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Cadets' Self-Government as a Factor of Future Officers' Organizational Culture Formation

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Abstract: *The article deals with substantiation of the role of cadets' self-government in the formation of future officers' organizational culture at a higher military educational institution. The organizational culture is defined as a complex of norms, values, and beliefs and consider it to be an important component of the officers' professional culture and, at the same time, a factor of the future officers' personal development during their professional training and independent professional activity as well.*

The main characteristics of the future officers' organizational culture, three components in the structure of future officers' organizational culture (culture of self-organization, culture of subordinate personnel organization, culture of interpersonal interaction organization) have been defined. Based on the identified components in the structure of future officers' organizational culture, we have identified the criteria for its formation (cognitive, activity, personal), which are specified in a set of relevant indicators.

The pedagogical conditions of future officers' organizational culture formation with the use of cadets' self-government in higher military educational institutions have been determined: ensuring the gradual involving of cadets in different forms of extra-our educational activities; involving cadets in organizational activities in the framework of the program "Young Leader School", which provides the formation of professionally oriented personal background in the organizational culture formation.

The study concluded that organizational culture is an essential component of the professionalism of a future officer, which largely determined the success of the professional tasks implementation; cadets' self-government has a significant potential in the context of forming the organizational culture of future officers, and its capabilities should be actively used to form the organizational culture of cadets.

Keywords: *organizational culture; professional culture; cadets' self-government; future officers; higher military educational institution.*

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Introduction

Profound changes in the economic, socio-cultural and spiritual life spheres of modern Ukrainian society, associated with integration into the world civilization process, increase the requirements for professional training of future specialists, including the military sphere. Modern military education requires qualified officers who are capable to model and regularly level up their activities, to introduce the scientific achievements and innovative practice into the pedagogical process, to act adequately in highly uncertain situations, to independently make non-standard decisions, to act as a leader of the military team and own professional activity. Organizational culture is an important component of an officer's professional readiness, it largely overlooks the successful performance of professional tasks, the ability to establish constructive interaction with subordinate personnel, the ability to self-organize and moderate own activities. In this context, the future officers' organizational culture formation is considered as one of the priority areas of higher military education.

The topicality is also determined by specific provisions of the laws of Ukraine "On Higher Education", "On National Security of Ukraine", Concept of Transformation of the Military Education System and a number of other documents. In the regulatory framework for the higher military education functioning, certain tasks are formulated to ensure top-quality professional training of future officers.

The organizational culture of the future officer is formed not only in the educational process, but also in their social and everyday activities. One of the effective forms of such activity, an important element in the personal and professional development of a future officer is cadets' self-government, in the process of which cadets from the first years of studying are involved in public work and get the opportunity to develop organizational qualities and form an organizational culture. Cadets' self-government ensures the integration of individual and group forms of activity, provides for active participation in professional activities, due to which it stimulates the culture development of partner interaction, planning and coordination of cadets' joint actions, contributes to the formation of not only social skills, but also organizational culture, which is critically important in the context of future professional activity.

Analysis of the latest research

Various aspects of self-government in the educational environment are revealed in the scientific researches. Organizational aspects of students' self-government, problems of their social maturity and self-realization, the formation of students as subjects of creativity are studied in the works of (Bondarenko et al., 2020a,2020b; Miroshnichenko et al., 2019, 2023; Okhrimenko et al., 2022; Tsiuniak et al., 2020) and other scientists. Some scholars considered different lifestyles, worldviews and cultural values, trust and mutual assistance in maintaining mental health (Hanaba et al., 2019; Bloshchynskyi et al., 2021). The issue of artificial intelligence usage in education considering regular reformation changes in society was studied by (Hanaba et al., 2020a,b).

Educational activity is centered on developing learning capability which is regarded as self-government and organization process where intellectual resources play a decisive role (Hanaba et al., 2022). Other scientists characterized professional competence of future officers by a proper understanding of the border security, personnel management, a high level of motivation and self-organization of the profession of a border guard at higher military educational institution (HMEI) (Lazorenko et al., 2022; Polovnikov et al., 2020).

