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Impact of Social Media for Political Mobilization and Awareness in Bangladesh: Opportunities and Challenges

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Abstract

This paper examines the relationship between social media engagement and political awareness and mobilization in Bangladesh. This study used surveys from 434 respondents and 6 in-depth interviews (IDI) and 4 key informant interviews (KIIs) using purposive sampling. Quantitative data were analyzed using descriptive and inferential statistics in SPSS, and qualitative data were examined through thematic analysis. The study identified risks related to misinformation and polarization. In this study, the chi-square test revealed that having an active account, frequent use, and posting political content were significantly associated with increased interest in political discussions. Furthermore, political mobilization through social media has a significant positive correlation with political awareness and behavior. Contact from political actors through social media positively correlates with an individual's motivation to participate in political activities (e.g., rallies, petitions). Understanding of candidates' positions has been found moderately correlated by social media campaigns and multimedia content. Voting decisions showed moderate positive correlation with the exposure to social media campaigns and multimedia posts. Respondents further identified associated challenges which includes misinformation, little to no scrutiny over fake news, political polarization and selective engagement can mislead or discourage users.

Keywords: Social Media, Political Mobilization, Political Awareness, Politics, Bangladesh.

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Introduction

Political mobilization is an extension of group identification and is on the same continuum as voting and other lower-cost manifestations of group affiliations (Gamson, 1989). Social media is now a major source of news for a significant percentage of the population, demonstrating how the digital era has changed how individuals obtain and use political information (Newman, 2011). Social media allows activists the ability to effectively coordinate their actions through tools like group organization, event creation, and instant messaging. For example, during the Arab Spring, social media was widely used to spread information and plan protests, demonstrating the platforms' capacity to support group action (Breuer et al., 2014). The Social Movement Theory, which describes how social structures and interactions give rise to collective action, provides the theoretical foundation for the revolutionary impact of social media on political mobilization around the world (Goh & Pang, 2016). Besides, social media's multi-dimensional framework gives rise to accelerated information circulation, making it a powerful tool for organizing collective action and mobilizing public support in real-time (Chowdhury, 2018).

Traditional political systems can be challenged by decentralized grassroots mobilization, real-time coordination of collective activities, and the amplification of marginalized voices through social media (Baxter & Marcella, 2012). Social media has made it possible to communicate quickly and widely, and it has allowed for the unprecedented pace and scope of local and global campaigns. Social media enables more flexible, informal, and adaptable modes of engagement than traditional forms of political mobilization, which usually rely on formal organizational structures, party affiliations, or hierarchical institutions (Hasan & Paul, 2025). Social media activism's flexibility enables movements to react swiftly to political events, frequently surpassing official institutions' responses (Arceneaux et al., 2013).

Alternative political narratives have been less accessible to the public in many nations due to official control over print and broadcast media. On the other hand, social media provides a direct channel of connection between the public and activists, allowing uncensored information to spread and promoting mass mobilization even in the context of authoritarian governments (Ahmed & Matthes, 2016).

Although these platforms provide forums for discussion and interaction, they also create ideological silos and echo chambers where users are largely exposed to viewpoints that support their preexisting opinions. Social media has completely changed the way public opinion is formed and reformed, how political agendas are created, and how leaders and movements acquire legitimacy. Crucially, it also offers a platform for underrepresented groups' counter-narratives (Hasan & Paul, 2025). Social media platforms not only make it easier for information to spread quickly, but they also allow people to plan group activities in real time. One of the most difficult parts of political mobilization is frequently coordination, especially when members are spread out over a wide geographic area. By offering a centralized platform where people may exchange information on protest sites, talk about tactics, and reach decisions as a group, social media lowers the practical obstacles to coordination. For example, social media was essential in coordinating large-scale demonstrations against the government's decision to restrict democratic changes during the 2014 Hong Kong protests, also referred to as the Umbrella Movement (Kim & Kim, 2019).

Literature Review

The political landscape is affected by the usage of social media as a tool for influencing people and altering opinions (Butt & Awang, 2017). Because of social media, voters are now actively involved in politics, and social media is eliminating the element of politics that is based on patronage.

As social media influences its users' voting decisions, it is effectively helping the public and voters become more politically aware than they have ever been (Ghani et al., 2020). The most significant benefit of social media is that it forces politicians to keep their word to their constituents; if they don't, they risk being criticized on social media sites. The impact of social media has led to the discussion and resolution of numerous societal concerns. Social media has unquestionably shown itself to be a very practical and affordable form of communication, especially across political divides (Riezebos et al., 2011).

Studies on generational differences in political media use and civic involvement have shown that social media has a cross-generational impact on political engagement (Andersen et al., 2020). A notable effect was observed in countries with greater media freedom, indicating that people were less likely to indicate a desire to engage in political mobilization. But in nations with media restrictions, an interesting interaction effect surfaced, highlighting the connection between low group efficacy and online media use (Kharel, 2024). Concerns regarding the caliber and diversity of information found on social media are raised by users' exposure to content that supports their preexisting opinions, underscoring the necessity of resolving these issues in order to maintain a positive online political atmosphere (Boulianne, 2016).

A comprehensive approach that takes into consideration both social media's empowering and destabilizing effects is necessary to comprehend its complex function in political mobilization. On the one hand, it has made political engagement easier and given people the means to organize and resist in large numbers. However, it has also brought along new vulnerabilities, such as susceptibility to surveillance, ideological polarization, and misleading data. Social media platforms' architecture, which places an emphasis on interaction, frequently makes it possible for sensational or inaccurate content to spread virally. These factors have the power to skew public opinion, divide communities, and influence election results (Hasan & Paul, 2025). Social

media users are at risk from deliberate online political harassment, chitchat, and rumors. Media politics becomes scandal politics during elections and other significant events. Concern for laws and rights, political knowledge, and political interest are also necessary for online political involvement (Mahmud & Amin, 2017). Democratic debate and informed civic engagement are directly threatened by the ease with which misleading information spreads online (Beam et al., 2020). Exiting literature mostly highlights the nature of civic engagement through social media. However, there has been a very limited studies that assess political mobilization and awareness through social media, especially in the context of Bangladesh. To address this empirical research gap, the objective of this study is to examine the impact of social media in shaping political mobilization and political awareness in Bangladesh

Theoretical Framework

The theoretical lens of the Civic Voluntarism Model (CVM) by Verba, Schlozman & Brady (1995) theorizes using the principles of rational choice theory and the SES model. CVM explains participation through three mechanisms; (a) because they cannot, (b) because they do not want to and (c) because nobody asked. Political participation is determined by three interlocking mechanisms; resources (skills, information, access), psychological engagement (interest, awareness, efficacy), and recruitment networks (mobilizing contacts) (Verba et al., 1995). The resources component of the CVM model involves money, time, and civic skills and is considered vital for political participation (Verba et al., 1995). Civic skills, measured by education and political knowledge (Schlozman et al., 2018), and financial resources vary by gender, race, and class, influencing participation gaps (Verba et al., 1995). The second component of the model, psychological engagement, explains individuals' motivation and willingness to participate in politics (Verba et al., 1995), which includes political interest, internal

efficacy, information behavior, and party affiliation, all positively linked to participation (Schlozman et al., 2018). The recruitment component of the model emphasizes the role of an individual's social environment including family, peers, workplaces, voluntary associations, and religious institutions in encouraging political participation (Verba et al., 1995).

As a well-established framework, Civic Voluntarism Model (CVM) has been widely applied in studies examining public political activity, especially in the online context (Kim & Khang, 2014; Goetting & Becker, 2025; Alscher & McElvany, 2025: Guo et al., 2020; Kirbiš, 2017; Kusumarani & Zo, 2019). In this study, social media has been used as a new infrastructural resource that reshapes all three CVM components. In the context of this study, social media is conceptualized as a mechanism that simultaneously operates across all three dimensions. First, as a resource, social media influences informational and participatory barriers by providing access to political content, thereby enhancing individuals' civic skills and political knowledge. Second, as a form of psychological engagement, exposure to political discussions and content through social media is expected to increase political interest, awareness, and perceived efficacy. Third, as a recruitment network, in this study social media is expected to facilitate mobilization by enabling direct and indirect contact between political actors and citizens, lowering coordination costs for participation.

Methodology

Participants

Bangladesh was home to 60.0 million social media user identities in January 2025 (DataReportal, 2025). Using Yamane's formula, a sample size of about 400 respondents (n = 399.99) would statistically represent Bangladesh's 60 million social media users with a ±5% margin of error at a

95% confidence level. This resulted in a total of 434 respondents (M_{age} = 28.1 years, n_{female} = 48.8% and n_{male} = 51.2%). The sample size was determined using Yamane (1967) and Krejcie & Morgan's (1970) formula to select the appropriate number of respondents to justify the study.

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

(n= sample size, N= population size, e = acceptable sampling error)

However, while Yamane's formula provides a reference for sample size adequacy, the use of purposive sampling limits statistical generalizability. This study employed a mixed methods design to examine the role of social media in political mobilization and awareness in Bangladesh and participants were selected using purposive sampling based on participant's access to social media.

For the qualitative analysis, 6 respondents for in-depth interviews (IDI) were selected and 4 respondents were selected for Key Informant Interview (KII) based on purposive sampling. The four participants (academicians and student-activist) of KIIs were selected based on their professional expertise, active engagement on social media, and knowledge of social media's impact on public engagement. For IDIs, six participants were selected to represent active social media users from different backgrounds (students and retired government employees) with varying levels of political awareness and online participation.

