

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

Md. Zohurul Islam¹, Shamim Hosen²

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.

¹ Member Directing Staff, Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka; Email: zohur68@gmail.com

² Deputy Director, Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka; Email: shamim.du207@gmail.com , General Member, South Asian Network of Public Administration, Dhaka, Bangladesh

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 Core Values

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.

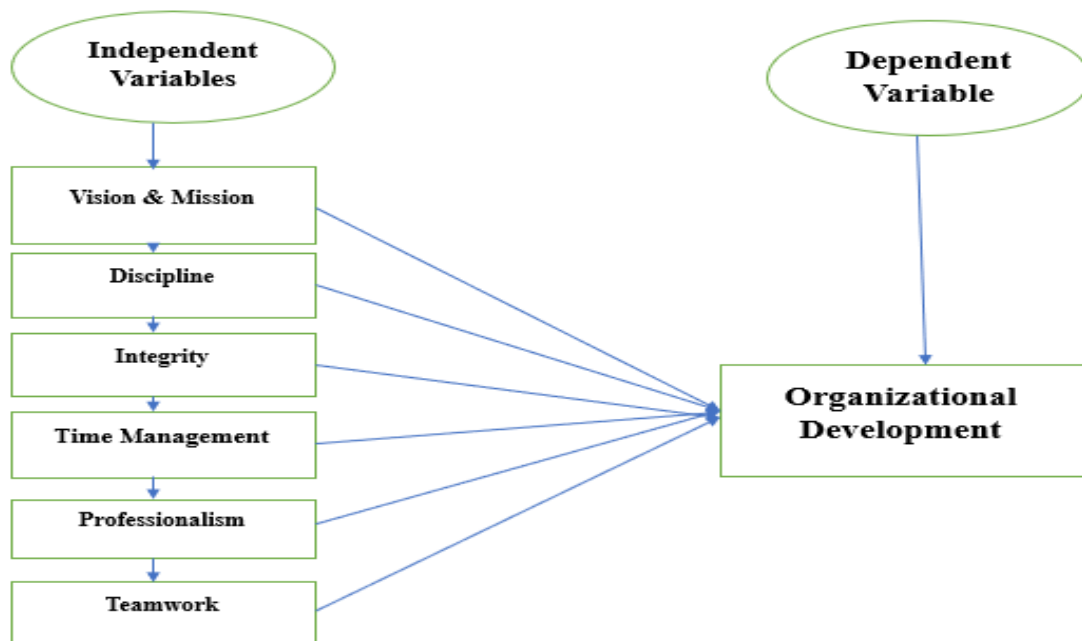


Figure 1: Conceptual Framework

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.

$$n = N / 1 + N(e)^2$$

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

Organizational Core Values

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

Variable Code	Item-Total Statistics			
	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.

