structural reforms of the Polish Armed Forces and higher military educational system in military universities.

Keywords: National Security and War, National Security, Quantitative Methods.

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1. Introduction

The inspiration for this study comes from the intensifying discussions on the reform of military higher education in Poland. It was conducted in the context of the need to adapt it to contemporary, dynamically changing challenges and the growing demands placed on the Armed Forces of the Republic of Poland within the framework of the state's military security system.

The attention was paid to military universities, which play a key role in the process of providing professional officer personnel through military education, thus constituting an important element of the state's defence infrastructure.

The aim of the article is to determine the importance of military universities in the state's military security system by analysing institutional and legal solutions, as well as data on the Armed Forces of the Republic of Poland and military academies in the field of educating future officers of the Polish Army.

The research problem was formulated in the form of a question about the role of military universities in the state's military security system.

The hypothesis, taking into account the contemporary conditions of the functioning of military academies, is that military universities are a key link in meeting the needs of the Polish Armed Forces in terms of highly qualified personnel.

The main research methods used in the thesis are the analysis of legal acts in connection with new regulations governing the functioning and tasks of academies in the field of education and defence: the Act of 20 July 2018 Law on Higher Education and Science and the Act of 11 March 2022 on the Defence of the Homeland, analysis of strategic documents relating to the structure and functioning of the Polish Armed Forces and higher military education. In addition, based on data provided by the Ministry of National Defence (MON), a comparative, quantitative and qualitative analysis was carried out on data from 2017-2024 related to the education of cadets at military universities.

Changes in the number of cadets educated in military studies, the percentage of military studies graduates, and the scale of officer departures from the army were examined. An additional advantage of the study is the assessment of state budget

expenditure on all military academies, which allowed for a comparative analysis depending on the source and for the presentation of growth dynamics.

The analysis will make a significant contribution to filling the existing research gap concerning the role of military universities in meeting the personnel needs of the Armed Forces of the Republic of Poland by training highly qualified officers. At the same time, it will allow for an assessment of the current level of state involvement in strengthening the position of these institutions as part of Poland's military security system.

In addition, the research results may serve as a reference point for military academies in other countries, enabling the comparison of education models and the adaptation of best practices. Cooperation with international research partners will allow for the verification of research assumptions in various geopolitical contexts and the strengthening of allied ties.

2. Literature Review

Research on the Polish military education system concerns strategic analyses of the development of the Polish Armed Forces, including in terms of human resources and education (Gryz, 2016), and indicates the importance of human and educational potential for the effectiveness of this system (Kitler, 2011).

One of the Polish authors with a comprehensive approach to the issue of military education in Poland is A. Pieczywok, who conducted a cross-sectional analysis of the place and role of military education in the structure of national security of the Republic of Poland.

The author points to the need to integrate educational goals with the operational needs of the armed forces, analyses changes in the education system and their impact on defence readiness. The international publications address the issues of organising the higher military education system (Nicolic, 2017) also as comparative analyses (Crosbie, Lucas, and Withander, 2019).

Authors often point to the role of military universities in shaping future officer cadres as key to the state security system. The number of analyses of how professional military education programs in conditions of armed conflict are a tool for both strategic adaptation and legitimisation of state policy is increasing, making them a key element of the national security system (Fisher, 2022).

However, the changes in the significance of the Polish military education system in the new legal and institutional conditions related to the increased financing of military universities as well as the reform of the recruitment process and education in military academies have not yet been subject to extensive research.

3. Research Methodology

The main research methods used in the thesis are the analysis of legal acts in connection with new regulations governing the functioning and tasks of academies in the field of education and defence: the Act of 20 July 2018 Law on Higher Education and Science and the Act of 11 March 2022 on the Defence of the Homeland, analysis of strategic documents relating to the structure and functioning of the Polish Armed Forces and higher military education.

A comparative, quantitative and qualitative analysis was carried out on data from 2017-2024 related to the education of cadets at military universities: changes in the number of cadets educated in military studies, the percentage of military studies graduates, the relationship between graduates of officer training schools and all soldiers who have been dismissed from service, and number of departures from the army of officers with more than 15 years of service linked to the length of military service.

Military academies serve a dual function by operating within the framework of the higher education system while also serving as military units that are directly under the jurisdiction of the Minister of National Defence. Thus, analysis of the percentage share of a given subsidy in the total amount of all subsidies and the dynamics of changes will reveal trends in the financing of higher military education.

