

**PRACTICES OF ORGANIZATIONAL CULTURE AND  
DEVELOPMENT IN PUBLIC AND DEFENSE TRAINING  
INSTITUTIONS: A COMPARATIVE ANALYSIS**

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## **DECLARATION**

On behalf of the research team, I, the undersigned, hereby attest that this study report has not been submitted for full or partial publication to any journal or presentation. Additionally, it has stated that the report adheres to a high standard of ethical practices and is original and authentic. As a result, I want to make sure that both primary sources and secondary sources are consistently credited.

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## ACRONYM

ACAD= Advanced Course on Administrative and Development  
ANOVA= Analysis of Variance  
ATM= Automated Teller Machine  
BARD = Bangladesh Academy for Rural Development  
BCS= Bangladesh Civil Service  
BCSAA= Bangladesh Civil Service Administration Academy  
BMA= Bangladesh Military Academy  
BNA= Bangladesh Naval Academy  
BPA= Bangladesh Police Academy  
BPATC= Bangladesh Public Administration Training Centre  
DSCSC= Defence Services Command & Staff College  
EME= Employee Motivation & Empowerment  
FTC=Foundation Training Course  
GOTA= Gazetted Officers Training Academy  
HC=Hard Culture  
Hofs= Hofstede  
MFA= Marine Fisheries Academy  
OA=Organizational Assessment  
OC= Organizational Culture  
OD= Organizational Development  
PSC= Police Staff College Bangladesh  
RDA= Rural Development Academy  
RPATC=Regional Public Administration Training Centre  
SC=Soft Culture  
SFTC= Special Foundation Training Course  
SSC= Senior Staff Course  
WHO= World Health Organization

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## ABSTRACT

Training organizational culture represents some core values like time management, discipline, integrity, system, structure, skill, and staff. Apart from core values and attributes, transformational leadership culture is very important to uphold the expected attitude, beliefs, values, ethics, and dynamic mind for the development of a coherent organizational culture by inspiring followers to adopt goals and values for obtaining organizational vision. Therefore, the study aimed to identify the perception of culture factors items and development factors items; find out influenced factors and their impact on organizational development; examine the relationship between the variables of organizational culture and development; examine the difference among the variables regarding organizational culture in both public and defense training organizations, and draw policy suggestions for policymakers. This study has adopted only a quantitative approach to capturing the study objectives. Data are collected from the field survey by using a structured questionnaire. Study construct items are measured with the Likert Scale. Reliability Cronbach's Alpha values are examined to see the items' consistency and found consistent. For this study, ten organizations are selected among them five are from public training organizations and five from defense training organizations. To obtain the study objective, Mann Whitney U Test was performed to see comparison output and found defense training organizations scored high frequency and mean rank in respect of construct and items as well. Pearson Correlation matrix results show that variables have a significant correlation with organizational development. Finally, a regression model was run between dependent and independent variables and found the regression model is significant ( $p < .000$ ), which explained 68.9% of the total variance. Individually, 'organizational assessment' has influenced 18.2% ( $p < .05$ ) of the total variance in organizational development; 'Hofstede' has also a positive and significant impact on organizational development, which explained 27.5% of the total variance; and 'employee motivation & engagement' has given a positive and significant ( $p < .000$ ) impact on organizational development, which explained 39.2% of the total variance. Moreover, this study has identified some important components of organizational culture and development which have seen positive and significant influences on organizational development. They are mostly: 'integrity', 'professionalism', 'transformational leadership', 'employee motivation & engagement', 'employee relations', 'learning organization', 'hard & soft

culture component', and so on. The policymakers in the future will consider those items as the organizational culture for organizational development. This study is limited to a quantitative approach only.

**Keywords:** Core values, Assessing organization, Hofstede Model, Soft-Hard culture, Employee engagement.

## CHAPTER: ONE

### INTRODUCTION

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#### 1.1 Preface

Training of public and military (defense) officers is different in various aspects, having some similarities. Besides, public and defense training organizational culture and organizational development are different. However, officers of both sectors are rendering their valuable services to the citizen and the nation. Several training institutions in the public sector arrange training to develop their public officials for rendering services to the citizen in an efficient way. On the contrary, armed forces officials receive training from their respective training institutions to protect the country and serve people if needed. However, both sectors aim at enhancing the competency and efficiency of their officers following their respective training organizational cultures.

In Bangladesh, the public sector training institutions are Bangladesh Public Administration Training Centre (BPATC), Bangladesh Civil Service Administration Academy (BCSAA), Rural Development Academy (RDA), Bangladesh Academy for Rural Development (BARD), Police Training Academy (PTA), Police Staff College (PSC), etc. Among those, BPATC is playing a pioneering role in providing training to 26 cadres out of 28 cadre officials. BPATC organizes training courses for different levels of government officials. BCSAA organizes special courses for the administration cadre mostly. RDA and BARD organize short skill-based training for rural development. Still, the core values of training organizations like BPATC are discipline, integrity, inclusiveness, professionalism, innovation, team spirit, and learning for results. To some extent, public sector training organizations do follow the same values, and they have a hierarchical management style for decision-making, as the government sector does follow.

Conversely, defense sector training organizations do follow more discipline,

and they are mostly regimental. The officers are continuously trained to enhance their physical and mental aptitude to face and overcome any adverse situation. The main objectives of those training organizational cultures are command and discipline. The current study has mainly aimed at identifying the factors that are connected to organizational culture and organizational development of both public and military training organizations and putting forward policy suggestions.

## **1.2 Background of the Study**

Organizational culture has been widely considered one of the most significant factors in reforming and modernizing public administration and service delivery (Tobias Jung, et al., 2009). Researchers, academicians, and scholars have been searching for clarification and conceptualization of the organizational culture, nature, development, major determinants, expectations, and relationships among a diverse group of variables. The challenging circumference of culture and climate relate to organizational outcomes and performance (Tobias Jung, et al., 2009). It is also reflected in the numerous instruments and diversified nature that suggests different dimensions, typologies, and quantitative and qualitative methods for organizational culture and development. Blunt (1991) mentioned that "shared values, what people genuinely believe to be good or bad, desirable or undesirable, acceptable or unacceptable, are the essence of organizational culture" (Blunt, 1991). Of course, apart from those, multiple factors are also influenced organizational culture and development.

Besides, Organizational Development (OD) is a planned change based on the paradigm of understanding the environment, benchmarking, and action research. The term OD can be understood as a learning process. A holistic approach is to be taken from the top as a means of organizational development to make an organization effective. At this time, work process re-engineering, downsizing the staff, multi-skill of employees, team culture, and behavioral approaches (motivation, emotionally intelligent, technology, job redesign, etc.) can be adopted. In the same vein, OD could be replaced through transformational leadership where re-engineering and downsizing will come into effect in organizational development. Therefore, OD is a strategy or an effect, which is planned and managed from the top, to bring about planned organizational changes for increasing organizational effectiveness (Bhattacharya &

Dugar, 2012).

Furthermore, culture has been clustered into two forms namely, a) an objective culture which denotes the organizational perspective, and b) a subjective culture which emphasizes the global understanding of a publicization's people (Bennett & Bennett, 2004). Though culture denotes the social conducts and norms of human societies, organizational culture is a kind of generic makeup (Chancy, 2017) that upholds the image and brand of an organization. As organizational objectives are short-term and medium-term goals that an organization seeks to accomplish (Claudia, 2015), effective organizational culture can ensure these objectives effectively. But career commitments and attitudes of different people towards their occupation and active involvement in individual career goals (Srikanth & Israel, 2012) can inspire the employee to sustain organizational culture and development. Besides, a unique team culture with common values, attitudes, beliefs, and behaviors ensures better performance (Pati, et al., 2010; Shin, et al., 2016).

Moreover, transformational leadership practice upholds the expected attitude, beliefs, values, ethics, and dynamic mind for the development of a coherent organizational culture by inspiring followers to adopt goals and values that are consistent with the leader's vision (Xenikou & Simosi, 2006). It is stated that a visionary leader is an individual who perceives the potential for the existence of the world and takes steps accordingly to reach the destination (Lucas, 2019). It has three qualities such as a) risk-taking for change, b) listening to popular opinion, and c) taking responsibility for actions. However, organizational performance depends on the number of criteria where the performance of employees is significant (Blunt, 1991). However, performance-based reward is exercised ineffectively in developing countries. Consequently, organizational culture and development vary depending on the institution to institution as well as public to military organizations. In addition, more research should be conducted on training organizational culture and development. Therefore, this research is expected to contribute to the growth of organizational culture and development.



### **1.3 Problem Statement**

The managers of training organizations must think with a global mindset in the changing environment. Thus, s/he must think 'globally'; 'locally' and 'globally & locally' simultaneously with the understanding of globalization (Robertson, Roland, 1995; Hosen, Shamim, 2020). An organization may respond to an unprecedented global circumstance in a static or very dynamic way. It can refer to learning from the COVID-19 (WHO, 2020) experience. Even the organization has given a paradigm shift from a structured organization to a virtual and flat organization, where there is no more time limit and dress code as well (Chancy, 2017). Still, to cope with and capitalize on the change, training must be emphasized. Consequently, the leader or head of the organization must respond positively, whether in local or global circumstances. Again, those sorts of changes may come from internal or external culture and the development of the organization.

Besides, training is an essential tool for human resource development to perform her job effectively, either for public officers or regimental officers (Baldwin & Ford, 1988; Islam & Siengthai, 2010). It has been said that "training can be thought of as the planned and systematic activities designed to promote the acquisition of knowledge (i.e., need to know), skills (i.e., need to do), and attitudes (i.e., need to feel)" (Kasim, et al., 2013). Usually, in the public sector, training enhances job quality; minimizes the cost of production or service; reduces time and visits; lessens supervision; increases morale at work; uniforms performance, and so on (Burke & Huthins, 2007; Tews & Burke-Smalley, 2017). On the other side of the coin, defense services are significantly needed for national entities and the protection of the country. The defense service personnel are provided rigorous training to protect the national interest and values against external and internal threats and any kind of aggression. So, defense service personnel must go under continuous training than public officers training in the public sector.

Moreover, organizational culture affects training organizations as well; organizational culture represents general beliefs, ideologies, policies & practices, and values (Blunt, 1991; Ibrahim, et al., 2017). A common belief and culture bring all the employees to a common platform. Literature has given a pragmatic definition of organizational culture, whatever the organization type is. But in practice, there is a

large gap between theory and practice (Chancy, 2017; Claudia, 2015). In an organization, four types of organizational culture are found. Among them, hierarchical cultures very much prevail in public sector organizations. The others are clan culture, adhocracy culture, and market culture. In training organizations, especially public sector training organizations, the existence of hierarchical culture often hampers the academic environment. But knowledge and expertise should create the scope of autonomy of teaching in the changing environment. Thus, acquiring knowledge and disseminating it should have no boundaries.

In practice, it is often a mismatch with training organizational culture. In training organizations, an action research culture is a must. Case-based lessons are highly required for trainees who are working at field-level organizations. Unfortunately, in many training organizations, curriculum, content, and delivery methods are not updated regularly. Besides, trainers are not paid satisfactorily and do not have the scope of an excellent career. As a result, this dissatisfaction often hinders innovative work culture. Additionally, the high turnover rate, the conflicting attitude of the employees; down-flowing communication, less trust among the faculty, delayed decision-making process, not welcoming change, or reform and so on aggravate the overall situation. Having reviewed the literature, a few empirical studies have been found regarding the training organization culture of public and defense training institutions. Therefore, this study has brought a new light on organizational culture, especially for the training organizations both in public and defense, which may justify and prove the earlier study result.

#### **1.4 Research Objectives**

The objectives of this research are to:

- a) Identify the perception of culture factors items and development factors items.
- b) Find out influenced factors and their impact on organizational development.
- c) Examine the relationship between the variables of organizational culture and development.
- d) Analyze the differences among the variables regarding organizational culture in

public and defense training organizations and formulate strategies for the policymaker.

## **1.5 Research Questions**

The research questions of this study are:

- a) What are the organizational cultural factors that influence training and organizational development?
- b) To what extent do these organizational cultural factors influence organizational development in training institutions?
- c) Is there any relationship between cultural factors and organizational development?
- d) Are there any differences among the training institutions (public and defense) regarding organizational culture? If so, to what extent are they different in public and defense training institutions?

## **1.6 Significance**

The dynamic work culture of a training organization is essential for adapting to the changing demands of service delivery (Islam, et al., 2022). While there are government initiatives for the development of training organizations, limited change is observed in practice, often requiring progressive leadership. The current COVID-19 pandemic has further emphasized the need for change in organizational culture and development. Organizations are shifting from hierarchical structures to flat structures to facilitate quick service delivery and embrace technology. This study aims to examine the importance of training in organizational culture and development. The experience of operating in a volatile situation like COVID-19 has highlighted the significance of a global learning environment. Through eLearning, expert scholars can be hired to deliver lectures to trainees, fostering the acquisition of new knowledge. Visionary and transformational leadership play crucial roles in creating a vibrant and successful organization, enabling the establishment of an IT-enabled and dynamic work environment. While some scholars have explored the relationship between organizational culture and performance, there is a lack of research specifically focused on training organizational culture and development. Therefore, the findings of this study will contribute to the advancement of training in organizational culture and development.

## **1.7 Scope and Constraint**

The research has focused on variables as proposed in the conceptual framework and has examined training organizations in Bangladesh, including the Bangladesh Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA), Bangladesh Civil Service Administration Academy (BCSAA), Bangladesh Naval Academy (BNA), Police Staff College Bangladesh (PSC), Bangladesh Police Academy (BPA), Bangladesh Military Academy (BMA), Defence Services Command & Staff College (DSCSC), and Marine Fisheries Academy (MFA), with regards to training organizational culture and development. Due to the ongoing pandemic, data collection for the research was conducted both online and face-to-face, which has resulted in a longer duration to complete this research work.

## **1.8 Chapter Design**

The research has incorporated six chapters. The first chapter has described the background of the study, problem statement, research objectives, and questions. The second chapter has discussed different organizations from where data has been collected. The third chapter has discussed previous literature for an in-depth understanding and conceptual framework for this current study. The fourth chapter of this research is about methodology. This chapter has discussed sampling, data collection techniques, the data analyzing process, and the limitations of the research. The fifth chapter has incorporated data analysis and discussion with various figures and tables. The sixth chapter has been given for concluding remarks with policy implications and recommendations. It has also incorporated future research directions. However, in the last part, references and appendices are attached to this research.

## **CHAPTER: TWO**

### **TRAINING ORGANIZATIONS OF BANGLADESH**

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The research has been conducted on different training organizations such as Bangladesh Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA), Bangladesh Civil Service Administration Academy (BCSAA), Bangladesh Naval Academy (BNA), Police Staff College Bangladesh (PSC), Bangladesh Police Academy (BPA), Bangladesh Military Academy (BMA), Defence Services Command & Staff College (DSCSC), and Marine Fisheries Academy (MFA) concerning training organizational culture and development. It has become essential to have an in-depth understanding of the objectives, core values, and training organizations for organizational culture and development. Therefore, this chapter deals with the objectives, values, and strengths of BPATC, BARD, RDA, BCSAA, BNA, PSC, BPA, BMA, DSCSC, and MFA.

#### **2.1 Bangladesh Public Administration Training Centre (BPATC)**

Bangladesh Public Administration Training Centre (BPATC) is Bangladesh's leading public sector training institute, dedicated to excellence and serving as a regional hub for effective, inclusive, self-mandated, and tailored training for public servants (Islam & Hosen, 2021; Islam, et al., 2022). Since its foundation in 1984, the centre has become a credible training provider for government, autonomous, and non-governmental personnel.

The Senior Staff Course (SSC) is for Joint Secretaries and equivalent officials from the Defence Services and Police, the Advanced Course on Administrative and Development (ACAD) is for mid-career Deputy Secretaries and their equivalents, the Foundation Training Course (FTC) is for new entrants to the Bangladesh Public Service (BCS). Again, the Policy Planning and Management Course (PPMC) is for decision-makers. The centre also provides several short courses to assist officers in becoming familiar with laws and policies, learning about the government, and staying aware of pertinent reforms and developments.

To better serve its devoted clientele, the centre occasionally offers specialized training programs like the Special Foundation Training Course (SFTC). The centre does indeed include four branches, one of which is the Regional Public

Administration Training Centre (RPATC), which will soon grow to include all eight national divisions and offers specialized training for regional support personnel officials (BPATC, 2022).

**Vision:** The vision of BPATC is to become a Centre of Excellence for developing patriotic, competent, and professional public servants dedicated to the public interest (BPATC, 2022).

**Mission:** The mission of BPATC is committed to achieving the shared vision through: a) Developing competent and professional human resources by imparting quality training and development programs. b) Conducting research, publishing books and journals, and extending consultancy services for the continuous improvement of the public service delivery system. c) Establishing an effective partnership with reputed institutions at home and abroad for developing organizational capacity. d) Promoting a culture of continuous learning to foster a knowledge-based public service (BPATC, 2022).

**Core values:** In all areas of action, the centre strives to successfully implant patriotism, the spirit of our great liberation war, and fundamental state policy among the stakeholders. The centre's guiding principles are based on its fundamental values of order, honesty, inclusivity, professionalism, creativity, teamwork, and learning for outcomes. BPATC has become indispensable for developing top-notch public servants committed to providing the greatest services to the populace and mankind, as a result of globalization, technological advancement, and the era's underlying issues in the governance spectrum (BPATC, 2022). The following table shows the strength of the centre to conduct numerous training in the fiscal year 2020-21.

**Training Course Name, Duration, and Number of Participants**

Sl. No.	Name of the Courses	Duration/ Days	Number of Courses	Desired Number of Participants (each course)	Minimum Acceptable number of Participants (each course)	Maximum Acceptable Number of Participants (each course)	Total Desired Number of Participants
1	Policy Planning and Management Course (PPMC)	12	3	15	15	20	45
2	Senior Staff Course (SSC)	45	5	16	16	20	80
3	Advanced Course on Administration & Development (ACAD)	60	5	16	16	25	80
4	Foundation Training Course (FTC)	180	2	125	100	150	250
5	Policy Dialogue	1	1	40	30	50	40
6	Special Foundation Training Course for Promoted Officers-Grade 9	45	1	25	20	30	25
7	Special Foundation Training Course for others	60	2	30	25	35	60
8	Short Course	12	2	25	20	30	50
9	ToT/Advanced ToT Courses	12	2	25	20	30	50
10	Workshop/Seminar/Conference/Symposium	1/2	17	100	75	125	1700

*Figure 1: Strength of BPATC (BPATC, 2020; Islam, et al., 2022)*

## 2.2 Bangladesh Academy for Rural Development (BARD)

The Bangladesh Academy for Rural Development (BARD) was founded on May 27, 1959, as a rural development training, research, and Action Research Centre. Under the direction of Dr. Akhtar Hameed Khan, the academy's founder, particular academics conducted ongoing experiments with rural people. They produced some model programs for rural development in the country. The common difficulties in rural areas were discovered in the early 1960s. These programs' top priorities are:

- a) Establishing a viable village organization.
- b) Establishing personal and collective capital.
- c) Infrastructure development.
- d) Expansion of advanced agricultural technology.
- e) Expansion of social development activities such as health, education, family planning, and women's education.
- f) Establishing an organized village society with the assistance of people from all levels of the village.
- g) Employment opportunities (BARD, 2022).

BARD is a self-governing organization that rose to prominence in the United States and overseas due to the Academy's creation of the "Cumilla Model" of rural development. In 1986, BARD was awarded the "Swadhinata Padak" for its outstanding contribution to rural development. The BARD has a total of 365 officers and employees. According to the BARD Ordinance 1986, the Academy's functions are:

- a) Conduct research in rural development and related fields.
- b) Conduct training for government officials and others involved in rural development.
- c) Test and experiment with development concepts and theories.
- d) Evaluate rural development programs and activities.
- e) Provide government and other agencies with advice and consultation.
- f) Mentor and supervise national and international students working on their dissertations.
- g) Organize national and international seminars, conferences, and workshops.
- h) Assist policymakers in the field of rural development (BARD, 2022).