The efficiency of computers' application in the studying process was substantiated by (Karpushyna et al., 2019; Bloshchynskyi, 2022). The principles of using computers oriented technologies by cadets to intensify the learning process were investigated by (Bloshchynskyi et al., 2018; Karpushyna et al., 2021). Also, the scientists point out the role of physical abilities in the organizational culture formation of students (Mozolev et al., 2021).

The theoretical and historical basics of self-government are outlined in the works of M. Smetanskyi. In particular, the researcher "examines the history of students' self-government, the features of its development; defines students' self-government as a social phenomenon, fixes the importance of students' self-government in the education of professionally significant qualities of future specialists" (Smetanskyi, 1990).

According to H. Trotsko, "students' self-government is an independent public activity of students aimed at performing the functions of managing a higher educational institution. It allows engaging the energy of young people to improve the educational process

and at the same time avoid any subjectivism in authorities' decision-making" (Trotsko, 2007).

The formation of organizational abilities as a necessary aspect of the leadership position of future specialists is highlighted in the works (Hura & Ripko, 2016; Romanovskyi, 2000; Krashchenko, 2009).

For the formation of leadership skills of future military bachelors, an important role is played by the definition of a pedagogical strategy, that is, a set of pedagogical actions should be done to solve a certain problem. These actions of pedagogical strategies include internalization and externalization strategy, problematization and reflection in the process of studying professional disciplines, educational strategies of acceleration and enrichment.

As for organizational culture, it is also in the focus of modern researchers. The formation of certain aspects of the organizational culture of military personnel was studied by L. Motoziuk. The researcher defines "organizational culture as the culture of establishing the joint work of many people, the culture of analyzing various situations that arise in the course of activity, the culture of determining the sequence of tasks, calculating the time for their completion, making timely reasoned decisions, coordinating your ideas with real conditions and ensuring their implementation, defend their values in intergroup communication and influence the formation of intragroup values" (Motoziuk, 2006). The role of organizational culture as an integral component of officer professionalism is emphasized in the works of Boreichuk (2020) and Volobuiev (2022). Also, the analysis of the theory and practical part of future officers' training in a HMEI shows that the problem of using the potential capacity of cadets' self-government as a factor of the future officers' organizational culture development requires a more detailed study. The purpose of the article is to substantiate the role of cadets' self-government as a factor of future officers' organizational culture formation at a higher military educational institution.

Methodology

We used various research methods to solve the aim. First, theoretical methods - psychological and pedagogical literature analysis with the task of clarifying the essence, structure, criteria and indicators of the future officers' organizational culture formation and substantiating the pedagogical conditions of its formation in the process of cadets' self-government; generalizing the pedagogical expertise of the organizational culture formation of future officers; the method of

theoretical modeling was used to develop a pedagogical model of forming the organizational culture of future officers; secondly, empirical methods: observation, questionnaires, testing, self-assessment, expert assessment were used to find out the features and stages of the future officers' organizational culture formation; the pedagogical experiment was organized to check the efficiency of substantiated pedagogical conditions for the future officers' organizational culture formation in the process of cadets' self-government; thirdly, the methods of mathematical statistics were applied for quantitative and qualitative analysis of the final results, checking their statistical reliability.

Results

Research shows that organizational culture is an important component of the officers' professional culture and personal growth. Based on the analysis of psychological and pedagogical studies the following main characteristics of the future officers' organizational culture can be distinguished:

- characterizes the system of values, behavior daily rules of the representatives of the organization, their ideology, beliefs, system of knowledge, rituals, etc.;
- is a complex of values, traditions, intentions, beliefs in the organization, which are supported by informal structures through a system of practices and rituals;
- is a set of rational actions formed and established by the group, which serve to maintain internal integration and adapt the organization to the conditions of the external environment (Schein, 1992);
- are the most important suggestions that are perceived by the members of the organization and are expressed in the values declared by the organization, which determine the guidelines for people's behavior and actions;
- is a specific combination of values, relations, norms, customs, traditions, forms of behavior and rituals that exist in the organization.

