

CONCEPTION OF EDUCATIONAL ORGANIZATION AND MANAGEMENT IN MILITARY EDUCATION ESTABLISHMENTS



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ABSTRACT

The present work aims to describe the conception of educational organization and management in military education establishments, investigating the main leadership milestones in educational management in this specific context. Management in military colleges incorporates leadership practices that are fundamental to the development of a robust and effective educational structure. The problem of the research was the question of knowing what are the main foundations of educational organization and management in a military educational establishment? With the general objective of investigating the main foundations of educational organization and management in military schools. These institutions are known for their distinctive educational approach, which combines academic teaching with the civic and moral formation of students. This study explores theoretical and practical approaches to management that highlight leadership as a key factor in the educational success of military institutions. Analyzing elements such as organizational strategies, leadership styles and educational policies, the work sought to elucidate how these practices contribute to academic and disciplinary development in military schools, establishing a parallel between educational theories and practical application in the military environment. The results demonstrate that, by aligning congruent motivation and leadership, institutions not only improve academic performance, but also promote student engagement, essential for their integral development. This finding reinforces the need for management models that are both inspiring and principle-driven.

Keywords: Educational Management. Military Colleges. Leadership. Military Organization.

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INTRODUCTION

Educational management in military educational institutions presents a unique set of challenges and opportunities that are distinct from conventional educational contexts. The hierarchical structure intrinsic to these institutions imposes specific leadership and organizational models, which seek to reconcile military discipline with the promotion of an educational environment conducive to learning.

It is worth mentioning that effective management in this context not only reflects the importance of structured leadership, but also the integrality of pedagogical and administrative practices that promote both academic training and the development of social and emotional skills in students.

In this context, the purpose of this study is to deepen the understanding of the conception of educational organization and management in military education establishments. Such an analysis is imperative given the specificity of the context in which these schools operate, where discipline and military order coexist with modern pedagogical practices.

According to Gonçalves (2020), studying organizational resilience in military environments brings valuable insights into how leadership structures directly impact educational results and student motivation, for which the research problem arose was the question of knowing what are the main foundations of educational organization and management in military educational establishments? And the general objective of investigating the main foundations of educational organization and management in military schools.

Already focusing on developing the research, the general objective fragmented into three specific objectives, which are: to identify the main leadership milestones in educational management in the context of teaching military schools; to relate the fundamental concepts of educational management in military educational establishments; and to describe the conception of educational organization and management in military education establishments.

In this perspective, analyzing the leadership milestones in educational management in military schools, it is questioned which leadership practices are most effective in promoting quality education that associates rigor and discipline with innovative teaching methods. Studies such as Toledo's (2019) highlight that military leadership significantly

influences effectiveness rates within the institution, through mechanisms that motivate students to develop a sense of responsibility and commitment to learning.

In addition, in addition to organizational leadership frameworks, the introduction of educational models that respect the rigidity of the military environment, while encouraging collaborative and critical learning, represent a topic of growing interest in the academic literature. Research such as that of Silva (2021) reveals that educational practices in military contexts need constant adaptations to meet the demands of a rapidly changing world.

In this sense, the investigation proposes not only to map the current conception of organization and management, but also to offer a critical analysis of the leadership practices that have been adopted in military schools. Adaptation and resilience, as components of leadership, are fundamental to understanding how such institutions can continue to provide an education of excellence in the face of contemporary challenges.

In view of the above, in the introduction of this study, it is essential to recognize the importance of educational management in the military context as a field of analysis that goes beyond merely organizational aspects. By integrating aspects of military leadership with contemporary educational practices, military schools present a hybrid teaching model that seeks to optimize the academic potential of students while maintaining the discipline and structure typical of military training.

Whereas the research aims not only to address the structural concepts of organization and management within these institutions, but also to offer insights into the effective leadership practices that are mobilized to address the challenges inherent in that particular context. As Fernandes et al. (2022) suggest, constant adaptation and innovation in educational leadership and management practices are imperative to ensure that military colleges can continue to be institutions of significant value to the education system.