Various facilities have been built on campus to accommodate the needs of trainees, tourists, and campus residents. With a total capacity of 390 seats, there are seven hostels, including one for ladies and other guest houses. Five of these hostels have hot water systems installed. There are five air-conditioned classrooms, four air-conditioned conference halls, an IT lab, Wi-Fi in all dormitories and offices, two air-conditioned auditoriums, and a library with around 65,000 books. A bank, a post office, a cooperative shop, a medical center, and a sports complex with various sporting facilities are all located on the premises. Faculty and other personnel have been provided with adequate living quarters. Nilachal and Banasri, two verdant hilltops, are named after them. These are bordered by a network of zigzag roads and pathways shaded by various trees and plants. The 156-acre BARD campus, lushly green and eco-friendly, provides an excellent training environment and a draw for



visitors (BARD, 2022).

## **Rural Development Academy (RDA)**

On June 19, 1974, Bogura's Rural Development Academy (RDA) was established as a specialized national organization devoted to training, investigation, and action research in rural development. In addition, it provides counseling services and postgraduate degrees. RDA has established a solid reputation in the field of rural development over the past 40 years by actively bridging its academic pursuits with the practical application of research findings (RDA, 2022).

**Vision:** A renowned training, research, action research, and field implementation institute for many years, RDA. Due to its prior activities, RDA now has higher technical, social, and experimental rural development expertise. In this situation, RDA wants to keep going and develop into a Center of Excellence for Rural Development (RDA, 2022).

**Mission:** RDA seeks to advance long-term rural development by utilizing best practices and innovation. The academy supports initiatives to a) develop and disseminate models, technologies, and methods for addressing rural development challenges; b) build the capacity of experts, practitioners, and change agents in rural development; c) support development that is climate change resilient; d) lessen poverty; and e) support gender equality and women's empowerment (RDA, 2022).

**Values:** Since 1974, RDA has grown in terms of activity volume and overall performance quality thanks to the principles upheld by its teachers and staff. These values are as follows: RDA has a history of innovation in the field of rural development; its current accountability framework prioritizes the Board of Governors, the Annual Planning Conference, and regular faculty council meetings; and its cooperative culture is exemplified by teamwork and involvement in technology development, informal sharing, and assistance both on and off the job (RDA, 2022).

RDA has six strategic goals to help it achieve its vision: Sustainable rural development comes first, then transformation, leadership and change agents, climate resilience, eradicating rural poverty, and women's emancipation. To establish a Center of Excellence for Rural Development, RDA offers an excellent learning environment

and modern comfort throughout the entire campus. RDA is the country's rural development institution. Each of the five air-conditioned conference rooms and the five rooms with five sessions has between 50 and 100 seats available.

RDA's four spacious dining rooms are available for guests and trainees for meals. These cafeterias have a maximum capacity of 700 people. Accommodations are provided. Participants in a range of residential training programs can board at RDA. In addition to an international guest house, RDA also offers a modern guest house on its grounds. There are five dorms, one of which is a women's hostel with a total seating capacity of 450. The 60 rooms in the guest house are available for visitors to the academy. The International Guest House has 131 seats available.

A mosque that provided a place of worship and was built according to Islamic architectural principles is in the center of the campus. The athletic facilities that trainees, residents, and visitors at RDA can enjoy include indoor gaming areas, a football field, a volleyball court, a basketball court, a badminton court, a tennis court, a children's park, and a swimming pool. Bank and Postal Services. On the RDA campus, there are three ATMs and a post office.

RDA has a daycare facility for the kids of female academy trainees and staff. At RDA's Library and Documentation Wing, there is a well-stocked, air-conditioned library with roughly 30,000 titles of accessions. Books, magazines, journals, and other regional, national, and worldwide works are among these publications. The Demonstration Farm, a 29.5-acre site, is mostly used for testing and showcasing new technology. The academy received the IVCA International Communication Award in London in 2004, the AARDO African-Asian Rural Development Award in Delhi in 2012, and the Flame Award Asia RMAI in Delhi in 2016 (RDA, 2022).

## **2.2 Bangladesh Civil Service Administration Academy (BCSAA)**

The Bangladesh Civil Service Administration Academy (BCSAA) began as the first Gazetted Officers Training Academy in Bangladesh, known as GOTA. On October 21, 1987, the academy adopted the name "Bangladesh Civil Service Administration Academy" and became part of the Ministry of Establishment's affiliate institution network, which is now the Ministry of Public Administration. The academy provides a five-month basic training program in law and

administration for newly recruited officers of the Bangladesh Civil Service (Administration) cadre, as well as recurrent training for officials at different levels (Islam, et al., 2022).

The Foundation Training Course is one of the many training programs that the government entrusts the academy to deliver to service members of different cadres. The academy engages in research in the fields of governance, management, and development, and also produces books, journals, and periodicals on current affairs. Additionally, students design keepsakes for various training sessions. The academy aims to enhance the knowledge, competence, self-motivation, and enthusiasm of government officials at all levels through a variety of courses in administration, management, government procurement, information and communication technology, English language proficiency, ethics, ideals, and corruption prevention (BCSAA, 2022).

**Vision:** To become a national hub of excellence for accomplished, competent, and proactive professional public servants (BCSAA, 2022).

**Mission:** To develop trustworthy, capable, and efficient public workers through efficient instruction and investigation. The objectives include becoming a country-wide hub of excellence for making a proactive, competent, and accomplished civil servant by providing efficient, capable, and upright civil servant training through effective training and research (BCSAA, 2022).

### **Bangladesh Naval Academy (BNA)**

The Bangladesh Naval Academy is a renowned military school in South Asia that provides naval instruction. It was founded in 1976 on the grounds of the Mercantile Marine Academy in Juludia, Chattagram, with the purpose of training cadets for the Bangladesh Navy. In 1988, the academy moved to its current location at Patenga, near the mouth of the Karnaphuli River.

The establishment of the academy was initiated by Bangabandhu Sheikh Mujibur Rahman, the father of the nation and former prime minister of Bangladesh. On June 2, 1988, the academy began its independent operations at the picturesque

location of Patenga.

At the Bangladesh Military Academy, all cadets from the Bangladesh Navy participate in a 10-week joint training program with cadets from the Army and Air Force. Following this, they undergo an additional 15 months of training at the Bangladesh Naval Academy to become midshipmen. The midshipmen receive maritime training aboard ships for a period of six months. Upon completion of their three years of training, including sea training, they are commissioned as 2nd Lieutenants in the Bangladesh Navy. Graduates of the academy who are affiliated with the Bangladesh University of Professionals also receive a Bachelor of Science degree (Bangladesh).

### **2.3 Police Staff College Bangladesh (PSC)**

The premier training and research facility in the nation is the Police Staff College (PSC), run by the Bangladesh Police. Its duties include giving Bangladesh Police top-notch training, awarding professional academic degrees, and conducting cutting-edge criminological research to enhance police and community operational performance and create a safer and more secure environment in our community. Following an inauguration by the Honourable Prime Minister Sheikh Hasina on November 30, 2000, the Police Staff College Act, 2002, established PSC as a statutory entity. The core training program at PSC is primarily internal (on-campus), but it has a strategic goal to diversify towards online learning. The time commitment for the basic programs varies, but they typically run for two to three weeks. PSC also works with partners from around the world to deliver courses (PSC, 2022).

**Vision:** "To enhance professionalism in policing through need-based training and applied research" (PSC, 2022).

**Mission:** "To modernize policing by developing human resources with strong competency and integrity within the context of national development policy" (PSC, 2022).

**Values:** learning, innovation, readiness, integrity, and teamwork.

The Administrative Building's Polash, Shimul, Maloti, Chameli, and Tulip

halls are suited for big interactive presentations, group debates, roundtable lectures, training, and seminars. The International Conference Centre (ICC) has a seating capacity of roughly 60 people and is equipped with all current amenities. The lecture gallery can hold up to 100 people. The lab is equipped with 22 desktop PCs with high-speed internet access. More than 13,300 practical books, journals, and daily newspapers are housed in PSC's library.

## **2.4 Bangladesh Police Academy (BPA)**

The Bangladesh Police Academy is the country's highest-ranking training institution. It aims to provide comprehensive knowledge, skills, and attitudes in policing to produce knowledgeable, skilled, and qualified police personnel. To achieve this goal, the Academy develops and delivers a range of training curricula based on the industry's needs at the fundamental, in-service, and specialized levels to address contemporary policing demands and global policing issues. The institution is situated on 142.66 acres of land in Sardah, Rajshahi District, near Charghat Police Station (BPA, 2022).

**Vision:** The visions of the academy are "a) to enhance professionalism in policing through need-based training; and b) to develop human resources with sound capability and integrity" (BPA, 2022).

**Mission:** The missions of the academy are to a) familiarize trainees with the criminal justice system and the most recent laws, rules, and regulations; b) instill discipline and encourage the development of sound physical and mental abilities; c) provide a basic understanding of investigation, public safety, traffic control, public order management, weapon handling, and community policing; and d) encourage the development of leadership skills (BPA, 2022).

## **2.5 Bangladesh Military Academy (BMA)**

The Bangladesh Military Academy (BMA) is the primary training facility for defense professionals in the country. It was established in Comilla on January 11th, 1974, with the aim of developing competent leadership and creating a professional army. The institution's motto, "Chira Unnata Momo Shir," is taken from the poem by Kazi Nazrul Islam, which means "I hold my head ever high." The academy later relocated to Bhatiari in Chittagong's district in March 1976. In 1978, it started

offering consistent training sessions. The Academy received the National Standards Award in 1979 after the successful completion of its initial cohort of trainees under the BMA long courses program. Since 1983, cadets from the navy and air force have also undergone military instruction at the academy. The academy's training programs aim to transform students into professional military officers on physical, moral, and intellectual levels. Upon completing their training at the academy, cadets receive a commission and a Bachelor's degree in Arts, Commerce, or Science (BMA, 2022).

In 1984, the academy launched the Public Service Officers Orientation Course to enhance civil-military cooperation and increase awareness of the roles of civil officers in national security. Additionally, carefully selected young army officers undergo training in the Potential Platoon Commander Courses. However, it is noted that the government has missed implementing several plans and programs to modernize the academy's training structure (BMA, 2022).

## **2.6 Defence Services Command & Staff College (DSCSC)**

The Defence Services Command and Staff College (DSCSC) is Bangladesh's first tri-service military facility. It was formally opened by President Ziaur Rahman on December 30, 1977. The college was established with the aim of preparing officers from the three services for assuming more demanding responsibilities in command and staff roles. Initially, a British Military Advisory Team (BMAT) was in charge of the training program, which was overseen by a Chief Instructor. The inaugural class consisted of 30 students from the Bangladesh Police and the three branches of the Bangladeshi Armed Forces. In the first three years, the college jointly provided six-month-long short courses to the three services. In 1980, the training program was extended to 10 months (DSCSC, 2022).

The last BMAT member left the college on October 30, 1992. Since its establishment, the course strength has more than doubled. A total of 5,018 students have graduated from the college so far, including 1,111 foreign students from various nations. Since 2008, the college has had an official partnership with the Bangladesh University of Professionals (BUP), which grants master's degrees in defence studies (MSc). The college has earned a reputation as a global center for military expertise, with an increasing number of individuals from around the world acknowledging its

excellence. The improved performance and growing professional brilliance of the graduated officers in their subsequent staff and command posts convincingly reflect the level of the college (DSCSC, 2022).

## **2.7 Marine Fisheries Academy (MFA)**

The Marine Fisheries Academy (MFA) prepares both male and female cadets for employment in various marine industries such as merchant ships, fish processing plants, and other marine companies. Previously, the National University in Gazipur, Bangladesh, awarded B.Sc. (Pass) degrees in nautical science, marine engineering, and marine fisheries to MFA cadets. These programs comply with the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) IMO Convention for officers on fishing and merchant ships, as well as processing technicians employed ashore (MFA, 2022).

The Marine Fisheries Academy was established in 1973 with assistance from the government of the Soviet Union at that time. It was initiated by the Bangladesh Fisheries Development Corporation (BFDC). Previously, students at the academy were eligible for MS and PhD scholarships from the Soviet government. Over 70 cadets from the academy obtained their MS and PhD degrees and are now employed in various fields, both domestically and internationally. However, after the passing of the national leader and the removal of Soviet professors from the academy, the scholarships were discontinued (MFA, 2022).

The training organizations discussed above provide public and military training to government officials at different levels to fulfill government tasks and contribute to the broader vision and mission of the country. Each organization has its specific vision, mission, and specialization aligned with the government's agenda.

## **CHAPTER: THREE**

### **LITERATURE VIEW**

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#### **3.1 Preface**

The organizational culture, according to studies, is a set of values, norms, and procedures that all team members must adhere to and that influence their behavior. Organizational culture is the shared beliefs of the people in an organization that influence them to think and perform, which makes a difference among organizations (Arnold, 2005). Whereas organizational development depends on those cultures. Several scholars have argued about organizational culture and development by providing their beliefs, thoughts, and concept. Thus, this chapter will give an in-depth understanding and different dimensions of organizational culture and development..

#### **3.2 Defining Culture**

The Latin term "cultura" or "cultus," meaning "to care for or cultivate," is thought to have given rise to the English word "culture" (Nanjira, 2010). Culture can be divided into two categories: subjective culture, which highlights how a group of people perceive the world, and objective culture, which relates to the organizational perspective (Bennett & Bennett, 2004). Additionally, Cowen stated that "culture refers to art products and activities, as well as other creative products that stimulate and entertain individuals, such as music, literature, visual arts, and cinema" (Cowen, 2002). Thus, culture is defined as the social norms and behaviors of human communities, including their arts, beliefs, habits, understanding, customs, laws, and traditions in a specific location and period. On the other hand, organizational culture serves as a sort of general makeup that supports an organization's reputation and brand (Chancy, 2017).

Furthermore, despite being an intangible concept, "culture" has a significant impact on how social and organizational situations are handled (Schein, 2004). Organizational culture refers to the underlying ideas, assumptions, values, and social norms that influence the social and psychological environment of a particular organization. The organization's culture is also comprised of its mission, values, standards, guidelines, symbols, language, assumptions, beliefs, and practices (Needle,



2004). The development and promotion of workplace culture are primarily the responsibility of business leaders. However, leadership and culture can also interact in various ways. While leaders have a significant impact on culture, the style of leadership that can be applied depends on the culture as a whole (Schein, 2004).

Moreover, different workplace cultures exist, such as the individual, market, adaptive, adhocracy, authority, function, hierarchy, task, and clan cultures. Therefore, organizational culture is dynamic and constantly evolving. However, scholars suggest that the new culture is the best culture to achieve the organization's objectives (Cummings & Worley, 2009). Cummings & Worley (2009) provided six suggestions for altering organizational culture. An organization must: a) have a clear strategic goal, b) demonstrate leadership commitment, c) model cultural change at the highest levels, d) adjust its structure to accommodate organizational change, e) select and integrate newcomers and expel outliers, and f) cultivate ethical and legal sensitivity. Organizational change also depends on the subculture of the organization, along with different norms and beliefs.

### **3.3 Organizational Values and Cultural Characteristics**

In the study "Core values and beliefs: A study of leading innovative organizations," Sai Manohar and Pandit (2014) pointed out that since the dawn of time, invention has been regarded as a crucial tool for boosting economic growth and improving the standard of living. Additionally, they state that "under the current global economic slump, innovation will continue to be a vital driving force for sustainability and growth." Little studies have been conducted to justify the success of innovation in organizational development. They show in their study how innovation culture helps to get continuous growth of different Indian companies and organizations (Manohar & Pandit, 2014).

Salas and others (2012) researched "the Science of Training and Development in Organizations: What Matters in Practice." They mention that organizations recognize the importance of continuing to educate their employees to stay competitive, and spending money on training would provide greater outcomes. Additionally, they contend that there is a science of training that reveals that there are proper and improper ways to develop, teach, and put into practice a training program.

An empirical study of information technology professionals on "Relationships among Perceived Organizational Core Values, Corporate Social Responsibility, Ethics, and Organizational Performance Outcomes" by Jin and Drozdenko (2010) examined the relationships between fundamental organizational principles, organizational ethics, corporate social responsibility, and organizational performance results. They argued that perceived ethical attitudes and social responsibility were connected, and that managers in both mechanistic and organic firms who were viewed as being more socially responsible were also perceived as being more ethical. Additionally, they asserted a connection between social responsibility and perceived ethical views. Therefore, organizational values provide a corporation direction and a sense of purpose which help organizations to manage their interactions with customers and employees.

Furthermore, every organizational culture is different, from organization to organization. A strong culture of an organization refers to a belief, trust, and team culture. It attracts talented and high-performing individuals, resulting in positive organizational outcomes. However, public training institutions are also different from defense training institutions in terms of culture, organizational design, objectives, discipline, and objectives as well (Manetje & Martins, 2009).

In general, the qualities of organizational culture are heading in the following aspects:

- i) Alignment with organizations' objectives and people: The objectives are linked with employees' duties and responsibilities; therefore, employees' performance would be high with continuing organizational vision, purpose, and goals.
- ii) A culture of appreciation: Appreciation is represented in many forms such as a note of thanks, rewards, and promotion. Therefore, good deeds and appreciation by the authority provide employees recognition for their work and contribution to the organization.
- iii) Trust: Trust is an important component of organizational culture. Through a culture of trust, team members can express themselves and come up with something new.

iv) Performance: Performance is a key measure of organizational culture. Therefore, greater profitability and productivity are the results of a strong organizational culture.

v) Change: Change is a common aspect of organizational culture, so resilience is a key quality in a high-performing dynamic work environment. Training itself is a continuous process, which relies on changing environment by its nature and delivery methods. In addition, training managers practice resilient culture to respond to change in their training activities.

vi) Teamwork culture: Teamwork culture in a training institution can be understood with phenomena such as collaboration, communication, and respect between team members.

vii) Innovation: Innovation is an important quality of organizational culture. Therefore, a culture of innovation means fostering creative thinking in delivering services in every aspect of organizational activities.

### **3.2 Forms of Organizational Culture**

One way that culture affects an organization is through the value of the non-elite, which makes up the bulk of the organization's members and has an indirect but important impact on the operation of the organization. Other ways include:

- a) Culture affects an organization's power structure.
- b) Culture affects an organization in various ways for various purposes.
- c) Culture affects an organization in various ways for various purposes by affecting the importance of the dominant coalition.
- d) Culture affects an organization in various ways for various purposes.

