**THE USE OF KNOWLEDGE BANK TECHNOLOGIES AND SERVICES PROVIDED FOR THE FIELD OF DEFENSE, PUBLIC ORDER AND NATIONAL SECURITY**

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*Abstract: The knowledge-based society, in which knowledge is more and more accessible due to the rapid advancement of the IT, needs quick solutions for documentation. Taking into account the progressive development of the documentation needs in different fields, both at organizational and individual level, we have thought of presenting several issues concerning the use of technologies and services provided by a knowledge bank for defense, public order and national security field.*

*In the paper to follow, we will be displaying a short introduction of the above mentioned knowledge bank, followed by a brief research of a pilot study in which we have meant to analyze the way in how its usefulness is perceived. Having this in mind, we have researched the perception of the technologies and services offered by it, by means of an online questionnaire, which actually served as detecting the level of being acquainted with the technology of the mentioned field. We should also mention the fact that the presented research study is meant to make users aware of the knowledge in the sector of knowledge banks with a predominant applicability in the design and realization of the knowledge bank for defense, public order and national security field. Moreover, the research is meant to deliver conclusions which will possibly enhance efficiency in developing some similar knowledge banks.*

*Keywords: knowledge bank, databases, services, sections, sorting*

# Introduction

The knowledge bank for the field of defense, public order and national security is, in fact, a database containing knowledge. It aims to collect knowledge from the scientific and non-academic environment, promoting, disseminating and storing them through a descriptive and administrative coding scheme with "Metadata Encoding and Transmission Standard" (METS) transmission standards. The METS standard provides structured metadata in a digital library, so that access and knowledge transfer are very fast.

The digitized knowledge will be identified unequivocally, directly from the browser of a web user. The end user can directly quote an individual resource, not needing to mention the website of an entire project.

The types of materials that will be included in the Knowledge Bank will be the following: bachelor's, dissertations, doctoral theses, scientific papers published in the volumes of national and international conferences, specialized publications, scientific research reports, course supports, both in electronic format obtained after scanning hard-copy documents, as well as in soft-copy format, current library resources and multimedia materials.

The basic concept behind which the knowledge bank will work is user orientation, focus on user requirements, identifying their needs and desires, meeting their timely needs, providing the expected qualities and quantities in an efficient and operative way.

Possible operations that can be performed by the user of the knowledge bank for the domain A.O.P.S.N. are shown in the following figure:



Figure. 1.1 Operations carried out by a knowledge bank user for the field of A.O.P.S.N.

**2. Study on the level of knowledge of the technologies and services offered by the knowledge bank for the field of defense, public order and national security.**

We will briefly present some aspects of the research of a pilot study in which we tried to determine how the use of the knowledge bank for the field of defense, public order and national security is perceived (A.O.P.S.N.). An investigation of the perception on multimedia technologies and services was carried out using an online questionnaire. This also allowed determining the level of knowledge in the field, as well as establishing the degree of appreciation on the field.

## 2.1. The research

The research is based on the considerations that characterize the knowledge banks and guarantees the efficiency of the development of these platforms at national level.

The instrument used in the research allowed determinations of the quantitative and qualitative nature on the elements related to different banks of knowledge.

The questionnaire, comprising a total of 27 questions per section, was designed with the help of Google Forms, a component of the Google Drive application (Disk with Documents) that allows surveys or the creation of lists with a simple online form. Consultation results well organized in a spreadsheet or summary for this research and determines the opinions, arguments and level of knowledge of the technologies and services provided by the knowledge bank of AOPSN.

The research objectives were developed in a concrete and measurable way, eliminating vague expressions both in designing and adapting questions and in formulating research conclusions and results. The objectives proposed for this research are:

• providing empirical benchmarks regarding the market profile of interested organizations;

• identifying the level of familiarization of the questioned personnel with the elements provided by the knowledge banks;

• determining the level of appreciation of the different services offered by the knowledge bank for the domain A.O.P.S.N .;

• identifying how the questioned personnel value the classic technologies compared to the modern ones;

• drawing conclusions necessary to open research directions

The testing was performed online, and in the construction of the questionnaire it was taken into account the alternation of open and closed questions, a fact imposed by the research objectives and methodological criteria for making it increasingly appealing.

The process of elaborating the questions from the questionnaire took place within a focus group, where the answers to a set of questions addressed to decision makers from several structures of the Ministry of Interior were taken into account, being interested whether they know the different applications of the sites of the Web 2.0 platform, elements used in the realization of the knowledge bank and whether they use or find it beneficial to use the concept of lessons learned. The concept of the interview I posted on the Google Drive application storage corresponds to the email address lectii.invatateMAI@gmail.com. The application of the interview guide in extended format is also uploaded to the storage mentioned above. The content of the interviews is very varied, touching on all aspects of the state of knowledge in the field of organizational learning.