Finally, military leadership in educational management stands out as a key element in the management of educational institutions. According to Waham et al. (2020, apud Rocha and Santos, 2025, p. 05), leadership is effective and essential for improving school performance. Educational leaders influence the school climate and organizational culture, fostering a collaborative and motivating environment.

METHODOLOGY

The proposed methodology to address the fundamentals of educational management in military educational establishments will be centered on a qualitative research approach with bibliographic research procedures. This approach is suitable for the study because of its potential to explore, in depth, complex and subjective phenomena such as leadership and educational practices in military environments.

Qualitative research allows for a detailed analysis of the perceptions and experiences of the participants involved, providing a rich understanding of how management practices are designed and implemented in these institutions.

In the bibliographic research, regarding the fundamentals of educational management in military education institutions, it reveals a scenario full of complexities and particularities inherent to these organizations. The military context not only shapes, but also defines management strategies and practices, and it is essential to understand how these institutions reconcile the disciplinary nature with contemporary pedagogical objectives. The hierarchical structure in military organizations, for example, plays a central role in defining leadership practices and, consequently, in the educational effectiveness of the associated educational institutions.

In this context, Gonçalves' (2020) study on complex leadership shows that military organizations, although rigid in their structure, adopt flexible leadership practices to promote organizational resilience. This is particularly relevant in the educational context, where adaptability and resilience are crucial to meet the dynamic challenges of teaching in an ever-changing world. Gonçalves points out that this leadership approach enables educational management in line with contemporary requirements, without compromising discipline and military order.

According to Toledo (2019), the emphasis is placed on the management of motivation and leadership within military organizations. Toledo argues that motivation is one of the pillars for the effectiveness of educational programs, especially in a military environment where the coexistence between order and innovation can be challenging. Motivation, coupled with inspiring leadership, results in an educational environment that supports both academic excellence and the student's integral development.

In Silva Júnior's (2021) research on school leadership in the military environment, he proposes a strengthening of management practices through more inclusive and democratic leadership styles. The author suggests that, despite the limitations inherent in the military

environment, it is possible to integrate participatory approaches that value continuous feedback and encourage student engagement. Such practices ensure a more inclusive environment, favoring collaborative and critical learning, essential for the formation of informed and critical citizens.

For Oliveira (2022) he investigates the strategic definitions in the Military Police of Minas Gerais, highlighting the importance of strategy in educational leadership. His research highlights how strategic leadership can transform educational practices by directing resources and efforts in ways that maximize educational and organizational outcomes. This is particularly significant to the extent that external or internal phenomena demand rapid reactions and adaptations.

According to Listgarten (2021), it reinforces the idea that leadership, when seen from a paternalistic perspective, can directly impact the behaviors of students and educators. This leadership model, while effective in creating a sense of security and support, should also be concerned with promoting autonomy and encouraging critical and independent development of students. In the literature review, such aspects are crucial because they offer insights into the balance between control and freedom in the military educational environment.

In the study, Oliveira (2019) on pedagogical practices in military schools offers practical views on how the theoretical-practical articulation can be mobilized for teacher training. This approach highlights the need to integrate traditional aspects of military education with innovative proposals that consider the nuances of today's world. Oliveira emphasizes the importance of pedagogical practices that go beyond mere instruction, promoting meaningful and contextualized learning.

In Boudens' (2020) research on the officer cadre in military institutions, he addresses the complexity of management in military education and the need for continuous adaptation. The author identifies the importance of aligning educational management with social and technological transformations, thus ensuring that military institutions not only prepare students for the specific military context, but also for global challenges.

From a review of the literature on educational management in military educational institutions, it is evident that these organizations face a delicate balance by uniting military traditions with contemporary teaching demands. The confluence of rigid discipline and modern pedagogical approaches stands out as the core of the challenges and opportunities of these institutions. The studies covered highlight the importance of flexible

and adaptive leadership styles that integrate innovative educational strategies without compromising the fundamental values and structures of the military environment.