4. Research Results and Discussion

4.1 Higher Military Education in the Polish Military Security

Military security is a key component of a country's security system, and its essence is the ability to use armed forces to counter threats. In this context, the Armed Forces are the central entity performing the functions of deterrence, defence and military operations, constituting the material foundation of military security.

The Encyclopedia of National Security indicates that “the military security of a state is a type of external security concerning all military challenges, including mainly the ability to counter all types of external threats by maintaining adequate defence capabilities, together with strategic concepts for their use and political-military alliances, in accordance with possible and actual situations.”

The entities responsible for carrying out the tasks outlined in the provisions of the Constitution of the Republic of Poland and the state's strategic documents are the Armed Forces of the Republic of Poland, of which military universities are an integral part.

These institutions perform key tasks in the field of providing highly qualified officer personnel by conducting military studies and serve as teaching and research centres

supporting the development of knowledge and innovation in the area of state security and defence.

The activities of military universities are directly in line with the strategic objectives of national security policy, strengthening the operational and intellectual potential of the armed forces. Thus, academies are an indispensable element of the national security structure, combining educational, expert and analytical functions.

Military studies are permanently embedded in the doctrinal foundations of the national security system. Over the years, all strategic documents have shown a growing understanding of the role of military higher education as a tool for shaping the defence capabilities of the state.

The 2009 Defence Strategy of the Republic of Poland emphasised the need to continue the process of professionalising the Polish Armed Forces, pointing to the need to implement a new model of military education. This model assumed, in particular, strengthening the role of military universities as key institutions of the defence education system and focusing the educational process on raising the level of professionalism of military personnel.

An important element of the reform was also the intensification of vocational training, adapted to the changing operational needs of the armed forces. The strategy emphasised that the development of the educational potential of military academies is an indispensable condition for the effective structural and functional transformation of the Polish Armed Forces.

The 2014 National Security Strategy of the Republic of Poland pointed to the need to consolidate the military education system and increase the effectiveness of the education process and research and development activities for the benefit of national security and defence. The document emphasised the need to integrate educational and scientific activities within military institutions in order to make optimal use of human, organisational and infrastructural resources and to ensure the coherence of the personnel training system and its adaptation to contemporary strategic challenges.

The 2020 National Security Strategy of the Republic of Poland refers to the military education system in the context of improving the management of human resources in the Polish Armed Forces, in particular pointing to the need to streamline the qualification and recruitment processes for military service and to modernise the system of education and professional development of soldiers.

The document accentuates the importance of a comprehensive approach to the development of military personnel competencies, taking into account both the requirements of the modern battlefield and changing strategic conditions. The aim of

these measures was to increase the operational effectiveness of the Polish Armed Forces by ensuring high-quality training of personnel at all levels of command.

The 2022 Homeland Defence Act, with regard to military higher education, specifies the rules for recruitment to military service and regulates the education system for candidates for military service and soldiers. This act introduces a new model of training cadets at military academies, according to which students obtain the status of professional soldiers after completing their first year of studies. From that moment on, they follow a military training programme in parallel with their academic studies.

This solution is part of a broader reform of the command personnel training system, aimed at increasing the effectiveness of training and shortening the path to entering professional military service. The Act also emphasises the close integration of the educational process with practical preparation for performing official duties within the structures of the Polish Armed Forces.

The ‘Development Plan of the Armed Forces of the Republic of Poland for 2021-2035’ specifies in detail the directions of technical modernisation and development plans for all operational capabilities of the Polish Armed Forces, takes into account the training system and deployment of military units in the long term, and defines the target size and combat structure of individual components of the Armed Forces.

As a classified document, the Development Plan of the Polish Armed Forces serves as a basic planning instrument in the process of managing the development of the armed forces at the strategic, operational and tactical levels. It also serves as a starting point for the development of more detailed executive documents within the defence planning system, including the ‘Plan for the Development of Higher Military Education for 2021-2035’, a classified document developed by the Ministry of National Defence and supervised by the Department of Military Education.

Military universities should be considered an integral component of the Polish military security system, playing a significant role in building the strategic resilience of the state. In accordance with the Homeland Defence Act, they function as military units with an organisational structure that enables them to carry out tasks arising from their direct subordination to the Minister of National Defence. Supervision over their activities is exercised by the Minister of National Defence through a designated Secretary of State.

The Minister of National Defence, by way of an administrative decision, sets the framework for military education by establishing a document entitled Military Education Standard for Officer Candidates – Minimum Programme Requirements. This document defines the objectives, scope and minimum programme requirements of the educational process that must be met during the training of candidates for professional officers.