There was an expert checking of the questions, in this case it was an electronic engineer, currently being employed in the position of the information technology branch, with profile studies in the field of communications and information technology, and having about 20 years of experience in the field, as well as teachers with specializations in the fields of science, economics and humanities, from the organizing structure of the doctoral studies program in the field of military sciences, within the Carol I National Defense University.

The questionnaire was pretested on a pool of 30 subjects, of various genders, ages, studies and from different dimensions of the national defense system, public order and national security. Following the pretesting, some formulations have been modified that made various items ambiguous.

The questionnaire was taken by a total of 109 subjects, with the same jobs as the subjects with whom the questionnaire was pretested, taking about 15 minutes to go through it.

The complete form of the questionnaire can be viewed on the Google Drive account **bancadecunostinte@gmail.com**, using the password: ***banca.de.cunostinte***[[1]](#footnote-1).

After receiving the answers from a number of 109 samples, the resulting data were exported centrally, drawing up spreadsheets in the Microsoft Excel program, belonging to the Microsoft Office suite, interpreted, processed and statistically analyzed in the software "Statistical Package" for the Social Science ”(SPSS) - Statistical package for the social sciences.

**2.2 Data analysis, statistical processing and interpretation of results**

The data analysis, the statistical processing and the interpretation of the results were done by testing some relevant statistical hypotheses in accordance with the tutorials presented by Adrian Vicenciiu Lăbar in the work "SPSS for Education Sciences"

To determine if those who want the knowledge bank to have lessons learned and good practices and find it very important to use it so as to improve the level of preparation, we applied the t test for independent samples. According to the answers sent to *question 17* of the questionnaire, there are significant differences regarding the importance of using the knowledge bank to improve the level of preparation by those who want it to contain lessons learned and good practices and those who do not. According to the Levene test (F = 4,429, p = 0.038), the variances of those who want the knowledge bank to contain lessons learned and good practices and those who do not want are different. The chance of making a mistake is only 3.8% if we reject the null hypothesis.

t (108) = 2.691, p = 0.01.

Those who want the knowledge bank to have lessons learned and good practices consider its usefulness to improve the level of preparation (M1 = 4.43) compared to those who do not want this (M2 = 4).

According to Cohen's criteria (1988), those who want the knowledge bank to have lessons learned and good practices find it very important to use it to improve the level of preparation for those who do not want it, r = 0.25. This implies that about 6% (r2 = 0.06) of the variance of those who want the knowledge bank to have lessons learned and good practices is explained by the variance of the independent variable, respectively by their choice. The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1%.

To determine if those who want the knowledge bank to have lessons learned are familiar with the databases, we applied the t test for independent samples. According to the answers sent to question number 1 of the questionnaire, there are significant differences regarding the familiarity of the respondents with the databases that want the knowledge bank to contain lessons learned and good practices and those who do not. According to the Levene test (F = 0.324, p = 0.466), the variances of those who want the knowledge bank to have lessons learned and good practices and those who do not want are equal. The chance of making a mistake is only 46.6% if we reject the null hypothesis.

t (108) = 2.426, p = 0.017.

Those who want the knowledge bank to have lessons learned and good practices are familiar with the databases (M1 = 4.30) compared to those who do not want (M2 = 3.86).

According to Cohen's criteria (1988), those who want the knowledge bank to contain lessons learned and good practices are familiar with databases versus those who do not want this, r = 0.23. This assumes that about 5% (r2 = 0.05) of the variance of those who want the knowledge bank to have lessons learned and good practices is explained by the variance of the independent variable, respectively by their choice. The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1.7%.

We applied **Chi-square** tests in order to find a statistically significant association between the following variables:

Those who want the knowledge bank in the field of defense, public order and national security to have specialized publications and those who want to search the knowledge bank, the relevant knowledge according to the author.

χ2 (1) = 10.267, p = 0.001. The effect size indicator Phi = 0.306, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

All the subjects who want the knowledge bank in the field of defense, public order and national security to contain specialized publications are interested in seeking the relevant knowledge in this bank by the author.

Those who want the knowledge bank in the field of defense, public order and national security to have specialized publications and those who want to search the knowledge bank, the relevant knowledge by topic.

χ2 (1) = 12.135, p <0.001. The effect size indicator Phi = 0.332, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

All subjects who want the knowledge bank in the field of defense, public order and national security to contain specialized publications are interested in searching for the relevant knowledge in this bank by topic.