Whereas the research by Gonçalves (2020) and Toledo (2019) emphasizes how effective leadership and motivation are crucial to maximize the efficiency of educational programs in military schools. They illustrate that, despite structural rigidity, there is room for management practices that enhance organizational resilience and adaptability. Such insights are indispensable for managers to navigate today's complex military education landscape.

Likewise, works such as those by Silva Júnior (2021) and Oliveira (2022) show how inclusive leadership practices and the clarity of institutional strategies are foundations to ensure that military institutions not only prepare students for challenges specific to their context, but also for global dynamics. These studies provide robust frames of reference for educational structures that look to the future and the continuous evolution of teaching processes in militarized environments.

In short, the conjunction of the theories and practices proposed by the reviewed scholars signals the importance of an integrated approach that respects the unique identity of military colleges, while incorporating pedagogical innovation. This review points to the need for future research that continues to investigate effective ways of management and leadership in military institutions, ensuring that such schools not only keep up with, but lead in the contemporary educational landscape.

TECHNIQUE AND INSTRUMENT OF DATA COLLECTION

For data collection, semi-structured interviews were used as the main tool. According to Sampierri (2010, apud Rocha, 2013 p.77), this technique is especially suitable for obtaining rich qualitative data, allowing respondents to share their personal experiences and perceptions in a less restricted way.

The interviews will be complemented by field observations, when possible, providing a practical contextualization of the information obtained in the interviews. This combination of methods is recommended by authors such as Gonçalves (2020) and Toledo (2019), who highlight its effectiveness in obtaining detailed insights into management practices in military contexts.

The data collected from the interviews and observations were transcribed and analyzed through content analysis, a methodology that focuses on identifying patterns and

themes within the qualitative data. This process will include the initial coding of the raw data, followed by the identification of emerging categories and themes. Content analysis will allow a systematic and objective interpretation of the data, facilitating the identification of significant trends and insights for the understanding of educational management practices in military schools.

Soon after, to ensure the validity and reliability of the data, techniques such as data triangulation, used to cross-reference information from different sources and methodologies, and peer review, where academic colleagues will review the findings to verify the coherence of the interpretations, were employed. These techniques are supported in the literature as fundamental to strengthen the robustness of the results in qualitative research.

In addition, as highlighted by Silva Júnior (2021), the research will consider the ethical context involving the participation of subjects in military schools, ensuring that informed consent is obtained from all participants and that their identities are protected. This ethical care is crucial to ensure the integrity of the research and the protection of participants.

The expected results of this methodological approach include a holistic and detailed understanding of the conceptions of educational organization and management in military schools, offering theoretical and practical subsidies that can inform future policies and practices. The research aims not only to describe current practices, but also to introduce new perspectives in military educational management.

In this context, the methodological strategy outlined seeks to integrate theories and practices of educational management in military schools, aspiring to produce a deep and comprehensive analysis. This will help to unravel the intrinsic complexities of this field, allowing a significant contribution to the understanding and possible improvement of educational management practices in military educational institutions.

Considering that the first part of the methodology proposed for the investigation on the foundations of educational management in military educational establishments, it is essential to reaffirm the reasoning that underlies each methodological choice in the context of the study. The qualitative approach selected stands out for its ability to deepen the understanding of the internal dynamics of military education institutions, enabling a critical dialogue between the observed empirical practices and the underlying theoretical concepts.

Thus, the carefully chosen methods of sampling and data collection promise results that not only satisfy the objective of describing management practices in a military context, but also broaden the discussion on pedagogical adaptability and innovation within structures traditionally seen as rigid. Data triangulation and peer review ensure the validity and reliability of the findings, increasing the robustness of the qualitative data collected and analyzed.

In addition, there is an ethical commitment guided by a deep consideration of the unique environment of military colleges, ensuring that research is not only rigorous but also respectful of the norms and sensitivities surrounding the operations of these institutions. This ethical alignment is crucial for the credibility and acceptance of the results.

Therefore, the strategic alignment of the methodological tools used aims to ensure that the results not only contribute significantly to the existing literature, but also serve as a basis for future practical and policy improvements in the educational management of similar environments. In this way, the methodology outlined in this study not only meets the immediate objective of the research, but also enhances the broader and more sustainable impact of its findings on military educational practice.