At the same time, it is a tool for coordinating and standardising the military education process throughout the Armed Forces of the Republic of Poland, taking into account the operational needs and strategic requirements of the state's defence system.

All military universities in Poland; the War Studies University, the Military University of Technology (WAT), the Military University of Land Forces (AWL), the Naval Academy (AMW), the Polish Air Force University (LAW), operate on the basis of statutes developed in accordance with the provisions of the Law on Higher Education and Science.

The statutes are subject to approval by the Minister of National Defence, which results from the special status of these academies as military units. In the case of the Military University of Land Forces, the statute is approved directly by the Minister, while at the Military University of Technology, the Naval Academy and the Polish Air Force University, the statute approval process is preceded by a resolution of the university senate.

This differentiation results from the organisational and legal specificity of individual institutions and the scope of their academic autonomy within the military education system. The statutes of each university define its organisational structure, the mode of operation of its bodies, the rules for conducting teaching and research activities, as well as regulations concerning military education. These documents constitute the legal basis for the functioning of military universities and their integration into the national security system.

In addition to their statutes, military academies have development strategies that define the directions of the institutions' development over the next dozen or so years. The Military University of Technology is implementing a development strategy for 2024-2028, the Military University of Land Forces for 2023-2035, the Naval Academy for 2021-2025, and the Polish Air Force University for 2019-2025.

The Academies' development strategies primarily include directions for development in all areas of the academies' operations, objectives and ways of achieving them, while in the area of education for defence purposes, they take into account strategic and legislative documents, operational objectives set by the Minister of National Defence, and those related to the development of the armed forces and military education.

4.2 The Functioning of Higher Military Educational System – A Financial Perspective

Military academies are an integral part of the Polish education system and the national security system, playing a significant role in shaping the country's defence potential. Their activities combine the education and training of officer candidates

with scientific research focused primarily on the needs of the Armed Forces of the Republic of Poland.

Military academies are financed from the state budget, in particular from the budget of the Ministry of National Defence, and from revenues generated from their own activities. In terms of defence, they are organisationally subordinated to the Minister of National Defence, while in the area of education and science, they are subordinate to the minister responsible for higher education and science.

Military academies in Poland are financed from various sources, with the key financing mechanisms resulting from the special status of these institutions. They function simultaneously as entities of the higher education system and as military units subordinate to the Minister of National Defence, receiving subsidies from the ministry. These funds enable the implementation of teaching programmes in line with the operational requirements of the army, as well as finance research and scientific activities in the field of defence and national security. In order to compare the significance of the two types of subsidies granted to military academies – subsidies for teaching and research activities and subsidies from the Ministry of National Defence for teaching activities – an analysis of the percentage share of a given subsidy in the total amount of total subsidy funding can be used.

1. Percentage share of subsidies in the financing of military academies in Poland.

Calculated according to the formula:

Share of Ministry of National Defence subsidies = $B / (A + B) \times 100\%$

Share of teaching and research subsidy = $A / (A + B) \times 100\%$

Where:

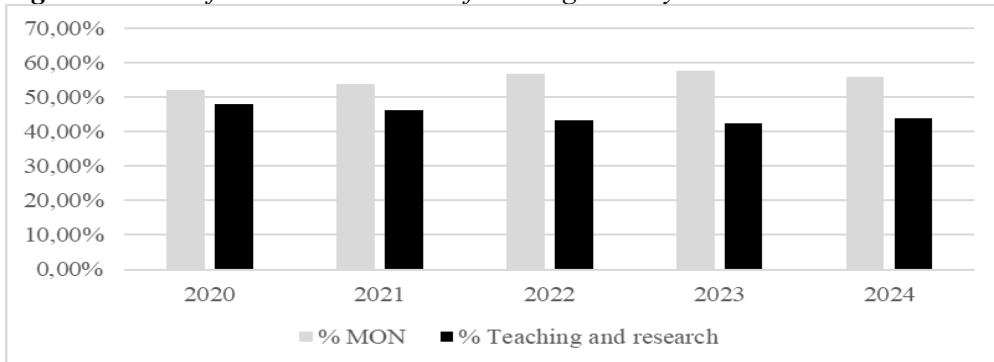
Teaching and research subsidy (A), Ministry of National Defence subsidy (B).

Table 1. *Percentage share of individual subsidies in the years*

Year	% Ministry of National Defence (MON) subsidy	% teaching and research subsidy
2020	52.07%	47.93%
2021	53.89%	46.11%
2022	56.75%	43.25%
2023	57.71%	42.29%
2024	56.02%	43.98%

Source: Authors' calculations (MON, 2025).