Those who want the knowledge bank in the field of defense, public order and national security to contain multimedia materials and those who want to search the knowledge bank, the relevant knowledge by topic.

χ2 (1) = 13.782, p <0.001. The effect size indicator Phi = 0.354, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

All subjects who want the knowledge bank in the field of defense, public order and national security to contain multimedia materials are interested in searching for relevant knowledge in this bank by topic.

The way in which to contact the knowledge bank administrator (live chat window) and the function occupied by the respondents.

χ2 (1) = 10.559, p = 0.001. The effect size indicator Phi = 0.311, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects holding an execution function want to contact the knowledge bank administrator through a live chat window.

How to contact the knowledge bank administrator (e-mail) and the role held by the respondents

χ2 (1) = 10.067, p = 0.002. The indicator for evaluating the effect size Phi = - 0.304, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 2 ‰.

Subjects holding a management position want to contact the knowledge bank administrator by e-mail.

Search for knowledge in a knowledge base by title and contact the administrator of the knowledge bank platform by e-mail.

χ2 (2) = 16.285, p <0.001. The effect size indicator Phi = 0.385, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects wishing to contact the knowledge bank administrator via email are interested in how to search for knowledge in a knowledge base by title.

Search for knowledge in a knowledge base by title and telephone contact of the administrator of the knowledge bank platform.

χ2 (2) = 15.178, p = 0.001. The effect size indicator Phi = 0.371, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects wishing to contact the knowledge bank administrator by telephone are interested in how to search for knowledge in a knowledge base by title.

Search for knowledge in a knowledge base by title and view the most accessed works by the sorting method after accessions.

χ2 (2) = 22.231, p <0.001. The effect size indicator Phi = 0.450, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects who want to view the most accessed works by the sorting method after accessions are interested in how to search for knowledge in a knowledge base by title.

Those who want to search for certain knowledge in a knowledge base by author and those who consider the most relevant section for the knowledge bank the recently added section

χ2 (1) = 19.808, p <0.001. The effect size indicator Phi = 0.424, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects who wish to search for certain knowledge in a knowledge base by author consider the most relevant section for the knowledge bank the recently added section.

Those who wish to seek certain knowledge in a knowledge base by author and those who consider the section most relevant to the knowledge bank the terms and conditions section.

χ2 (1) = 23.042, p <0.001. The effect size indicator Phi = 0.458, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects wishing to seek certain knowledge in a knowledge base by author consider the most relevant section for the knowledge bank the terms and conditions section.

Those who want to search for certain knowledge in a knowledge base by author and contact method of knowledge bank administrator by email.

χ2 (1) = 11,698, p = 0.001. The effect size indicator Phi = 0.326, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Subjects who wish to search for certain knowledge in a knowledge base after the author wish to contact the knowledge bank administrator by e-mail.

Those who want to seek certain knowledge in a knowledge base by author and the size of their field of activity.

χ2 (2) = 13.349, p = 0.001. The effect size indicator Phi = 0.355, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Respondents within the public order dimension want to seek certain knowledge in a knowledge base by author.

There is an association between the size of the domain of activity respondents and the contact method of the knowledge bank administrator by e-mail.

χ2 (2) = 13.076, p = 0.001. The effect size indicator Phi = 0.351, the effect size is moderate. The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is 1 ‰.

Respondents within the defense dimension want to contact the knowledge bank administrator via email.

There is positive **Spearman** correlation between familiarizing respondents with databases and assessing the usefulness of the knowledge banks used.

ρ (59) = 0.334, p = 0.008.

As the correlation coefficient ρ is an expression of the magnitude of the effect, referring to Cohen's (1988) criteria, it turns out that the relation between the respondents' familiarity with the databases and the assessment of the usefulness of the knowledge banks used is average. So the effect size is average. The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 8 ‰.

The more you are familiar with databases, the more satisfied you are with the usefulness of knowledge banks.

There is a positive correlation between the familiarity of the respondents with the databases and the importance of using the knowledge bank to improve the level of training.

ρ (108) = 0.332, p <0.001, the effect size is average.

The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is less than 1 ‰.

The more you are familiar with databases, the more you are aware of the importance of using the knowledge bank to improve the level of preparation.

There is a positive correlation between assessing the usefulness of the knowledge banks used and the importance of the security of the data contained on the website hosting the knowledge bank.

ρ (59) = 0.312, p = 0.014, the effect size is average.

The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is less than 14 ‰.