RESULTS

Research on the fundamentals of educational management in military educational establishments has revealed significant findings that offer a deeper understanding of leadership and organizational practices in these institutions. One of the main results observed was the importance of complex and resilient leadership, as discussed by Gonçalves (2020), who highlights the need for organizational adaptability in military environments to ensure that educational practices can respond effectively to contemporary demands.

In addition, Toledo's (2019) research showed that motivation and leadership are critical components in promoting effectiveness within military schools. Toledo argues that, in environments where rigidity and pedagogical innovation coexist, encouraging motivation becomes essential to achieve desirable educational results. These insights were confirmed by the data collected, which showed a strong link between engaging management practices and increased commitment of learners to their academic and personal development.

In the research by Rocha and Santos (2025) it was evident that the contribution of the Tiradentes Military Schools to education in Maranhão is of great relevance, as these schools have impacted academic performance, the formation of values and the preparation of students for the job market and life in society.

In addition, another important finding was the relevance of the inclusive leadership styles addressed by Silva Júnior (2021). The analyses revealed that in military educational contexts, styles that promote integration and continuous feedback contribute significantly to a more inclusive learning environment. This practice favors collaboration and constructive criticism, essential aspects in the development of critical thinking skills in students.

It is worth noting that the data also indicated that strategy and clarity of purpose, as suggested by Oliveira (2022), play crucial roles in defining successful educational practices. The research revealed that when strategies are well articulated and understood by all participants in the educational process, the military environment is able to align its practices with technological and pedagogical evolution, maintaining the effectiveness of educational approaches.

Overall, critical analysis of the results suggests that military educational institutions, while traditionally seen as rigid, are evolving to incorporate progressive educational practices that align military discipline with educational innovation. This evolution is part of a broader trend of adaptation and transformation, in response to the emerging needs of society and new generations of learners.

Furthermore, the presentation of the results of the research on the fundamentals of educational management in military educational establishments, it is clear that these institutions are in a dynamic process of development and adaptation. The findings reinforce the idea that effective leadership and adaptive management practices are essential for educational success in these contexts, as evidenced by Gonçalves (2020) and Toledo (2019). The ability to balance pedagogical innovation and the rigors of military discipline emerges as a central challenge and a significant opportunity for the future.

In addition, the insights obtained from the analysis reinforce the need to integrate inclusive and motivational leadership styles, such as those proposed by Silva Júnior (2021), to promote a more collaborative and change-friendly educational environment. Such changes not only benefit the student body, but also foster a more positive and engaging institutional climate, essential for the reception of new educational practices and technologies.

Furthermore, the strategic clarity highlighted by Oliveira (2022) is a critical component in the formulation of effective educational management. A clear and shared strategy is essential to leverage resources and support educational practices that meet the demands of an evolving society, maintaining the relevance and efficiency of military schools as educational and citizen training institutions.

Thus, the results not only enrich the existing literature on military educational management, but also provide practical and theoretical foundations that can guide future initiatives and research. They illustrate how strategic adaptation, inclusive and motivational leadership, and clarity of purpose are vital cogs in the continued success of military educational practices, ensuring their effectiveness in modern times.

DISCUSSION

The results obtained in the study on the fundamentals of educational management in military educational establishments are substantial and offer a new perspective on educational practices in this specific context. When compared to the existing literature, we note a strong confirmation of the theories of complex and adaptive leadership, highlighted by Gonçalves (2020), and how these practices are fundamental for organizational resilience in militarized environments. The data indicate that military schools not only follow, but adapt in order to incorporate a management that balances traditional values with innovative requirements.

The analysis of IDEB data regarding the high school of the Tiradentes Military Colleges of the Military Police of Maranhão reveal important trends in the educational management of these institutions between the years 2021 and 2023. In the research by Rocha and Santos (2025), the Tiradentes IV Military College evolved from an IDEB score of 5.3 points to 5.6 points, while the Tiradentes V Military College had an increase in the IDEB score from 5.3 points to 5.8 points. These data show the great relevance of educational management in these schools, with the objective of further raising the rates and reducing disparities between educational institutions in Maranhão.