Figure 1. Level of individual subsidies financing military academies in Poland



Source: Authors' calculations (MON, 2025).

The subsidy granted by the Ministry of National Defence is growing faster and accounts for an increasing share of total funds – in 2020 it amounted to 52%, and in 2023 it was almost 58%, which may indicate a consistent increase in the role of the Ministry of Defence as the main entity financing military education and may reflect the growing strategic importance of military academies in achieving the country's defence objectives.

2. Study of the year-on-year growth rate of each financial subsidy for military academies in Poland.

Analysis of the dynamics of changes:

$$\text{Growth\%} = \frac{\text{Value in year } t - \text{Value in year } (t - 1)}{\text{Value in year } (t - 1)}$$

Table 2. Dynamics of changes – Teaching and research subsidy

Year	Growth (%)
2021	+2.90%
2022	+4.48%
2023	+13.29%
2024	+28.63%

Source: Authors' calculation (MON, 2025).

Table 3. Dynamics of changes – Ministry of National Defence subsidy

Year	Growth (%)
2021	+10.69%

2022	+17.30%
2023	+17.72%
2024	+20.08%

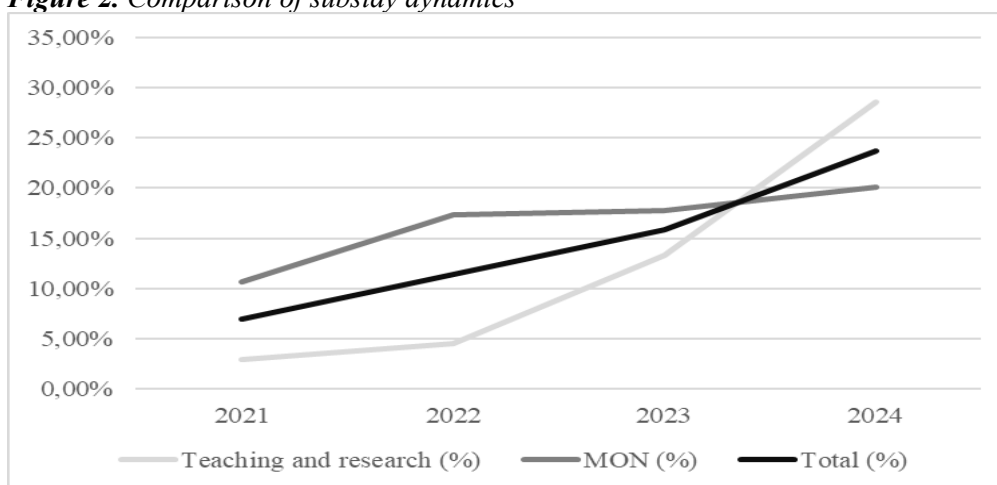
Source: Authors' calculation (MON, 2025).

Table 4. Dynamics of changes – Total subsidy

Year	Growth (%)
2021	+6.96%
2022	+11.37%
2023	+15.82%
2024	+23.68%

Source: Authors' calculation (MON, 2025).

Figure 2. Comparison of subsidy dynamics



Source: Authors' calculation (MON, 2025).

An analysis of state budget expenditure on higher military education allows the following conclusions to be drawn:

- A systematic increase in both subsidies. Both the teaching and research subsidy and the subsidy from the Ministry of National Defence (MON) show a systematic increase in the analysed period. No decreases in value were observed — all data remain positive, which indicates a growing level of funding for military education from both budget sources.

- Higher and more stable growth dynamics in the case of MON subsidies. The subsidy granted by MON was characterised by relatively high and stable growth dynamics, achieving annual increases of 10–20%. Particularly significant increases in financial support were recorded in 2022 and 2023 (+17.30% and +17.72%, respectively), which indicates a sustainable and predictable strategy of increasing the Ministry of National Defence's budgetary expenditure on military education.
- Relatively low growth in teaching and research subsidies in 2021–2022 and a sharp increase in 2023–2024. In 2021 and 2022, relatively small increases in this subsidy were recorded (+2.90% and +4.48%), which may indicate budgetary constraints or stagnation in the financing of military academies. However, in 2023, and especially in 2024, there was a significant increase of +13.29% and +28.63%, respectively, which may be the result of a change in funding strategy or a response to the growing needs of military education institutions.
- The highest growth rate of the total subsidy in 2024. In 2024, the total value of both subsidies increased by +23.68% compared to the previous year, which is the largest annual increase in the entire analysed period. This indicates a significant increase in the state's involvement in the financing of military education.
- Reversal of the trend of the Ministry of National Defence's dominance in terms of growth dynamics. After three years in which the Ministry of National Defence subsidy showed higher growth dynamics than the teaching and research subsidy, in 2024 there was a change — it was the teaching and research subsidy that recorded a higher percentage increase (+28.63%) compared to the Ministry of National Defence subsidy (+20.08%). This may indicate a shift in priorities in the financing of military education at the central level.