These are the values that rival organizations, allies, governments, the media, and the general public uphold. However, numerous organizational culture types have been explored in this section.

a) Organizational Objectives: It has been said that "organizational objectives are short-term and medium-term goals that an organization seeks to accomplish" (Claudia, 2015). It has also been said to be the future target and result of an

organization that has been dreamt to achieve. It has been revealed that due to business process designs and objectives, organizations have been executing fundamental transformations all over the world over the last three decades (Pati, et al., 2010). The organization has been clustered into 'Horizontal Organization', 'Centerless Organization', and 'Boundaryless Organization', whereas these structures deliver an outline for obtaining instant organizational concerns (Laslo & Goldberg, 2001).

b) Career commitment: It means the individual dedication to their job and performing duties according to their job description. Career commitment correlates with career satisfaction, self-efficacy, and institutional commitment (Ahmed, 2019). Career commitment is popularly considered as the attitude of different people towards their occupation. It has been said that "career commitment is characterized by a strong sense of identification, persuasion, development, and active involvement in individual career goals" (Srikanth & Israel, 2012). It can also be considered as the targets, aims, and goals of someone's profession or occupation. Career commitment has been found to forecast professional achievement amongst persons who show moderate levels of self-efficacy (Ballout, 2009). It has also been revealed that there is a connection between career commitment and professional achievement where a smooth career track inspires the employee to be more committed and devoted to the job.

c) Team Culture: A unique team culture has been made up of common values, attitudes, beliefs, and behaviors jointly shared by a team. Nowadays, team culture or teamwork has become a buzzword in the corporate and government sectors for ensuring better performance (Pati, et al., 2010). It has been said that "organizational culture is the key factor that contributes to organizational effectiveness and employee work outcomes" (Shin, et al., 2016). Thus, team cultures are popularly becoming significant to the employees due to the "blurring of organizational boundaries" (Shin, et al., 2016).

d) Visionary Leadership Culture: Everyone is responsible for changing the shape of an organization. It has been said that "a visionary leader is an individual who sees the potential for how the world should exist and then takes steps to get there" (Lucas, 2019). A visionary leader has three qualities such as a) risk-taking for change, b) listening to popular opinion, and c) taking responsibility for actions. Therefore, for the change of organizational culture, a visionary leadership culture is significant and

time-worthy in this changing world.

e) Employee Attitude: It can be said that attitude is the manner, feeling, and position of a person. The Cambridge Dictionary has defined attitude as "a feeling or opinion about something or someone, or a way of behaving" (Dictionary, 2020). According to Perloff, "attitude is a psychological construct, a mental and emotional entity that inheres in or characterizes a person" (Perloff, 2016). Employee attitude can be explained in diverse modes, like an obtained behavioral outlook, an inner state, and an emotional propensity of an employee (Yang, et al., 2020). Therefore, employee attitude can be positive or negative regarding a specific work, task, service, or management of an organization overall.

f) Transformational leadership culture: It has been believed that "the effective leader of the new age shapes and shares a vision which provides direction, focus, meaning, and inspiration to the work of others" (Blunt, 1991). Transformational leadership culture upholds the expected attitude, beliefs, values, ethics, and dynamic mind for the development of a coherent organizational culture. It has been said that "transformational leaders are typically described as those who inspire their followers to adopt goals and values that are consistent with the leader's vision" (Xenikou & Simosi, 2006). Therefore, important criteria of transformational leadership are the foundation of organizational values and norms that work for the development and ingredients of commitment (Blunt, 1991).

g) Performance and Reward: Organizational performance depends on the number of criteria where the performance of the employee is significant (Blunt, 1991). If the reward has been allocated fairly and consistently by performance, then it might impact the overall performance of the organization. It has been said that performance-based reward is practiced in an inadequate way in developing countries like Bangladesh.

h) Emotional Intelligence: Emotional intelligence or emotional leadership has been considered as "the capacity of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage or adjust emotions to adapt to environments or achieve one's goals" (Colman, 2008). Sometimes,

emotional intelligence has been utilized to motivate others for change management or enhancement of organizational performance.

i) **Hegemony Culture:** Hegemony culture strongly influences the values, norms, ideas, expectations, worldviews, and behavior of the rest of society (Cole, 2020). The hegemony culture of the organization usually does not agree with the popular ideas and opinions of others during taking decisions or actions.

j) **Technology:** Technology is the skills, techniques, methods, and processes used for service or good production scientifically. The innovative culture of the organization is important for adapting to changes from time to time. It has been said that "to meet the new conditions and successfully adapt to the forthcoming changes, the organization is not just dependent on the individual employee's ability to cope with new demands but also on the organizational climate" (Arvidsson, et al., 2006).

k) **Organizational Environment:** It has been said that the organizational environment is the surrounding forces of an organization which influence the performance, operations, and resources (Bryce, 2020) of an organization. The organizational environment also includes ingredients which are outside of the organization but have a significant impact on the organization (Bryce, 2020).

l) **Hard and Strong Culture:** Strong cultures provide ways forward through guiding ideals or widely shared beliefs about what is essential. Culture is especially helpful in offering distinction for ambiguous tasks where defined aims are more difficult to achieve (Byles, et al., 1991). Strong cultures offer encouragement and affiliation through ceremonies and acknowledgment. Culture can promote organizational commitment, which in turn can increase individual effort and decrease turnover by fostering a sense of importance among employees and creating a strong sense of identity within the business.

m) **Soft and Weak Culture:** Byles et al. (1991) found that for organizations going through a strategic transition in volatile contexts, weak cultures are appropriate. A new top management team that introduced a new set of fundamental underlying principles helped foster cultural change. The culture was not strong at the time of these changes. If strong cultures do not align with the demands external parties place on the company, they may be inappropriate.

n) National Culture: The six dimensions of national culture were developed because of extensive research carried out by Professor Geert Hofstede, Gert Jan Hofstede, Michael Minkov, and their research teams. The Hofstede national culture paradigm's six dimensions. Personal preferences for one condition of affairs over another illustrate the cultural distinctions across various cultures. Because we are all human and unique, the rankings that each country receives on the dimensions are based on their relative performance. In other words, the comparison is the only relevant way to use culture. However, Hofstede said that "National Culture cannot be changed, but you should understand and respect it" (Hofstede, 1980).

o) Military Culture: It is especially important to understand how the armed services differ culturally given the extraordinary influence of their respective cultures (Donnithorne, 2013). Carl H. Builder (1989) asserts that the armed forces have distinct personalities that, like all individuals and long-lasting groups, are formed by their experiences and influence their behavior. "Assigning a personality to an organization is one thing; imbuing that personality with motives is quite another," the author writes.

### **3.3 Geert Hofstede's Insights on Organizational Culture**

One of the most thorough studies on the impact of culture on workplace values was undertaken by Professor Geert Hofstede. Individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity are four characteristics of cultural values that Geert Hofstede found in his seminal study on the contrasts in culture across modern nations (Hofstede, 1980). Later, in collaboration with academic Michael Bond, Hofstede introduced a fifth dimension he called dynamic Confucianism, or long-term orientation (Gill, 2017).

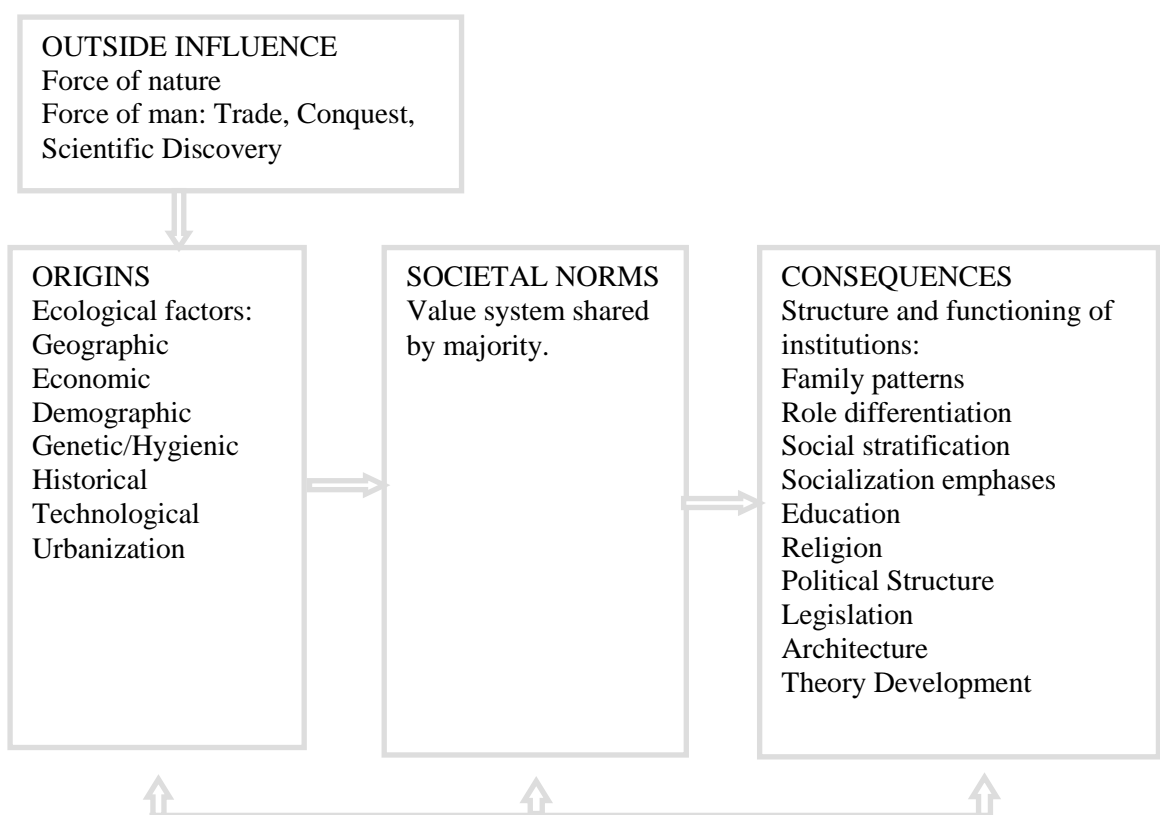


*Figure 2: Cultural Dimension of Hofstede (1980)*

The power distance index takes into account how much inequality and power are tolerated. The lowest-level followers in this dimension see inequity and power from their perspective. The argument between individualism and collectivism looks at how closely a society is bound up in its social structures, as well as how dependent and subject to these groupings it feels. The uncertainty avoidance index takes into account how much ambiguity and uncertainty are tolerated. The management of unforeseen circumstances and unplanned events is considered in this dimension. The "tough vs. tender" distinction between masculinity and femininity considers factors including conduct, attitudes toward sexual equality, and the preference of society for success. When comparing long-term orientation with short-term orientation, one must consider how society interprets its temporal horizon. The indulgence vs. restraint component takes into account how much a group prefers to satisfy its desires. To put it another way, this dimension is concerned with how societies control their irrational tendencies and drives.



Geert Hofstede (Hofstede, 1980) defined culture as the collective human mental encoding that sets one human group's members apart from another. He claimed that "culture" may refer to other human groups or classifications, such as a family, a profession, or an organization. The term is most usually used to refer to publicizations (or "nations" in the modern world), ethnic, or geographical groups. To avoid any ambiguity, the author uses the term "subculture" in other places and saves the term "culture" for publicizations. The degree of cultural integration varies from society to society, and it might be very low in some of the new countries. However, most national subcultures share some characteristics.



*Figure 3: The stabilizing of culture patterns*

In order to assess culture, G. Hofstede shows how social norms support the development and maintenance of social institutions with specific forms and purposes in the graphic above. A few of these institutions include the family, the judicial system, the political system, and the educational system. Once these institutions are in place, they support the social norms and natural circumstances that gave rise to them. Institutions can be changed, but this may not always result in a shift in social norms. If these standards don't change, the majority's value system will gradually shape the new system, molding it until its structure and function are once again in

line with social norms.

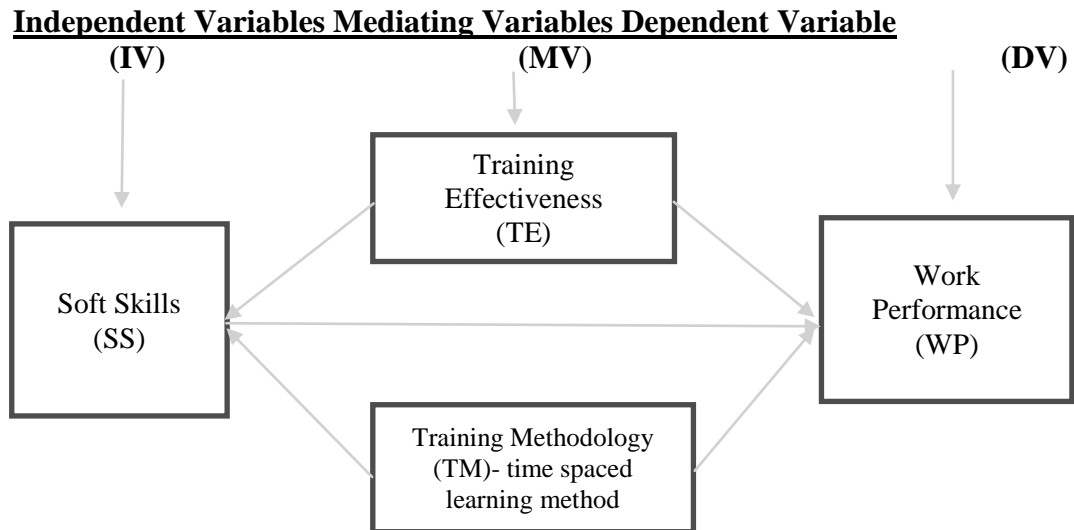
Hofstede places a strong emphasis on institutional behavior, which stems from families and organizations like corporations, churches, public services, and educational institutions. He is aware of the stark cultural differences that exist between organizational institutional behavior and individual behavior. The history, professional subculture, and national culture are all influenced by an organization's subculture. A degree of globalization has occurred in professional subcultures; bank employees, journalists, police officers, and university professors all behave similarly around the world.

### **3.4 Critical Debates on the Literature of Organizational Culture and Development**

There is very limited study on organizational culture and development in training organizations or academies or educational institutions. Even though there is no significant research study on Organizational Culture and Development based on the comparative study on public and defense training institutions. Therefore, this research will be completed in a new one in this arena, which will provide input in academics. However, the following literature has been reviewed for an in-depth understanding of organizational culture and development. Although, the discussion has also identified literature gaps in existing scholarly writings.

In the article "Instruments for Exploring Organizational Culture: A Review of the Literature," it has said that "organizational culture is widely considered to be one of the most significant factors in reforming and modernizing public administration and service delivery." It has revealed that the researcher, academicians and scholars are finding clarification and are trying to conceptualize the organizational culture, nature, development, major determinants and expectations, along with relationships among a diverse group of variables. At this time, the question has been raised how can the culture of an organization be changed and adjusted for meeting organizational needs? The study also found that it's significant to segregate between climate and culture which at this are used interchangeability. The complexity and multidimensionality of culture and climate relate to organizational outcomes and performance (Tobias Jung, et al., 2009).

Besides, the article "Organizational culture and development: Testing the structural path factors affecting employees' work performance in the organization" (Ibrahim, et al., 2017; Islam, et al., 2022) has established a model for the enhancement of employee performance which will lead to the change of organizational culture as follows:



**Figure 4:** Model for Developing Employees' Performance (Ibrahim, et al., 2017)

However, Peter Blunt in his paper titled "Organizational culture and development" discussed that organizational culture differentiates one category of people from another, which is also governing the idea of the organization recently. Peter Blunt said that "shared values, what people genuinely believe to be good or bad, desirable or undesirable, acceptable or unacceptable, are the essence of organizational culture" (Blunt, 1991). He has discussed the various cultures of the organization and its development. According to Blunt, fragmented negative culture maintains such values in the organization where the climate is negative, systematic corruption governs the system, and the organizational effectiveness is very unpredictable and unwantedly low. It has also revealed that there are many extra organizational factors that influence the organizational culture among them economic policies and plans, the political or governing system, and cultural ingredients of a nation.

Peter Blunt in his paper has facilitated a better understanding of

organizational functioning and the effectiveness of an organization. But he didn't discuss organizational objectives and career commitment with visionary leadership to change the performance of an organization. Although he has discussed transformational leadership, performance and reward these did not link with the modern dynamic and changing organizational pattern.

Again, Bingo et al. (2013) found that every organization has a distinct organizational culture that is essential to how its employees perceive the organization's identity. They identified that the hierarchical culture of the organization needs to be changed based on the demand of the customers. It has also discussed how reflection ingrains identity in organizational culture and how identity communicates cultural understandings through symbols (Hatch & Schultz, 2002).

Along with this, Kanwal & Arshad (2017) discussed the influence of organizational culture on training effectiveness in their research. They placed a strong emphasis on organizational culture, which enables employees to develop their skills, knowledge, and experience within the business. According to the results, the majority of employees' training experiences are significantly influenced by the working culture.

Moreover, Rashid (2004) found that organizational culture influences organizational change in Malaysia. It revealed that there is a strong relationship between organizational culture and the cognitive toward organizational change. Organizational change is accepted to varying degrees by different organizations as certain organizational cultures are open to change, while others are not.

In addition, organizational culture is one such enabling element that ensures the enablement and alignment between organizational structure and performance (Kataria, et al., 2016). Marcoulides & Heck (1993) discussed how the culture of an organization affects its performance. They tried to find out the relationship among socio-cultural systems, value systems, and collective beliefs of the personnel of an organization. However, they didn't explain the different dimensions of organizational development.

Ibrahim et al. (2017) found that the acquisition of soft skills was the only factor that directly predicted an employee's job performance. Trainer effectiveness,

training methodology, and work performance were all considered to be complementary rather than competitive constructs (Ibrahim, et al., 2017). The training style would allow learners to put what they had learned into practice, as well as continue with the training and improve their mistakes. More so than the effectiveness of the trainer, the training approach had an impact on the development of soft skills. Sinha (1997) stated in *Human Resources in Work Cultures* that there are some multi-layer work cultures. The internal layers are understood and constitute the shared subjective considerations and sentiments of individuals. The external ones are more expressed and enmeshed with outside reality.

Additionally, the degree of similarity among organizational work societies may be a work of their shared socio-economic and technological atmosphere. They also characterize the soft work culture as one where social and personal responsibilities take precedence over lower-priority activities. Exercises and non-work contact dislodged work from its prominent position in directors' personal spaces. They neither put in particularly hard work nor felt that their jobs had a good impact on them. Organizations with fragile work cultures were perceived as being places where no one cared about their jobs. Bosses did not ask employees to complete the work they were hired to accomplish, and those who did were ignored. Many representatives fairly put in their time while working in a relaxed manner. They agreed that individual associations and legislative concerns were more important than justifications or challenging work.

On the other hand, organizational culture depends on the mode of organizational engagement, power exercise, and involvement. Firstly, a strong organization engages and empowers its people and develops teams and different skills in all spheres so that they can become more committed to their respective duties and own the organization to reach its goals. Secondly, the involvement of an organization is assessed by empowerment, team orientation, and capability development. Thirdly, an effective organization is also famous for its consistency and well integration (Saffold, 1988). The consistency is sometimes expressed by "do's" and "don'ts," which is also an important source of stability along with intrinsic integration. The consistency is calculated by core values, agreement and coordination, and integration. Fourthly, adaptability ensures an organization's

capability to provide value for its clients by developing certain norms and beliefs to increase its chance for longevity. Three criteria are used to rate it: driving change, putting the needs of the customer first, and organizational learning. Finally, every outstanding organization must have a clear mission statement that will define its strategic objectives and goals along with a vision that will express the dream of the organization to reach in the future. Goals, objectives, and vision are used to gauge it in terms of strategic direction and intent.

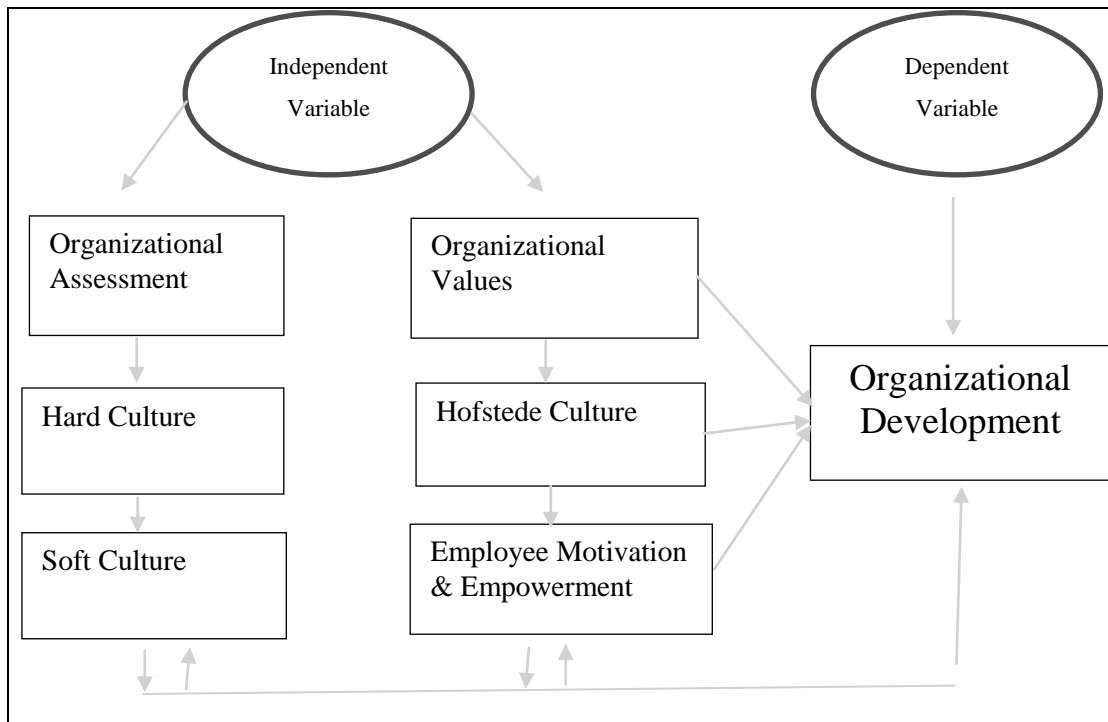
Hence, organizational culture is quite significant in the professional context that has an indisputable alliance between the result and performance of the desired organization (Chatterjee, et al., 2018). It is determined as a great factor in reorganizing and regenerating public administration as well as service delivery (Jung, et al., 2009). It is a vital social feature of an organization (Schein, 2004). Organizational culture is positively and very significantly associated with performance management that is fair and instilled for better performance (Ponnu & Hassan, 2015). It also emphasizes cultural characteristics such as commitment, perseverance, adaptability, and mission that affect organizational effectiveness (Denison & Mishra, 1995).