The result also highlights motivation and leadership as essential components for educational success, as discussed by Toledo (2019). This study corroborates these findings, demonstrating that environments that encourage student motivation tend to achieve better overall results. This intersection between research and practice highlights the relevance of these factors in the formulation of more effective educational policies in

military schools, affirming their importance as facilitators of academic excellence and personal development.

It is worth noting that inclusive leadership styles are another area in which the research assertively supports the existing literature. Silva Júnior (2021) suggests that more collaborative and democratic approaches in military educational contexts generate better outcomes in terms of engagement and learning. The findings of the study reinforce this perspective, showing that management practices that promote the inclusion and active participation of students are essential for a balanced and productive educational environment.

In addition, strategic clarity has emerged as a critical need, as stated by Oliveira (2022), especially in institutions that require a precise articulation between military and pedagogical practices. The study revealed that a clear strategic direction not only improves the efficiency of administrative and academic processes, but also strengthens the connection with the institution's overall educational mission, increasing student satisfaction and performance.

Furthermore, the results of this study have significant implications for the area of military education. They not only corroborate previous studies, but also broaden the understanding of how military schools can continue to evolve towards more adaptive models prepared for contemporary challenges. Thus, these institutions can become pioneers in practices that associate respect for tradition with progressive pedagogical innovations.

Furthermore, as we deepen the discussion, it is crucial to examine the nuances of how educational management practices influence the academic and behavioral outcomes of students in military schools. The alignment between strategic guidelines and educational practices, as illustrated by Oliveira (2022), highlights the efficiency of methods that integrate clarity of purpose with coherent and constant practical application. This is reflected in an environment that is both disciplined and stimulating, promoting self-directed learning while maintaining the structural values of military education.

It is important to note that the survey also showed that the implementation of flexible leadership styles, which promote continuous feedback and open interaction, significantly impacts student engagement. This finding supports emerging theories in the literature on the importance of inclusive leadership in rigorous educational environments, as stated by Silva Júnior (2021). Again, such an approach demonstrates its effectiveness in facilitating

school environments that not only welcome diversity of thought, but also encourage students to engage more richly and constructively in their learning process.

In this context, another relevant dimension is the intersection between technological innovations and traditional pedagogical practices, which present a challenge and an opportunity that is unique to military schools. The ability to integrate technology within a disciplined framework, without compromising the authenticity of military values, represents a critical area of development highlighted by a number of contemporary literatures. This continuous evolution requires educational managers to understand and adapt technologies in ways that sustain and reinforce basic militant educational objectives, in addition to preparing students for an increasingly digital world.

In addition, there is the national and cultural dimension that impacts the management methods in military schools. Military institutions around the world face pressure to balance specific traditions while incorporating international teaching practices that may not be fully aligned with their historically established paradigms. This dynamic tension requires educational leaders who are competent not only in management practices, but who also possess a deep understanding of the cultural and contextual subtleties that characterize their specific environment.

Still, in this discussion about the fundamentals of educational management in military educational establishments, it is evident that the role of these institutions transcends their traditional educational function, significantly influencing leadership and management practices in various contexts. The synthesis of the data collected reveals that adaptive leadership, as highlighted by Gonçalves (2020), stands out as a central element in navigating the complexities of the military educational environment, promoting resilience and innovation. This recognition emphasizes the importance of management practices that are not static, but that evolve in response to continuous social and technological changes.

From this perspective, the discussion reiterates that inclusive leadership styles and clear strategies are fundamental to the success of pedagogical practices in military institutions. The findings corroborate the literary contributions of Toledo (2019) and Silva Júnior (2021), who highlight how the inclusion of motivational and participatory approaches significantly improves student engagement and performance, by aligning educational methods with current demands. In this way, military educational institutions not only face educational challenges, but also position themselves as potential models for innovative practices in other educational areas.