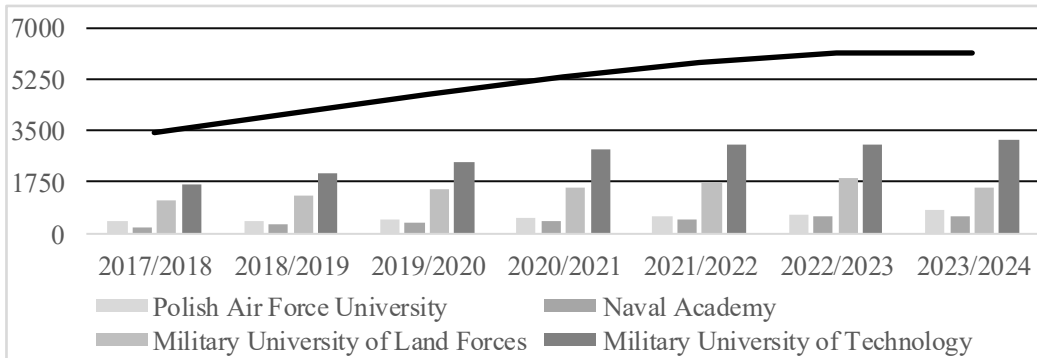
4.3 The Importance of Higher Military Universities in Replenishing the Personnel of the Armed Forces of the Republic of Poland

According to Article 91 of the Homeland Defence Act: 'The training of candidates for professional military service and professional soldiers takes place at military academies - in the case of training for the professional officer corps.' Therefore, the primary task of military academies is to educate command and specialist personnel for military units subordinate to and supervised by the Minister of National Defence, to educate students in the spirit of patriotism, commitment to the homeland and strengthening its defence, treating the independence and security of the Republic of Poland as the highest good, training candidates to become highly qualified officers of the Armed Forces of the Republic of Poland, with comprehensive general military and specialist knowledge and teaching skills.

Four military universities in Poland educate officer cadets as part of military studies, after which graduates are appointed to the first officer rank of second lieutenant of

the Polish Army: the Military University of Technology, the Military University of Land Forces, the Naval Academy, the Polish Air Force University.

Figure 3. Number of cadets at all military academies in Poland



Source: Authors' calculation (MON, 2025).

The number of cadets in training has been steadily increasing. In the 2017/2018 academic year, this number was approximately 3,500, and in 2023/2024 it exceeded 6,000, which represents an increase of over 70% in seven years and shows an acceleration in the ministry's personnel policy in response to emerging threats to national security. The largest increase in the number of cadets trained occurred in the academic years 2019/2020–2021/2022.

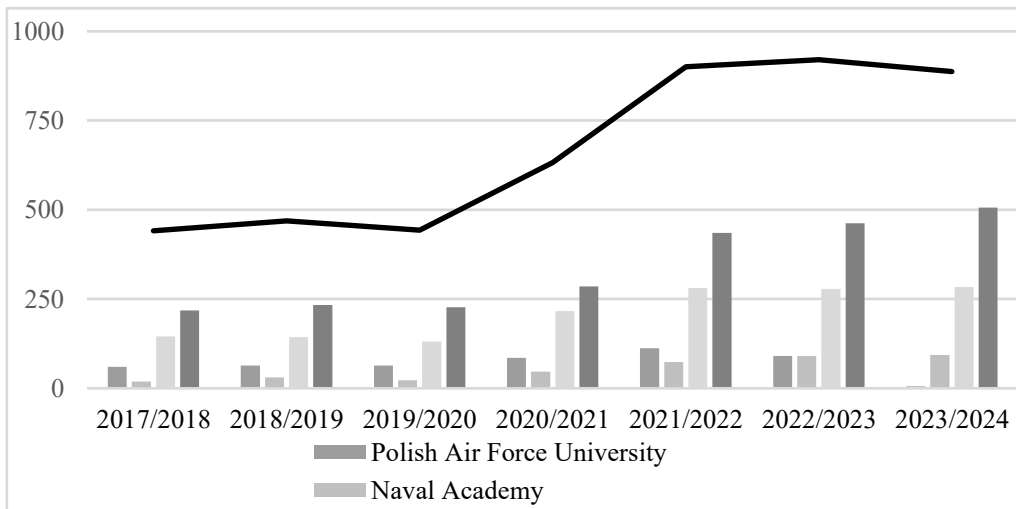
The Military University of Technology plays a dominant role among all military academies, with the largest number of cadets trained each year. WAT also shows the most systematic and largest increase in the number of students among all military universities, from approximately 1,200 in the 2017/2018 academic year to over 3,000 in the 2023/2024 academic year.