Organizational culture plays a significant role in organizational communication, which is also connected with transformational leadership and organizational outcomes as well (Biswas, 2009). Positive organizational communication leads to reducing ambiguity and conflict and also achieving clarity. Therefore, organizational culture and development remain a complex and contested matter and concept. It is also reflected in the numerous instruments and diversified nature, which suggests different dimensions, typologies, and quantitative and qualitative methods for organizational culture and development. But still, there is scope to find out the appropriate initiatives for obtaining the emergency needs organization in accordance with training organization need to develop contents and provide training respectively.

### **3.5 Conceptual Framework**

Hofstede has identified five factors of organizational culture in the workplace. In the same vein, it has two dimensions, one internal and another external. It has been said that some parts of organizational culture are visible, and some parts are not.

Where different lenses define 'hard culture' and 'soft culture' accordingly. Certainly, still, teamwork or team culture, leadership type, motivational approaches, and incentive packages culture in organizations are the influencing factors on organizational development. Based on the literature review, therefore, the study conceptual framework is depicted below:



**Figure 5:** *Conceptual Framework [Adopted from Hofstede's Model (Hofstede &*

Therefore, cultural norms have a significant influence on how people act at work. By using Hofstede's Cultural Dimensions as a starting point and gaining a general understanding of what people in a particular society could think and react to, we can evaluate our approach, our decisions, and our actions. Everyone is different, of course, and every culture is different. However, we can use the Hofstede model to increase our confidence, avoid mistakes, and lessen our experience of fear and anxiety when working in a foreign nation.

The concept of values is especially significant in the public sector. Numerous fundamental principles for public servants, such as objectivity, fidelity, equity, responsibility, and justice, were developed more than 150 years ago. The modernization of public services, and in particular the introduction of changes under the banner of New Public Management intended to provide higher efficiency and effectiveness within the public services, have, however, recently given rise to value

conflicts.

The public sector and private sector are essentially distinct from one another. Private sector techniques cannot be easily transmitted because of the diversity of government goals and the restrictions set by political power. It suggests that the diversified operational environment also affects organizational culture, which may assist in explaining why cultural change may be more challenging in the public sector than in the private sector.



## **CHAPTER: FOUR**

### **METHODOLOGY**

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#### **4.1 Introduction**

The roadmap of a research report is the research methodology. Research methodology is the whole process and technique of research. A number of methods and techniques can be used in research to obtain specific objectives of research work. Methods of research include surveys, interviews, case studies, experimental research, focus group discussions, observation, participation methods, etc. They are divided into two types: quantitative and qualitative.

In the quantitative method, strategies of data collection include observation checklists, questionnaires, performance-based instruments, diaries, electronic data capture, and so on. On the other hand, the qualitative approach involves strategies for data collection such as focus group discussions, participant observation checklists, in-depth interviews, document review, video/film/photographs, non-participant observation, key informant interviews, and so on.

However, according to the study objectives, this study adopted a quantitative research approach. As a strategy for data collection, a questionnaire survey research instrument is taken.

#### **4.2 Research Methods**

Philosophically, social research can be seen in two dimensions: deductive (epistemological consideration or positivism) and inductive (ontological consideration or objectivism) (Bryman & Bell, 2011). In this research, the deductive approach is adopted, where existing knowledge is taken into consideration. Study hypotheses are developed based on past literature.

Based on the literature review and previous research findings, this study is framed as a conceptual framework. Therefore, a quantitative approach is adopted as the research method. With this research approach, a questionnaire survey is administered as a research tool to gather data from the field and test the hypotheses.

### **4.3 Quantitative Research Approach**

According to the study objectives and the accomplishment of research objectives, the quantitative research method is adopted. This study is carried out during COVID-19. Therefore, the study opted for mailing and direct questionnaire survey, where a large number of respondents and a number of organizations as samples are covered. Moreover, this approach made the survey more convenient in terms of time and cost. Respondents have a positive attitude towards the variables with close-ended judgment.

### **4.4 Research Design**

. Research design provides an appropriate framework of steps to be adopted for this study to obtain the required data and information. Mixed methods are generally preferred for research studies; however, due to the COVID-19 pandemic, this study has opted for a one-way direction for data collection through a questionnaire survey from the field. The survey questionnaire includes sections on demographic variables, organizational core values, organizational assessment, hard and soft culture, Hofstede culture, employee motivation and employment, and organizational development. Structured and close-ended questionnaire items are used for study purposes.

The research gap is identified by reviewing previous studies on motivation to transfer training, which led to the formulation of the research title. Study objectives are established based on the identified gap and the rationale of the study. After an extensive literature review, hypotheses and a conceptual framework are developed. The variables are determined based on the hypotheses. To test the hypotheses, the research design is planned, and a structured questionnaire is developed as the research instrument. The questionnaire is administered to gather information and data from the respondents/field.

Statistical tools are used to analyze the data in order to achieve the research objectives and test the hypotheses. Apart from analyzing the frequency distribution of demographic data, inferential statistical techniques are employed to analyze and present the results in the text. The results are then presented and interpreted in line with the study objectives. Finally, a comprehensive report of the study research is

compiled and presented in a professional manner to facilitate understanding by the academic and practitioner community.

### **Study Areas**

The study has been given focus on public and defense training institutions. The respondents are considered as faculty, researchers, administrators, training managers, and others who are directly related to training programs. Therefore, the study focuses on public training institutions like Bangladesh Public Administration Training Centre, BCS Administration Training Academy, Bangladesh Academy for Rural Development, Rural Development Academy, Bangladesh Police Training Academy, National Defense College, National Defense and Staff College, Bangladesh Military Academy, Bangladesh Air Force Academy, Military Training Academy, and Naval Training Academy. All those training institutions are providing training for the capacity building of public and defense personnel, who are directly or indirectly serving goods and services. In that way, the respondents are homogeneous, which is preferred by several scholars (Fraenkel & Warren, 2002; Sileyew, 2020).

### **Data Sources Primary data source**

This study used both primary and secondary data to complete the research report, a trusted and worthy one. Even a trustworthy research report depends on empirical data. This study developed a structured questionnaire and surveyed the listed training organizations and received a valid filled questionnaire from the trusted respondents. Therefore, carefully collected primary data results were generated from the dataset by using statistical tools for appropriate decision-making with a high level of confidence. From empirical data, analysis results are essential for policymakers and have been used as managerial implications in a wider horizon.

### **Secondary data source**

This study has formulated a number of hypotheses and developed a conceptual framework. Several review papers, articles, research reports, periodicals, annual reports, and textbooks are studied as a source of secondary data or information to develop conceptual frameworks and hypotheses development. Therefore, finally, it is said that this research report is prepared based on both sources of data or information to make it trustworthy for the research and academic community at home and abroad.

## **Sampling Procedure**

This study has adopted the probability sampling method. Through this probability sampling method, stratified sampling is used for data collection. As per organizations or institutions, this study went for public and defense training organizations. From these strata, the respondents are classified as researcher, trainer, researcher & trainer, training manager, and administrator (manager). Finally, random sampling is used for data collection. Questionnaires were distributed among the esteemed respondents randomly.

## **Determinant of Sample Size**

For any empirical research, sample size is an important feature of the study, which indicates the population and sample to draw an inference. Usually, the sample size is determined based on cost, time, or convenience of data collection, and also given statistical validation of the study. This study used a simple random sampling method for data collection. In this study, Yamane's (1967) formula is used to calculate the sample size from the population.

$$n = \frac{N}{1 + N(e)^2}$$

## **Research Instrument**

The study is mostly quantitative in nature. A number of hypotheses are developed based on the conceptual framework. The conceptual framework is developed based on literature. Therefore, the constructs used in this study, those are used previously by other researchers. Constructs items are also developed and measured by previous researchers. So, as a tool for research, a questionnaire is used for data collection.

## **Questionnaire design and measurement**

Data or information is the main actor to generate results for drawing inferences or decisions. To get data from the respondent, a well-structured closed-ended questionnaire is surveyed among the survey organizations. This study covered 10 public and defence training institutions. Researchers along with representatives taken from the respective institutions administered the questionnaire to obtain data from the respondents. The questionnaire has been developed based on demographic

information, organizational culture and development-related variables. Variables are also identified as per study requirements such as dependent and independent. Independent variables are organizational values, organizational assessment, hard & soft culture, Hofstede culture, employee motivation & empowerment, and the dependent variable is organizational development. Therefore, questionnaire items are measured with respondent perception and used a five-point Likert Scale (Likert, 1932). Measurement scales are ranging from 'strongly agree' to 'strongly disagree'.

### Variables items Reliability

According to the main variable items, individual items' Cronbach's alpha is checked for measuring item consistency and their association. The Cronbach's alpha results are shown in the following tables concerning variables and their items as well.

Organizational core values: This variable is measured with six related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.849. This value reveals that the items have a high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: OC: 0.849]

**Table 1:** Cronbach's Alpha of Organizational Core Values

<b>Item-Total Statistics</b>				
<b>Variable Code</b>	<b>Scale Mean if Item Deleted</b>	<b>Scale Variance if Item Deleted</b>	<b>Corrected Item-Total Correlation</b>	<b>Cronbach's Alpha if Item Deleted</b>
OCV1	21.41	11.701	.598	<b>.831</b>
OCV2	21.42	11.162	.666	<b>.819</b>
OCV3	21.85	10.407	.629	<b>.825</b>
OCV4	21.42	11.648	.577	<b>.834</b>
OCV5	21.89	9.252	.719	<b>.808</b>
OCV6	21.74	10.625	.643	<b>.821</b>

Organizational Assessment: This variable is measured with seven related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.892. This value reveals that the items

have a high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.892]

**Table 2:** Cronbach's Alpha of Organizational Assessment

<b>Item-Total Statistics</b>				
Variable items code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	<b>Cronbach's Alpha if Item Deleted</b>
OA1	23.85	18.907	.708	<b>.875</b>
OA2	23.99	17.743	.745	<b>.869</b>
OA3	23.90	17.913	.741	<b>.870</b>
OA4	23.83	18.125	.694	<b>.876</b>
OA5	24.14	16.856	.789	<b>.863</b>
OA6	23.94	18.670	.582	<b>.890</b>
OA7	23.90	19.552	.580	<b>.888</b>

Hard Culture: This variable is measured with three related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.878. This value reveals that the items have a high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.878]

**Table 3:** Cronbach's Alpha of Hard Culture

<b>Item-Total Statistics</b>				
Variable item code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	<b>Cronbach's Alpha if Item Deleted</b>
HC1	7.82	3.120	.772	<b>.821</b>
HC2	7.99	3.291	.760	<b>.833</b>
HC3	8.18	3.009	.764	<b>.829</b>

Soft Culture: This variable is measured with two related items. Item

consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.814. This value reveals that the items have a high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.814]

**Table 4:** Cronbach's Alpha of Soft Culture

<b>Item-Total Statistics</b>				
Variable items code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SC1	3.82	1.148	.687	The value is negative due to a negative average among items. But, two items Cronbach Alpha is calculated .814.
SC2	3.97	1.020	.687	

Hofstede Culture: This variable is measured with six related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.737. This value reveals that the items have a moderately fair level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.737]

**Table 5:** Cronbach's Alpha of Hofstede Culture

<b>Item-Total Statistics</b>				
Variable item code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	<b>Cronbach's Alpha if Item Deleted</b>
Q1	20.32	10.357	.361	<b>.742</b>
Q2	19.94	9.080	.657	<b>.640</b>
Q3	19.72	9.743	.644	<b>.651</b>
Q4	19.42	11.329	.362	<b>.730</b>
Q5	19.46	11.584	.387	<b>.723</b>
Q6	19.72	10.871	.472	<b>.701</b>

Employee Commitment: This variable is measured with six related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.740. This value reveals that the items have a moderately high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.740]

**Table 6:** Cronbach's Alpha of Employee Commitment

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
EME1	19.89	14.932	.395	.776
EME2	19.88	15.104	.426	.771
EME3	20.50	13.196	.468	.765
EME4	20.32	12.290	.591	.731
EME5	20.34	12.114	.643	.716
EME6	20.34	12.700	.663	.714

Organizational Development: This variable is measured with six related items. Item consistency and item association are checked through the reliability Cronbach's alpha value, which is found to be 0.892. This value reveals that the items have a high level of consistency. The individual item Cronbach's alpha is presented in the following table. The details of the items are shown in the annexure (Questionnaire).

[Cronbach's Alpha: 0.892]

**Table 7:** Cronbach's Alpha of Organizational Development

<b>Item-Total Statistics</b>				
Variable item code	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OD1	19.94	14.767	.620	.887
OD2	20.06	14.086	.689	.877
OD3	20.23	13.413	.807	.857
OD4	20.17	13.500	.762	.865
OD5	20.18	14.093	.750	.867



OD6	20.26	14.566	.644	.883
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### Construct Validity

For this study, the constructs used in the research are developed through a literature review, which indicates that they have been extensively discussed and studied in the field of organizational behavior. Organizational values, as well as the Hofstede model of organizational culture, have received significant attention in the literature and have been widely explored and discussed in organizational behavior texts and various scholarly articles. Therefore, the use of these variables in the study is supported by existing research and theoretical foundations in the field.

### Data Normality

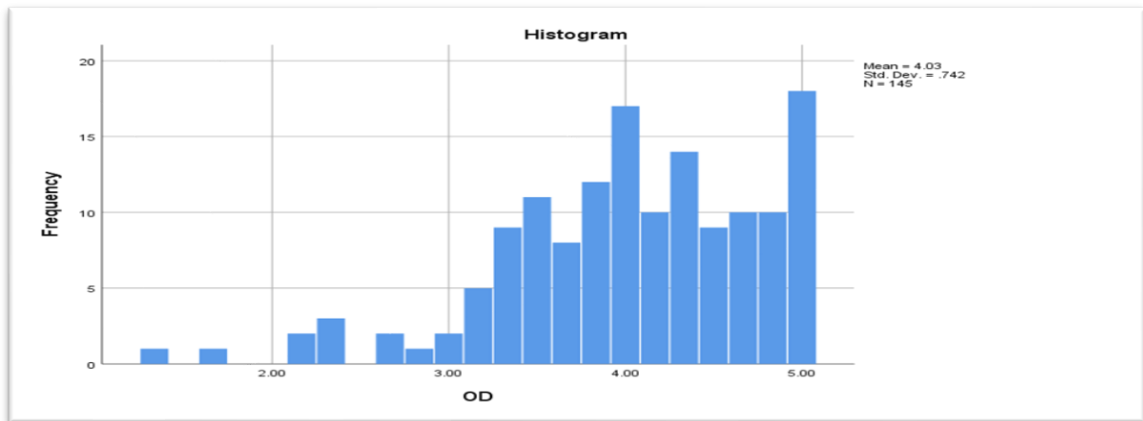
For this study, the normality test of the data was performed using SPSS, specifically the Kolmogorov-Smirnov and Shapiro-Wilk tests. The Shapiro-Wilk test is considered appropriate for the sample size of this study. This test provides statistics such as 'degree of freedom' and 'p-value' to determine the normality distribution of the data. In the case of the Shapiro-Wilk test, if the p-value is less than 0.05, it indicates that the data is not normally distributed and is considered significant. In this study, the gender data was found to have a p-value of 0.000 in the Shapiro-Wilk test, indicating that it is not normally distributed. The dataset shows that the gender of the respondents is not normally distributed.

**Table 8:** Data Normality Tests

Tests of Normality						
	Kolmogorov- Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Gender	.509	145	.000	.438	145	.000
a.Lilliefors Significance Correction						

## Data Normality Test on Organizational Development

.As a dependent variable of this study, the normality distribution test was performed using a histogram graphical presentation. The results indicated that the data on organizational development is not normally distributed.



*Figure 6: Data Normality Test on Organizational Development*

Decision: Data is not normally distributed.

## Mann Whitney U Test

This study is a comparison work between two independent groups on a continuous measure. Two groups are public training institutions and defense training institutions. Mann-Whitney U Test is performed to test within two independent groups to find out the differences. Mann-Whitney U Test evaluates whether the ranks for the two groups differ significantly.

## 4.5 Summary

This study is based on quantitative research mostly. Therefore, a scientific approach was adopted. For determining the sample size, a scientific formula was used. The survey instrument used was a questionnaire, and a structured questionnaire was administered. The reliability of the variables' items was checked using

Cronbach's Alpha. Data normality was also tested, and it was found that the data was not normally distributed.

## **CHAPTER: FIVE**

### **DATA ANALYSIS**

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#### **5.1 Introduction**

As this study is all about public and defence training organizations, it has a set of research questions. To obtain answers to those research questions, this study has adopted a quantitative research approach. According to the objectives and research questions, this study has a demographic variable, which is measured and presented with frequency distribution and percent values. Apart from demographic information, this study has a set of organizational culture and development variables, which are measured with frequency distribution, descriptive statistics, correlation, regression, ANOVA, and Mann-Whitney U test to compare the different groups of organizations.

#### **5.2 Demographic Data Analysis Results**

##### **Surveyed Training Organizations**

This study is based on public training institutions and defence training institutions. Those are Bangladesh Public Administration Training Centre (BPATC), Bangladesh Academy for Rural Development (BARD), Rural Development Academy (RDA), Bangladesh Civil Service Administration Academy (BCSAA), Bangladesh Naval Academy (BNA), Police Staff College Bangladesh (PSC), Bangladesh Police Academy (BPA), Bangladesh Military Academy (BMA), Defence Services Command & Staff College (DSCSC), and Marine Fisheries Academy (MFA). The number of faculty varies from organization to organization. A random sampling method is used to collect data from the respective organizations here. The study has received altogether 145 respondent's responses. Among them, the highest number of respondents is from BPATC and the second-highest number is from BARD. Due to a smaller number of faculty from defence training institutions, we received a smaller

number of respondents from them. However, the representative respondents have replied and participated in a survey questionnaire.

**Table 9:** Frequency Distribution of Surveyed Organizations

Organizations	Frequency	Percent	Cumulative Percent
BARD	35	24.1	24.1
BCSAA	17	11.7	35.9
BMA	3	2.1	37.9
BNA	4	2.8	40.7
BPA	7	4.8	45.5
BPATC	37	25.5	71.0
DSCSC	15	10.3	81.4
MFA	6	4.1	85.5
PSC	6	4.1	89.7
RDA	15	10.3	100.0
Total	145	100.0	

### Public and Defense Training Institution

In the following table, survey organizations are divided into Public and Defense Training Institution categories. This study explores organizational culture between Public and Defense Training Institutions. The respondents represent 71.7% of the public or Public Training Institutions and 28.3% of Defense Training Institutions. Therefore, the results have revealed that the number of respondents from public or Public Training Institutions is higher than the number of respondents from Defense Training Institutions.