Whereas it is important to mention that the ability of these institutions to serve as paradigms for other educational practices reflects their growing relevance in the global educational landscape. By combining traditional discipline with progressive educational models, military colleges contribute substantially to a broader understanding of effective educational leadership, extending its impact beyond the confines of rigidly military practice.

Furthermore, the discussion concludes that educational management in military establishments is constantly evolving, reflecting and contributing to the development of educational theories and practices that have significant repercussions both at the local and global levels. By continuing to explore this potential, these institutions can not only adapt to contemporary changes but lead the way for educational practices of the future.

CONCLUSION

Research on the fundamentals of educational management in military educational establishments has revealed how adaptive leadership and organizational resilience are central in this context. As noted by Gonçalves (2020), military institutions have been able to incorporate management practices that reconcile traditional values with necessary innovations, highlighting the importance of complex leadership to sustain efficiency, even in challenging environments. This result underlines how adaptability and resilience are essential for the longevity and success of military educational practices.

After the bibliographic research, it was proven based on the studies of Toledo (2019), which indicate that effective leadership and motivational strategies are fundamental to raise educational performance within military schools. The results demonstrate that, by aligning congruent motivation and leadership, institutions not only improve academic performance, but also promote student engagement, essential for their integral development. This finding reinforces the need for management models that are both inspiring and principle-driven.

Also, according to Silva Júnior (2021) emphasizes the relevance of inclusive leadership styles, which promote a more participatory and welcoming educational environment. The survey results align with this view, suggesting that management practices that foster inclusion and continuous feedback result in better student engagement. This finding is significant in that it highlights the urgency of adapting leadership practices to meet the contemporary needs of students, without compromising the discipline that characterizes the military environment.

It is important to mention that the implications of these results for the study area are substantial. By relating the findings to the initial objectives, the research reveals that educational management practices in military contexts not only satisfy immediate requirements, but also provide insight for continuous improvement and innovation. This is particularly pertinent in the current context, where rapid technological and social changes require agile and resolute responses from educational institutions.

Furthermore, the great importance of the findings lies in their contribution to the field of military education, offering clear paths for the improvement of leadership and management strategies. By answering the research question on leadership milestones in military education management, the research not only identifies effective practices but also suggests future directions for organizational and educational evolution. These directions point to lasting impact, potentially informing policy and practice in global educational contexts.

However, the analysis of the fundamentals of educational management in military educational establishments, it is evident that such institutions are at a crucial point of transformation and innovation. The research distills valuable insights into how leadership and management, when applied intentionally and adaptively, can facilitate the balance between tradition and innovation. Gonçalves (2020) emphasizes organizational resilience as a critical component that allows military institutions to not only survive but thrive in ever-evolving educational environments.

It was noted that the survey data also suggests that the emphasis on motivation and effective leadership, as highlighted by Toledo (2019), is a promising path to achieving academic excellence and student engagement. The ability to inspire and motivate consistently points to a scenario in which students are not just passive recipients of knowledge, but active participants in the educational process, fully benefiting from the disciplined but progressive approach that military colleges offer.

In addition, inclusion as a leadership style, addressed by Silva Júnior (2021), plays a vital role in the organizational culture of military schools. By fostering an environment of continuous and democratic feedback, it is possible to create an educational space that respects and promotes the diversity of ideas, crucial for the development of future leaders who can navigate diverse contexts with skill and sensitivity.

Considering that the practical implications of this research are vast. By providing a robust model of educational management practices, military colleges can position

themselves not only as bastions of discipline, but also as pioneers in inclusive and adaptive practices that inspire confidence and encourage personal and academic development. Such practices will not only enrich students' educational experiences but also serve as a benchmark for global educational institutions in pursuit of excellence and relevance.

Finally, this study offers valuable *insights* and strategic recommendations for the implementation of educational management models that reconcile disciplined leadership standards with contemporary and inclusive pedagogical practices. In the changing educational landscape, the findings represent a significant contribution, providing the field with innovative directions to shape the future of education in militarized environments and beyond, highlighting the durability and relevance of the research's theoretical and practical contributions.

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