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Military Welfare Officer – an Attempt to Conceptualize Research Areas

**Oficer wychowawczy w wojsku –
próba konceptualizacji obszarów badawczych**

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Abstract

Introduction. The article aims to identify research areas related to the function and role of the Military Welfare Officer in the Polish Army in the field of social sciences, particularly in the discipline of pedagogy. Through the analysis of selected documents from different periods (from the end of World War II to the present day), which are often personal narratives or memoirs, in comparison with the legal framework and the political situation, areas representing potential research gaps and problems will be highlighted. The article is an attempt to conceptualise some of the areas due to the fact that the subject matter related to the Military Welfare Officer has so far been treated mostly in historical and military contexts, and the multidimensionality here is a major barrier and challenge for future researchers. This text is also a demonstration of the multidisciplinary nature of the is-

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sues related to the concept of the Military Welfare Officer and an attempt to structure an interdisciplinary approach.

Aim. The purpose of this article is to highlight the complex issue of the role of the Military Welfare Officer, as well as to identify potential areas of research that could enrich the understanding of this important but still under-researched function in military structures.

Methods and materials. A literature review was conducted using the Scopus database and the AI Scopus model accessing it. A review of Polish literature and other documents available in many dispersed sources was also conducted.

Results and conclusion. Through preliminary analysis, potential gaps and areas of research have been identified that may be of significant importance in the context of the role and function of the Military Welfare Officer. Of particular importance is the identification of the need for an interdisciplinary approach on the ground of pedagogy, taking into account legal, historical, social, and cultural elements. Also shown are the challenges facing researchers, representing particularly diverse methodological paradigms, which will further fill the research gaps and enrich the collected material. Only such a multifaceted view will allow the creation of an in-depth picture of the Military Welfare Officer and, at the same time, allow us to explore the knowledge of the Military Welfare Officer.

Keywords: Military Welfare Officer, Polish Army, education, soldiers, competencies

Abstrakt

Wstęp. Artykuł ma na celu wskazanie obszarów badawczych związanych z funkcją i rolą oficera wychowawczego w Wojsku Polskim w dziedzinie nauk społecznych, w szczególności w dyscyplinie, jaką jest pedagogika. Poprzez analizę wybranych dokumentów pochodzących z różnych okresów (od zakończenia II wojny światowej po dzień dzisiejszy), będących często osobistymi narracjami lub wspomnieniami, w zestawieniu z ramami prawnymi oraz sytuacją polityczną, pokazane zostaną obszary będące potencjalnymi lukami badawczymi i problemami. Artykuł jest próbą konceptualizacji niektórych obszarów z uwagi na to, że tematyka związana z oficerem wychowawczym była do tej pory traktowana najczęściej w kontekście historycznym i militarnym, a wielowątkowość stanowi tutaj dużą barierę i wyzwanie dla przyszłych badaczy. Niniejszy tekst jest również pokazaniem multidyscyplinarności zagadnień związanych z pojęciem oficera wychowawczego i próbą ustrukturyzowania interdyscyplinarnego podejścia.

Cel. Celem niniejszego artykułu jest ukazanie złożonej problematyki roli oficera wychowawczego, jak również wskazanie potencjalnych obszarów badań, które mogłyby wzbogacić rozumienie tej istotnej, lecz wciąż niedostatecznie zbadanej funkcji w strukturach wojskowych.

Metody i materiały. Dokonano przeglądu literatury z użyciem bazy Scopus oraz wykorzystano dostępny dla niej model AI Scopus. Dokonano również przeglądu polskiej litera-

tury oraz innych dokumentów dostępnych w wielu rozproszonych źródłach.

Wyniki i wnioski. Dzięki wstępnej analizie wskazano potencjalne luki i obszary badawcze, które mogą mieć istotne znaczenie w kontekście roli i funkcji oficera wychowawczego. Szczególnie istotna jest potrzeba interdyscyplinarnego podejścia na gruncie pedagogiki, uwzględniającego elementy prawne, historyczne, społeczne i kulturowe. Pokazano również wyzwania stojące przed badaczami, reprezentującymi szczególnie różnorodne paradygmaty metodologiczne, co dodatkowo uzupełni luki badawcze i wzbogaci gromadzony materiał. Tylko takie wieloaspektowe spojrzenie pozwoli na stworzenie pogłębionego obrazu oficera wychowawczego i jednocześnie pozwoli na zgłębienie wiedzy o nim.