Organizational culture is also interpreted as corporate culture. It is a complex of methods and rules for its adjustment to the requirements of the outer environment and the formation of inner relations between groups of participants. The general goal of corporate culture is to create a favorable psychological climate in organization to integrate personnel into a united team.

The above characteristics of corporate culture do not confront

each other, but rather complement each other and develop its content, reflecting various aspects of this complex phenomenon. Combining different approaches, as well as taking into account the peculiarities of professional activity in the military sphere, gives grounds to consider the organizational culture of future officers as a set of norms, values and beliefs shared by representatives of a military organization.

We believe that organizational culture determines the future officer's ability to self-organize, organize interpersonal interaction with individual servicemen and a military unit. Grounded on the generalization of various attitudes to the interpretation of organizational culture, taking into consideration the peculiarities of the professional activity of officers and the demands for their personality, we have spotlighted three components in the structural pattern of the organizational culture of future officers, the formation of which takes place during training at HMEI: the culture of self-organization, the culture of organization of the activities of subordinate personnel, the culture of the organization of interpersonal interaction.

On the basis of the identified components of the organizational culture structure of future officers, we determined the criteria for its formation (cognitive, activity, personality), which were specified in a set of corresponding indicators. Indexes of the cognitive criterion of the future officers' organizational culture formation are: combinatorial and prognostic type of thinking (eruditeness, variability, intuitiveness, flexibility and critical thinking); awareness of self-organization methods; knowledge of the features of the manifestation of an officer's organizational culture; knowledge of the peculiarities of the interpersonal interaction development with subordinate personnel, group development, the concepts of psychological compliance; knowledge of ways and techniques of influence on a person; taking into account knowledge of the features of professional and corporate (departmental communication).

Indexes of the activity criterion are the manifestation of the following elements of organizational culture: the ability to carry out self-analysis of the activities results, self-control, rationally distribute own energy, set tasks and plan work, the ability to forecast the results of decisions made, coordinate, integrate joint efforts, distribute responsibilities, instruct, control personnel, provide a critical assessment of the interaction results, anticipate difficulties in work, prevent conflict situations, make decisions quickly, improvise, regulate relationships with the group.

The personality criterion is characterized by indexes that

represent the formation of future officers' personal qualities that are of importance in the context of organizational culture: humanistic orientation, affection, patience, generosity, self-confidence, respect, leadership, strong-wiliness, liability, commitment, reflexivity, focus on self-education.

Considering the criteria and indexes, summarizing the results of the summative stage of the experimental study enabled determining and outlining three levels of the future officers' organizational culture formation: high, average and low. Future officers with a high level of organizational culture formation are featured a system of knowledge on self-organization, breadth and dynamism of thinking, erudition, creative imagination, strong interest in organizational activities, understanding of the interpersonal interaction features with servicemen and group dynamics, possessing the skills of self-analysis, self-control, self-management and evaluation of activity results, coordination and regulation of relations with the team, establishment of constructive interaction with military personnel, their inclusion in various types of activities. Such cadets are distinguished by responsibility, independence in setting goals and tasks, positive self-esteem, self-confidence, leadership qualities, sociability, empathy, a disposition for humanistic relations, and the formation of an active attitude to professional self-improvement.

Future officers with an average level of organizational culture formation have a complex of knowledge on self-organization and the organization of the activities of other servicemen, but they are not sufficiently systematic and generalized, they show a general readiness for self-analysis, self-control, self-management and for their own activities results evaluation, but they are not always able to apply these skills in complex, in ambiguous situations, they feel the need for help in coordinating and regulating relations with the military team, they possess communication skills and a humanistic orientation, but experience difficulties in choosing methods of pedagogical influence adequate to the situation, do not always accurately predict the possible consequences of their actions, but at the same time, they show interest in professional self-improvement, responsibility, altruism, readiness to organize partnership interaction.