**Table 10:** Type of Survey Institutions

Type of Institution	Frequency	Percent	Cumulative Percent
Public	104	71.7	71.7
Defense	41	28.3	100.0
Total	145	100.0	

## Respondent Job Responsibility

The following table describes the respondents' key responsibilities. As all the respondents are faculty members of the training institutions, they have key roles to play in their respective training institutions. The categories of those roles are: 'Researcher', 'Trainer', 'Research & Trainer', 'Training Manager', and 'Administrative Worker'.

As for the respondents' responses, it is found that the highest number of them are from the 'Research & Trainer' category, which accounts for 32.4% (47) of the total respondents. The 'Trainer' group comprises 23.4% (34) of the respondents. The 'Trainer and Administrative' category has the same percentage of respondents as the previous one, with 19.3% (28) of the total respondents. The distribution of respondents based on their job types and their participation figures indicates that the data is normally distributed.

**Table 11:** Respondents' Job Categories

Job types		Frequency	Percent	Cumulative Percent
Valid	Researcher	8	5.5	5.5
	Trainer	34	23.4	29.0
	Researcher & Trainer	47	32.4	61.4
	Training Manager	28	19.3	80.7
	Administrative	28	19.3	100.0
	Total	145	100.0	

## Respondents' Gender Distribution

The following table represents the gender statistics of the respondents. In

general, Defense Training Institutions have a smaller number of female faculties. Although there are female faculties in Public Training Institutions as well, their representation is relatively lower in training and research organizations. Among the respondents in this study, the percentage of female faculty is 15.9% (23), while the male faculty represents 84.1% (122) of the total respondents. Thus, the results have revealed that the majority of respondents are male faculty members.

**Table 12:**Gender Distribution

Gender	Frequency	Percent	CumulativePercent
Male	122	84.1	84.1
Female	23	15.9	100.0
Total	145	100.0	

### Respondents' Age Group Distribution

The respondents' ages are divided into five different categories, which are presented in the following table. The distribution of respondents is relatively equal across the age groups in terms of frequency and percentage. The highest number of respondents falls in the 31-35 age group, representing 25.5% (37) of the total respondents. The second highest number is found in the 41-45 age group (17.2%), followed by the 50+ age group (17.2%). The third highest number of respondents is in the 36-40 age group, accounting for 15.9%. The frequency and percentage distribution of respondents' ages indicate that opinions and responses have been collected from faculty members at various levels, including Operation Level, Mid-level, and Top-level.

**Table 13:** Frequency Distribution of Respondents' Age Group

Agegroup		Frequency	Percent	ValidPercent	CumulativePercent
Valid	25-30	15	10.3	10.3	10.3
	31-35	37	25.5	25.5	35.9
	36-40	23	15.9	15.9	51.7
	41-45	25	17.2	17.2	69.0

46-50	20	13.8	13.8	82.8
50+	25	17.2	17.2	100.0
Total	145	100.0	100.0	

### Academic Attainment

In the following table, the frequency distribution of respondents' academic degrees is presented. It can be observed that the majority of the respondents hold a Master's degree as their highest academic attainment, with a figure of 119 (82.1%). The frequency of respondents with a PhD degree is 18 (12.4%). It is noteworthy that defense personnel have the highest level of academic degrees. In Public Training Institutions, having a Master's degree is a prerequisite for faculty members. Therefore, the results indicate that the faculties are highly competent in organizing training programs and delivering training content.

**Table 14:** Frequency Distribution on Respondent Academic Attainment

Academic Degree		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masters	119	82.1	82.1	82.1
	M.Phil	3	2.1	2.1	84.1
	PhD	18	12.4	12.4	96.6
	Other	5	3.4	3.4	100.0

### 5.3 Organizational Core Values Practices among the Surveyed Organizations

#### Vision & Mission

Among the core values of an organization, 'Vision and Mission' plays a very vital role. According to the organizational definition, the 'Vision and Mission' statement of an organization is the most important value to see the future of the organization and its existence, whether it is a public organization or a defense organization.

Respondents have provided their views on the 'Vision and Mission' statement on a scale, and the results are as follows: 62.8% of the respondents strongly agree with the statement, while 31% agree with it. A very small percentage of respondents (1.4%) disagree, and an even smaller percentage (0.7%) strongly disagree.



Based on the empirical results of the study, it can be concluded that the respondents agree that their organizations maintain the 'Vision and Mission' statement. Furthermore, the study reveals that both public and defense training organizations/institutions have their own 'Vision and Mission' statements.

**Table 15:** Frequency Distribution on Vision and Mission Statement

Scale	Frequency	Percent	CumulativePercent
Strongly Disagree	1	.7	.7
Disagree	2	1.4	2.1
Neutral	6	4.1	6.2
Agree	45	31.0	37.2
Strongly Agree	91	62.8	100.0
Total	145	100.0	

### Discipline

Discipline is a crucial element of organizational values. Generally, we state that 'Discipline' is everything. Discipline represents the image of an organization and is considered its core value. Training institutions are different from other general organizations, making the maintenance of discipline a necessity.

In the following table, respondents have provided their opinion on 'Discipline'. The frequency distribution confirms that 64.1% of the total respondents believe that their organization maintains and values 'Discipline', as indicated by the 'Strongly Agree' scale. Additionally, 27.6% of the total respondents have voted on the 'Agree' scale regarding the maintenance of 'Discipline'. Therefore, the study results strongly emphasize that 'Discipline' is an important organizational value.

**Table 16:** Discipline as an Organizational Value

Scale	Frequency	Percent	CumulativePercent
Valid	Strongly Disagree	1	.7
	Disagree	3	2.1
	Neutral	8	5.5
	Agree	40	27.6

Strongly Agree	93	64.1	100.0
Total	145	100.0	

## Integrity

Among the core values of an organization, integrity is an essential one. Integrity in public offices can be defined in various ways, including keeping one's word, honoring employee commitments, fostering a positive environment, maintaining focus, surrounding oneself with honest individuals, taking responsibility, promoting respectful behavior, and engaging in self-auditing, among others.

This study specifically examined the aspect of integrity in Public and Defense Training Organizations. Respondents were asked to express their opinions on a scale ranging from 'Strongly Agree' to 'Strongly Disagree'. The results showed that 40.0% of the respondents strongly agreed with the importance of integrity, while 37.2% agreed. Additionally, 16.6% of the respondents selected the 'Neutral' option. However, as a component of the organizational core values, 'Integrity' has been emphasized by the respondents.

**Table 17:** Frequency Distribution on Integrity

Scale	Frequency	Per cent	Valid Percent	Cumulative Percent
Valid StronglyDisagree	2	1.4	1.4	1.4
Disagree	7	4.8	4.8	6.2
Neutral	24	16.6	16.6	22.8
Agree	54	37.2	37.2	60.0
Strongly Agree	58	40.0	40.0	100.0
Total	145	100.0	100.0	

## Time Management

Proper time management is the backbone of a training organization. A Defense Training Organization maintains time management in their respective fields. And so do Public Training Institutions when organizing different events. Time management is a crucial core value and a component of discipline in a training institution. The results have revealed that all organizations follow and practice time management. Because the respondents selected the 'Strongly Agree' scale, which

scored 64.1%, and the 'Agree' scale has scored 26.9%.

**Table 18:** Frequency Distribution on Time Management

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Disagree	4	2.8	2.8	2.8
	Neutral	9	6.2	6.2	9.0
	Agree	39	26.9	26.9	35.9
	Strongly Agree	93	64.1	64.1	100.0
	Total	145	100.0	100.0	

### Professionalism

Competence, good quality, and good behavior are the characteristics required to become a professional. And one must also listen to others respectfully when they are talking. Good behavior is a mandatory characteristic of a person or a faculty member who works for training institutions. Thus, professionalism is considered an important core value of a training institution. The study results have revealed that 73.8% of the respondents have voted on the 'Agree' scale, which confirms 'Professionalism' as a core value of an organization.

**Table 19:** Frequency Distribution on Professionalism

Scale		Frequency	Percent	CumulativePercent
Valid	Strongly Disagree	3	2.1	2.1
	Disagree	13	9.0	11.0
	Neutral	22	15.2	26.2
	Agree	42	29.0	55.2
	Strongly Agree	65	44.8	100.0
	Total	145	100.0	

### Team Spirit

Every organization has a large number of people, and every employee is responsible for working towards the accomplishment of the organizational objectives. Thus, 'Teamwork' cultivates an employee's motivation and togetherness to obtain a common goal of a specific organization. As the data set represents both Public and Defense Training Institutions, it is revealed that both institutions have practiced

'Teamwork' to achieve their organizational objectives. The study results have revealed that almost 85.6% of the respondents have claimed 'Teamwork' to be crucial for organizational development and best practices of organizational culture. This includes 42.8% on the 'Strongly Agree' scale and 42.8% on the 'Agree' scale. The table below confirms that 'Teamwork' is the core value of organizational culture.

**Table 20:** Frequency Distribution on Teamwork

Scale		Frequency	Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7
	Disagree	9	6.2	6.9
	Neutral	11	7.6	14.5
	Agree	62	42.8	57.2
	Strongly Agree	62	42.8	100.0
	Total	145	100.0	

#### **Descriptive Statistics on Organizational Core Values**

For this study, the organizational core values are measured with six items, which are presented in the following table. Mean and standard deviation values are also presented in this table. It is found that the mean values of those core values are higher than 4 out of 5, which reveals that the organizational core value items are practiced in the surveyed organizations and have an impact on their organizational culture and development. Therefore, the results claim that 'Vision and Mission,' 'Discipline,' 'Integrity,' 'Time Management,' 'Professionalism,' and 'Teamwork' are some of the most important core values of organizational culture and development.

**Table 21:** Descriptive statistics on organizational core values

Items	N	Minimum	Maximum	Mean	Std. Deviation
Vision& Mission	145	1	5	4.54	.707
Discipline	145	1	5	4.52	.755
Integrity	145	1	5	4.10	.938
Time Management	145	2	5	4.52	.737
Professionalism	145	1	5	4.06	1.072
Team Spirit	145	1	5	4.21	.881

## Organizational Core Values Influences on Organizational Development

Organizational core values are measured with 'Teamwork', 'Vision and Mission', 'Time Management', 'Integrity', and 'Professionalism'. Therefore, those independent variables are entered where O is a dependent variable. The model summary reveals that the model is significant ( $p < .005$ ). The model R's value is .646, where the R-square's value is .417 and the adjusted R-square's is .392. Thus, the model explained 41.7% of the total variance. More precisely, it is shown that the entered independent variables explained a 41.7% variance on dependent variables.

A coefficient result revealed that the 'Integrity' variable is positively significant and it has a positive and significant impact on organizational development, explaining 32.8% of the total variance. As an independent variable, 'Professionalism' also has a positive and significant impact on organizational development, explaining 35.9% of the total variance. The rest of the variables also have a connection to organizational development but not a significant impact.

**Table 22:** Model Summary, ANOVA and Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.046	.390		5.253	.000
	Vision & Mission	-.106	.103	-.101	-1.027	.306
	Discipline	.139	.100	.142	1.396	.165
	<b>Integrity</b>	.260	.069	<b>.328</b>	3.789	<b>.000</b>
	Time Management	-.125	.082	-.124	-1.522	.130
	<b>Professionalism</b>	.249	.069	<b>.359</b>	3.580	<b>.000</b>
	Team Spirit	.078	.082	.092	.951	.343
	<b>R</b>	<b>.646<sup>a</sup></b>				
	<b>R-Square</b>	<b>.417</b>				
	<b>Adjusted R-Square</b>	<b>.392</b>				
	<b>F</b>	<b>16.443</b>				
	<b>Sig.</b>	<b>.000<sup>b</sup></b>				

a. Dependent Variable: OD

b. Predictors: (Constant), Team Spirit, Vision & Mission, Time Management, Integrity, Professionalism, Discipline

### Mann-Whitney U Test for Comparison Analysis

Differences between Public and Defense organizations regarding Organizational Values: From the SPSS output for this study, the Z value and level of significance values are shown as Asymp. Sig (2-tailed). Here, the Z value is -5.22 with a significance level of  $p = .000$ . The probability value (P) is less than or equal to .05. Therefore, the result is significant. Thus, there is a statistically significant difference between the organizational culture of Public and Defense Training Organizations.

In the following table, it is shown that regarding organizational culture, Defense Training Institutions have scored a higher mean rank than Public Training Institutions. Even T statistics have explained that among the organizations, Organizational Culture is different because of its significance level ( $p < .005$ ).

**Table 23:** Mann-Whitney U Test on Organizational core value between public and defence training institutions

Variable	Pub_Def	N	Mean Rank	Sum of Ranks
OC	Public	105	61.37	6443.50
	Defense	40	103.54	4141.50
	Total	145		

**Table 24:** Grouping Variable: Public Defense

Test Statistics <sup>a</sup>	
	OC
Mann-Whitney U	878.500
Wilcoxon W	6443.500
Z	-5.440
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Public Defense

### 5.4 Organizational Analysis

'Organizational Analysis' is categorized into different dimensions, such as leadership climate, motivational approaches, shared values, learning orientation, transformational leadership culture, internal employee relationships, and external

relationships with other organizations. Frequency distribution, descriptive statistics, and Mann-Whitney U test results have been performed through those seven items of 'Organizational Analysis' for this study. And the results are presented here.

### Leadership Climate

One of the most important components of 'Organizational Analysis' is leadership climate. It is an emotional climate set by the organizational leaders within the work setup. Leadership climate creates an organizational image and involves senior-level leadership groups or teams. In the following table, the respondents have given their opinion on the 'Agree' scale regarding 'Leadership Climate'. The results have revealed that both types of training institutions practice leadership climate culture for higher performance. 29.7% of the total respondents selected the 'Strongly Agree' scale, while 57.1% of respondents voted on the 'Agree' scale. Therefore, from the following table results, it is revealed that both Public and Defense Training Institutions maintain a 'Leadership Climate' culture as a supportive element of organizational development.

**Table 25:** Leadership Climate

Scale		Frequency	Per cent	ValidPercent	CumulativePercent
Valid	Strongly Disagree	1	.7	.7	.7
	Disagree	5	3.4	3.4	4.1
	Neutral	19	13.1	13.1	17.2
	Agree	77	53.1	53.1	70.3
	Strongly Agree	43	29.7	29.7	100.0
	Total	145	100.0	100.0	

### Motivational Approach

The organizational assessment tool can be identified as an employee motivational approach. There are several approaches to employee motivation in an organization and motivational theories in the literature. A structured organization follows structured employee motivational approaches like job enrichment, job design, paid leave, reward, training, participation in the decision-making process, work-life

balance, status, and so on. Therefore, this study has shown motivational approaches in surveyed Public and Defense Training Institutions.

As an assessment process, the respondents have given their responses on this point. It is revealed that 27.6% of the total respondents from Public and Defense Training Institutions have selected the 'Strongly Agree' scale. Meanwhile, 48.3% of the total respondents have selected the 'Agree' scale, and some have voted on the 'Neutral' or 'Disagree' scale. However, a significant number of the respondents have claimed that their organizations practice and maintain employee motivational approaches.

**Table 26:** Motivational Approach

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	11	7.6	7.6	9.0
	Neutral	22	15.2	15.2	24.1
	Agree	70	48.3	48.3	72.4
	Strongly Agree	40	27.6	27.6	100.0
	Total	145	100.0	100.0	

### Shared Values

Values created by the organization's leaders and other members are adopted by the values of an organization. Therefore, the organization's leaders and its members practice organizational values by aligning organizational objectives to achieve success. Employees receive knowledge from different training courses from home and abroad and disseminate information with others. Therefore, their knowledge is shared with others.

In the following table, respondents' shared values are presented, and it is revealed that both Public and Defense Training Institutions exercise shared values with others. Most of the respondents have voted on the 'Strongly Agree' scale (33.8%) and on the 'Agree' scale (42.8%), which reveals that training organizations practice shared values and culture.



**Table 27:** Shared Value of organizational assessment

Scale		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7	.7
	Disagree	9	6.2	6.2	6.9
	Neutral	24	16.6	16.6	23.4
	Agree	62	42.8	42.8	66.2
	Strongly Agree	49	33.8	33.8	100.0
	Total	145	100.0	100.0	

### Learning Organization

Learning organizations deal with a collaborative learning culture. Every organization has personal mastery, an environment of room for innovation, shared vision, and team learning. Public and Defense Training Institutions are practicing all the characteristics of learning organizations. Team culture and shared vision are the most components of learning organizations, which are always emphasized in training institutions.

In the following table, it is shown that a significant number of respondents have voted on the 'Strongly Agree' scale (37.2%) and the highest number (42.8%) on the 'Agree' scale. Therefore, the results have revealed that both the public and defense training organizations have practiced learning organizational culture in their organizations.

**Table 28:** Learning Organizational culture

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	8	5.5	5.5	6.9
	Neutral	19	13.1	13.1	20.0
	Agree	62	42.8	42.8	62.8
	Strongly Agree	54	37.2	37.2	100.0
	Total	145	100.0	100.0	

### Transformational Leadership

At the pace of globalization, trade, business, and administration processes, and

their nature are changing. Coping with the changing environment requires 'Transformational Leadership' for an organization. Technology has a huge impact on organizational culture. Organizational work processes and IT-dependent tasks have reshaped the organizational culture and values. To meet the Fourth Industrial Revolution, transformational leadership is crucial to reshaping the organization and its operations. Thus, the leadership method is an indicator for organizational analysis.

In the following table, respondents have given their views on transformational leadership and organizational analysis. A significant number of respondents have claimed to believe that 'Transformational Leadership' is mandatory for analyzing an organization. The table results depict that 26.2% of the total respondents have claimed that 'Transformational Leadership' is valuable for organizational analysis, as they selected the 'Strongly Agree' scale. 40.7% of the total respondents have selected the 'Agree' scale in 'Transformational Leadership' for organizational analysis. Although a number of respondents have chosen the 'Neutral' and 'Disagree' scale as an indicator for organizational analysis, Transformational Leadership is still crucial to assess an organization, especially during the changing environment of business.

**Table 29: Transformational Leadership**

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	17	11.7	11.7	13.1
	Neutral	29	20.0	20.0	33.1
	Agree	59	40.7	40.7	73.8
	Strongly Agree	38	26.2	26.2	100.0
	Total	145	100.0	100.0	

### **Internal Employee Relation**

Through the relationship among the internal employees, an organization can be analyzed. A healthy organization depends on its employees' relationships among themselves. This study is about public and defence organizations. In the case of both organizations, it is seen that 33.1% of the total respondents have voted on the 'Strongly Agree' scale, whereas 42.8% of the respondents have voted on the 'Agree' scale regarding the statement of 'Internal Employee Relation'. Thus, the results have revealed

that most of the respondents have faith in 'Internal Employee Relations' for organizational analysis.

**Table 30:** Internal Employee Relation

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	11	7.6	7.6	9.0
	Neutral	22	15.2	15.2	24.1
	Agree	62	42.8	42.8	66.9
	Strongly Agree	48	33.1	33.1	100.0
	Total	145	100.0	100.0	

### External Employee Relation

In the following table, the figures describe the percentage value and frequency of 'External Employee Relations' as the indicator of organizational analysis. The results depict that a significant number of respondents (f=44), 30.3%, believe in 'External Employee Relations' to have a positive impact on organizational analysis. Through its 'External Employee Relationship', an organization can be analyzed, and 46.2% of the respondents have claimed to believe in that statement. Whereas 19.3% of the total respondents have chosen the 'Neutral' scale on that statement. However, the results have revealed that 'External Employee Relations' matters a great deal for organizational analysis.