Measures

Drawing on the Civic Voluntarism Model (CVM), this study incorporated social media engagement as a dimension of resource access to predict political interest and awareness. Surveys were administered through google forms with prior consent of the participants. The survey included a series of demographic questions (age, gender, income), frequency of the use

of social media, political awareness and political mobilization. In this study, the internal consistency of political awareness (4 items) was acceptable (Cronbach alpha, α = .817) and political mobilization (9 items) was acceptable (Cronbach alpha, α = .818).

For qualitative data, the study used interviews (KIIs and IDIs) covering use of social media on political awareness and political mobilization. Interviews were conducted in Bangla, audio-recorded with consent of the participants, transcribed verbatim, and translated to English for analysis.

Data Analysis Techniques

This study used descriptive statistics and Chi-square tests examined associations between social media use variables and political engagement outcomes. Spearman's rank-order correlation was employed in this study to assess the strength and direction of monotonic relationships between ordinal variables of social media use and political mobilization. This study evaluated the impact of social media on political awareness and voter behavior using ordinal logistic regression (OLRs). Model fitting used the logit link function. The Test of Parallel Lines indicated that the proportional odds assumption was met with the model. Model diagnostics showed non-significant Pearson and Deviance χ^2 values ($p>.05$), confirming adequate fit between observed and expected frequencies. The Nagelkerke Pseudo-R^2 (0.178 - 0.335) and −2 Log Likelihood were used in this study to assess overall model fit (Table 5). The likelihood-ratio χ^2 tests demonstrated that most models significantly improved prediction over their intercept-only counterparts ($p < .05$). Qualitative data were examined in thematic analysis, and each interview response was summarized descriptively and grouped into broad themes. To ensure reliability, all qualitative data were reviewed twice, and categorizations were cross-checked by a co-author.

Findings

Socio-Demographic Profile of the Participants

Table 1 represents the socio-demographic profile of the participants of the respondents (n = 434). 48.8% of the respondents were female, and 51.2% were male. Among the respondents, the majority (71.9%) had an undergraduate level and majority of them (72.6%) were students. Most of the respondents (89.2%) were found to have resided in urban areas. Among the respondents, 40.8% of families have an average monthly income between 32000 to 60000 Tk, while 35% earning between below-32000 Tk.

Table 1: Demographic characteristics of the respondents

Demographic Characteristics	(%)
Age	
13-20	15.7
21-30	57.8
31-40	12.4
40-Above	14.1
Gender	
Female	48.8
Male	51.2
Educational Level	
Primary	0.5
Secondary	2.8
Higher Secondary	11.5
Undergraduate	71.9
Postgraduate	13.4
Profession	
Student	72.6
Govt. job	8.1
Private job	4.6
Teacher	2.1
Banker	1.4
Politician	.2
Driver	.9
Business	.7
Others	9.4
Location	
Urban	89.2
Semi-urban	5.3
Rural	5.5
Income	
Below- 32000	35
32000-60000	40.8
60000-90000	8.2
90000-300000	10.2

300000 and above	3.2

Table 2 presents the use of social media among the respondents. Among the respondents, the majority (66.8%) use Facebook on a daily (85.3%) basis. Among the respondents 88.7% of respondents find it helpful to stay informed about political news and policies. However, barely 30.2% of people post on political issues, 23.3% active in social media political groups and pages and 23.5% comment on political issues.

Table 2: Use of Social Media

Particulars	**n (%)**
Frequency of social media use	
Daily	85.3%
Several times a week	8.8%
Weekly	2.3%
Rarely	2.3%
Never	1.4%
Most used media	
Facebook	66.8
Youtube	14.3
Instagram	17.7
Twitter	0.5
Tiktok	0.7
Access to political news and policies through social media	88.7%
Yes	11.3%
No	

Chi-square statistics was used to examine the association between use of social media and political engagement through social media (Table 3). Based on the Chi-Square test, the study found a significant association in between interest in political discussions, understanding candidates' positions better, voting decisions, and motivation to participate in political activities with respondents' active social media account, frequency of social media use, most used media and posting about political issues on social media.

Table 3: Association between use of social media and political engagement

Political Engagement through social media	Active Social Media Account	Frequency of social media use	Most Used Media	Posting about political issues on social media
Increased interest in political discussions	.000*	.037*	.195	.000*
Understand candidates' positions	.126	.066	.000*	.000*
Influence on voting decision	.005*	.018*	.666	.017*
Motivated to participate in political activities (e.g., rallies, petitions)	.014*	.036*	.040*	.000*

*p < 0.05

Social Media on Political Awareness and Political Mobilization

Through spearman correlation analysis examined the relationship between different forms of social media engagement and political attitudes and behaviors (Table 4). Specifically, posting about political issues online showed a significant positive correlation with increased interest in political discussions (ρ=.342, p<.001) and understanding candidates' positions (ρ = .272, p<.001). Active participation in social media groups or pages focused on politics had the strongest positive correlations across all political attitude and behavior measures, including interest in political discussions (ρ=.452, p<0.001), understanding candidates' positions (ρ=.416, p<0.001), and motivation to participate in political activities (ρ=.420, p<0.001).

Table 4: Correlation between social media and political awareness (Spearman rho, ρ)

	Posting about political issues on social media	Active in social media groups or pages that talk about politics
Increased interest in political discussions	.342**	.452**
Understand candidates' positions	.272**	.416**
Influence on voting decision	.178**	.303**
Motivation to participate in political activities	.289**	.420**

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

The Spearman correlation analysis revealed significant positive associations between political actors' social media strategies and citizens' political awareness and participation (Table 5). Citizens' interest in political discussions shows the most positive correlation with active participation in social media groups and pages discussing politics (ρ=.452, p<.001), whereas direct offline contact from political actors was less influential (ρ=.235, p<.001) (Table 5). Understanding of candidates' positions has been found moderately correlated by social media campaigns (ρ=.405, p<.001) and multimedia content (ρ=.379, p<.001). Voting decisions showed moderate positive correlation with the exposure to social media campaigns and multimedia posts (ρ =.311 and ρ=.305, p<.001, respectively). Furthermore, social media contact from political actors encourages me to participate in political events or discussions positively correlates with the individual's motivation to participate in political activities (e.g., rallies, petitions) (ρ =.521, p<.001).

Table 5: Correlation between political awareness and political mobilization strategies (Spearman rho, ρ)

	Increased interest in political discussions	**Better understanding of candidates**	**Influence on voting decisions**	**Participation in political activities**
Social media campaigns	.375**	.405**	.311**	.356**
Use of multimedia content	.305**	.379**	.305**	.269**
Online interaction through polls, surveys	.232**	.327**	.271**	.265**
Strategic youth engagement	.281**	.268**	.247**	.235**
Offline campaigns (leaflets, in-person visits) of political parties	.235**	.271**	.174**	.286**
Contact from political actors through social media	.325**	.305**	.260**	.521**

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

* Correlation is significant at the 0.05 level (2-tailed).

Table 6 presents the results of logistic regression models estimating the association between different forms of social media engagement and political outcomes (Odds ratios (Exp(B)) are reported). The findings indicated that engagement in online political communities was positively associated with political outcomes. Respondents active in political groups or pages had 1.21 times higher odds of having their voting decisions influenced and compared with respondents who always engage, those in the comparison category had 84.1% lower odds. In contrast, online political expressions (commenting or posting about political issues) demonstrated stronger effects across all dimensions. The odds of reporting increased political interest were 186.7% higher among respondents who engaged in political expression, while the odds of participating in political activities were more than twice as high (OR = 2.173). The strongest associations were observed for staying informed through social media. Participants who reported using social media as a primary source of political information were over seven times more likely to report political interest. Similarly, staying informed had 4.532 times higher odds of reporting better understanding of candidates' positions, with 4.542 times higher odds of reporting influence on voting decisions, and 3.055 times of higher odds of increased participation in political activities.

Table 6: Logit analysis of social media and political awareness and voter behavior (Odds Ratio, exp(B))

	Interest in Politics	**Understanding candidate's position**	**Voting decision is influenced**	**Participation in Political activities**
Engagement in online political communities in social media (Ref. category: Always = 5)	0.080	0.072	0.213	0.159
Online political expression (Ref category: No = 2)	2.865	1.679	1.848	2.173
Staying Informed through social media (Ref. category: No = 2)	7.109	4.532	4.542	3.055
Pseudo R-Square (Nagelkerke)	0.335	0.259	0.178	0.235

A total of 10 participants took part in the qualitative phase, including 4 Key Informant Interviews (KII) and 6 In-Depth Interviews (IDI). Participants ranged in age from 21 to 64 years (M_{age} = 33.8), comprising five males and five females (Table 7). This composition ensured diversity in terms of age, gender, and occupational exposure to social media–driven political participation in Bangladesh.

Table 7: Particulars of the Respondents of Interview

Interviews Format	*Respondent ID*	*Age*	*Gender*	*Profession*
KII	RN1	28	Male	Academician
	RN2	26	Female	Academician
	RN3	22	Male	Student-Activist
IDI	RN4	28	Male	Lawyer
	RN5	23	Female	Student
	RN6	24	Male	Student
	RN7	21	Female	Student
	RN8	22	Female	Student
	RN9	64	Male	Govt. Employee (Rted.)
	RN10	60	Male	Govt. Employee (Rted.)