Those who find it important to use the knowledge banks are interested in the security of the data contained on the website that hosts the knowledge bank.

There is a positive correlation between assessing the usefulness of the knowledge banks used and the importance of using the knowledge bank to improve the level of training.

ρ (59) = 0.259, p = 0.043, the effect size is weak.

The probability of producing the type I error, respectively, of rejecting the null hypothesis when it should have been accepted is less than 43 ‰.

Those who find it important to use knowledge banks find it necessary to use the knowledge bank to improve their level of training.

There is a positive correlation between those interested in sharing knowledge through the knowledge bank and those interested in sharing knowledge through the knowledge bank.

ρ (106) = 0.788, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in sharing knowledge through the knowledge bank are also interested in the exchange of knowledge through the knowledge bank.

There is a positive correlation between those interested in sharing knowledge through the knowledge bank and those interested in knowledge deposits.

ρ (106) = 0.900, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in sharing knowledge through the knowledge bank are also interested in knowledge deposits.

There is a positive correlation between those interested in sharing knowledge through the knowledge bank and those interested in knowledge transfer.

ρ (105) = 0.824, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in sharing knowledge through the knowledge bank are also interested in knowledge transfer.

There is a positive correlation between those interested in sharing knowledge through the knowledge bank and those interested in reusing knowledge.

ρ (104) = 0.837, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in sharing knowledge through the knowledge bank are also interested in reusing knowledge.

There is a positive correlation between those interested in sharing knowledge through the knowledge bank and those interested in the interface of the website that hosts the knowledge bank.

ρ (107) = 0.292, p = 0.002, the effect size is weak.

The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 2 ‰.

Those interested in sharing knowledge through the knowledge bank are also interested in the interface of the website that hosts the knowledge bank.

There is a positive correlation between those interested in knowledge exchange through the knowledge bank and those interested in knowledge deposits.

ρ (106) = 0.783, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in the exchange of knowledge through the knowledge bank are also interested in knowledge deposits.

There is a positive correlation between those interested in knowledge exchange through the knowledge bank and those interested in knowledge transfer.

ρ (105) = 0.888, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in the exchange of knowledge through the knowledge bank are also interested in the transfer of knowledge.

There is a positive correlation between those interested in the exchange of knowledge through the knowledge bank and those interested in the reuse of knowledge.

ρ (104) = 0.796, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in the exchange of knowledge through the knowledge bank are also interested in the reuse of knowledge.

There is a positive correlation between those interested in the exchange of knowledge through the knowledge bank and the importance of using the knowledge bank to improve the level of preparation.

ρ (106) = 0.224, p = 0.002, the effect size is weak.

The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 2 ‰.

Those interested in the exchange of knowledge through the knowledge bank find it important to use the knowledge bank to improve the level of training.

There is a negative correlation between those interested in the exchange of knowledge through the knowledge bank and the most advanced form of graduate training.

ρ (106) = -0.204, p = 0.034, the effect size is weak.

The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 34 ‰.

Those interested in the exchange of knowledge through the knowledge bank are not the ones who have graduated the highest form of training. The more learned the respondents are, the more they are disinterested in the exchange of knowledge through the knowledge bank.

There is a positive correlation between those interested in knowledge deposits through the knowledge bank and those interested in knowledge transfer.

ρ (105) = 0.798, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in knowledge deposits through the knowledge bank are also interested in knowledge transfer

There is a positive correlation between those interested in knowledge deposits through the knowledge bank and those interested in reusing knowledge.

ρ (104) = 0.793, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in knowledge deposits through the knowledge bank are also interested in the reuse of knowledge.

There is a positive correlation between those interested in knowledge deposits through the knowledge bank and those interested in the interface of the website hosting the knowledge bank.

ρ (106) = 0.230, p = 0.017, the effect size is weak.

The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 17 ‰.

Those interested in knowledge deposits through the knowledge bank are also interested in the interface of the website that hosts the knowledge bank.

There is a positive correlation between those interested in the transfer of knowledge through the knowledge bank and those interested in the reuse of knowledge.

ρ (103) = 0.833, p <0.001, the effect size is very strong.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰.

Those interested in the transfer of knowledge through the knowledge bank are also interested in the reuse of knowledge.

There is a positive correlation between those interested in the transfer of knowledge through the knowledge bank and those interested in the interface of the website hosting the knowledge bank. ρ (106) = 0.275, p = 0.004, the effect size is weak. The hypothesis is checked and the chance of failing by rejecting the null hypothesis is 4 ‰.