These figures indicate that WAT is the leader in terms of the total number of soldiers trained for the officer corps as part of military studies for the Polish Armed Forces.

Figure 4 shows a clear increase in the number of military studies graduates from the 2019/2020 academic year to 2022/2023. Initially, in the years 2017/2018–2019/2020, the number of graduates remained at around 450–480, and in the following years 2020/2021–2022/2023, there was a sharp increase – the number of graduates rose from around 600 to almost 950.

In terms of educational potential, the Military University of Technology also has the highest number of graduates in each year analysed, with a dynamic increase in the number of graduates from the 2020/2021 academic year (approx. 270) to 2023/2024 (over 500). WAT is therefore the main source of growth in the number of military university graduates.

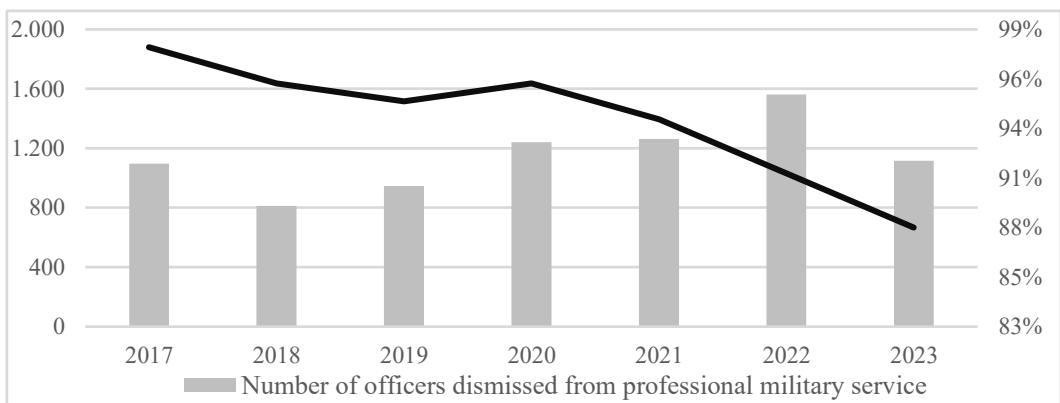
Figure 4. Number of graduates of military studies of military universities in Poland



Source: Authors' calculation (MON, 2025).

After a significant decline in 2018, the number of dismissals in the officer corps grew until it peaked in 2022. It should be noted that termination of military service takes three months and notices of termination are usually submitted in October with effect from January of the following year, so it can be assumed that the dismissals presented here relate to notices submitted in the previous year. It was not until 2023 that there was a significant reduction in the number of departures (Figure 5), as well as a decrease in the number of departures from the army of officers with more than 15 years of service (Figure 6), which can be linked to the introduction of financial allowances depending on the length of military service, resulting from the implementation of the Homeland Defence Act in 2022.

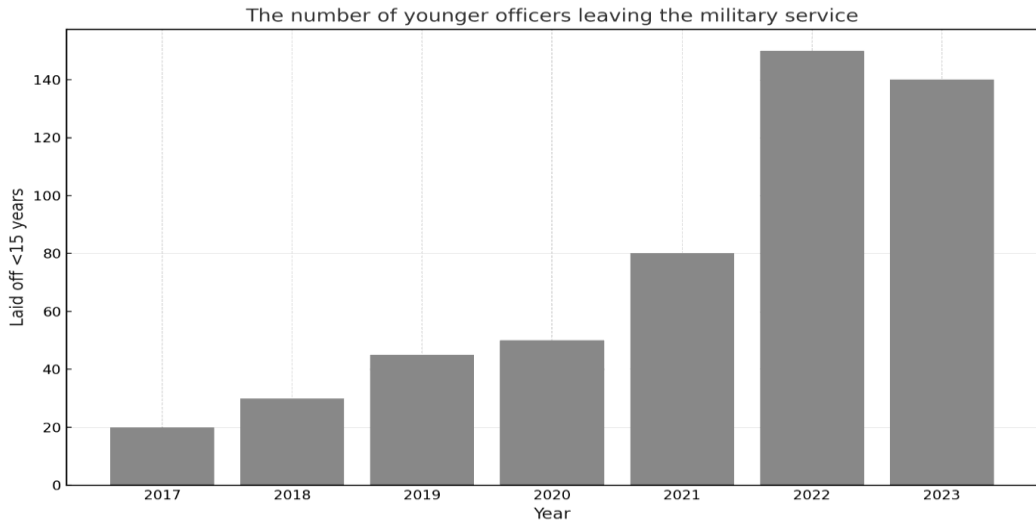
Figure 5. Number of dismissals departures of officers from the Polish Armed Forces in 2017–2023