Future officers with a low level of formation of organizational culture are characterized by a superficial understanding of the content and features of self-organization, stereotyped and insufficient flexibility of thinking, limited knowledge about the patterns of interpersonal

interaction and group dynamics in the military team, methods and techniques of influencing the personality, situationally demonstrate the ability to self-analysis, self-control and self-regulation, avoid independent decision-making, rarely show initiative, tend to transfer responsibility to others, are not confident in their abilities, have insufficiently developed willpower, inadequately assess their own readiness for organizational work and have unstable motivation for professional self-improvement.

During the future officers training in a HMEI, certain positive trends in the formation of their organizational culture are observed: knowledge of planning and coordinating their own activities and actions of servicemen in order to perform specific professional tasks is deepened and expanded, confidence in their own abilities as an organizer of activities gradually increases, leadership skills, volitional qualities and prognostic skills are developed, self-assessment of readiness to perform organizational functions becomes more adequate, interest in organizational activities strengthens, and the need for professional self-improvement increases.

At the same time, the summative stage of the experiment, in which 168 cadets took part, showed that among cadets of a HMEI, a low level of organizational culture formation prevails in such criteria: cognitive (52.8%), activity (54.2%) and average in terms of personality criterion (40, 6%). These results are shown in Table 1.

Table 1.Formation of organizational culture before the start of the experiment, n=168, in %

Levels	Criteria		
	cognitive	activity	personality
Low	88 (52,8 %)	91 (54,2 %)	69 (40,6 %)
Average	69 (40,6 %)	67(39,9 %)	87 (51,8 %)
High	11(6,6 %)	10 (5,9 %)	12 (7,6 %)

Basing on the analysis of the materials of the summative experiment, it was established that: at the initial part of the experiment, the majority of cadets in both the experimental and control groups had a predominantly low level of organizational culture formation (44%); the organizational culture of cadets according to the personality criterion is higher than according to the cognitive and activity ones, which indicates

that the methods of forming the organizational culture are mainly focused on the transfer of knowledge and theoretical organizational training of future officers.

A significant number of future officers have superficial ideas about the specifics of organizational activities, insufficiently developed skills to plan, monitor, adjust their own activities and establish constructive interaction with military personnel, determine optimal methods of interpersonal communication and implementation of professional tasks. This indicates that under the traditional organization of the pedagogical process, the formation of the cadets' organizational culture is slow and spontaneous, which makes it important to search for new methods and substantiate the pedagogical conditions for the purposeful formation of future officers' organizational culture. In our view, cadets' self-government has significant capacity in this context, and its capabilities are not yet used enough in their personality formation in (HMEI).

We have taken into account the scientific position of D. Boreichuk that "for the border guard officers' organizational culture formation in the process of professional training, the following pedagogical conditions are important: activation of their value and motivational attitude to the study of current problems of the border guard officer's organizational culture; development of the ability and skills of teamwork through the implementation of social and psychological training; application of modern dialogic forms, methods and interactive learning technologies for the development of cadets' professional communicative interaction skills; development of organizational skills and managerial decision-making and leadership skills through the gradual introduction of professional orientation situational tasks with the complication of their content at each year of study into the educational process" (Boreichuk, 2020).

The analysis of the psychological and pedagogical literature, the research summative stage and modern practice of cadets' self-governance provides grounds for determining the pedagogical conditions for the future officers' organizational culture formation with the use of cadets' self-governance in HMEI: provide the gradual involving of cadets in different forms of extra-hour educational activities; the engagement of cadets in organizational activities under the "Young Leader School" program, which provides the gaining of professionally oriented individual expertise in the formation of organizational culture; stimulating the formation of the future officers'

organizational culture in cadets' self-management bodies activity.