Słowa kluczowe: oficer wychowawczy, Wojsko Polskie, wychowanie, żołnierze, kompetencje

Introduction

Performing a selective analysis of the available materials, which often have different forms or concern different periods, the lack of an interdisciplinary approach and the absence of a systematised approach to the Military Welfare Officer in the Polish Army becomes apparent. Scientific articles focus mainly on the historical perspective, marginalising the pedagogical area, and yet the very name indicates that research should also be conducted in this field. This limitation results, among other things, in the lack of a holistic picture of the function and role of the said officer. Probably influenced by the apparent deficit of empirical research of a longitudinal and comparative nature. There is also a lack of bibliographic studies that correlate selected elements, but also those characterised by the paradigm of grounded theory. In fact, in the case of the Military Welfare Officer, the greatest lack is of studies that analyse correlations and show different variables. The need for triangulation of research methods becomes apparent, and the nature of the data suggests the use of not only surveys but also interviews, including, for example, unstructured ones, as well as bibliographic methods, since a number of documents are notes and memoirs, which at the same time will not provide quantitative data or incomplete qualitative data, but a good portion of them can be considered expert assessments, since they were made by officers. Therefore, they can provide clues as to areas of research, and at the same time be helpful, especially for periods when Poland was not a fully independent state. The researcher, in the case of a Military Welfare Officer, should partially work in the field. There is little research involving intergenerational interviews, and comparing historical facts does not give a complete picture of the actual actions of a Military Welfare Officer. While there are also studies available showing the periods in question, divided in the context of historical

changes, these are cross-sectional studies that do not reflect the dynamics of educational processes in the structures of the Polish Army and do not attempt to conceptualise the problems and areas of research.

An attempt to synthesize the selected material highlights the fact that much of it is a subjective assessment, and the influence of the cultural and political context is characteristic of all periods. A cursory analysis reveals that the concept and role of the Military Welfare Officer has undergone multiple redefinitions, with political changes being the determinants, to say the least. There is also a gap in research on the impact of generational differences and changing social norms on the effectiveness of educational interventions. It is also difficult to find works focusing on the changing competencies of Military Welfare Officers. This is especially true of emotional competence. However, this also requires an interdisciplinary approach that would precisely combine the various disciplines in the pedagogical stream within the social sciences. Currently, the multifaceted and complex nature of this issue is only multidisciplinary, which implies barriers in a comparative context. This unexplored area, therefore, lays the groundwork for a researcher who represents pedagogical science, and at the same time has an awareness and knowledge of the workings of the human mind, if only in the context of mechanisms of indoctrination, manipulation, or critical thinking, while being a practitioner. For science should focus on the possibility of implementing pedagogical theory on the specific military ground.

Finally, the implementation of the tasks of the Military Welfare Officer also includes activities of a psychological and social nature. Identifying problems, prevention, and diagnosis in at least such areas as bullying, sexual harassment, addictions, and even dysfunctions related to separation in the context of foreign missions.

The popular science literature, as well as the analysis of scientific articles, does not show a complete catalogue of areas that can be part of the support of a modern Military Welfare Officer. So, the question arises, what competencies should he have and will they be effective? It is also worth showing that a potential research area can be the question of whether, when considering the mental health of a soldier, we can and should talk about efficiency at all, or are such activities simply to be effective without regard to at least economic elements.

It is also impossible to ignore the transformational need, even looking only from a historical perspective, for the needed competencies and also tools of Military Welfare Officers. Laws and military regulations often, as in other areas of life, provide only a framework. However, they do not define leadership styles, nor do they define the level of commitment or responsibility of Military Welfare Officers. So, these individuals must, as it were, be able to adapt support models to their needs on their own. Nurturing is not just about knowing how to instruct, but nowadays it is about being able to adapt competencies to challenges such as digital addictions, cyber security, manipulation,

but also long-term separation from family, which can, after all, turn into elements of traumatising. Thus, the complexity of the issue of the role of the Military Welfare Officer, as will be shown in the following article with examples, requires, in part, a deconstruction of previous research approaches based only on historical narrative.