The analysis identified three themes: enhanced political mobilization, increased political awareness, and political polarization/reliability of information (Table 8). Under the first theme, the codes included shift from traditional to digital mobilization, accountability and online protests, and political actors' adaptation to social media. The second theme comprised access to political content, digital democratization, and engagement of apolitical youth. The third theme included propaganda and selective narratives, digital illiteracy, and lack of reliable fact-checking mechanisms.

Table 8: Themes and their underlying codes

Themes	Codes
Enhanced political mobilization through social media	• Shift from traditional to digital mobilization • Accountability and online protests • Political actors' adaptation to social media
Increased political awareness	• Access to political content • Digital democratization • Engagement of apolitical youth

Political polarization and reliability of information disseminated	• Propaganda and selective narratives • Digital illiteracy • Lack of reliable fact-checking mechanism

Enhanced Political Mobilization through Social Media

People frequently engage in political mobilization via social media. After the July Movement, 2024, people of all spheres of occupation, specifically youth, show collectivism towards the impact of misappropriation. Political parties become more aware of their activities.

> "Political actors/Government usually works more on those news that goes viral on social media"- RN5, Female, 23 years, Student

However, lack of people's participation in the traditional way and the continuous misappropriation of law and order lead people to find social media as an alternative tool to ensure democracy. Various activists use this media to share their political insights and provoke people towards collectivism. People from the root level take part in social media, which is supposed to enable political actors to shift their engagement from traditional leaflets to online promotions.

> "Social media has become a great platform for youth engagement, a single post on social media against any kind of injustice can gather 1000 people in an instant."- RN3, Male, 22 years, Student-Activist

The response of the participant reveals that people are more aware of their rights, while political actors act in a manner of people's perception. They urge people to disseminate post documentation of their engagement. Moreover, during the election campaign, political actors tend to use social media by sharing short clips, archived documentaries for their publicity.

Political Awareness

In the political landscape, social media emerges as a transformative force, particularly in people's awareness and shaping voting behavior. Respondents frequently emphasized rapid digitalization and how it enhanced people's awareness. Respondents added that political mobilization through social media facilitated the youth-led movement on July, 2024. As one of the respondents mentioned,

> "If we talk about the recent 'Movement of 24', or even the earlier road safety movement, in fact, both movements were entirely driven through social media. From gathering people to deciding where and how the protests would take place, every plan and program was organized based on social media." – RN6, Male, 24, Student

Traditional media sometimes fall into government censorship and bias, while social media excels in democratizing information. Moreover, youth who bear apolitical thoughts using the phrase I hate politics at one moment are engaged in political movements, which led to the 2024 uprising.

Reliability of Information Disseminated and Political Polarization

The responses from the participants reviewed positive reaction towards social media in political shifting, despite having drawbacks. Since 2014-15, social media has emerged as a platform to add value for political shifting in Bangladesh. Gradually, it becomes a trusted accompany to the participants that influences them to make decisions. Nowadays, social media users feel/perceive an incomparable transition regarding political participation. Participants who reside in every corner of the country have a social media account, and that make sense the transition of traditional protest system over social media activity posters. It also acknowledges the participation of Gen Z and their powerful stand against the injustice, further amplifying the significance of social media's impact on political mobilization.

Respondents emphasized their concern over propaganda profoundly distorting their political perspective in social media by framing reality through selective narratives, clicktivism, algorithmic amplification, and religious triggers.

> "Misinformation and disinformation are major issues because a segment of society deliberately creates and spreads such rumors. They are highly trained individuals, yet they engage in these acts to fulfill their political agendas. This is a serious challenge." - RN3, Male, 22 years, Student-Activist

Moreover, digital illiteracy is cited as an obstacle in this case. In this decade, Artificial Intelligence (AI) is regarded as an additional stage of digitalization, although it has some misappropriation, hampering people's political perspective, particularly voting behaviour. The inability of the fact-checking system and the authorities' lack of accountability mislead country's sovereignty.

Table 9: Participants' quotations aligned with the themes

Indicators	Quotes from the Respondents
Enhanced Political Mobilization through Social Media	"A biggest benefit for social media users is they can expose any injustice while remaining anonymous"- RN5, Female, 23 years, Student "The style of election campaigning has changed, the Dhaka University Central Students' Union election can be the recent example"- RN8, Female, 22 years, Student "Political actors often tweet about their activites on Twitter" – RN9, Male, 64 years, Govt. Employee (Rted.)
Political Awareness	"Political actors nowadays create content about their good works and spread it through social media to win people's heart, which influence their voting behavior as well"- RN8, Female, 22 years, Student "Exaggerated political discussions on social media can lead people to move towards depoliticization and disengage from their political rights"- RN3, Male, 22 years, Student-Activist

Reliability of Information Disseminated and Political Polarization	"Rumors often create violence, mob lynching can be the example of"- RN8, Female, 22 years, Student
	"If we can spread the light of education, people will become more aware" – RN4, Male, 28 years, Lawyer
	"Bangladesh media is nothing but a yellow media in case of political perspective" – RN8, Female, 22 years, Student
	"Because of algorithmic system on social media, people see more about propaganda related news as their feed shows them. I think adopting the approach of 'customizing my feed' will reduce the effect of the problems faces"- RN3, Male, 22 years, Student-Activist
	"The flow of information on social media, where information comes from multiple sources, making it possible to verify what is true and what is false" – RN9, Male, 64 years, Govt. Employee (Rted.)
	"Earlier politics was confrontational politics, current politics believes in elimination" – RN10, Male, 60 years, Govt. Employee (Rted.)

Discussion and Conclusion

The findings suggested that active engagement in political social media communities had the strongest positive influence on political knowledge, discussions, and participatory intentions, while more passive behaviors, such as sharing content or staying informed, show weaker or negative associations. Specifically, engagement in social media showed a strong positive association with political interest, signifying that social media serves as a critical resource enhancer for civic engagement which was further identified in the qualitative findings. This aligns with prior studies emphasizing that digital participation reduces traditional barriers to political involvement by democratizing access to information (Newman, 2011; Goh & Pang, 2016; Chowdhury, 2018).

Online political expression and staying informed through social media enhanced political awareness and influenced voting behavior. However, several respondents repeatedly expressed concern regarding misinformation, rumors, and polarizing content, acknowledging that while social media can

motivate political participation, it can also mislead citizens and complicate informed decision-making. Furthermore, as the ordinal logistic regression revealed, those who never engage in online political communities have significantly lower odds of being interested in politics compared to those who always engage, controlling for other variables. Besides, staying informed through social media enhances interest in politics by six times higher compared to those who are not. The findings of the study further align with the proposition of Verba, Schlozman, and Brady's (1995) Civic Voluntarism Model (CVM). As a resource component, social media engagement on political issues increases political awareness. Active participation in online political communities (groups/pages) increases individuals' informational resources, resulting in higher political interest. Furthermore, social media served as a component for psychological engagement for political awareness. The impact of social media as recruitment component through its effect on political mobilization by political actors. The findings of the study, therefore, indicate that social media acts as a tool for empowerment and mobilization by spreading information, raising awareness, and lowering participation barriers. However, the challenges remain due to persistent spread of misinformation, peer pressure, and selective engagement. As such future research should further inquire about the extent and nature of political participation among citizen considering their socioeconomic variables and social media engagement.

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Digital Disruption in Tertiary Education in the Age of Artificial Intelligence: A Cross-Sectional Mixed Method Study

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Abstract

The study primarily focused on examining the impact of digital disruption on tertiary education in the age of Artificial Intelligence, emphasizing exploring the nature of AI-driven disruption in tertiary education. A cross-sectional mixed-method approach was followed to collect data through an online survey from 450 participants. The study utilizes the Statistical Package for Social Sciences (SPSS) version 25 to analyze the data. The study results show that more than 90% of respondents are familiar with Artificial Intelligence (AI) and use it in their studies. Among them, 45.2% use AI frequently, 26.2% occasionally, and 21.2% always. 27.8% of respondents use AI for learning assistance, followed by (21.9%) for research, (17%) for creative projects, (19.6%) for personal use, (13.1%) for social activities, and other purposes. ChatGPT was the respondents' most frequently used AI tool (90.4%), followed by Gemini, QuillBot, and Grammarly. Among them, 43% said they are very likely to use AI due to free access. In comparison, 44% are likely to use it due to task automation, followed by personalized summaries, peer use, and popularity. Based on the Chi-square test results (p= 0.194>0.05), there is no statistically significant relationship between gender and the frequency of AI usage among the respondents. Participants reported that the key challenges they face in integrating AI into their education are (56.7%) similarity in outcomes, (57.7%) inaccuracy of information, (60.6%) over-reliance on AI, and (48.1%) the cost of the premium version.

Keywords: Artificial Intelligence (AI), Digital Disruption, Tertiary Education, Mixed-Method.

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Introduction

Rapid advancement of artificial intelligence is changing the dynamics of multiple sectors in society, including the area of education. AI involves the creation of computer system that is capable of executing task traditionally linked to human intelligence (Ertel, 2018). It offers a remarkable opportunity to customize learning experiences allowing students to follow personalized pathways to enhance academic performance (Alam, 2021). The system of AI can analyze vast amount of data through the use of algorithm and data analysis, offering opportunities to make actionable insight, improving student engagement and learning outcomes (Osman et al., 2024).

In recent years, AI has begun to play a vital role in enhancing the flexibility and accessibility of tertiary education. AI has expanded educational boundaries, allowing for personalized learning pathways that can adapt to the unique needs of students (Simi, 2023). However, all these advancements are also accompanied by the concerns of ethical implications, data privacy issues, and the potential for conventional teaching methods have been replaced (Zhou, 2023). As artificial intelligence continues to develop and gain popularity in educational settings, these opportunities and challenges must be thoroughly examined (Alam, 2021).