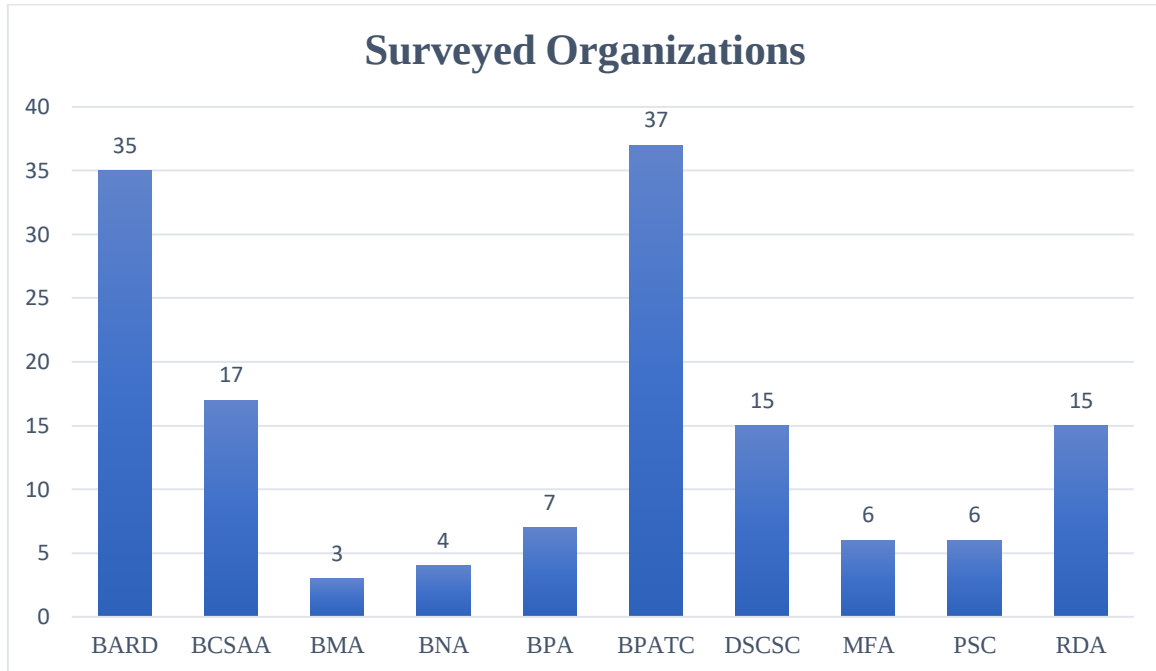


Figure 1: Frequency Distribution of Surveyed Organizations

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.

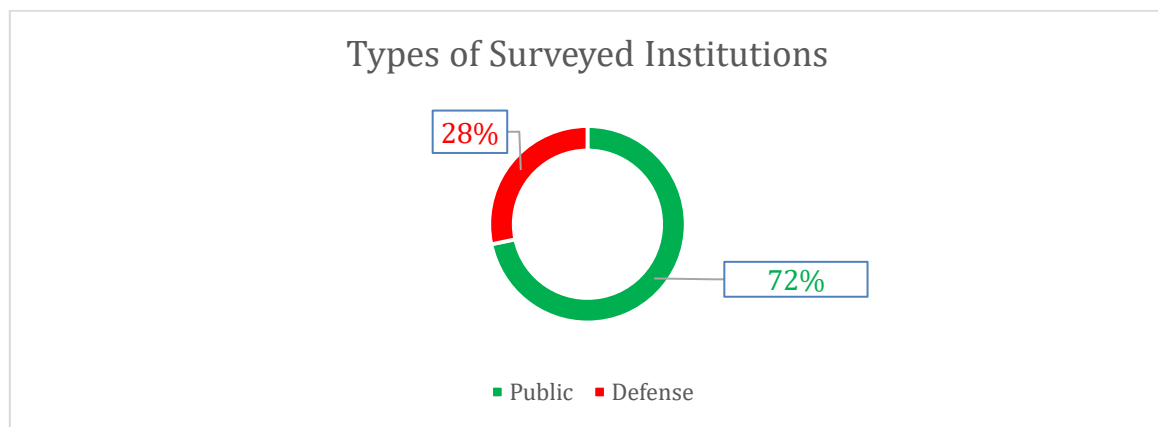


Figure 2: Type of Survey Institutions

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.

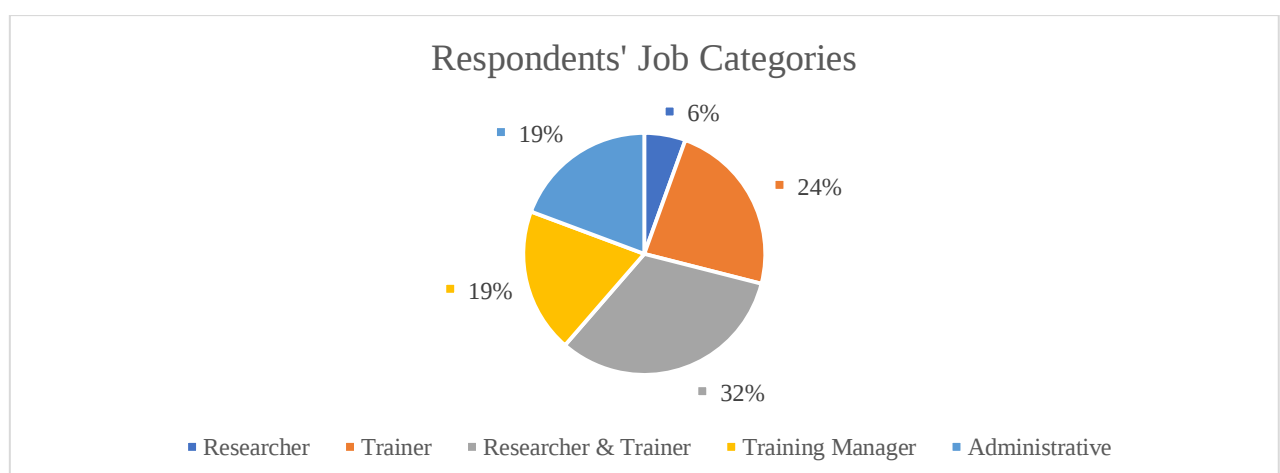


Figure 3: Respondents' Job Categories

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.