The role of the Military Welfare Officer in the Polish Army is a topic that has evolved over the years and has been determined by changing military, social, and also political realities. For it is impossible to draw a clear line between the Armed Forces and politics. This is a plane of interdependence that can undoubtedly be a base for future research, since it was political conditions that caused the function of the Military Welfare Officer not always to shape patriotic values and build a military ethos. Bibliographic analysis, although selectively applied in this article, shows that it was often politics that determined the competence of Military Welfare Officers, and this again translated into the shaping of the soldier's reality.

Despite many studies of the history of the Polish Army and its structures, the issue of Military Welfare Officers is still insufficiently explored. Previous studies often focus only on general aspects, ignoring the specifics of this function in different historical periods. Particularly evident is a gap in comparative analysis of the evolution of educational methods and the impact of the political context on the work of Military Welfare Officers. The available material has not been treated in an interdisciplinary manner, taking into account the triangulation of research methods in the social sciences. Thus, in bibliographic research, especially in the context of the topic of the Military Welfare Officer in the Polish Army, several typical research gaps can be identified that limit a full understanding of the issue, and some examples will be presented below.

An Attempt to Conceptualise the Research Areas

Even a preliminary analysis of the sources shows that a major problem concerning the study of the role of the Military Welfare Officer, especially in the field of pedagogy, is certainly the fragmentary nature of historical sources and their high subjectivity. At the same time, it is necessary to take into account not only changing regulations, but also the political context. Many historical and military studies focus on specific events or periods. However, they are more of an account and an attempt to recreate reality or learn new facts. It is very rare to find studies that are comprehensive bibliographic reviews or those that could collate and compare a variety of variables. This is also true of the lack of subject indexes, which would make it easy to find works on the subject. The problem also exists in the form of a wide dispersion of sources, as well as the inability to access classified documents. Therefore, this area requires efforts that would

synthesise the research material and take into account the context not only of history, but also of the changing role of the Military Welfare Officer.

Another element that poses the greatest challenge in the context of comparative analysis of sources is narrative subjectivity. Many documents are notes, diaries, accounts, and stories. Thus, the study of such historical sources is a difficult area and at the same time forces considerable methodological complexity, especially when, for example, the subject of the study would be the analysis of the role of the Military Welfare Officer over the decades. However, the issue here is not the complexity of research methods, but their diversity, *i.e.*, a triangulation approach. Since the issue is set in a multidisciplinary context, this implies the need for a multidimensional theoretical and methodological framework to integrate the field in order to transform the materials to the ground of interdisciplinarity. Personal accounts, diaries, or service reports are often not carriers of facts. In themselves, they already contain an evaluation often determined by the socio-cultural context, the author's intentions, or even ideological dominants, which will be another problem presented, as well as a research field. Thus, a proposal for a research paradigm could be grounded theory, combining, for example, intergenerational interviews with surveys and desk research. It would also be possible to assess overall change from a generational perspective.

A separate aspect, hindering research but at the same time constituting an interesting area for researchers, is the issue of the authenticity and reliability of sources. It can be assumed that some of the materials are unreliable and are the result of intentional manipulation (*e.g.*, political propaganda), as well as distortions of an unintentional nature—that is, constituting the subjective assessments of the narrators. This requires, first of all, not only knowledge of history but also contextual analysis. This issue is related to the dynamic transformation of the role of the Military Welfare Officer in different political and social systems. The researchers also emphasise that a limitation is the fact that publications from the period of People's Poland "[...] do not contain [...] an objective assessment of the activity of the political and educational apparatus of the People's Polish Army, and often have only a propaganda character"¹ (Watkowski, 2017, p. 146). Besides, the very juxtaposition appearing in the name, determines the educational role of the power apparatus element. "It was shaped on the model introduced in the Red Army and was responsible for shaping the attitudes of soldiers according to the guidelines of the communist authorities"² (Watkowski, 2017, p. 143). Thus, the officers' main task was indoctrination. Formalised military structures favoured such activities and, in addition, the low level of education among conscripts encouraged this process. Besides, the stereotypical attitude from those years that "the army will make a man out of you"

¹ Author's own translation.