The integration of artificial intelligence in tertiary education while reinforcing the educational outcomes, it also led to a series of challenges that must be addressed. Moreover, there is a pressing need to acknowledge how AI is perceived by both educators and students and what are the factors that influence the successful integration of AI tools into existing pedagogical framework. Without cautious consideration, the digital disruption brought about by AI could lead to unintended consequences for the quality and equity of education (H M Atif Wafik, 2024).

Although the impact of artificial intelligence (AI) on higher education has been the focus of many studies, the majority of these studies concentrate on developed nations, leaving a gap in our understanding of how AI is viewed and applied in developing countries (Ajay Agrawal, 2017). Furthermore, the majority of the research currently in publication tends to concentrate on technical capabilities rather than a thorough examination of the practical difficulties and variables influencing its integration in higher education. To fully understand the impact of AI on tertiary education, it is important to explore how these technologies are currently being used, what are existing challenges and how educational institutions can effectively manage the digital disruption that AI presents. Exploring the potential of AI in higher education, especially in the context of digital disruption, is what has motivated the study. This research attempts to offer insights that can assist institutions in directing the changing educational practices by investigating the advantages, difficulties, and adoption factors of AI tools in higher education.

Literature Review

Artificial Intelligence

The discipline of artificial intelligence (AI) is focused on developing intelligent machines, especially intelligent computer programs. Although it has to do with utilizing computers to study human intelligence, artificial intelligence (AI) is more than only biologically based techniques. AI aims to do more than replicate human thought processes also it aims to create intelligent systems (McCarthy, 2007). Artificial Intelligence (AI) has the potential to significantly reduce the expense while also improving the availability of prediction, making it more easy and accessible to use existing data to provide new insights (Ajay Agrawal, 2017). Although technologies in AI have the potential to significantly enhance several aspects of human life, including housing, healthcare, education, employment, entertainment, safety,

and transportation. Innovative services, smart goods, and new business methods may also be very beneficial to businesses but AI is not a panacea for every issue (Berente, 2021).

Application of AI on tertiary education

Saikat (2024) states education is changing and our learning process is being profoundly impacted by the increasing influence of artificial intelligence (AI). Since artificial intelligence is developing so quickly, educators need to know how to use these tools for improving students' achievement. To ensure that AI tools are utilized in ways that effectively enhance teaching and learning, close cooperation between educators and AI learners is needed.

According to Xianghan (2023) in order to identify AI affordances from and within the higher education sector, university senior management teams need to establish an environment at the institutional level that promotes and provides suitable technical environments as well as opportunities for enhancing the skill set of academic tutors.

James (2022) investigates the potential of AI in education, IT must be involved in every step of integrating AI into support services for students, faculty, and staff. AI has the potential to improve performance, increase information availability, and enhance communication. AI is transforming the way that teachers educate, but it won't replace them. AI mentors are helping instructors improve, which is definitely a positive factor. AI mentors might eventually take the role of teaching assistants, and customized AI mentors that offer specialized help, particularly in math and science may become usual.

Marzia (2024) explores there has been a notable presence of young AI users, as seen by the significant proportion of undergraduate students (91.1%) in the sample group. This group, which is often tech-savvy and quick to

embrace new technology, is especially essential when examining the effects and use of AI tools in the classroom. Atif (2024) stated that the use of AI in Bangladeshi education is subject to debate. Supporters point to AI's capacity for individualized education, while critics raise issues of human aspect, ethics, and equity. This calls for an in-depth examination of AI's function in education in Bangladesh's particular setting. Critics believe that by generating personalized learning experiences, AI may transform education and eventually result in a more efficient and interesting system, pointing to worldwide developments.

Robert (2024) noted that although integrating AI has great potential to enhance both student results and higher education but not much has been discovered about the factors that influence university students' adoption of AI, particularly those studying in the economics levels.

Suvrat (2019) discusses that higher education is lagging behind the corporate sector in terms of AI adoption and implementation. Many businesses that have previously adopted AI and are still investing in it's applications are certain to remain ahead of the competition. Institutions of higher learning that integrate AI into every curriculum continue to lead their fields and already take advantage of the advantages of this technology.

According to Kershnee (2024), the legitimacy of online tests is being called into question by AI chatbots, therefore educators must change their strategy. These days, assessments need to focus on higher-order thinking, problem-solving, creativity, and teamwork. In order maintain integrity, authentic assessments such as project-based assignments, open-ended activities, and collaborative assessments are necessary since they are challenging for AI chatbots to do and more accurately measure these crucial skills.

Additionally, Habeeb (2024) stated that the use of AI in higher education and work engagement is influenced by a number of factors, such as awareness, performance expectancy, and perceived risk. Attitude and behavior act as mediators for these factors. Also, higher education institutions in Asia are increasingly implementing AI technologies such as chatbots, automated grading, and intelligent tutoring. AI adoption rates, however, differ between nations and organizations.

According to Omar (2023) despite its widespread use, ChatGPT and other generative AI models are unable to replicate the job of a human instructor since they do not simulate real human interaction. The growing use of AI in education raises questions over the declining importance of face-to-face contact and teamwork, which are essential components of a strong educational system, even as it transforms learning and information access.

Moses (2024) states that academics and higher education administration should take measures to enhance the application of AI in academic settings. It suggests that in order to discourage plagiarism, educational institutions should set specific rules for faculty and students' adoption and use of AI. A study by David (2023), explored that although AI is useful and generative models are based on statistical patterns and lack a complete understanding of any topic. his limits their ability to provide each student individualized explanations and comments based on their needs and misunderstandings.

Methodology

Research Design

The mixed-method research follows a cross-sectional study to evaluate the impact of digital disruption in tertiary education in the age of artificial intelligence (AI). The quantitative study is accompanied by an evaluation and investigation of the ways in which AI-powered technologies impact higher

education teaching and learning procedures. It focuses on understanding the extent to which AI-driven tools are integrated into academic activities and the factors affecting their adoption. The qualitative study is incorporated to explore the challenges and prospects associated with AI-driven disruption in tertiary education and presents recommendations for the existing scenario.

Research Method

This mixed-method study used a survey questionnaire that included closed and open-ended questions. It has employed non-probability purposive sampling by focusing on a particular demographic of students enrolled in higher education and who are actively using AI-powered resources for their academic work. This method of sampling ensures relevance to the study's objectives and allows data gathering from people with specific experience. The possibility of achieving an adequate sample size was demonstrated by the 450 people chosen at random.

Table 1: Research Methodology of the Study

Research Design	Qualitative and Quantitative
Research Method	Survey Questions – 450 (Respondents)
Sampling Method	Non-probability (Purposive Sampling)

Data Analysis Techniques

The study applied SPSS (Statistical Package for Social Sciences) version 25, to analyze the data. Non-parametric statistical tests were applied as the data was not normally distributed, based on the Shapiro-Wilk and Kolmogorov-Smirnov tests ($p<0.05$). To explore relationships among the variables in the data the study employed the Chi-square test as non-parametric statistical tests. The 95% confidence level used to calculate the data suggests that the estimated findings should fall within the calculated confidence

ranges. A 5% level of error (0.05) was also taken to be considered in the study to minimize the possibility of making an error.

Table 2: Data Analysis Techniques

Data Analysis	Analysis Techniques
Uni-variate analysis	Frequency distribution, percentage
Bi-variate analysis	Chi-square test
Data Validity	Data normality test

Findings

Socio-Demographic Profile of the Participants

Table 3 represents the socio-demographic profile of the participants of the respondents (n=450). The age group distribution shows that the age range of (20-24) includes the majority (92.3%) of the respondents, followed by (25-29) of age with 5.8%, (below 20) of age range with 1.1% and (30 and above) 1% belongs to the age group. In terms of gender, 45.2% of respondents were women and 54.8% were men. Currently, the majority of respondents (85.6%) are enrolled in their Honors (Bachelor's) program, while 14.4% are pursuing a Master's degree. The fields of study of the respondents are as follows: Science (37.5%), Business Studies (17.3%), Arts and Social Sciences (43.3%), Diploma in Nursing Science and Midwifery (1%), and Apparel Manufacturing Technology (1%).

Table 3: Socio-Demographic Profile of the Participants

Demographic Characteristics	**Percentage (%)**
Age	
Below 20	1.1%
20-24	92.3%
25-29	5.8%
30 and above	1%

Gender	
Male	54.8%
Female	45.2%
Current Academic Program	
Honors (Bachelor's) Degree	85.6%
Masters' Degree	14.4%
Field of Study	
Science	37.5%
Business Studies	17.3%
Arts and Social Science	43.3%
Diploma in Nursing Science and Midwifery	1%
Apparel Manufacturing Technology	1%

Background Information of the Participants About the Use of AI in Tertiary Education

Table 4 presents that 98.1% of respondents are familiar with Artificial Intelligence (AI) and use it in their studies. Among them, 45.2% use AI frequently, 26.2% occasionally, and 21.2% always. Among the respondents (27.8%) use AI for learning assistance, followed by (21.9%) for research, (17%) for creative projects, (19.6%) for personal use, (13.1%) for social activities, and other purposes. ChatGPT was the respondents' most frequently used AI tool (90.4%), followed by Gemini (66.3%), QuillBot (57.7%), Grammarly (54.8%) and Microsoft Copilot (23.1%). Among them, 43% said they are likely to use AI due to free access, 44% are likely to use it due to task automation, followed by 41% due to personalized summaries, and 27% due to peer use, and popularity. Among the respondents. 75% said areas that AI is greatly impacting in tertiary education, especially in student learning methods, 73.2% in assignments, 62.5% in research and 45.2% in the assessment and evaluation process.