**Table 31:** External Employee Relation

Scale		Frequency	Per cent	ValidPercent	CumulativePercent
Valid	Disagree	6	4.1	4.1	4.1
	Neutral	28	19.3	19.3	23.4
	Agree	67	46.2	46.2	69.7
	Strongly Agree	44	30.3	30.3	100.0
	Total	145	100.0	100.0	

## Descriptive Statistics on Organizational Analysis

In the following table, the figures describe the percentage value and frequency of 'External Employee Relations' as the indicator of organizational analysis. The results depict that a significant number of respondents (f=44), 30.3%, believe in 'External Employee Relations' to have a positive impact on organizational analysis. Through its 'External Employee Relationship', an organization can be analyzed, and 46.2% of the respondents have claimed to believe in that statement. Whereas 19.3% of the total respondents have chosen the 'Neutral' scale on that statement. However, the results have revealed that 'External Employee Relations' matters a great deal for organizational analysis.

**Table 32:** Descriptive Statistics Result on Organizational Analysis

Components/items	N	Minimum	Maximum	Mean	Std. Deviation
Leadership Climate	145	1	5	4.08	.791
Motivational Approach	145	1	5	3.93	.925
Shared Values	145	1	5	4.03	.905
Learning Org.	145	1	5	4.09	.920
Transformational leadership	145	1	5	3.79	1.008
Internal Employee Relation	145	1	5	3.99	.957
External Employee Relation	145	2	5	4.03	.816

## Model Summary, ANOVA, and Influencing Factors Organizational Assessment on Organizational Development

The organizational assessment is measured with several components, including 'supportive leadership', 'motivational approaches', 'shared value among the new entrants', 'learning orientation practices from top', 'transformational leadership culture', 'internal employee relationship', and 'external employee relationship with other organizations'. These components serve as the independent variables, while Organizational Development is the dependent variable.

The model summary reveals that the model is significant ( $p < .005$ ). The model's R value is .743, indicating a strong relationship, and the R-square value is .553, indicating that the model explains 55.3% of the total variance. The adjusted R-square value is .530, suggesting that the model represents 53% of the variance on

dependent variables, taking into account the number of predictors.

The coefficient results indicate that the 'motivational approaches' indicator has a significant ( $p < .07$ ) and positive impact on organizational development, explaining 16.6% of the total variance. The 'learning organizational culture from the top' indicator also has a significant ( $p < .09$ ) and positive impact, accounting for 13.5% of the explained variance.

Furthermore, the 'transformational leadership culture' indicator shows a significant ( $p < .000$ ) and positive impact on organizational development, with a 35.2% influence on the total variance. The 'Internal Employee Relationship' indicator also has a positive and significant ( $p < .03$ ) impact, contributing to 15.6% of the total variance in Organizational Development.

However, the remaining variables in the model do not show a significant relationship with organizational development.

**Table 33:** Model Summary, ANOVA and Coefficient Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.296	.271		4.780	.000
	Leadership Climate	-.052	.080	-.056	-.653	.515
	Motivational Approach	.133	.074	.166	1.785	<b>.076</b>
	Shared Values	.068	.075	.082	.905	.367
	Learning Org.	.109	.065	.135	1.681	<b>.095</b>
	Transformational leadership	.259	.070	.352	3.708	<b>.000</b>
	Internal Employee Relation	.121	.056	.156	2.185	<b>.031</b>
	External Employee Relation	.060	.066	.066	.902	.369
	<b>R</b>	<b>.743<sup>a</sup></b>				
	<b>R-square</b>	<b>.553</b>				
	<b>Adjusted R-square</b>	<b>.530</b>				
	<b>F-value</b>	<b>24.165</b>				
	<b>Sig.</b>	<b>.000</b>				

- a. Dependent Variable:OD
- b. Predictors:(Constant),ExternalEmployeeRelation,SharedValues,InternalEmployee Relation, Learning Org., Leadership Climate, Motivational Approach, Transformational leadership

**Mann-Whitney U Test for Comparison Analysis on OA**

In this study focused on Public and Defense Training Institutions, Organizational Assessment (OA) was measured using various indicators. The mean values and range of these indicators were analyzed using the Mann-Whitney U Test, and the results were obtained from the SPSS output.

The SPSS output reveals that the Z value and level of significance are represented as Asymp. Sig (2-tailed). In this case, the Z value is -3.512 with a significance level of  $p = .000$ . The probability value (P) is less than or equal to .05, indicating that the result is significant. Therefore, there is a statistically significant difference between Public and Defense Training organizations in terms of Organizational Assessment.

The following Table illustrates that Defense Training Institutions have obtained higher mean ranks compared to Public Training Institutions in relation to Organizational Assessment. Additionally, the T statistics indicate that the Organizational Assessment indicators have different significance levels among the organizations, with a p-value of less than .005.

**Table 34:** Mann-Whitney U Test on Organizational Assessment Between Public and Defense Training Institutions

Variable	PubDef	N	MeanRank	Sumof Ranks
OA	Public	105	65.46	6873.50
	Defense	40	92.79	3711.50
	Total	145		

*Table 35: Grouping Variable: Public vs. Defense on Organizational Assessment*

TestStatistics <sup>a</sup>	
	OA

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7	.7
	Disagree	11	7.6	7.6	8.3
	Neutral	21	14.5	14.5	22.8
	Agree	65	44.8	44.8	67.6
	Strongly Agree	47	32.4	32.4	100.0
	Total	145	100.0	100.0	

Mann-WhitneyU	1308.500
WilcoxonW	6873.500
Z	-3.512
Asymp.Sig.(2-tailed)	.000

- Grouping Variable:Public vs. Defense
- OA: Organizational Assessment

## 5.5 Hard and Soft Organizational Culture

### Hard culture

The meaning of 'Hard Culture' in an organization is the importance the employees give to the organizational goals rather than their own goals. Hard culture in training organizations is identified as 'Training course design based on job requirement'. As a strategy, the structure, training content delivery method, and System-Innovative system are applied in training input delivery.

### Strategy

In this study, both public and defense training organizations have shown that the respondents have voted on the 'Strategy' component. According to the 'Strongly Agree' scale, the percentage value is 45.5%. Additionally, the 'Agree' scale received a percentage value of 35.9%. The minimum percentage values were found in the 'Neutral' and 'Disagree' scales. These frequency and percentage results indicate that both organizations believe in and practice hard culture. Consequently, the results have concluded that both types of training organizations focus on their organizational goal attainment rather than individual goals.

**Table 36:** Strategy for Training Course Design Frequency Result

Scale	Frequency	Per cent	ValidPercent	CumulativePerc
-------	-----------	----------	--------------	----------------

					ent
Valid	Strongly Disagree	1	.7	.7	.7
	Disagree	12	8.3	8.3	9.0
	Neutral	14	9.7	9.7	18.6
	Agree	52	35.9	35.9	54.5
	Strongly Agree	66	45.5	45.5	100.0
	Total	145	100.0	100.0	

### Structure

The term "structure," referring to the training course delivery method, has received opinions from respondents in both training organizations. Regarding the structure, a significant number of respondents, accounting for 32.4%, have selected the 'Strongly Agree' scale. Furthermore, 44.8% of the total respondents have chosen the 'Agree' scale regarding the training organizations' maintained delivery methods of training. However, it is worth noting that some respondents do not believe that training organizations prioritize maintaining training methods for their offered courses.

Scale		Frequency	Per cent	Valid ercent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7	.7
	Disagree	11	7.6	7.6	8.3
	Neutral	21	14.5	14.5	22.8
	Agree	65	44.8	44.8	67.6
	Strongly Agree	47	32.4	32.4	100.0
	Total	145	100.0	100.0	

**Table 37:** Structure of Training Courses

### System

Innovative systems are implemented in training input delivery methods. Both training organizations have claimed to maintain innovative systems when delivering training inputs. Regarding this matter, 26.2% of the respondents have selected the 'Strongly Agree' scale, while 42.8% have chosen the 'Agree' scale. A significant number of respondents, accounting for 19.3%, have opted for the 'Neutral' scale. Additionally, 9.7% of the respondents voted on the 'Disagree' scale. Therefore, the results indicate that not many innovative systems are being applied by both training organizations when conducting training courses.



**Table 38:** Innovative System Application in Training Course

Scale		Frequency	Per cent	ValidPercent	CumulativePercent
Valid	Strongly Disagree	3	2.1	2.1	2.1
	Disagree	14	9.7	9.7	11.7
	Neutral	28	19.3	19.3	31.0
	Agree	62	42.8	42.8	73.8
	Strongly Agree	38	26.2	26.2	100.0
	Total	145	100.0	100.0	

### Descriptive Statistics on Hard Culture

In the following table, the descriptive statistical results for the 'Hard culture' are presented. Except for the 'System' component, the other two components of hard organizational culture have obtained high mean values. This indicates that training courses are organized according to job requirements as a strategy (mean value of 4.17) and appropriate training course delivery methods are used (mean value of 4.01). Therefore, the high mean values suggest that both training institutions prioritize requirements-based training and employ suitable delivery methods. However, when it comes to the 'System' component, the mean value indicates that the training institutions practice less innovativeness in terms of 'Strategy' and 'Structure'.

**Table 39:** Descriptive Statistics on Strategy, Structure and System in Training Courses

Scale	N	Minimum	Maximum	Mean	Std. Deviation
Strategy	145	1	5	4.17	.960
Structure	145	1	5	4.01	.917
System	145	1	5	3.81	1.000

### Hard Culture components' Influences on OD

The Regression Model Summary consists of 'System', 'Structure', and 'Strategy' as independent variables, with the dependent variable being Organizational Development. The Inter method has been adopted in the Regression Model, and a simple regression has been performed. According to the model summary, there is a high relationship among the variables ( $R = 0.723$ ). The model indicates that the R-

square value is 52.3%, representing the total variance explained, and the adjusted R-square value is 0.513, indicating that 51.3% of the total variance has been accounted for. Therefore, these three independent variables collectively account for 51.3% of the total variance.

**Table 40:** Regression Model Summary

Model	R	RSquare	Adjusted RSquare	Std. Error of the Estimate	Durbin-Watson
1	.723 <sup>a</sup>	.523	.513	.51798	1.755
a. Predictors:(Constant),System,Structure,Strategy					
b. DependentVariable:OD					

The ANOVA (Analysis of Variance) analysis revealed that the model was significant and had significant variances, with an F-value of 51.562. The ANOVA result in the following table indicates that there is a significant mean difference within the dataset, with a p-value less than .000 ( $p < .000$ ). This indicates that there are statistically significant variations between the groups or categories being compared in the dataset.

**Table 41:** Analysis of Variance (ANOVA)

Model		Sum ofSquares	Df	MeanSquare	F	Sig.
1	Regression	41.503	3	13.834	51.562	.000 <sup>b</sup>
	Residual	37.831	141	.268		
	Total	79.334	144			
a. Dependent Variable:OD						
b. Predictors:(Constant),System, Structure,Strategy						

### **Influencing factors on Hard culture**

In the Regression Model, there are three independent variables and one dependent variable. The results have indicated that 'Strategy' does not have a significant impact on the 'Hard Culture' of the training institutions. However, 'Structure' has shown a significant impact on 'Hard Culture', explaining 39.6% of the

total variance. Additionally, 'System' as an independent variable has demonstrated a positive and significant impact on 'Hard Culture', explaining 43.6% of the total variance. These coefficient results indicate that content delivery methods and innovativeness in training courses have a positive impact on the development of training organizations.

**Table 42: Coefficient**

<b>Co-efficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std.Error	Beta		
1	(Constant)	1.694	.209		8.125	.000
	Strategy	-.045	.071	-.058	-.632	.528
	Structure	.321	.072	.396	4.428	.000
	System	.323	.067	.436	4.832	.000
a. Dependent Variable:OD						

**Mann-Whitney U Test for Hard Culture Differences between Public and Defense Organization**

From the SPSS output for this study, it is observed that the Z value and the level of significance values are presented as Asymp.Sig (2-tailed). In this case, the Z value is -5.494 with a significance level of  $p = .000$ . The probability value (P) is less than or equal to .05, indicating that the result is significant. Thus, there is a statistically significant difference between the 'Hard Cultures' of Public and Defense Training organizations.

In the following table, it is revealed that in terms of 'Hard Culture', Defense Training Institutions have obtained a higher mean rank (103.69) compared to Public Training Institutions (61.31). Additionally, the T statistics indicate that among the organizations, the 'Hard Culture' indicators have different significance levels ( $p < .005$ ).

**Table 43: Hard Culture and Public-Defense Training Organizations**

<b>Ranks</b>				
	Pub_Def	N	Mean Rank	Sum of Ranks

Hard Culture	Public	105	61.31	6437.50
	Defense	40	103.69	4147.50
	Total	145		

**Table 44:** Grouping Variable: Public vs. Defense on Hard Culture

<b>Test Statistics<sup>a</sup></b>	
	Hard Culture
Mann-WhitneyU	872.500
WilcoxonW	6437.500
Z	-5.494
Asymp.Sig.(2-tailed)	.000

a. Grouping Variable:Publicvs. Defense

### **Soft Culture**

Soft Culture is a crucial component of Organizational Development, which is defined by skills related to capacity development strategies within an organization. Additionally, it involves talented staff who are recruited and follow a performance-based career path within the organization. The measurement of 'Soft Culture' is based on 'Skill' and 'Staff'.

In the following table, the opinions of the respondents regarding 'Soft Culture' are presented. 34.5% of the total respondents have chosen the 'Strongly Agree' scale, indicating that skill development strategies are being practiced in both Public and Defense Training Institutions. Similarly, 40.7% of the total respondents have expressed agreement by selecting the 'Agree' scale. A notable percentage of respondents have voted on the 'Neutral' scale (13.1%), followed by the 'Disagree' scale (10.3%), and the 'Strongly Disagree' scale (1.4%).

**Table 45:** Skill Development Strategy Frequency Distribution

<b>Skill</b>					
Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.4	1.4	1.4
	Disagree	15	10.3	10.3	11.7
	Neutral	19	13.1	13.1	24.8
	Agree	59	40.7	40.7	65.5
	Strongly Agree	50	34.5	34.5	100.0

Total	145	100.0	100.0	
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### Staff Capacity

Staff is a mandatory component of a soft organizational culture. Talented staff or HR is essential for organizational development. In the following table, respondents' opinions on 'Staff' being an essential component of 'Soft Culture' have been presented through the 'Agree' and 'Disagree' scales. 27.6% of the total respondents have selected the 'Strongly Agree' scale, thereby claiming that staff capacity development is needed for organizational development in both the Public-defense Training Institutions. In the same vein, 44.8% of the total respondents have selected the 'Agree' scale. The results reveal that the majority of the respondents believe in staff capacity development for organizational development. On the other hand, not a significant number of respondents have selected the 'Disagree' scale. Therefore, the result demonstrates that staff capacity development has a significant impact on organizational development.

**Table 46:** Staff capacity development frequency distribution

<b>Staff</b>					
Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	4.1	4.1	4.1
	Disagree	14	9.7	9.7	13.8
	Neutral	20	13.8	13.8	27.6
	Agree	65	44.8	44.8	72.4
	Strongly Agree	40	27.6	27.6	100.0

### Descriptive statistics of Soft Culture

As discussed earlier, soft culture is measured with 'Skill' and 'Staff'. In the following table, the descriptive statistics output of the independent variables is presented, including mean and standard deviation values. Out of a scale of 5, it is shown that the mean score is not very high. However, the results have revealed that both the Public and Defense Training Institutions are practicing moderately high mean values, particularly in skill capacity development and staff-talented recruitment.

**Table 47: Descriptive Statistics on Skill and Staff**

Soft Culture Component	N	Minimum	Maximum	Mean	Std. Deviation
Skill	145	1	5	3.97	1.010
Staff	145	1	5	3.82	1.072

**Soft Culture's Impact on OD**

Soft Culture is measured with 'Skill' and 'Staff'. The Regression Model Summary consists of 'Staff' and 'Skill' as independent variables and Organizational Development (OD) as the dependent variable. The model is significant ( $p < .05$ ). The model's R-value is .664, whereas the adjusted R-square's value is .433. The results have revealed that the model represented 43.3% of the total variance. Thus, the two entered variables represented 43.3% of the total variance. ANOVA (Analysis of Variance) has significant mean differences and is significant ( $p < .05$ ), where the F-value is 56.09.

**Table 48: Regression Model Summary and ANOVA**

<b>Model Summary<sup>b</sup></b>						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	
1	.664 <sup>a</sup>	.441	.433	.55867	1.665	
a. Predictors: (Constant), Staff, Skill						
b. Dependent Variable: OD						
<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.014	2	17.507	56.091	.000 <sup>b</sup>
	Residual	44.320	142	.312		
	Total	79.334	144			
a. Dependent Variable: OD						
b. Predictors: (Constant), Staff, Skill						

**Impact of Independent Variables on Dependent Variable**

The coefficient results are presented in the following table. Skill capacity development has a positive and significant ( $p < .05$ ) impact on Organizational Development, indicating that 'Skill' itself has a 19.2% influence on Organizational

Development. Additionally, a staff-talented recruitment approach has a positive and significant ( $p < .05$ ) impact on the dependent variable. Therefore, 'Staff' itself represented 51.7% of the total variance. The coefficient results indicate that both independent variables have a positive and significant influence on Organizational Development.

**Table 49:** Independent Variables' Impact Measurement on Dependent Variable

Co-efficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.098	.197		10.669	.000
	Skill	.141	.063	.192	2.228	.027
	Staff	.358	.060	.517	5.989	.000

a. Dependent Variable: OD

## 5.6 Descriptive Statistics of Hofstede Cultural Components

Here, the Hofstede model is measured with six components. This study has identified descriptive statistics with mean and standard deviation values. According to the mean value, it is shown that 'Less Hierarchical Work Behavior' scored a mean value of 3.40 out of 5. Compared to other components' mean values, it is not high. Thus, the results have revealed that Public and Defense Training Institutions practice hierarchical work behavior.

Although the organizations prefer 'Collectivism' rather than 'Individualism', the study results have revealed that the mean value scored 3.77, which is not high. Therefore, the mean value has revealed that Public or Defense Training Institutions are still not practicing high collectivism.

Organizations do practice an 'Organized and Planned' work culture as its mean value is close to 4.0. Training organizations are highly program and schedule-oriented, followed by time management. Thus, the results have revealed that Public or Defense Training Institutions prioritize organization and planning the most among all the other activities.

Working with men or women as supervisors has the highest mean score (4.30). This indicates that in training organizations, whether public or defense, employees are ready to work with their supervisors without any gender discrimination.

On the other hand, the 'Time Management' variable has a high mean value of 4.26 out of 5.00. 'Time management' is one of the foundations of all kinds of training institutions. The study results have revealed that both Public and Defense Training organizations practice 'Time Management' in their activities.

The level of customer satisfaction or trainees' satisfaction is a crucial aspect of a training institution's overall performance. In this study, the customer satisfaction variable obtained a high mean value of 4.0. This reveals that both training institutions are careful about the trainees' or customers' satisfaction.

**Table 50:** Descriptive Statistics on Hofstede Component

Hofstede Component	Mean	Std. Deviation
Q1. <b>Less hierarchical</b> /work behavior authority	3.40	1.151
Q2. The organization does prefer <b>collectivism</b> rather than individualism	3.77	1.052
Q3. Work culture is <b>organized &amp; planned</b>	3.99	.932
Q4. Working with either <b>men or women as superiors</b> and colleagues does not matter to me	4.30	.906
Q5. The organization follows <b>time management</b> as the hall mark of executive	4.26	.806
Q6. The organization works for <b>customer satisfaction</b>	4.00	.874

N=145

### **Regression Model Summary of Hofstede Component on OD**

In this Regression Model, six independent variables have been entered: less hierarchy, collectivism, organization & planning, men or women supervisor, time management, and customer satisfaction. The dependent variable is Organizational Development.

The model summary reveals that the variables have a high correlation, with a value of .787. The regression model is significant ( $p < .000$ ), as indicated by the ANOVA result. The model has represented 60.3% of the total variance in the



independent variables, as per the adjusted R-square result. The R-square value is .620, and the adjusted R-square value is .603.