² Author's own translation.

and also that “not a high school diploma but a sincere desire will make an officer out of you” still functions today. These issues are also related to the historical background – the ongoing mass executions of Polish officers and intelligentsia. This saying shows that education, knowledge, and competence played a secondary role, and what mattered was submissiveness to the people’s power or newly learned role models, but with the same task – to serve the socialist propaganda. Thus, a sizable number of Military Welfare Officers from that period may have had the vindication that, since they taught and educated others, they were role models.

Another field of research may be competencies in the broadest sense, especially against a comparative background. After all, in the period mentioned as an example (the period of the People’s Polish Army), the most important criterion for selection was not adequate competence, knowledge, or skills. In fact, such a catalogue or set of requirements did not even function, because under the guise of class struggle, poorly educated people, who could be shaped from scratch and brought up in the spirit of socialism, were prepared for service. After World War II,

[...] the weak point of the corps of political Military Welfare Officers was their low level of education. It is estimated that in the spring of 1945, only 8.5% of officers had higher education, and 49.8% had secondary education (full and incomplete). (Jarno, 2011, p. 151)³

This situation did not so much fail to improve over the following years, but the communist authorities found it more convenient to indoctrinate the new generation of officers than to convince the undecided to socialism. It is worth noting an example from that period of an officer’s assessment: “politically aware, took part in political and educational work in the army. Loyal to the current regime” (Polak & Skubisz, 2011, p. 42)—December 1946, the opinion of Colonel Yakunin; “attitude to the Soviet Union and people’s democracy countries friendly to imperialism and reaction hostile”⁴ (Polak & Skubisz, 2011, p. 42). Socialist newspeak, but also the belief that these officers have an important educational role, emerges from the notes.

Domanski learned that this captain was trying to win the hand of the miller’s daughter. At one point the girl puzzled him: – Lieutenant, do you know the captain? – Of course, he is, after all, my lecturer at the course. – And what does he lecture? Then you don’t know? He is the political Military Welfare Officer of the school and teaches us socialism,

³ Author’s own translation.

⁴ Author’s own translations.

preparing us for life in the new system. (Domański, 2004, pp. 127–128)⁵

So, the role of the officer was to teach socialism. Instead of competence and an actual educational role, what mattered to the authorities of the time were the results of building hostility for the anti-communist element. The following excerpt shows that following the party line mattered more than raising a soldier.

Stationed in Lodz, soldiers of the KBW, a formation subordinate to the MBP, were already undergoing intensive training from mid-1945. In addition to military knowledge, they were given a large dose of information from the world of politics, the economy, and history. During one of the courses, the privates of the Lodz regiment were presented with the criminal “work” of the Home Army, in the face of which, as the unit’s political and Military Welfare Officer wrote in his report, “the soldiers show full understanding and a desire to retaliate. You can see that they have grown up to the task and that they can be relied upon.” (Gmyr, 2012, p. 168)⁶

Even a cursory analysis of various documents shows us the mechanisms of propaganda of People’s Poland, but it would be impossible to make such a conceptualisation without knowing elements of history. The above excerpts also show that during the period of People’s Poland, the lack of education among officers and soldiers was viewed positively. This was explained by the fact of class struggle, equalising disparities, giving opportunities to the young, and fighting the imperialist enemy. In retrospect, however, we know that it was simply a matter of manipulation and indoctrination. At the same time, young people who were given ranks and functions without competence believed that this was the realisation of social justice, and were more committed to the system than those who would have to be persuaded to do so. Therefore, a researcher in this field must have historical knowledge, be aware of the context of the realities under study and have experience in recognizing the mechanisms of propaganda, manipulation, and disinformation.

Romelczyk (2023), on the basis of his own research and literature subjects, indicates the basic social competencies that should characterise the Military Welfare Officer. They are: 1) leadership skills, especially influencing others and the ability to motivate; 2) the ability to work with a group, including setting norms, formulating goals, and developing cooperation; 3) the ability to analyse a social situation, or empathy; 4) communication skills; 5) ability to provide assistance; 6) conflict resolution skills; 7)

⁵ Author’s own translation.