Table 4: Current Scenario of the Use of AI in Tertiary Education

Familiar with the Concept of AI	**Percentage (%)**
Yes	98.1%
No	1.9%

Frequency of AI Use Among Respondents	
Frequency of AI usage	**Percentage (%)**
Frequently	45.2%
Occasionally	26.2%
Always	21.2%

Purpose of AI Use	
Purpose	**Percentage (%)**
Learning Assistance	27.8%
Research	21.9%
Creative projects	17.0%
Personal use	19.6%
Social Activities	13.1%

Types of AI Tools Use	
Tools	**Percentage (%)**
ChatGPT	90.4%
Gemini	66.3%
Quillbot	57.7%
Grammarly	54.8%
Microsoft Copilot	23.1%

Motivations for Using AI	
Motivation	**Percentage (%)**
Free access	43%
Task automation	44%
Personalized summaries	41%
Peer use and popularity	27%

Areas of tertiary education which are most affected by the Digital Disruption Caused by AI	
Areas	**Percentage (%)**
Student Learning methods	75%
Assignments	73.2%
Research	62.5%
Assessment and Evaluation Process	45.2%

Skills are most affected by the use of AI in education

Table 5 shows that critical thinking and judgment are the most affected skills (77.9%), followed by originality and writing (72.1%), problem solving (67.3%), creativity (52 .9%) and data interpretation is the least affected (46 .2%).

Table 5: Skills are most affected by the use of AI in education

Skills	Percentage (%)
Data interpretation	46.2%
Problem solving	67.3%
Critical thinking and judgment	77.9%
Originality and writing skills	72.1%
Creativity	52.9%

Chi-Square Test Analysis

The study also examined whether gender played a role in AI usage frequency. To analyze this, we have applied a chi-squared test, a statistical method used to assess the relationship between categorical variables. The P-value resulting from the test is 0.189, which is greater than the standard significance level of (0.05). There is no significant relationship between respondents' frequency of AI usage and gender, based on the results of the Chi-square test ($p=0.194>0.05$). This means that only observed differences in AI uses between genders are likely due to random variation rather than a true underlying pattern. In other words, gender does not appear to influence how often respondent engage with AI tools in their academics.

Table 6: Chi-square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	6.070[a]	4	0.194
Likelihood ratio	6.584	4	0.160
N of valid cases	450		

*p>0.05

Factors Affecting the motivation to use AI in academics

Reliability Test

The study's constructs' internal consistency is measured by reliability. A construct is considered dependable if its Alpha (α) value is greater than (0.60). Cronbach's Alpha was used to evaluate construct reliability in this study. With five items, the result indicated that academic motivation for using AI was reliable (α =.872).

Exploratory factor analysis (EFA):

Factor Analysis using varimax rotation and principal component analysis, an EFA has been carried out. (0.50) has been chosen as the loading criterion for the minimization factor. It has also been evaluated to guarantee appropriate exploratory levels of explanation for the scale's commonality, which shows the degree of variance in each dimension. Every commonality, according to the results, is greater than (0.50).

Table 7: EFA Result

Item	Component 1	Component 2
Free access	.653	
Personalized summaries	.772	
Academic success	.886	
Automation of task		.807
Peer use and popularity		.849

The study included five items relating to the motivation to use AI in academics for factor analysis using principal component analysis (PCA) with varimax rotation. The value of Kaiser-Meyer-Olkin measure of adequacy is 0.810, which is above the recommended value of .60. Barlette's test Sphericity was significant, x2 (n = 450) = 445.857, as the p-value is determined (.000 < .05). The Eigenvalue > 1, determines that the analysis is fit for two factors explaining a total of 63.034% of the variance of the data. factor 1 component, which can be labeled as Perceived Academic Benefit,

included high loadings from items such as academic success (.886), personalized summaries (.772), and free access (.653). These items reflect the perceived academic value and utility of the system. Factor 2 component, labeled Social and Practical Utility, showed strong loadings from peer use/popularity (.849) and automation of task (.807), indicating the influence of social norms and task efficiency in shaping user perceptions. One item (free access) exhibited moderate cross-loading on both components (.653 on Component 1 and .526 on Component 2), suggesting it may be relevant to both dimensions. Overall, the rotated two-factor solution accounts for the multidimensional nature of user perceptions, distinguishing between academic benefits and practical or social considerations.

Challenges of AI Integration in Academics

Table 7 represents, that the key challenges students face in integrating AI into their education are (56.7%) similarity in outcomes, (57.7%) inaccuracy of information, (60.6%) over-reliance on AI, and (48.1%) the cost of the premium version. The study also highlights several challenges arise from the use of AI in education with varying levels of concern among respondents, (58.7%) believe AI creates disparities in Access or opportunities among students, and (62.5%) feel that relying too heavily on AI poses risk, (66.3%) think AI reduces the importance of traditional learning methods, and (65.4%) are concerned that AI increases dependence on technology.

Table 8: Challenges of AI Integration in Academics

Challenges of AI integration	**Percentage (%)**
Similarity in outcomes	56.7%
Inaccuracy of information	57.7%
Over-reliance on AI	60.6%
Cost of premium versions	48.1%
Challenges Arise from the Use of AI in Education	

Creates disparities in access or opportunities among students	58.7%
Poses risks when relied upon heavily	62.5
Reduces the importance of traditional learning methods	66.3%
Increases dependence on technology	65.4%

Discussion

The findings of this study highlight the growing influence of AI in tertiary education, revealing both its widespread adoption and the challenges associated with its integration. It is evident that AI has become an essential tool in higher education. The majority of the students use AI for learning assistance, research, and creative projects, indicating its role in productivity and innovation. However, the findings also raise concerns about potential drawbacks of AI-driven learning. One of the key insights from this study is the motivation behind AI adaptation is free access, and task automation which were the primary reasons for AI use, followed by personalized summaries, peer use and popularity. A significant number of respondents identified key areas where AI is making a substantial impact on tertiary education. The most prominent influence is seen in student learning methods, followed by its integration into assignments. Additionally, AI is playing an increasingly important role in research, as well as in the assessment and evaluation processes. In terms of the impact of AI on skills in education, the study finds a significant influence on critical thinking and judgment, originality and writing, problem solving, and creativity. However, data interpretation appears to be the least affected skills.

These findings suggest that students view AI as a cost-effective and efficient tool that enhances their ability to complete academic task. The popularity of AI tools like ChatGPT, Gemini, Quillbot and Microsoft Copilot, indicates a preference for generative AI models that provide instant responses aiding in research writing and comprehension. Another important finding is

the lack of statistically significant relationship between gender and AI use frequency. The study also examined whether gender played a role in AI usage frequency. The test results in P-value of (0.194), which is higher than the conventional significance level of (0 .05). Based on the Chi-square test results (p= 0.194>0.05), there is no statistically significant relationship between gender and the frequency of AI usage among the respondents. This means that only observed differences in AI uses between genders are likely due to random variation rather than a true underlying pattern. In other words, gender does not appear to influence how often respondent engage with AI tools in their academics. It indicates that AI adaptation is widespread across different demographic groups, suggesting that AI is becoming universally accepted in tertiary education.

Despite these advantages, students also reported several challenges in integrating AI into their education. The most significant concern was over-reliance on AI tools, followed by information in accuracy, similarity in outcomes and cost of the premium AI tools. Several challenges arise from the use of AI in education, with a significant number of people believing that AI creates disparities in access to opportunities among students. Many feel that relying too heavily on AI poses risks, while others believe that it diminishes the importance of traditional learning methods. Additionally, there is a concern that AI increases dependency on technology. These findings create a debate on the risk of AI in education via excessive dependence on AI-generated content can reduce critical thinking, skills and originality in academic work. Additionally, the data issue of information accuracy highlights the need for students to critically evaluate AI-generated content rather than relying on it unconditionally.

Conclusion and Recommendation

The innovation of technology is constantly reshaping the educational practices, where artificial intelligence represents a significant shift in teaching and learning paradigms (Ajay Agrawal, 2017). The result of the study suggested that AI tools have gained popularity among tertiary students, reflecting their perceived value in enhancing their academic efficacy. Despite the evident benefits, several concerns hamper the seamless education practices. These concerns indicate that while AI provides convenience, it may also compromise on originality, accuracy and the deliberate problem-solving abilities of the students. The result of the study suggests that AI adoption is widespread and not influenced by gender-specific preferences or access.