The research proved that the formation of the future officers' organizational culture largely depends on ensuring the active involvement of cadets in different forms of extracurricular educational activities which possess the principles of subject-subject style of interaction in the educational process in a HMEI: organizing self-educational activities for cadets; directing leisure time to the maximum satisfaction of cognitive and cultural needs of cadets; selection of forms and methods of extracurricular educational activities, regarding the tasks for future officers' professional development; comprehensive development of personal creative capabilities of cadets.

In the context of the future officers' organizational culture formation, it is essential to provide the gradual order of the organization of different forms of their extracurricular educational performances. At the initial stage, the main aim was to advance the future officers' engagement in the organizational culture formation, which played a substantial motivating role as a main principle in driving their personal and professional development. The results of the study enable it possible to single out a natural sequence of stages in the development of cadets' interest in the formation of organizational culture: engagement in corporal culture → knowledge of the organizational culture features → persistent interest in the corporal culture formation, which is manifested in constructive creative capacity. Common indicators of the future officers' organizational culture formation in the aspect of constructive creativity are: novelty, alterability, originality of organizational decisions; the capability of using background experience to make up new perspectives; activity and systematic attitude to completing tasks of team work; favorable emotional approach towards the performance of assignments.

At the next stage, formation based on of sustained engagement and value attitude of cadets to the organizational culture formation as a method of personal self-realization becomes important. Here, three consecutive stages can also be distinguished: 1) reassessment of the values of the future officer's organizational culture; 2) assimilation of organizational culture values with the impact of authoritative persons (teachers, mentors); 3) formation of a stable value attitude to the manifestation of corporate culture by means of being engaged in cadets' self-management.

The main assignment of the third level of the future officers' organizational culture formation is to deepen and expand knowledge on

the organizational culture features in a HMEI; determination of the general characteristics of the individual style of future officers' organizational activity manifestation; 3) formation of the organizational culture implementation experience on the basis of engagement into practical organizational work in cadets' self-management bodies.

The analysis of psychological and pedagogical literature (Martin, 1992; Hartnell et al., 2011; Hofstede et al., 1991; Demianiuk, 2010) proved that cadets' self-government has a crucial role in the future officers' formation of the organizational culture, which contributes to the identification of potential leaders, the formation of cadets' skills in management and organizational activities with the team, and the formation of an individual style of professional activity and communication. Organizational activity, which is the basis of the functioning of cadets' self-government, expands the space for future officers' personal self-realization, involves them in various spheres of life of a HMEI, and allows them to test themselves as leaders in professional activities.

For using the potential of students' self-government in the process of future officers' organizational culture formation, the "Young Leader School" program was developed, which is grounded on the following principles: 1) selection of training means taking into account the primary stage of cadets' organizational culture formation; 2) provision of conditions for each cadet's potential realization regarding the organizational culture manifestation; 3) creation of a work system in which theoretical and practical activities are organically combined; 4) organization of mutual work with cadets on the basis of interaction principles.

"Young Leader School" as a means of the future officers' organizational culture formation is an educational complex that includes training exercises and tasks, group creative work, business games, methodological support. The process of future officers organizational culture formation with the "Young Leader School" guideline involves three fields of activity: work with cadets' self-management using various group forms of activity (role-playing games, group creative work, problem solving, conversations, trainings); implementation of organizational tasks of students' self-government organization members at the level of an academic group (discussion, briefing, business game); activities of the Council of Cadets' Self-Government Organization of a HMEI (method of management, independent organization of affairs, trainings).

The main directions of self-education regarding the future officers' organizational culture formation are: the development of moral, emotional and volitional skills; self-enhancement of mental capacities and processes; formation of communication skills and preparedness for productive pedagogical dialogue.

Our research shows that the prerequisites for future officers' successful self-education activities, aimed at forming organizational culture, are: preparation of cadets for self-improvement during participation in self-governing organizations; providing them with advisory assistance on applying methods and ways of self-education; the use of self-control techniques based on the results of own activities.