⁶ Author’s own translation.

negotiation skills; 8) the ability to find oneself in various social situations, including situations at the interface with the civilian environment.

The above can be narrowed down to five main social competencies, which are: 1) leadership, 2) cooperation, 3) communication, 4) influence and negotiation, and 5) managing difficult situations (Romelczyk, 2023).

Determination of the competence, knowledge and skills of such persons is also being made, and the Ministry of Defence is taking care of their directional and specialised education, if only by upgrading their qualifications in postgraduate studies. The very definition of the Land Forces of the Polish Armed Forces indicates that soldiers performing the tasks set in the positions they occupy must have specialised skills and competencies, including a very important role played by social competencies, which should be characterised by the command staff of officers (Załoga *et al.*, 2018).

In accordance with the Annex to Decision No. 351/MOn of the Minister of Defence dated November 5, 2012:

Educational activity in the Armed Forces of the Republic of Poland is an integral part of the command, management, and training of the army, as well as the formation of an image of the army that is appropriate for a democratic state. In the educational activities conducted in the military, an important role is played by educational activities which are planned and conducted through the interaction of commanders, officers, and non-commissioned officers of education and other functional persons, as well as cooperation with non-governmental organisations and other social partners. Educational activities in the Armed Forces of the Republic of Poland are educational activities carried out in the form of continuing education, the primary task of which is the formation of defence, legal, civic, historical, environmental, pro-health, and cultural awareness of soldiers, the formation of their pro-social attitudes, and the improvement of professional skills. According to the Training Doctrine of the Armed Forces of the Republic of Poland DD/7 (A) (ref. Szkol. 837/2010), educational activities include, among other things, civic education of soldiers, dissemination of military traditions and ceremonial, and international humanitarian law of armed conflicts, formation of military discipline, educational and psychological prevention, and counteracting manifestations of social pathologies in military life. The above-mentioned goals are realized in the subjects “Civic Education” and “Prevention and Military Discipline”, which also include knowledge of the functioning of the state and its institutions, foreign, domestic, social, defence, and economic policy, including ecological policy, the legal system, the rights and duties of soldiers, the rules and methods of their criminal and disciplinary responsibility, as well as the principles of their distinction. (Decyzja Nr 351, 2012, p. 1)⁷

⁷ Author's own translation.

However, in the appendix to Decision No. 95/MOn of the Minister of Defence dated July 9, 2020 we can read:

In the educational activities conducted in the military, an important role is played by educational activities, which are planned and carried out by the interaction of commanders, officers, and non-commissioned officers engaged in civic education, as well as other functional persons and cooperation with non-governmental organizations and other social partners. Educational activity in the Armed Forces of the Republic of Poland is the totality of didactic; training (including training-methodical) and educational activities carried out in order to professionally prepare officers, non-commissioned officers, and privates for action on the battlefield and maintain a high combat capability in peacetime and wartime. One of the main tasks of educational activities is the formation of defence, legal, civic, historical, cultural awareness, pro-social attitudes of soldiers and commitment to service, as well as the improvement of professional skills. The above-mentioned goals are overwhelmingly implemented within the framework of the subjects “Civic Education” and “Prevention and Military Discipline,” which are mutually complementary in the current training and educational activities. In turn, the main subject of educational activity, differentiated as to specific objectives, content, forms and methods, are soldiers on active military duty or in active military service and reserve soldiers.(Decyzja Nr 95, 2020, p. 1)⁸

In light of the above documents, it is clear that educational activities in the Armed Forces of the Republic of Poland are a key element of the system for training and shaping the attitudes of soldiers. This is reflected in both the 2012 decision of the Minister of Defence and the one of 2020, which similarly define the priorities for the formation of defence, legal, civic, historical, or cultural awareness, while confirming the importance of cooperation between commanders, officers, non-commissioned officers, non-governmental organisations and social partners. The evolution of the legislation, evident, among other things, in the expansion of the definition of educational activities to include training and methodological elements, testifies to the consistent adaptation of the military education system to changing realities and needs. As a result, both pieces of legislation emphasise the importance of the interdisciplinary and planned nature of these activities, which not only affect the professional preparation of soldiers for tasks on the modern battlefield, but also promote the maintenance of a high level of discipline, social awareness, and motivation in the service.