Although AI improves learning experiences, responsible usage is necessary to ensure that it serves as a tool for academic support rather than a replacement for human intelligence (Ertel, 2018). To maintain the quality of educational outcomes the consequences of unethical AI use such as plagiarism and misinformation should be implemented in academic institutions. Institutions should apply regulations that promote responsible AI use to encourage students to verify AI generated information and maintain accountability in their academics. Educators play a crucial role in AI integration. Teachers and academic institutions should motivate students to use this technological advancement as a complementary learning tool rather than a substitute for traditional settings. Also, students should develop independent analytical skills rather than relying fully on AI-generated responses. Teachers should assign those tasks which require critical thinking, peer collaboration and real-life problem-solving techniques. A combined learning method which includes AI-driven learning with teacher-student interaction, can help to mitigate the risk of AI dependency. Human cognition of education such as mentorship, critical thinking and personalized guidance of educators should be preserved. This study offers insightful information

about the applications and challenges of AI in higher education, but it has certain limitations. The study primarily relies on survey data, which may not capture all aspects of AI integration and further implications. Moreover, the findings are based on a specific demographic as a result the outcome may vary in different educational context. To understand how AI affects student performance over the long run and how it functions in various educational contexts, future research should concentrate on longitudinal studies. Institutions must continue to take the initiative to develop AI-based educational systems as the technology develops. AI shouldn't be seen as a substitute for human intelligence and creativity, but rather as a tool that enhances conventional schooling.

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Practices of Organizational Core Values in Public Sector: A Comparative Analysis between Civil and Defense Training Institutions

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Abstract

The study aimed to identify the variances among the variables concerning organizational culture in both civil and defense training organizations; and to examine the relationship between the core cultural elements and their influences on organizational development using quantitative research approach, where a survey questionnaire instrument was administered in five civil training organizations and five defense training organizations. A random sample tool was used for data collection, and questionnaire was measured with a five-point Likert scale. For study objectives, the Mann-Whitney U test is performed to identify the differences in core values and practices among the organizations. Pearson correlation matrix table is placed with all variables and significant values are shown. Regression analysis with ANOVA results is captured from SPSS output and placed to identify the differences and influences on the dependent variable. Regression model summary explained with R-value (.646), where R-square value is (.417, 41.7%) and Adjusted R-square is 39.2% with Sig. (.000). Mann-Whitney U Test result shows Z-value is -5.44, p=.000, Thus, there is a significant difference between the organizational culture among civil and defense training institutes. The coefficient results confirmed that only the 'integrity' and 'professionalism' variables positively influenced organizational development. The study results confirmed that defense training organization culture is strengthened than civil training organizations. Therefore, civil training organizations may give more attention to core values in future. Besides, in the future, a qualitative approach may be adopted in this type of research for more reliable output regarding organizational core values for organizational development.

Keywords: Organizational Culture, Core Values, Civil Training Institutions, Defense Training Institutions, Organizational Development.

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Introduction

Training is a significant tool for human resource development to perform her job effectively either for public or regimental officials (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, Omar, Ali, & Hashim, 2013). In the public sector, training typically improves job quality, lowers production or service costs, cuts down on time and visits, lessens monitoring, boosts employee morale, standardizes performance, and more (Burke & Huthins, 2007; Tews & Burke-Smalley, 2017). Conversely, national entities and the nation's security substantially depend on defense services. The members of the armed forces receive extensive training to safeguard the interests and values of the country from both internal and external threats, as well as from any form of aggression. Therefore, members of the armed forces need to undergo more ongoing training than public servants.

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 not the same. But officers of both sectors are rendering their valuable services to the citizens as well as to the nation. Several training institutions in the public sector arrange training to develop their public officials for rendering services to the citizens in an efficient way. On the contrary, armed forces officials receive training from their respective training institutions to protect the country and serve people in need. However, both sectors aim at enhancing the competency and efficiency of their officers following their respective training organization cultures.

In Bangladesh, the public sector training institutions are the Bangladesh Public Administration Training Centre (BPATC); Bangladesh Public Service Administration Academy (BCSAA); Rural Development Academy (RDA); Bangladesh Academy for Rural Development (BARD); Police Training Academy (PTA); Police Staff College (PSC); and so on. Among those, BPATC is playing a pioneering role in providing training to 26 cadres out of 28 cadre officials. BPATC organizes training courses for the 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 the hierarchical management style for decision-making as the government sector does.

On the contrary, 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.

It is to be stated that organizational culture affects training organizations and organizational culture represents general beliefs, ideologies, policies & practices, and values (Blunt, 1991; Ibrahim, A.Boerhannoeddin, & Kayode, 2017). All personnel are united by a shared culture and set of beliefs. Regardless of the form of organization, literature has provided a practical definition of organizational culture. However, there

is a significant disconnect between theory and practice in real-life (Chancy, 2017; Claudia, 2015). In actuality, it frequently conflicts with the organizational culture of training. An action research culture is essential for training organizations. For trainees working for field-level organizations, case-based instruction is essential. Regretfully, the curriculum, material, and delivery techniques of many training organizations are not updated on a regular basis. In addition, trainers receive inadequate compensation and lack the opportunity to pursue a fulfilling career. Consequently, this discontent frequently impedes a creative workplace atmosphere. The problem is further exacerbated by a high turnover rate, employees' conflicting attitudes, poor communication, a lack of trust among professors, a delayed decision-making process, a resistance to change or reform, and other factors. A few empirical studies of the training organization culture of public and defense training institutes have been discovered after a review of the literature. As a result, this study has shed fresh light on organizational culture, particularly for public and defense training companies, which could support and validate the findings of previous studies. It focused on identifying the perception of organizational value items and development factor items; finding out influencing factors (values) and their impact on organizational development; examining the relationship between the variables of organizational values and development, along with the difference among the variables regarding organizational values in both public and defence training organizations, and policy suggestions are drawn for the policymaker.

The research has focused on variables, as proposed in the conceptual framework, and has searched within the 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.

Literature Review and Conceptual Framework

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 behaviour. Organizational culture is the shared beliefs of the people in an organization that influence them to think and perform which makes a difference in 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 concepts. Thus, this study has given an in-depth understanding and different dimensions of organizational culture and development.

Defining Culture

The English word “culture” is believed to have originated from the Latin word “cultura” or “cultus,” which means “to care for or cultivate” (Nanjira, 2010). Culture has been split into two categories: subjective culture, which emphasizes a civilization's people's worldview, and objective culture, which has to do with the organizational perspective (Bennett & Bennett, 2004; Cowen, 2002). The social norms and behaviors of human societies, including their arts, beliefs, habits, understanding, customs, laws, and traditions in a particular place and time, are hence referred to as culture. Conversely, organizational culture acts as a kind of overall composition that upholds a company's reputation and brand (Chancy, 2017). As well as that, “culture”, though an intangible concept, has a significant impact on how social and organizational situations are handled (Schein, 2004).

Organizational culture refers to the underlying ideas, presumptions, values, and social norms that influence a particular organization's social and psychological environment (Needle, 2004). It is therefore dynamic and continually changing. It has been said that the new culture is the best culture to obtain the objectives of the organization (Cummings & Worley, 2009). However, organizational change also depends on the subculture of the organization along with different norms and beliefs.

Organizational Values and Cultural Characteristics

Sai Manohar and Pandit (2014) pointed out that "under the current global economic slump, innovation will continue to be a vital driving force for sustainability and growth" (Manohar & Pandit, 2014). Besides, organizations recognize the importance of continuing to educate their employees to stay competitive and spending money on training would provide greater outcomes (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). Again, Jin and Drozdenko (2010), examined the relationships between fundamental organizational principles, organizational ethics, corporate social responsibility, and organizational performance results (Jin & Drozdenko, 2010). The perceived ethical attitudes and social responsibility were connected and managers in both mechanistic and organic firms who were viewed as being more socially responsible were also perceived as being more ethical (Jin & Drozdenko, 2010). Therefore, the organizational values provide a corporation direction and a sense of purpose which help organizations to manage their interactions with customers and employees.

Moreover, organizational culture is different, from organization to organization. A strong culture of an organization refers to a belief, trust and team culture. It attracts the talented and performing high is the organizational outcome. It is found that civil training institutions are different from defence training institutions in line with culture, organizational design, objectives, discipline, and objectives as well (Manetje & Martins, 2009). In general

qualities of organizational culture are heading in the following aspects i) alignment with organizations' objectives and people; ii) a culture of appreciation is represented in many folds such as a note of thanks, rewards, and promotion; iii) trust is an important component of an organizational quality of culture; iv) performance is a key means of organizational culture; v) change is a common organizational culture, so resilience is a key quality in a high-performing dynamic work environment; vi) teamwork culture in a training institution can be understood with some phenomena such as encompasses collaboration, communication, and respect between team members; and vii) innovation is an important quality of organizational culture.

Conceptual Framework

The conceptual framework of this study has been illustrated here. Here, Organizational Development depends on the vision & mission, discipline, integrity, time management, professionalism and teamwork.