**Table 51: Regression Model Summary Result**

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.787 <sup>a</sup>	.620	.603	.46745	1.796
a. (Constant),Hoft6,Hoft4,Hoft1,Hoft5,Hoft3,Hoft2					
b. Dependent Variable:OD					

**Analysis of Variance ANOVA)**

The ANOVA (Analysis of Variance) has revealed that the model was significant, and there were significant variances, with an F-value of 37.512. The ANOVA result, shown in the following table, indicates a significant ( $p < .000$ ) mean difference within the dataset.

**Table 52: Analysis of Variance**

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.180	6	8.197	37.512	.000 <sup>b</sup>
	Residual	30.154	138	.219		
	Total	79.334	144			
a. Dependent Variable:OD						
b. Predictors:(Constant),Hoft6,Hoft4,Hoft1,Hoft5,Hoft3,Hoft2						

**Hofstede Factors Influencing Organizational Development**

Here, the influence of six Hofstede components on Organizational Development is observed. The coefficient results have revealed that the 'Less Hierarchical' variable has significantly impacted Organizational Development, representing 16.7% of the total variance. 'Collectivism' is an independent variable, and Hofstede's component has a significant impact on the dependent variable, representing 31.3% of the total variance. The 'Organized & Planned' variable also has a significant impact on Organizational Development, representing 30.2% of the total variance. Additionally, the 'Customer Satisfaction' component of Hofstede's model

has a significant impact on Organizational Development. The coefficient results indicate that the independent variable 'Customer Satisfaction' itself represents 21.2% of the total variance.

**Table 53:** Impacted Component on Organizational Development

Model		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.945	.273		3.457	.001
	Less hierarchical	.108	.039	.167	2.775	<b>.006</b>
	Collectivism	.221	.055	.313	4.016	<b>.000</b>
	Organized & planned	.241	.061	.302	3.945	<b>.000</b>
	Men or women as superiors	.019	.047	.023	.402	.688
	Time management	.028	.056	.031	.511	.610
	Customer satisfaction	.180	.051	.212	3.543	<b>.001</b>

a. Dependent Variable: OD

### Mann Whitney U Test for Hofstede Model dimension

From the SPSS output for this study, the Z value and the level of significance values are represented as Asymp. Sig(2-tailed). In this case, the Z value ranges from -.123 to -.491 with a significance level of  $p = .000$ . The probability value (P) is less than or equal to .05, indicating that the result is significant. Therefore, there is a statistically significant difference, especially in Hofstede components 2, 3, 4, and 5 (Hofstede Cultures) between Public and Defense Training organizations.

In the following table, it is revealed that Hofstede culture components have scored a higher mean rank in Defense Training Institutions compared to Public Training Institutions.

**Table 54:** Mann-Whitney Test with Hofstede Model Dimension

Items	Pub Def	N	Mean Rank	Sum of Ranks
Hoft1	Public	104	72.27	7516.00
	Defense	41	74.85	3069.00
Hoft2	Public	104	66.19	6884.00

	Defense	41	90.27	3701.00
Hoft3	Public	104	63.12	6565.00
	Defense	41	98.05	4020.00
Hoft4	Public	104	68.17	7089.50
	Defense	41	85.26	3495.50
Hoft5	Public	104	63.10	6562.00
	Defense	41	98.12	4023.00
Hoft6	Public	104	73.25	7618.50
	Defense	41	72.35	2966.50

**Table 55:** Test Statistics

Test Statistics <sup>a</sup>						
	Hoft1	Hoft2	Hoft3	Hoft4	Hoft5	Hoft6
Mann-Whitney U	2.056E3	1.424E3	1.105E3	1.630E3	1.102E3	2.106E3
Wilcoxon W	7.516E3	6.884E3	6.565E3	7.090E3	6.562E3	2.966E3
Z	-.350	-3.252	-4.803	-2.430	-4.913	-.123
Asymp. Sig. (2-tailed)	.727	.001	.000	.015	.000	.902
Exact Sig. (2-tailed)	.729	.001	.000	.015	.000	.905
Exact Sig. (1-tailed)	.363	.001	.000	.007	.000	.452
Point Probability	.000	.000	.000	.000	.000	.002
a. Grouping Variable: Pub_Def						

### 5.7 Descriptive Statistics on Employee Motivation and Empowerment Items

Employee motivation and empowerment are measured with six items, as presented in the following table. Descriptive statistics are provided with mean and standard deviation values. Among the six items, 'Proud To Work' and 'Support from Team Members' have the same mean value of 4.37 out of 5.00. Results have revealed that employees are very proud to work in their training organizations. They also receive support from their team members, which is a cause of employee empowerment and motivation within the training institution.

Attending unnecessary meetings has a moderately high mean value of 3.76, indicating that sometimes employees have to attend unnecessary meetings. From the descriptive findings, it is seen that almost everyone leaves the office after completing

their work, with a mean value of 3.93. This reveals that employees have an opportunity to talk openly and everyone can take part in the decision-making process. Those variables have mean values of 3.92 and 3.91, respectively.

Overall, the results indicate that both Public and Defense Training organizations' employees are motivated and empowered, which is a good sign of job satisfaction.

**Table 56:** Descriptive Statistics on Employee Motivation & Empowerment Items

<b>Employee Motivation &amp; Empowerment items</b>	<b>Mean</b>	<b>Std. Deviation</b>
EME1:I am <b>proud to work</b> in this organization	4.37	.896
EME2: I get <b>support</b> from my team members	4.37	.816
EME3:I do not have to <b>attend unnecessary meetings</b>	3.76	1.156
EME4:I leave the office when my <b>work is completed</b>	3.93	1.165
EME5:I feel I can <b>talk openly</b> about my future career	3.92	1.133
EME6: I am <b>part of a decision maker</b>	3.91	1.006

### **Regression Model of Employee Motivation on OD**

This regression model is composed of six different items of employee motivation and empowerment variables. The regression model is found to be significant ( $p < .000$ ), indicating that there are statistically significant relationships between the dependent and independent variables. The model's R value is 0.808, indicating a high correlation among the variables. The R-square value is 0.653, indicating that the regression model explains 65.3% of the total variance. The adjusted R-square value is 0.638, further supporting the model's good fit.

**Table 57:** Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.808 <sup>a</sup>	.653	.638	.44675
a. Predictors:(Constant),EME6,EME2, EME,EME3,EME4,EME5				

### **Analysis of Variance(ANOVA)**

ANOVA-Analysis of Variance explained that the model was significant and there were significant variances where the F's value was 43.248. The ANOVA result

(In the following Table) revealed that there is a significant ( $p < .000$ ) mean difference within the data set.

Table 58: Analysis of Variance

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	51.791	6	8.632	43.248	.000 <sup>b</sup>
	Residual	27.543	138	.200		
	Total	79.334	144			
a. Dependent Variable: OD						
b. Predictors: (Constant), EME6, EME2, EME1, EME3, EME4, EME5						

### Impact Assessment of Employee Motivation and Empowerment on OD

There are six components of employee motivation and empowerment. These six items are presented as independent variables, while Organizational Development (OD) is presented as the dependent variable. In the following table, the coefficient for the 'Proud to Work' variable shows a significant connection with organizational development. Based on the standardized Beta coefficient value, the 'Proud to Work' variable accounts for 27.1% of the total variance and is statistically significant ( $p < .05$ ).

Thus, the results reveal that the 'Proud to Work' variable significantly influences Organizational Development. Similarly, supportive behavior from team members has also influenced Organizational Development. This variable explains 15.8% of the total variance and is statistically significant ( $p < .05$ ). Additionally, not attending unnecessary meetings has a positive and significant impact on OD. This independent variable accounts for 20.1% of the total variance represented in OD.

Table 59: Coefficients

Coefficients <sup>a</sup>				
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	.513	.251		2.042	.043
	EME1: <b>proudtowork</b>	.224	.046	.271	4.843	.000
	EME2: <b>supportive team member</b>	.144	.052	.158	2.748	.007
	EME3: <b>notattend unnecessary meetings</b>	.129	.038	.201	3.369	.001
	EME4: <b>workiscompleted</b>	.028	.040	.043	.684	.495
	EME5: <b>openlytalk</b>	.002	.045	.003	.047	.962
	EME6: <b>part of a decision maker</b>	.333	.051	.452	6.516	.000
a. Dependent Variable: OD						

## 5.8 Descriptive Statistics on Computing Variables

This study focuses on independent and dependent variables. There are six main independent variables: OC (Organizational Culture), OA (Organizational Assessment), HC (Hard Culture), SC (Soft Culture), Hofs (Hofstede), and EME (Employee Motivation & Empowerment). The dependent variable is OD (Organizational Development). Each of these variables consists of several measurable items, which are described in detail in the methodology chapter. The SPSS software was used to analyze the data.

A five-point Likert scale was employed to measure the variable items. The descriptive statistical output is presented in the following table, showing the mean and standard deviation values. Among the variables, organizational culture, organizational assessment, employee motivation & empowerment, and organizational development have mean values above 4 out of 5. The remaining variables have mean values above 3.

The results indicate that both the public and defense training institutions practice a high level of Organizational Culture for Organizational Development.

**Table 60:** Compute variables descriptive statistics

Variables	Mean	Std. Deviation
-----------	------	----------------

OC	4.3241	.64752
OA	3.9892	.70572
HC	3.9977	.86021
SC	3.8931	.95595
HOFS	3.9529	.63151
EME	4.0425	.71626
OD	4.0276	.74225

OC=organizational culture; OA=Organizational Assessment; HC=Hard culture;SC=Softculture;Hofs=Hofstede;EME=Employee motivation&empowerment;OD=Organizational Development

### Correlation among the independent and dependent variables

The study of the Pearson correlation coefficient (R) was performed within the independent and dependent variables. The results have shown that the variables are highly correlated and significant ( $p < .01$ ). A perfect correlation of 1 or -1 indicates that the value of one variable can be determined exactly by knowing the value of the other one. Here, the bivariate correlation matrix table has revealed that all the variables have a significant relationship with each other ( $p < .01$ ). Therefore, the correlation results suggest regression analysis.

**Table 61:** Pearson Correlation Matrix Result among the Variables

Variables		OC	OA	HC	SC	HOFS	EME	OD
OC	Pearson Correlation	1	.670*	.683*	.625*	.679*	.593*	.573*
OA	Pearson Correlation	.670*	1	.776*	.709*	.767*	.705*	.723*
HC	Pearson Correlation	.683*	.776*	1	.827*	.779*	.673*	.693*
SC	Pearson Correlation	.625*	.709*	.827*	1	.728*	.656*	.653*
HOFS	Pearson Correlation	.679*	.767*	.779*	.728*	1	.726*	.753*
EME	Pearson Correlation	.593*	.705*	.673*	.656*	.726*	1	.767*
OD	Pearson Correlation	.573*	.723*	.693*	.653*	.753*	.767*	1

\*\*Correlation is significant at the 0.01 level (2-tailed).

### Linear Regression Analysis

In the linear regression analysis model, the dependent variable is

'Organizational Development.' The entered independent variables in the regression process were: OC (Organizational Culture), OA (Organizational Assessment), HC (Hard Culture), SC (Soft Culture), Hofs (Hofstede), and EME (Employee Motivation & Empowerment). These variables were included as predictors to examine their relationship with the dependent variable, 'Organizational Development.'

**Table 62:** list of entered variables

<b>Variables Entered/ Removed</b>			
Model	Variables Entered	Variables Removed	Method
1	EME, OC, SC, OA, HOFS,HC <sup>b</sup>		Enter
a. Dependent Variable: OD			
b. All requested variables entered.			

### Regression Model Summary

From the Analysis of Variance, the regression model is significant ( $p < .05$ ). This model is composed of six independent variables with one dependent variable. The model's correlation coefficient value is 0.834 ( $r = 0.830$ ). The regression model has also shown that the R-square value is 0.689, explaining 68.9% of the total variance. Furthermore, the adjusted R-square value is 0.675, representing 67.5% of the total variance. Thus, the results reveal that the independent variables have a 67.5% impact on the dependent variable.

**Table 63:** Regression Model Summary

<b>Model Summary<sup>b</sup></b>					
Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	Durbin-Watson
1	.830 <sup>a</sup>	.689	.675	.42286	1.798
a. Predictors: (Constant),EME,OC,SC,OA,HOFS,HC					
b. Dependent Variable: OD					

### Analysis of Variance(ANOVA)

ANOVA - Analysis of Variance has shown that the model was significant ( $p < .000$ ) and there were significant variances where F's value was 50.948. The ANOVA result (In the following Table) has revealed that there is a significant ( $p <$



.000) mean difference within the data set.

**Table 64:** Analysis of Variance

ANOVA <sup>a</sup>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	54.659	6	9.110	50.948	.000 <sup>b</sup>
	Residual	24.675	138	.179		
	Total	79.334	144			
a. Dependent Variable:OD						
b. Predictors: (Constant),EME,OC,SC,OA,HOFS,HC						

### Independent Variables Influence on Dependent Variable

In the following Table, coefficient results are presented with independent variables. According to the standardized coefficient Beta value, it is seen that the 'Organizational Assessment' variable has significantly impacted Organizational Development. The results have revealed that 'Organizational Assessment' itself has represented 18.2% of the total variance. Hofstede's Organizational Culture component has also positively and significantly influenced Organizational Development. The standardized coefficient Beta value has confirmed that this variable itself has represented 27.5% of the total variance. 'Employee Motivation & Empowerment' has positively and significantly influenced Organizational Development. This variable alone has represented 39.2% of the total variance. The other three independent variables do have connections, but they're not significant enough. For this study, a multi-co linearity test is performed to see the multi-co linearity, the tolerance, and VIF. The results have confirmed that there was no multi-co linearity.

**Table 65:** Impact Assessment for organizational development

Coefficients <sup>a</sup>							
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Co linearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF

1	(Constant)	.182	.266		.686	.494		
	OC	-.043	.081	-.037	-.530	.597	.456	2.194
	<b>OA</b>	.192	.091	.182	2.096	<b>.038</b>	.298	3.357
	HC	.068	.088	.078	.771	.442	.218	4.586
	SC	.020	.069	.026	.292	.771	.289	3.463
	<b>HOFS</b>	.323	.106	.275	3.049	<b>.003</b>	.278	3.603
	<b>EME</b>	.406	.077	.392	5.246	<b>.000</b>	.405	2.472
a. Dependent Variable: OD								

### Differences among the Organizations

Mean differences among the training organizations according to the variables.

An Independent T-Test among the variables concerning organization type (Public-Defense) was performed in this study to find out the mean difference among the variables concerning Public and Defense Training organizations. In the following Table, it is shown that defense training organization's organizational variables have a higher mean value than public training organizations. Results have revealed that in correspondence with the variables' standard deviation, the standard deviation is less in Defense Training organizations than in Public Training organizations. Thus, the results have revealed that Defense organizational respondents' opinions got less deviation than Public organizational respondents. Therefore, according to the variables' mean values, results have confirmed that Defense organizations practice organizational culture for Organizational Development.

In Public Training organizations, 'Organizational Culture' mean value is 4.1683. On the other hand, Defense organizations with the same variable have a mean value of 4.7333. Here, both organizations have a high mean value. The 'Organizational Assessment' variable's mean value is 3.858 in the case of Public Training organizations. As for Defense Training organizations, the mean value is higher (4.332). Other variables' mean values are shown in the following Table. The

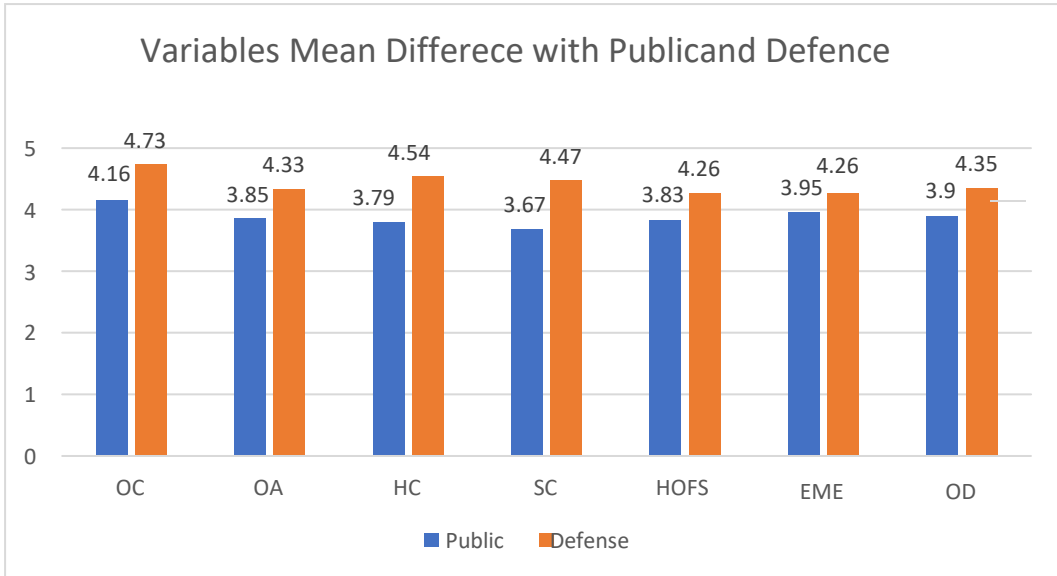
variables' mean values are higher in Defense Training organizations than in Public Training organizations.

**Table 66:** T test for variables with the organizational mean difference

Group Statistics					
	Pub_Def	N	Mean	Std. Deviation	Std. Error Mean
OC	Public	105	4.1683	.67799	.06616
	Defense	40	4.7333	.29187	.04615
OA	Public	105	3.8585	.73607	.07183
	Defense	40	4.3321	.47698	.07542
HC	Public	105	3.7905	.86511	.08443
	Defense	40	4.5417	.56330	.08907
SC	Public	105	3.6714	.98016	.09565
	Defense	40	4.4750	.57679	.09120
HOFS	Public	105	3.8302	.64175	.06263
	Defense	40	4.2750	.47674	.07538
EME	Public	105	3.9587	.71603	.06988
	Defense	40	4.2625	.67715	.10707
OD	Public	105	3.9048	.75244	.07343
	Defense	40	4.3500	.61417	.09711

### Mean Difference in Graphical Presentation

The variables' mean values are presented in the following graph. In correspondence with organizations and variables, mean values are inserted with weight and it can be seen that regarding all the variables, the mean value is higher in *Defense Training* organizations and less in *Public Training* organizations. Thus, the results have revealed that Defense Training organizations are much more concerned about Organizational Culture and Development than Public Training organizations.



**Figure 7:** Graph for Mean differences in Public and Defense

This study is performed on an Independent Sample Test to see the differences between Public and Defense Training organizations with respect to Organizational Culture and Development components. The components have been described earlier.

**One-way T-Test for Identifying Differences among Independent Variables**

From the one-sample test result, it has also been confirmed that there is a significant difference between the training organizations regarding Organizational Culture variables.