Organizational Core Values

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

Organizational Core Values

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

Organizational Core Values

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 ($\beta=32.8$, $p<.000$)’ and ‘professionalism ($\beta=35.9\%$, $p<.000$)’ 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.

References

- Arnold, J. (2005). *Work Psychology: Understanding Human Behavior in the Workplace*. (4th, Ed.) London: Prentice Hall Financial Times.
- Baldwin, T. T., & Ford, J. K. (1988). Training of training: A review and directions for future research. *Personnel Psychology*, 41, 63-105.
- Bennett, J. M., & Bennett, M. J. (2004). Developing Intercultural Sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J. M. Bennett, & M. J. Bennett, *Handbook of Intercultural Training* (pp. 147-165). California: Sage Publications. doi:<http://dx.doi.org/10.4135/9781452231129>
- Blunt, P. (1991). Organizational culture and development. *The International Journal of Human Resource Management*, 2(1), 55-71. doi:10.1080/095851991000000051
- Bryman, A., & Bell, E. (2011). *Business Research Methods* (3rd ed.). India: Oxford University Press.
- Burke, L., & Huthins, H. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*, 6(3), 142-163.
- Chancy, S. (2017, June 02). *Organizational Culture and Organizational Development*. Retrieved July 22, 2020, from <http://ascenditur.no>: <http://ascenditur.no/blog/2017/06/02/organizational-development/>
- Claudia, F. (2015, Augugust 6). *Organizational Objectives: Definition & Examples*. Retrieved July 23, 2020, from <https://study.com>: <https://study.com/academy/lesson/organizational-objectives-definition-examples-quiz.html#transcriptHeader>
- Cowen, T. (2002). *Creative Destruction: How Globalization is Changing the World's Cultures*. Princeton, New Jersey: Princeton University Press.
- Cummings, T. G., & Worley, C. G. (2009). *Organization Development and Change* (9th ed.). Cengage Learning.
- Fraenkel, F., & Warren, N. (2002). *How to Design and Evaluate Research in Education?* (5th ed.). New York: McGraw-Hill.
- Ibrahim, R., A.Boerhannoeddin, & Kayode, B. (2017). Organizational culture and development: Testing the structural path of factors affecting employees' work performance in an organization. *Asia Pacific Management Review*, 22(2), 104-111.

- Islam, M. Z., & Siengthai, S. (2010). Human Resource Management Practices and Firm Performance Improvement in Dhaka Export Processing Zone. *Research and Practice in Human Resource Management*, 18(1), 60-77.
- Jin, K. G., & Drozdenko, R. G. (2010). Relationships among Perceived Organizational Core Values, Corporate Social Responsibility, Ethics, and Organizational Performance Outcomes: An Empirical Study of Information Technology Professionals. *Journal of Business Ethics*, 92, 341–359 . doi:10.1007/s10551-009-0158-1
- Kasim, R. S., Omar, A., Ali, S., & Hashim, Z. (2013). Most Admired Training Transfer Enterprise Model in Agribusiness and Agro-technology industry: A conceptual paper. *Procedia - Social and Behavioral Sciences*, 107, 29 – 33.
- Manetje, O., & Martins, N. (2009). The relationship between organisational culture and organisational commitment. *Southern African Business Review* (1), 87-111. Retrieved July 04, 2022, from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.608.5960&rep=rep1&type=pdf>
- Manohar, S. S., & Pandit, S. R. (2014). Core Values and Beliefs: A Study of Leading Innovative Organizations. *Journal of Business Ethics*, 125(4), 667–680. doi:10.1007/s10551-013-1926-5
- Nanjira, D. D. (2010). *African Foreign Policy and Diplomacy from Antiquity to the 21st Century*. California: Praeger.
- Needle, D. (2004). *Business in Context: An Introduction to Business and Its Environment* (4th ed.). Cengage Learning Business Press.
- Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest*, 13(2), 74–101. doi:10.1177/1529100612436661
- Schein, E. H. (2004). *Organizational Culture and Leadership*. San Francisco: Jossey-Bass, John Wiley & Sons Inc.
- Sileyew, K. J. (2020). *Research Design and Methodology*. In E. Abu-Taieh, A. E. Mouatasim, & I. H. Hadid, Cyberspace. London. doi:<https://doi.org/10.5772/intechopen.85731>
- Tews, M. J., & Burke-Smalley, L. A. (2017). *Enhancing Training Transfer by Promoting Accountability in Different Work Contexts*. (K. G.

Organizational Core Values

Brown, Ed.) Cambridge University Press.
doi:<https://doi.org/10.1017/9781316091067.011>