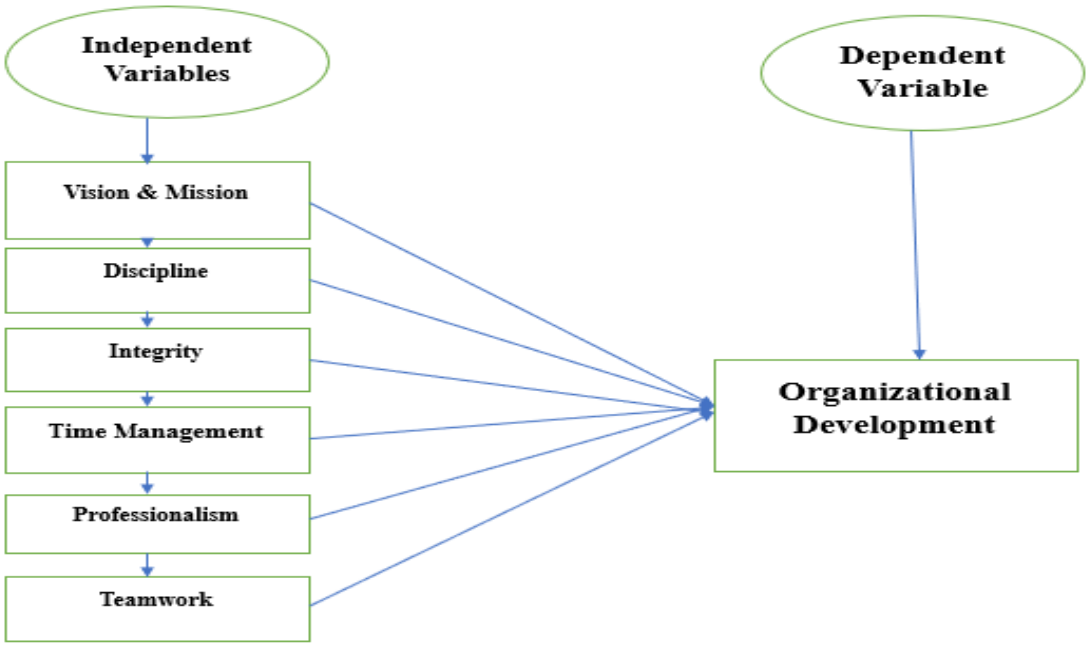

Figure 1: Conceptual Framework

Methodology

Research Approach

Philosophically social research can be seen in two dimensions deductive (epistemological consideration or positivism) and other one is called inductive (ontological consideration or objectivism) (Bryman & Bell, 2011). Deductive reasoning, where knowledge already existing, is the foundation of this study. This study has developed a conceptual framework based on the results of earlier research and the literature review. In order to obtain data, a questionnaire survey is used as a research tool and the quantitative approach is used as the research method.

Study Area and Data Source

Public and defense training institutions are the study's primary emphasis. Faculty, researchers, administrators, training managers, and other individuals with a direct connection to training programs are regarded as respondents. Public training establishments such as the Bangladesh Public Administration Training Center, 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 have been the subject of the study. All those training institutions are providing training for the capacity building of public and defence personnel, in that way, the respondents are homogenous, which is preferred by several scholars (Fraenkel & Warren, 2002; Sileyew, 2020).

The study has used both primary and secondary data to make 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 data set by using statistical tools for appropriate decision-making with a high level of confidence. From empirical data, analysis results are essential for policy makers and it has been used as managerial implication in a wider horizon.

Sampling Procedure

The 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 defence training organizations. From these, strata, the respondent is classified as a researcher, trainer, researcher & trainer, training manager and administrator (manager). Finally, random sampling was used for data collection and questionnaires were distributed among the esteemed respondents randomly. In this study, Yamane's (1967) formula is used to calculate the sample size from the population.

n=N/1+N(e) square

Research Instrument

A questionnaire has been used as a research tool for data collection. Apart from respondent demographic information or variables, organizational core value variables are used for this study. The variables are: '*vision & mission*'; '*discipline'*; '*integrity'*; '*time management'*; '*professionalism'* and '*team spirit'*. These are measured with a Likert Scale ranging from '5' to '1', '*strongly agree'* to '*strongly disagree'*.

Variables items Reliability

According to the main variable items individual items Cronbach's alpha is checked for measuring item consistence and their association. Cronbach Alpha results are shown in the following Tables concerning variables and their items as well. This variable is measured with six related

items. Items consistency and items association check through reliability Cronbach alpha value and found Alpha value is .849, which revealed that items have a high level of consistency. Individual item Cronbach Alpha is presented in the following Table.

Table 1: Cronbach's Alpha of Organizational Core Values

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

Findings

Demographic Information

Training Institutions

This study is based on public training institutions and defense 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), Defense Services Command & Staff College (DSCSC), and Marine Fisheries Academy (MFA). The number of faculty differs 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 defense training institutions, we received a smaller number of respondents from them. However, the representative respondents have replied and participated in a survey questionnaire.

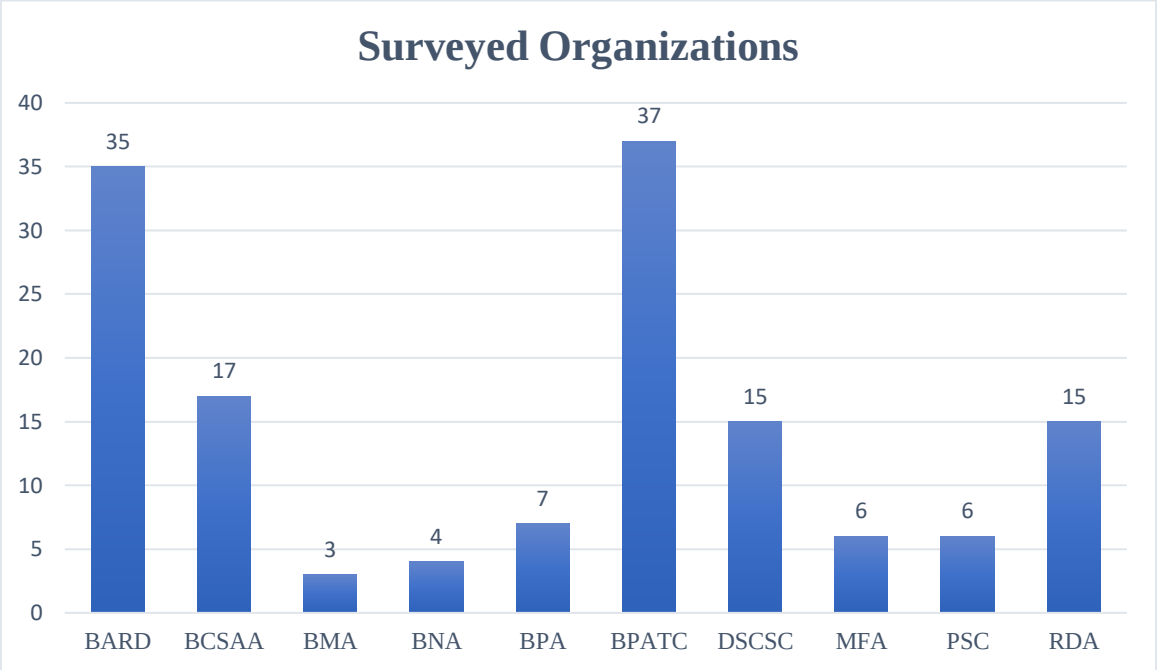

Figure 1: **Frequency Distribution of Surveyed Organizations**

Public and Defense Training Institutions

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

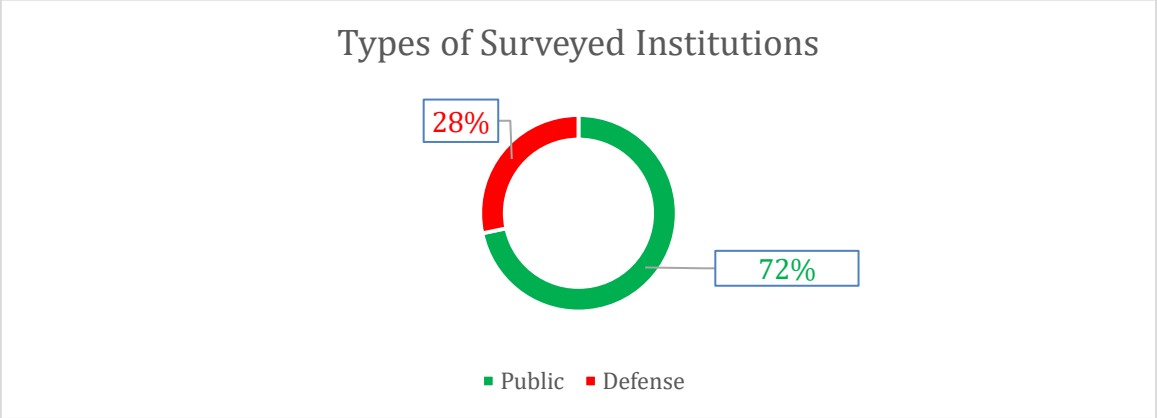

Figure 2: **Type of Survey Institutions**

Respondent's Job Responsibility

The following table describes the respondent's key responsibilities. As all the respondents are faculty members of the training institutions, they have key roles to play in their selective training institutions. The categories of those roles are: 'Researcher', 'Trainer', 'Research & Trainer', 'Training Manager' and 'Administrative Worker'. As for the respondent's responses, it is found that the highest number of them are from 'Research & Trainer', which has a value of 32.4% (47); whereas 23.4% (34) of the total respondents are from the 'Trainer' group. 'Trainer and Administrative' represent the same percentage of respondents as the previous one: 19.3% (28). However, the respondents' job types and their participation figures have revealed that the data is normally distributed.