⁸ Author's own translation.

A literature review based on the Scopus database for the keywords military And welfare And officer gives us 49 results. An in-depth analysis of the articles shows that only 35% of them are in the social science field. There is also no article that deals with Poland.

Figure 1

Literature review based on Scopus database for keywords: military and welfare and officer

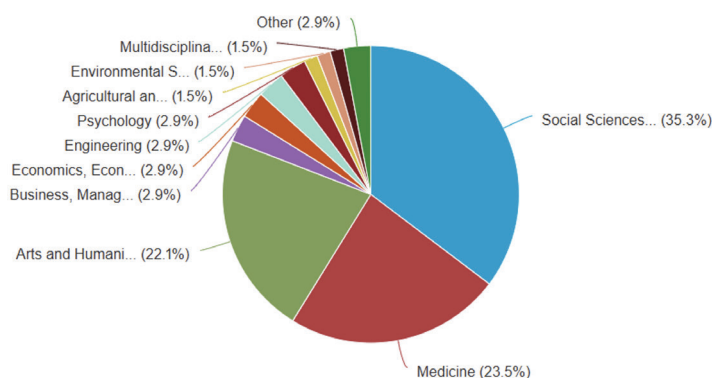
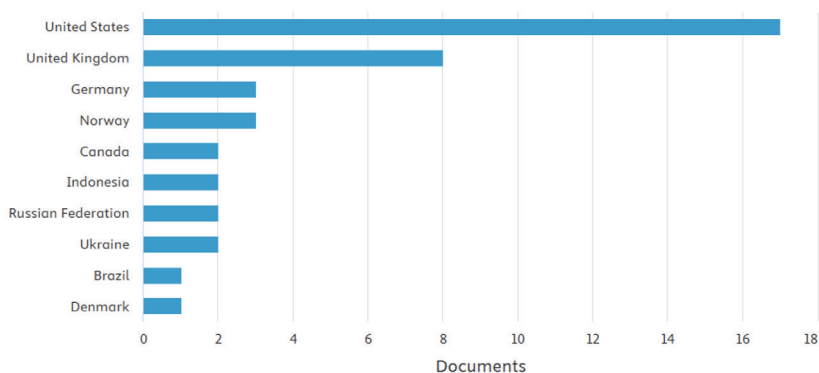


Figure 2

*Literature review based on Scopus database for keywords: military And welfare And of-
ficer—occurrence of articles by country*



AI Scopus language model finds seven related items for words.

Table 1

Related items for keywords: military And welfare And officer—according to AI Scopus language model

Lp.	Author	Title	Year Issued	Number of citations
1.	Latawski, P.	<i>The Transformation of Postcommunist Civil-military Relations in Poland</i>	2005	3
2.	Michta, A. A.	<i>The Soldier-Citizen: The Politics of the Polish Army after Communism</i>	2016	6
3.	Wągrowaska, M.	<i>The Polish soldier between national traditions and international projection</i>	2012	1
4.	Karakiewicz, B., Rozmarynowska, B., Paszkievicz, M., Zabielska, P.	<i>Psychosocial aspects of participation of the Polish Armed Forces in combat missions</i>	2018	3
5.	Sirko, S., Kozuba, J., Piotrowska-Trybull, M.	<i>The military's links with local communities in the context of sustainable development</i>	2019	3
6.	Świdarska-Włodarczyk, U.	<i>The model of military officer in the Polish People's Republic versus the model of military officer in the Second Polish Republic: a comparative study</i>	2024	0
7.	Pęziół, A., Borucka, A.	<i>Women's military service in Poland in the perspective of recruiting women to the Military University of Technology</i>	2024	0