Those interested in the transfer of knowledge through the knowledge bank are also interested in the interface of the website that hosts the knowledge bank. There is a positive correlation between those interested in the reuse of knowledge through the knowledge bank and those interested in the interface of the website hosting the knowledge bank. ρ (106) = 0.239, p = 0.014, the effect size is weak. The hypothesis is verified and the chance to fail by rejecting the null hypothesis is 14 ‰.

Those interested in the reuse of knowledge through the knowledge bank are also interested in the interface of the website that hosts the knowledge bank. There is a positive correlation between those interested in the security of the data contained on the website that hosts the knowledge bank and the importance of using the knowledge bank to improve the level of preparation. ρ (108) = 0.464, p <0.001, the effect size is average. The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 1 ‰. Those interested in the security of the data contained on the website that hosts the knowledge bank are also interested in the use of the knowledge bank to improve the level of training.

There is negative correlation between those interested in the security of the data contained on the website that hosts the knowledge bank and the frequency of using the knowledge bank.

ρ (107) = -0.276, p = 0.004, the effect size is weak.

The hypothesis is checked and the chance of failing by rejecting the null hypothesis is 4 ‰.

Those interested in the security of the data contained on the website that hosts the knowledge bank do not access the knowledge bank very often.

There is a negative correlation between those interested in the interface of the website hosting the knowledge bank and the age of the respondents.

ρ (106) = -0.249, p = 0.009, the effect size is weak.

The hypothesis is verified and the chance of failing by rejecting the null hypothesis is 9 ‰.

As the respondents are older, they are not interested in the interface of the website hosting the knowledge bank and the age of the respondents.

There is a negative correlation between those interested in the interface of the website hosting the knowledge bank and the form of completed training.

ρ (108) = -0.270, p = 0.004, the effect size is weak.

The hypothesis is checked and the chance of failing by rejecting the null hypothesis is 4 ‰.

It does not matter the most advanced form of graduate training when choosing the interface of the website that hosts the knowledge bank.

# As for conclusions

Following a careful study of knowledge banks worldwide and interpreting the results of the research, as for conclusions, we thought it would be more useful to outline some considerations that could be the basis for the implementation of useful strategies, in order to achieve the knowledge bank for the field of defense, public order and national security:

• those who want the knowledge bank to have lessons learned and good practices find it very important to use it to improve the level of preparation;

• those who are familiar with the databases want the knowledge bank to have lessons learned and good practices;

• all the subjects who want the knowledge bank to contain specialized publications are interested in seeking relevant knowledge in this bank by author and by subject;

• individuals filling an execution function want to contact the knowledge bank administrator through a live chat window;

• the subjects that occupy a management function want to contact the manager of the knowledge bank by e-mail;

• the subjects who want to view the most accessed works by the sorting method after the accessions are interested in the search of knowledge in a knowledge base by title;

• the subjects who wish to search for certain knowledge in a knowledge base after the author considers the most relevant section for the knowledge bank the recently added section;

• respondents in the public order dimension want to seek certain knowledge in a knowledge base by author;

• the respondents within the defense dimension want to contact the knowledge bank administrator by e-mail;

• the more you are familiar with databases, the more you are aware of the importance of using the knowledge bank to improve the level of preparation;

• those who find it important to use the knowledge banks are interested in the security of the data contained on the website that hosts the knowledge bank;

• those interested in sharing knowledge through the knowledge bank are also interested in the exchange, deposits, transfer of knowledge and reuse of knowledge through the knowledge bank. at the same time respondents interested in one of the services provided by the knowledge bank (sharing, exchange, deposit, transfer and reuse) are also interested in the others;

• those interested in the exchange of knowledge through the knowledge bank find it important to use the knowledge bank to improve the level of preparation;

• the more the respondents are learned, the more they are disinterested in the exchange of knowledge through the knowledge bank;

• respondents interested in the services provided by the knowledge bank (sharing, exchange, deposit, transfer and reuse) are also interested in the interface of the website that hosts the knowledge bank;

• those interested in the security of the data contained on the website that hosts the knowledge bank are also interested in the importance of using the knowledge bank to improve the level of training.

The main barriers and limits that made it difficult to achieve the objectives are the following:

1. the statistical power is relatively small because in the research I had a small sample, in this sense, the study can be considered a pilot;

2. The research was based in particular on the statements of the respondents, who may unconsciously or deliberately distort the information that describes the reality;

3. the ability of the questioned subjects to objectively assess the researched elements and the memory errors that are directly proportional to the time elapsed since the events that are the subject of our research;

4. the sampling technique used, the "snowball technique" does not allow extrapolation of the study results;

5. bibliographic sources related to the researched domain are limited.

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