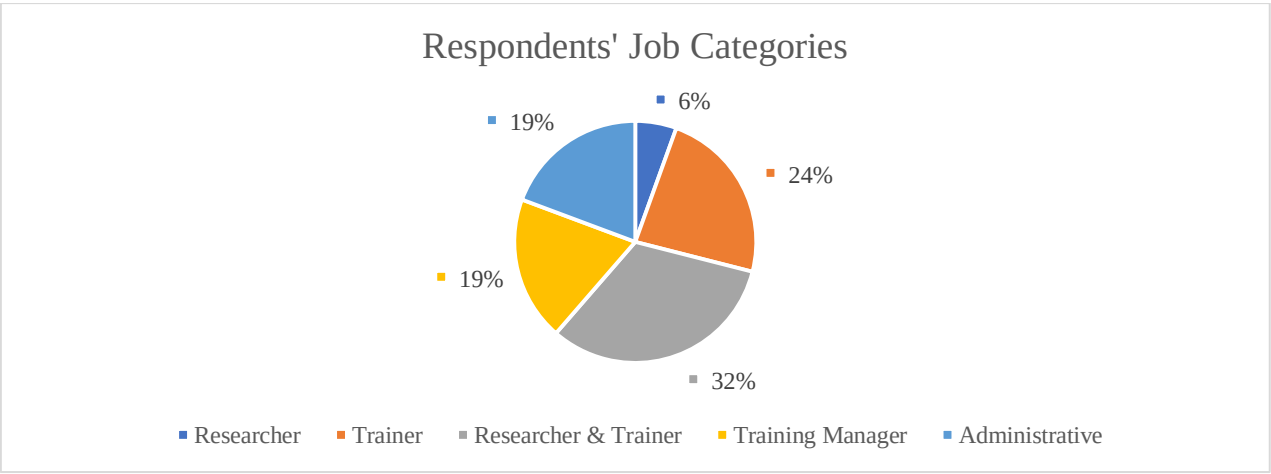

Figure 3: **Respondents' Job Categories**

Respondents' Gender Distribution

The following Table represents the gender statistics of the respondents. In general *Defense Training Institutions*, the number of female faculties is small. Although there are female faculties in *Public Training Institutions* as well, it is fewer in training and research organizations. In this study among the respondents, the female faculty percentage is 15.9% (23), and the male faculty is 84.1% (122). Thus, the results have revealed that the dominating number of respondents is from the male faculty.

Table 2: Gender Distribution

Gender	Frequency	Per cent	Cumulative Percent
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 have given a presentation in the following Table. Almost all respondents are distributed equally regarding their age group and frequency or per cent distribution. The highest number of respondents are from the 31-35 group which has a figure of 25.5% (37); the second highest number represents the age 41-45 group (17.2%) and 50+ (17.2%). The third highest number represents the age 36-40 group and its figure is 15.9%. The respondents' age frequency and per cent value have revealed the respondents have opined their responses from all the levels of the faculty such as Operation Level, Mid-level, and Top-level.

Table 3: Frequency Distribution of Respondents' Age Group

Age group		Frequency	Per cent	Valid Percent	Cumulative Percent
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 respondents' academic degree frequency distribution is presented. From the Table, it is shown that most of the respondents have a Master's degree as academic attainment and the figure is 119 (82.1%). And the frequency of their PhD degrees is 18 (12.4%). Defence personnel are now with the highest level of academic degrees. In Public Training Institutions, it is a precondition that the faculty must have a Master's degree attainment to work with them. Therefore, the results have revealed that the faculties are very competent to organize training programmes and deliver training content.

Table 4: Frequency Distribution on Respondent Academic Attainment

Academic Degree		Frequency	Per cent	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
	Total	145	100.0	100.0	

Organizational Core Values Practices among the Organizations

Vision & Mission

Among the core values of an organization, 'Vision and Mission' has the most characteristics. 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 organizational existence, whether it is a public organization or a defense organization. Respondents have replied to the 'Vision and Mission' statement in the following scale and it is shown that 62.8% of the respondents have given their views on the 'Strongly Agree' scale. Whereas 31% of the total respondents have voted on the 'Agree' scale. Very few of the respondents have voted on the 'Disagree' (1.4%') and the 'Strongly Disagree (0.7%)' scale. Thus, the study's empirical result concluded that the respondents have agreed that their organizations do maintain the 'Vision and Mission' statement. Moreover, the study results have revealed that Public and Defense Training Organizations/Institutions have their own 'Vision and Mission' statements.

Table 5: Frequency Distribution on Vision and Mission Statement

Scale	Frequency	Per cent	Cumulative Percent
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. Thus, it is considered the 'Core Value' of the organization. Training institutions are different from any other general organizations.

Therefore, maintaining discipline in training institutions is a must. In the following Table, respondents have put their opinion on 'Discipline'. The frequency distribution figure confirmed that 64.1% of the total respondents believe that their organization maintains and values 'Discipline', as revealed through the 'Strongly Agree' scale. Meanwhile, 27.6% of the total respondents have voted on the 'Agree' scale regarding maintaining 'Discipline'. Therefore, the study results have revealed that as an organizational value, 'Discipline' is strongly emphasized.

Table 6: Discipline as an Organizational Value

Scale		Frequency	Per cent	Cumulative Percent
Valid	Strongly Disagree	1	.7	.7
	Disagree	3	2.1	2.8
	Neutral	8	5.5	8.3
	Agree	40	27.6	35.9
	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 many folds keeping their word, employee commitments, environment, staying focused, being surrounded by honest people, taking responsibility, respectful employees, self-auditioning and so on. This study extracted integrity with respect to Public and Defense Training Organizations. Respondents were to express their opinions on one of the scales from 'Strongly Agree' to 'Strongly Disagree'. The 'Strongly Agree' scale scored 40.0%, and the 'Agree' scale scored 37.2%. 16.6% of the respondents had selected the 'Neutral' scale. However, as a component of the organizational core values, 'Integrity' has been emphasized by the respondents.

Table 7: Frequency Distribution on Integrity

Scale		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	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. The respondents selected the 'Strongly Agree' scale which scored 64.1%, and the 'Agree' scale has scored 26.9%.

Table 8: 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 9: Frequency Distribution on Professionalism

Scale		Frequency	Per cent	Cumulative Percent
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; every employee is responsible for working for 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. (42.8% on the 'Strongly Agree' scale and 42.8% on the 'Agree' scale). Note that in the following Table, results have confirmed that 'Teamwork' is the core value of organizational culture.

Table 10: Frequency Distribution on Teamwork

Scale		Frequency	Per cent	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 11: 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 OD 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 has a positive and significant impact on organizational development and has explained 32.8% of the total variance. As an independent variable, 'Professionalism' also has a positive and significant impact on organizational development and has explained 35.9% of the total variance. The rest of the variables also have a connection to the organizational development but not a significant impact

Table 12: 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
	Integrity	.260	.069	**.328**	3.789	**.000**
	Time Management	-.125	.082	-.124	-1.522	.130
	Professionalism	.249	.069	**.359**	3.580	**.000**
	Team Spirit	.078	.082	.092	.951	.343
	R	**.646[a]**				
	R-Square	**.417**				
	Adjusted R-Square	**.392**				
	F	**16.443**				
	Sig.	**.000[b]**				

a. Dependent Variable: OD

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

Mann-Whitney U Test for Comparison Analysis

From the SPSS output for this study, the Z value and level of significance values are shown as Asymp. Sig (2-tailed). Here 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 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 13: Mann-Whitney U Test on Organizational core value between public and defense 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 14: Grouping Variable: Public Defense

Test Statistics[a]	
	OC
Mann-Whitney U	878.500
Wilcoxon W	6443.500
Z	-5.440
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Public Defense

Discussion

Several key variables pertaining to "organizational values," "organizational assessment," "hard & soft organizational culture," "Hofstede culture," "employee motivation & empowerment," and "organizational development" are used to measure the organizational culture and developed practices in public defense training organizations. The Likert Scale is used to measure a number of elements related to the concept or variable. "Vision-mission," "discipline," "time management," and "team spirit" have all achieved high mean values in the context of organizational values, indicating that they are the most crucial elements in explaining organizational values.

On the other hand, the regression model summary confirmed that 'integrity (β=32.8, p<.000)' and 'professionalism (β=35.9%, p<.000)' have a positive impact on organizational development. The regression model is significant (p<.05), and explained 41.7% of the total variance. The study result appealed that organizational values and cultural machineries are very important to practicing organizational development. This study is a

comparative one, the Mann-Whitney U Test confirmed that defense training organizations have high mean range values with respect to variable items and significant differences are there according to the type of organization. Therefore, public training organizations have given more emphasis on organizational culture practices.

As a result, each organization identifies a number of basic principles, which are included in the “vision” and “mission” statements. Vision Mission will perform better if it is connected to other key principles. The executive may have underlined this point, and regular reviews of the vision and goal are necessary. Since professionalism and integrity have an impact on how well an organization performs, the head of the company or top management must highlight these qualities as part of the organization's core culture. Once more, transformation leadership is more crucial and necessary in a dynamic company environment. An excessive amount of hierarchical organizational structure is evident, the study recommended a less hierarchical organizational structure pattern in order to minimize pointless meetings. The leader of the company should therefore focus more on this issue and establish a friendly working environment in the office.

Conclusion

To capture organizational objectives, the acquisition of knowledge, skill and attitude are essential elements tools for human resource development. Even organizations have a set some core values or cultures which are more important to understanding organizational image and reputation. Organizational culture also differs from the type of organization. Public, private or corporate organizations are different in their rule and structure, and even civil and defense training organizations are also different in their operational conditions and regulations. Moreover, there is a significant difference between the organizational culture among civil and defense training institutes. The coefficient result confirmed that only the

‘integrity’ and ‘professionalism’ variables are positively influenced by organizational development. The study results confirmed that defense training organization culture is strengthened than civil training organizations. Therefore, civil training organizations may give more attention to core values in future.

The limitation of this study is that understanding specific institutional culture might require a qualitative approach for a better understanding of training organizational culture, especially in civil and defense training institutions. An explanatory factor analysis could be run to find out the major principal component, which was not done. Data collection from defense training institutions was a much more difficult part and time as well. Thus, future studies could be considered on those grounds in the next study.

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