Source: Authors' calculation (MON, 2025).

For a more in-depth analysis of this issue, departures with shorter service were calculated as the difference between the share of officers with long service (over 15 years) and the total number of those who left, resulting in the data (Figure 6).

Figure 6. Number of departures of junior officers in subsequent years of the study



Source: Authors' calculation (MON, 2025).

The increase in the number of younger officers leaving the service is clear over the period under review. In 2017, there were only 22 such cases, while in 2023 there were already over 130. This means that an increasing percentage of departing officers have less than 15 years of service, which may suggest growing problems with retaining younger personnel and indicate some dissatisfaction among new recruits with military service, worrying systemic changes or fears of them.

This is a very important element of this study, because if the observed trend continues, the system may have difficulty building the necessary long-term officer corps.

The rest of the study examined the relationship between the number of graduates from all academies and the number of people leaving the service, broken down into those with less than 15 years of service and those with more than 15 years of service, using a linear regression model. Model 1 describes the relationship between graduates of officer training schools and all soldiers discharged from service. The parameters of this model are presented in Table 5.

The coefficient of 0.7931 means that each increase in the number of graduates by 1 unit is associated with an average increase in the dependent variable of approximately 0.79 units. However, the p-value of 0.0550 is slightly greater than 0.05, which means that the effect is on the verge of statistical significance.

Table 5. Values and estimated parameters of Model 1

	Estimate	Std. Error	t value	Pr(> t)
Intercept	615.587	223.5647	2.754	0.0401
Graduates	0.7931	0.3182	2.492	0.055

Source: Authors' calculation (MON, 2025).

Nevertheless, the model suggests that the number of graduates has a positive effect on the dependent variable. The coefficient $R^2=0.554$ means that approximately 55.4% of the variability of the dependent variable is explained by the model, which depicts a moderate strength of the model – not ideal, but not very weak either.

The F-test statistic checks whether the model is statistically significant (whether the independent variable significantly affects the dependent variable) is 6.211 and p-value = 0.055, so it is very close to the 0.05 threshold. Formally, the model is not statistically significant at the 5% level, but this is a borderline result and it can be said that there is a trend towards significance.

Model 2, in turn, describes the relationship between graduates and soldiers discharged from service under the age of 15. The parameters of this model are presented in Table 6.

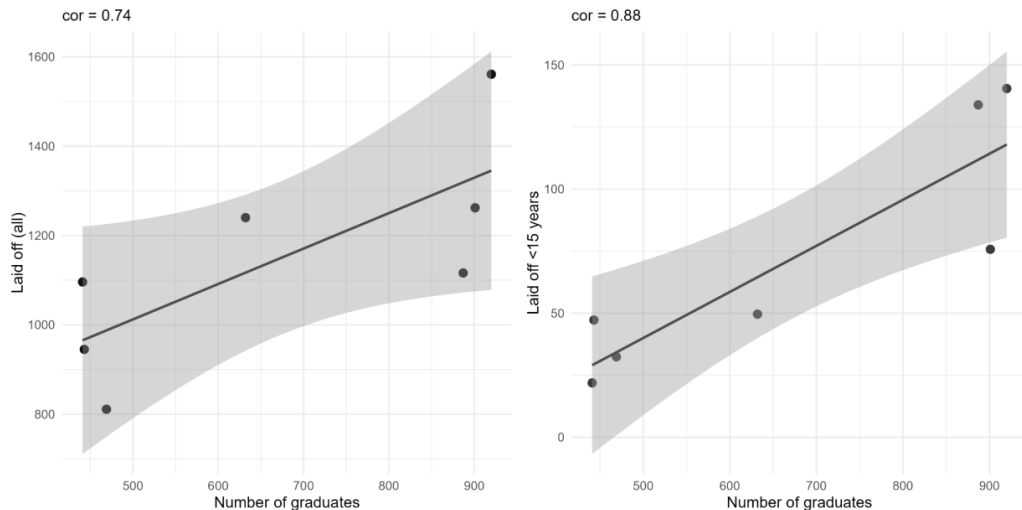
Table 6. Values and estimated parameters of Model 1

	Estimate	Std. Error	t value	Pr(> t)
Intercept	-52.8167	31.4218	-1.681	0.1536
Graduates	0.1856	0.0447	4.15	

Source: Authors' calculation (MON, 2025).