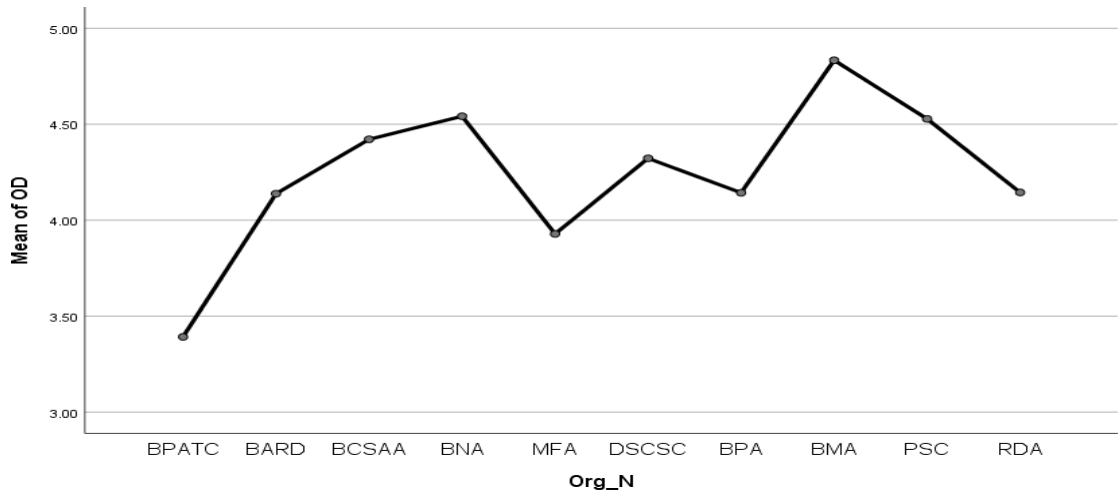
**Table 67:** One Sample T Test Result

One-Sample Test						
	Test Value =0					
	T	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
OC	80.414	144	.000	4.32414	4.2179	4.4304
OA	68.067	144	.000	3.98916	3.8733	4.1050
HC	55.961	144	.000	3.99770	3.8565	4.1389

SC	49.039	144	.000	3.89310	3.7362	4.0500
HOFS	75.373	144	.000	3.95287	3.8492	4.0565
EME	67.962	144	.000	4.04253	3.9250	4.1601

Graphical representation of mean differences regarding mean value and organizations, especially with Organizational Development, has been presented. Thus, the OD's mean value is presented in the following graph. From the graph, it can be seen that most Defense organizations have scored a higher mean value than Public Training Institutions. Among the organizations, BPATC has scored a lesser mean value than the others. Thus, the results have revealed that BPATC does not practice Organizational Development more than other Public and Defense Training organizations. BMA has got the highest mean value among all the training organizations. Therefore, it is revealed that this organization practices a high level of Organizational Development and Culture, even though this organization is regimental.

In this chapter, outputs are presented based on the empirical findings. The variables' wise outputs have been generated from SPSS, and the results have also been presented in the table or graph. Analyses are drawn and presented according to the study objectives. As this is a comparative study, Mann-Whitney U Test results have been generated and described in this chapter. The Regression Model has been captured to find out the model's significance and the variables' influence on the dependent variable. According to the mean value and mean differences and the Mann-Whitney U test results, it can be said that Defense Training organizations' culture is better than the culture of Public Training organizations.



**Figure 8:** Graph for Mean Value in Respect of Organizations

## **CHAPTER:SIX**

### **CONCLUDINGREMARKS**

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#### **6.1 Introduction**

Acquisition of knowledge, skill, and attitude are essential elements for human resource development, and human resources are also valuable resources for capturing organizational objectives. Even organizations have a set of core values or cultures that are important for understanding organizational image and reputation. Organizational culture also differs based on the type of organization, whether it is public, private, or corporate. Additionally, public and defense training organizations have distinct operational conditions and regulations. Therefore, this study aims to capture some of the study objectives, which include identifying influencing factors of training organizational culture for development, examining the relationship between those factors for development, and examining the difference among the cultural variables regarding public and defense training organizational culture and development.

To accomplish the study objectives, the research team adopted a mostly quantitative approach. Organizational culture and development factors were identified from the literature, and items were developed using a measurement scale. The Likert measurement scale was used to gather respondents' perceptions of those factors concerning types of organizations. The Mann-Whitney U Test analysis tool was also used to compare differences between public and defense training organizations. Regression analysis and coefficient tables were generated to determine the factors that influenced or impacted the weight or percentage with a significant level of significance on organizational development.

This study focused on public and defense training organizations, with the majority of respondents being from public training organizations (71.3%) and a smaller percentage from defense training organizations (28.7%). Five organizations were from public training institutions and five were from defense training institutions. In terms of gender participation, the study found that only 15.9% represented females,

indicating that male faculty members are more prevalent in public or defense training organizations. The study also found that job types in training institutions are mostly trainers, researchers, both trainers and researchers, administrative support services, and training managers, which is quite natural for a training institution.

## **6.2 Organizational Values**

The study has adopted a quantitative approach, and organizational culture and development practices in public-defense training organizations are measured using major variables related to 'organizational values', 'organizational assessment', 'hard & soft organizational culture', 'Hofstede culture', 'employee motivation & empowerment', along with 'organizational development'. Several items are included to measure each construct/variable using the Likert Scale.

In the context of organizational values, 'vision-mission', 'discipline', 'time management', and 'team spirit' have obtained high mean values, indicating that these components are crucial in explaining organizational values. On the other hand, the regression model summary confirmed that 'integrity ( $\beta=32.8$ ,  $p<.000$ )' and 'professionalism ( $\beta=35.9\%$ ,  $p<.000$ )' have a positive impact on organizational development. The regression model itself is significant ( $p<.05$ ) and explains 41.7% of the total variance. Therefore, the study results suggest that organizational values and cultural components are highly important in practicing organizational development.

Being a comparative study, the Mann-Whitney U Test confirmed that defense training organizations have higher mean range values for variable items, and significant differences exist according to the type of organization. Consequently, public training organizations have placed more emphasis on organizational culture practices.

## **6.3 Assessing Organization**

As described earlier, this study focuses on public-defense training organizations and measures them using constructs such as leadership climate, motivational approaches, shared values, learning orientation, transformational leadership culture, internal employee relationship, and external relationship with other



organizations. Descriptive statistics analysis was conducted, and the results showed that the mean values were not very high. Although the mean values were moderately high to some extent, they were not exceptionally high.

The results revealed that leadership culture, shared value culture, and motivational approaches should be practiced more for organizational development. Additionally, the regression analysis confirmed a positive and significant relationship between organizational assessment components and development. The regression equation indicated that 'motivational approach ( $\beta=16.6$ ,  $p<.07$ )', 'transformational leadership ( $\beta=35.2$ ,  $p<.000$ )', 'internal employee relations ( $\beta=15.6$ ,  $p<.03$ )', and 'learning organization ( $\beta=13.5$ ,  $p<.09$ )' have a positive and significant impact on organizational development.

Furthermore, the Mann-Whitney U Test confirmed a significant mean range difference between public and defense training organizations. The mean range was higher in defense training organizations compared to public training organizations.

#### **6.4 Hard and Soft culture**

Scholars have identified organizational culture as hard and soft. These two types of organizational culture are segmented into components such as 'strategy', 'structure', 'system', 'skill', and 'staff'. When respondents were asked to indicate their agreement or disagreement on a five-point scale, it is observed that a significant percentage showed agreement with the components of hard and soft culture. The descriptive statistics also revealed moderately high mean values, indicating that these components are practiced in both organizations.

In addition to the mean and standard deviation results, the regression analysis confirmed a positive and significant relationship between the independent and dependent variables. The regression model summary indicated that 'system ( $\beta=43.6\%$ ,  $p<.000$ )' and 'structure ( $\beta=39.6\%$ ,  $p<.000$ )' have positive and significant influences on organizational development. Similarly, the variable 'skill' has a positive and significant impact on organizational development, explaining 19.2% of the total variance. Furthermore, 'talented staff' has a positive and significant impact on organizational development ( $p<.020$ ), explaining 51.7% of the total variance ( $p<.000$ ).

The Mann-Whitney U Test has provided insightful findings, showing that the mean rank is higher in defense training organizations with respect to the components of hard and soft culture, and significant differences exist between the two types of organizations.

## **6.5 Hofstede Culture**

Geert Hofstede developed six dimensions of organizational culture. In this study, the dimensions were classified as follows: less hierarchy work behavior authority, collectivism vs individualism, organized & planned culture, men or women boss, time management, and customer satisfaction. Hofstede's organizational culture model is well-known in academia. The study examined how these cultural dimensions are practiced in public and defense training organizations based on respondent perceptions.

According to the mean values, "less hierarchy work behavior," "collectivism vs individualism," and "organized & planned culture" had lower mean values compared to other dimensions of culture. This indicates that both public and defense training organizations tend to practice more hierarchical work behavior and individualistic work culture, while placing less emphasis on organized and planned culture. On the other hand, training organizations do prioritize "time management," "customer-centric work environment," and having "no gender-biased boss," as indicated by their higher mean values. In the age of electronic government and IT-dependent service orientation, minimizing hierarchy is a time-worthy demand. Therefore, fostering a team culture and an organized, planned culture are crucial for organizational development.

A regression model was performed with organizational development (OD) as the dependent variable. The results showed that the model was significant ( $p < .000$ ) and the R-squared value was .620. Among the six independent components of Hofstede's dimensions, "less hierarchy work behavior" ( $\beta = 16.7\%$ ,  $p < .006$ ), "collectivism vs individualism" ( $\beta = 31.3\%$ ,  $p < .000$ ), "organized & planned culture" ( $\beta = 30.2\%$ ,  $p < .000$ ), and "customer satisfaction" ( $\beta = 21.2\%$ ,  $p < .001$ ) had a positive and significant impact on organizational development. The other dimensions had an impact on OD but were not statistically significant. Therefore, it is important to practice the Hofstede dimensions for organizational development in both public and

defense training organizations.

The Mann-Whitney U Test results indicated that public training organizations scored higher mean values than defense training organizations. Defense training organizations were found to be more regimented than flexible. The Mann-Whitney Test confirmed that only two items, "less hierarchy" and "customer satisfaction," of the Hofstede dimensions showed non-significant differences. The rest of the Hofstede dimensions components had significant differences between public and defense training organizations. Thus, whether in public or defense contexts, minimizing hierarchy and prioritizing client or customer satisfaction are crucial considerations.

## **6.6 Employee Motivation and Empowerment**

Staff or employees who work in an organization are an integral part of that organization and should be valued as valuable resources. They should be considered an essential part of the organizational culture. In this study, "employee motivation and empowerment" were examined through different dimensions, such as being proud to work, being part of a team, not attending unnecessary meetings, leaving the office after completing assigned work, openness to communication, and being part of the decision-making process.

The descriptive statistics presented in Chapter Five, including the mean and standard deviation outputs, indicated that very few elements had high mean values. This reveals that employees are not highly motivated or empowered by the organizations, both in the public and defense sectors. However, when these items were considered as independent components in a regression model with organizational development (OD) as the dependent variable, the model was found to be significant.

More specifically, "proud to work" ( $\beta=27.1\%$ ,  $p<.000$ ), "team member" ( $\beta=15.8$ ,  $p<.007$ ), "not attending unnecessary meetings" ( $\beta=20.1\%$ ,  $p<.001$ ), and "part of the decision-maker" ( $\beta=45.2$ ,  $p<.000$ ) had a positive and significant impact on organizational development in both public and defense training organizations. Therefore, it is crucial for the leaders and heads of organizations to pay attention to

fostering a culture that promotes employee motivation and empowerment.

The dimension of "part of the decision-maker" had a particularly significant impact, accounting for 45.2% of the total variance in organizational development. This highlights the importance of involving employees in decision-making processes to foster organizational development. Therefore, this culture of empowerment should be deeply ingrained and practiced in all types of organizations. The leaders of the organizations should prioritize the development of such a culture and focus on employee motivation and empowerment.

### **6.7 Academic Contribution**

Merely very few studies were done on organizational culture and development, especially on public and defense training organizations. No single study has taken organizational culture in a training institution. Therefore, this empirical study validates the variables' items consistency, which is tested through Cronbach's Alpha result. A score values of an organization (public or defense) 'integrity' and 'professionalism' are the most core values, those are more important for organizational development as cultural elements. For organizational development as an assessing organization, 'motivational approach', 'transformational leadership culture', and 'employee relationship' are also the core elements of organizational culture that influenced OD. Apart from Hard and Soft or Hofstede culture components, this study has seen empirically that 'employee motivation and empowerment' has a positive link with OD. More precisely, to be a part of an organization is defined as being 'proud to work', being a 'team member', to avoid attend unnecessary meetings & passing time', and 'participation in the decision-making process' having a positive and significant impact on OD.

### **6.8 Managerial Implication**

In this study, organizational core values are considered in six dimensions, among which "time management," "integrity," and "professionalism" has obtained high percentages and impact on organizational development. However, in public training organizations, professionalism is not given high priority for organizational development, and integrity is less practiced overall. To build a strong organizational culture in training institutions, emphasis should be placed on professionalism and

integrity as core values.

Shared values are important for understanding group behavior, but in practice, they are not commonly observed. Managers should actively promote shared values among new entrants and group members within the organization. As organizations are constantly evolving, transformational leadership behavior becomes a crucial component of the organizational culture for organizational development.

Another important aspect that should be practiced by management is fostering a positive boss-subordinate relationship culture. A healthy relationship between bosses and subordinates can minimize conflicts and distance within the organization. In the digital age, organizational structures need to be rethought to streamline communication channels and simplify the decision-making process.

Continuous training programs should be implemented by management to enhance the capacity of employees. Considering Hofstede's cultural dimensions, the elements identified in this study are deemed appropriate and accepted as cultural components for organizational assessment. However, this empirical study has shown lower mean values for these elements, indicating that managers should prioritize the development of collectivism rather than individualistic behavior.

## **6.9 Policy Recommendation**

- A number of core values are identified by the respective organization, and they should be aligned with the organization's vision and mission statements to improve performance. The executive should emphasize this aspect, and the vision and mission should be reviewed frequently.
- Integrity and professionalism are crucial for organizational performance. The leaders of the organization must prioritize these elements as core cultural values.
- In a dynamic business environment, transformational leadership is essential for sustaining organizational performance. The head of the organization should practice transformational leadership behavior.
- In both public and defense organizations, it is observed that a hierarchical organizational structure is prevalent. However, the study suggests that a less

hierarchical structure with fewer unnecessary meetings is preferred. The head of the organization should pay more attention to this aspect.

- Maintaining a good boss-subordinate relationship is considered a positive organizational culture. This study suggests that fostering a congenial working relationship environment is important for organizational development. The head of the organization should prioritize this.
- The head of the organization should practice participative decision-making processes in the office.

### **6.10 Limitation and Future Direction**

Several approaches exist in social research. This study has adopted a quantitative method to capture its research objectives. However, in order to understand specific institutional culture, particularly in public and defense training institutions, a qualitative approach may be necessary. Approaches such as the Delphi method, historical analysis, or ethnographic study could be employed to explore the organizational culture and development practices within the specific study organizations.

It is important to note that this study solely relied on a questionnaire survey and was conducted during the COVID-19 period, which prevented face-to-face interviews. The study utilized several variables, some of which were derived from questionnaire items. Conducting an explanatory factor analysis to identify the major principal components, which was not done in this study, could provide valuable insights. Future studies could focus on this aspect.

Data collection from defense training institutions posed greater difficulties and required more time. Therefore, future research could be conducted to address the abovementioned considerations in subsequent studies.

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## 8. APPENDICES

### 8.1 Questionnaire Survey

Bangladesh Public Administration Training Centre

Savar, Dhaka

Questionnaire Survey: "Organizational Culture and Development: A Comparative Study on Public and Defense Training Institutions"

The title of the research study is: "Organizational Culture and Development: A Comparative Study on Public and Defense Training Institutions". Collected data from this questionnaire will only be used for research purposes. The identity of the respondent will never be disclosed. Respected participants are requested to respond to the questionnaire by giving their valuable opinion. Your precious opinion will help us in conducting the study, which will ultimately contribute to the training course design as well as the development of training organizations. Bangladesh Public Administration Training Centre is organizing this research within public and defense training organizations. Faculty members and other relevant offices are requested to reply to the questionnaire.

#### Section A: Demographic Profile

1. Name of the organization (tick only): BPATC/BARD/BMA/BNA/RDA/BCSAA/BPA/DSCSC/MFA/PSC

.....

2. Your Position: .....

3. Job Duties:

- a) Researcher
- b) Trainer
- c) Researcher & Trainer
- d) Training Manager
- e) Administrative

4. Please identify your sex (put tickmark):

(1) Male

(2) Female

5. AgeGroup please identify (put  tick mark):

- 1) 25-30
- 2) 31-35
- 3) 36-40
- 4) 41-45
- 5) 45-50
- 6) 50+

6. Your highest academic degree:

- Masters
- M.Phil
- PhD
- Other

7. Service Length: Please put tick mark only.

- 1) Less than 5 Yrs
- 2) 5-10 Yrs
- 3) 11-15 yrs
- 4) 16-20 yrs
- 5) 21-25 yrs

#### Section B: Organizational Values

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from 5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b><u>Organization Core Value:</u></b>					
OCV1: Organization has well defined <b>vision &amp; mission</b>	5	4	3	2	1
OCV2: It gives value to <b>“Discipline”</b>	5	4	3	2	1
OCV3: <b>“Integrity”</b> practice at office activities	5	4	3	2	1
OCV4: <b>Time</b> management	5	4	3	2	1
OCV5: Value for <b>“Professionalism”</b>	5	4	3	2	1
OCV6: <b>Team spirit</b> (work together)	5	4	3	2	1

#### Section C: Organizational Assessment

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from 5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b><u>Organization Assessment</u></b>					
OA1: Supportive “leadership climate”	5	4	3	2	1
OA2: Encouraging “Motivational approaches”	5	4	3	2	1
OA3: “Shared values” culture is well circulated among the new employees/recruits employee.	5	4	3	2	1
OA4: “Learning Orientation” practice come from the top management	5	4	3	2	1
OA5: Strong “Transformational leadership culture”	5	4	3	2	1
OA6: Standard “Internal employee relationship”	5	4	3	2	1
OA7: Strong “External relationship with other organizations”	5	4	3	2	1

**Section D: Hard and Soft Culture**

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from 5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b><u>Team Culture: Hard Culture</u></b>					
HC1: Strategy- Training courses are redesigned based on job requirement	5	4	3	2	1

HC2: <b>Structure-</b> Delivery Methods are set based on contents	5	4	3	2	1
HC3: <b>System-</b> Innovative systems are applied in training input delivery	5	4	3	2	1
<b>Team Culture: Soft Culture</b>	5	4	3	2	1
SC1: <b>Skill-</b> Capacity development strategies are here	5	4	3	2	1
SC2: <b>Staff-</b> Talents are recruited & performance based career path	5	4	3	2	1

#### Section E: Hofstede Culture Practices

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following

scale (ranging from

5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b>Organization Hofstede Practice:</b>					
Q1. Less hierarchical/work behavior authority	5	4	3	2	1
Q2. Organization does prefer collectivism	5	4	3	2	1
Q3. Work culture is organized & planned	5	4	3	2	1
Q4. Working with either men or women as superiors and colleagues does not matter to me	5	4	3	2	1
Q5. Organization follows time management as the hallmarks by executive	5	4	3	2	1
Q6. Organization works for customer satisfaction	5	4	3	2	1

#### Section F: Employee Motivation and Empowerment

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from

5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b><u>Employee Motivation and Empowerment</u></b>					
EME1: I am proud to work in this organization	5	4	3	2	1
EME2: I get support from my team members	5	4	3	2	1
EME3: I do not have to attend unnecessary meetings	5	4	3	2	1
EME4: I leave the office when my work is completed	5	4	3	2	1
EME5: I feel I can talk openly about my future career	5	4	3	2	1
EME6: I am a part of decision maker	5	4	3	2	1

#### Section G: Organizational Development

Please read the following statements presented in the table below and give your degree of your agreement or disagreement by putting  tick mark, in the following scale (ranging from 5 to 1, where 5=Strongly Agree, 4=Moderately Agree, 3=Neither Agree nor Disagree; 2=Disagree; 1=Strongly Disagree).

Variables/Items	Scale				
<b><u>Organizational Development</u></b>					
OD1: Focused organizational vision	5	4	3	2	1
OD2: Top level strategic management team	5	4	3	2	1
OD3: Comprehensive strategic plan	5	4	3	2	1
OD4: Strong governance structure	5	4	3	2	1
OD5: Effective organizational structure	5	4	3	2	1
OD6: Strong Human Resource Capacity	5	4	3	2	1

Thank You for Your sincere cooperation and coordination, your valuable effort will make our research work a successful one. You are requested to contact ([zohur68@gmail.com](mailto:zohur68@gmail.com)), if required. Due to pandemic (COVID-19), online submission will be accepted.