An experimental test of certain pedagogical conditions for the future officers' organizational culture formation of using cadets' self-government in HMEI was performed out at the National Academy of the State Border Guard Service of Ukraine. A total of 178 respondents took part in the formative experiment. They were distributed into experimental (86 people) and control (92 people) groups. Research and experimental work were carried out during the organization of future officers' extra-hour activities, coordination of cadets' self-management organs activities, training of future officers at the "Young Leader School", pedagogical guidance of future officers' self-education.

The implementation of pedagogical conditions for the future officers' organizational culture formation with the use of cadets' self-government in HMEI included:

1) stimulating cadets' interest in organizational activity, forming an attitude to organizational activity as a personal and professional value; increasing the level of organizational culture values in the rating of future officers' personal and professional value orientations;

2) focusing cadets' attention on the importance of organizational culture in their future professional activities;

3) the use of interactive methods and forms of work: group creative works, project activities, performance of episodic tasks, which involved the acquisition of skills in organizing a military team and engaging it in common activities.

4) focusing students' activities on self-improvement of professional values.

5) pedagogical support of the process of forming the future officers' organizational culture with the use of cadets' self-government in HMEI.

The results of the formative experiment reveal that grounded

pedagogical conditions for the formation of the future officers' organizational culture with the use of cadets' self-government in higher military educational institutions lead to significant changes in the formation of organizational culture (Table 2).

The research work in the experimental group (EG) significantly increased the number of cadets with a high level of organizational culture (from 3.8% to 22.1%), while the number of cadets with a low level decreased (from 44.9% to 5.8%). The use of Wilcoxon's test validated the statistical significance of these changes (α=0.05). While in the control group (CG), in contrast to the EG, there were no considerable changes in the future officers' organizational culture formation levels.

Table 2. Dynamics of organizational culture formation levels at the beginning and after the experiment, n=178, in %

Levels	Control group **n=92**			Experimental group **n=86**		
	At the beginning of the experiment	After the experiment	Dynamics	At the beginning of the experiment	After the experiment	Dynamics
Low	39 (42,7 %)	29(31,5 %)	-11,2	39 (44,9 %)	5 (5,8 %)	-39,1
Average	52 (56,2 %)	57 (62,2 %)	+6,0	44 (51,3 %)	62 (72,1 %)	+20,8
High	1 (1,1 %)	6 (6,3 %)	+5,2	3 (3,8 %)	19 (22,1 %)	+18,3

So, the percentage of respondents with a high level of formation of organizational culture initially was 1.1%, at the final stage it reached 6.3%. The percentage of respondents with a low level diminished by 11.2% (from 42.7% to 31.5%), with an average level - increased by 6.0% (from 56.2% to 62.2%).

In general, the conducted research verified the effectiveness of our proposed and substantiated pedagogical conditions for future officers' organizational culture formation at a higher military educational institution.

Conclusions

Thus, the study suggests that organizational culture is an essential component of the professionalism of a future officer, which largely determines the success of professional tasks, the ability to establish constructive interaction with subordinate servicemen, the capability to self-organize, control and upgrade their own activities. Considering this, the future officers' organizational culture formation is one of the primary areas of up to date higher military education establishments.

The conducted research led us to the conclusion that cadets' self-government has significant potential in the context of forming the future officers' organizational culture. Based on psychological and pedagogical literature analysis and taking into account the features of the future officers' professional formation at a higher military educational institution, we determined the pedagogical conditions for the future officers' organizational culture formation with the use of cadets self-governance: provide the gradual involvement of cadets in different forms of out-of-class educational activities; the engagement of cadets in organizational activities under the "Young Leader School" program, which enables the gaining of professionally oriented personal experience in the organizational culture formation; stimulation of the future officers' organizational culture formation in the process of activities of cadets' self-government organs. The conducted research proved the effectiveness of grounded pedagogical conditions.

However, the performed study does not reply to topical all issues. Further attention should be paid to improving the methodological support of the cadets' self-government programme, taking into account the age and gender aspects in organizational activities.

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