Another field of research can be the analysis of the Military Welfare Officer in the context of changing attempts to define it. An important aspect here will be the changing political and systemic conditions. The researcher in this field will not evaluate, as above, the reliability of sources or the veracity of messages, but will try to show the path of change resulting from the determinants affecting definition. Interestingly, there is currently no research on what elements or factors influenced defining or redefining, and which had a significant impact and which had only a marginal impact. The notion of redefinition will accompany the Military Welfare Officer from the very beginning, as the very concept and framework of education changed many times after World War II. Thus, elements such as the role, or competencies, as well as areas of activity, changed. They were so large and significant that there is practically no common definition that unites and exhausts sufficiently the characteristics of an Military Welfare Officer. An example is the fact that today he must, at least, take up issues related to the presence of soldiers in the digital space, and this, after all, did not function a dozen years ago. Therefore, at least within this definition, new concepts

or areas of activity are created, which are incorporated and constitute new characteristics of the officer. Plasticity and fluidity, therefore, can also be the subject of research—reciprocity in how changing realities have influenced the definition of the Military Welfare Officer or military education. It is worth noting here that in some periods the Military Welfare Officer did not function in the structures of the Polish Army, which has also so far been analysed only on historical grounds, and yet how important this issue is from the point of view of the smooth functioning of military structures is shown by the following answer of July 17, 2006 to parliamentary interpellation No. 3238—and therefore an inquiry directed at the levels of the highest legislative authority in Poland:

[...] in military units, educational work, to the appropriate extent, is conducted by all functional persons, influencing the soldiers subordinated to them. The most important role in this regard is played by commanders (peers) of the various levels of command. The commander is assisted in this activity by other functional persons and institutions, which have the character of either social bodies or part-time positions (*e.g.*, representative bodies, disciplinary ombudsmen, military superintendents, *etc.*) or full-time military positions and civilian employees of the army (socio-educational personnel, psycho-preventives, cultural workers, *etc.*). (Odpowiedź, 2006)⁹

This answer was given prior to the establishment by the Ministry of National Defence of a personal corps of Military Welfare Officers in military units, which took place at the beginning of 2007. Therefore, it can be assumed that, firstly, the Ministry of National Defence considered that the separation of such a corps becomes a necessity due to the challenges faced, secondly, the structuring of educational tasks will allow to specify the competencies clearly and legibly. First and foremost, however, the establishment of such a corps, along with the anchoring of its operation on legal grounds, will allow the definition of the role and tasks of an Military Welfare Officer to be more precise. However, it is worth remembering that the army is a specific uniform formation, which precisely regulates many aspects, not only those related to leadership, division of tasks, but even issues of uniform or appearance of the soldier. Therefore, comparing regulations from different periods will be fraught with the risk of terminological inconsistencies and inadequacies in defining the formal limits of the Military Welfare Officer's authority. Some scholars and researchers use the term regulatory eclecticism and point to it as a significant barrier. On the other hand, this is certainly another field of research that should be analysed in the field of pedagogy. Finally, it should be remembered that the Armed Forces are established to conduct military

⁹ Author's own translation.

operations, and therefore historiography focuses on the combat, operational, and strategic aspects, neglecting the educational function.

Conclusion

The article aims to show the complexity and multifaceted nature of the Military Welfare Officer issue in the context of the discipline of pedagogy. Although the article is a cursory analysis, it is an attempt to conceptualise selected research areas. The interdisciplinary context outlined in the text on the grounds of pedagogy provides a solid foundation for further empirical research, the results of which can not only expand knowledge of the social and cultural significance of the function under discussion in the Polish Army, but also provide a basis for an in-depth discussion of the directions of modernization of contemporary educational and upbringing processes in military formations.

In conclusion, further research on the role, significance, and evolution of the Military Welfare Officer must be expanded to include new research fields and new paradigms, especially those that take into account the triangulation of research methods due to at least the interrelationships between the political situation and challenges. The researcher should also be characterised by the possession of historical knowledge, but it should not determine the discourse, but only be an aid over the study of the subject literature. It is also important to note that the multiplicity and conceptual complexity of sources, narrative forms, and methods means that visions for future research should be based on combining bibliographic methods with methods where the researcher compares different periods, if only through unstructured intergenerational interviews.

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