In Model 2 for the variable graduates, the R^2 coefficient was estimated at 0.18561, which means that each unit increase in the number of graduates is associated with an average increase in the dependent variable of approximately 0.186 units. The t-statistic = 4.15 and the very low p-value = 0.00891 indicate the significance of this parameter at the 1% level, which means that this effect is highly unlikely to be a coincidence.

Therefore, the strength of the relationship in this model is definitely more satisfactory. This is also indicated by the coefficient of determination $R^2=0.775$. The model explains 77.5% of the variance of the dependent variable. The F-test statistic is 17.22 and the p-value is 0.00891, which indicates that the model as a whole is statistically significant. The fit of the two proposed regression models to the empirical data is presented in Figure 7.

Figure 7. Fit of the two proposed regression models

Source: Authors' calculation (MON, 2025).

The high correlation between the number of graduates and the number of departures may mean that a larger number of new officers does not lead to an increase in the size of the army. An increase in the number of graduates is associated with a higher number of departures, so if the number of new officers is increasing but the number of departures is also growing, the net effect on the size of the officer corps may be zero or negligible. It is particularly worrying that more and more officers leaving the armed forces have short service records (<15 years), meaning that these are not only natural departures (retirements) but also a loss of young personnel.

The high R^2 allows us to conclude that the system responds to the influx of personnel not by retaining them but by increasing the number of departures. Such a system can be called a 'rotational' system, not a developmental one, and indicates that the army is not growing in numbers, but is replacing people. This requires a closer look at the reasons for this phenomenon of low retention. If new graduates leave relatively quickly, this may indicate problems with service conditions, the incentive system, a lack of development prospects or better working conditions in the civilian market.

To sum up the above study, it can be concluded that despite the increase in the number of officer school graduates in recent years, regression models indicate a strong correlation between this variable and the number of departures from the army – both overall ($R^2 = 0.74$) and among junior officers ($R^2 = 0.88$). This means that the influx of new personnel does not translate into an obvious increase in the size of the officer corps, but is correlated with an increase in departures. Particularly worrying is the growing rate of departures of officers with shorter service, which

may indicate problems with retention and long-term maintenance of professional personnel in the Polish Armed Forces.

5. Conclusions

In the current context of the national security system, higher military academies are a key element in the preparation of future officers of the Polish Armed Forces and, with the introduction of changes in the nature of military service for cadets from 2023 as professional soldiers, also of the defence system throughout the entire education process.

Research shows an increase in state spending on military universities, with the Ministry of National Defence subsidy remaining the main source of funding, and in recent years, the teaching and research subsidy has been growing at an increasingly rapid pace, which may indicate a desire to balance the military and academic nature of military universities.

The analysis also showed that Poland is gradually increasing the number of future officers, which is related to the growing need for professional personnel in the armed forces in the context of current geopolitical challenges. The Military University of Technology plays the most important role in this process, as it is the leader among military universities in Poland, also due to the nature of its technical education – highly qualified officers who can strengthen the strategic technological potential of the Polish Armed Forces.

Other academies play a stable but more auxiliary role in the officer training system in quantitative terms. This situation may also indicate that the numerical target has been met, and the personnel structure of the Polish Armed Forces has been optimised.

In addition, there is a strong positive correlation between the number of graduates from officer schools and the number of departures from the army, which indicates that the increased influx of personnel does not lead to an increase in the size of the officer corps, but compensates for existing shortages. A particularly worrying phenomenon is the increase in the number of younger officers leaving the army, which may indicate retention problems resulting from inadequate service conditions, a lack of career prospects or the competitiveness of the civilian market.

A challenge for the Polish Armed Forces may be the need to constantly monitor changes in soldiers' perceptions of military service, reorganise structures or make systemic changes in order to respond in advance to trends in departures from the officer corps. The implementation of such measures could contribute to reducing staff turnover and better utilising the potential of military universities graduates in the long-term defence perspective of the state.

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