THE EFFECT OF DECISION-MAKING AUTONOMY OF EMPLOYEES ON CADET TRAINING EFFECTIVENESS IN CASE OF MAJOR GENERAL HAYELOM ARAYA MILITARY ACADEMY

ADIS ABABA UNIVERSITY COLLEGE OF BUSINESS & ECONOMICS SCHOOL OF COMMERCE

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT, ADDIS ABABA UNIVERSITY, SCHOOL OF COMMERCE.

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JULY, 2020

ADDIS ABABA, ETHIOPIA

STATEMENT OF DECLARATION

I, Befkadu Dibesa Diga, declare that the thesis entitled "The Effect of Decision Making Autonomy of Employee on Cadet Training Effectiveness" is my original work. I have carried out the present study independently with the guidance and support of my research advisor Abdurezak Mohammed (PhD). Moreover, this study has not been presented for any other program or university and that all sources of materials used have been acknowledged accordingly.

Declared by: Befkadu Dibesa Diga

Date and Signature

STATEMENT OF CERTIFICATION

This is to certify Befkadu Dibesa has carried out his research work on the topic "The Effect of Decision Making Autonomy of Employee on Cadet Training Effectiveness". The work is original and is suitable for submission for the award of Master of Arts in Human Resource Management.

Advisor: Abdurezak Mohammed (PhD)

_____

Date and Signature

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

DEPARTMENT OF BUSINESS ADMINISTRATION AND INFORMATION SYSTEMS

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July, 2020

Addis Ababa, Ethiopia

ACKNOWLEDGEMENT

I would like to extend my gratitude for those who have contributed to the progress and completion of this research. For most; my deepest gratitude goes to Almighty Allah, for His generosity to provide me with so many opportunities to grow and for his patience to help me throughout.

Second my gratitude is for my advisor Abdurezak Mohammed (PhD) for his valuable time and comments that he continued to offer me.

I would like to forward my gratitude to all those who have helped me in the preparation and completion of this paper, especially instructor Tesema Ezezew, instructor Matios Belete, instructor Dawit Phetiros and instructor Mulatei Sisay.

I am also thankful to my organization Major General Hayelom Araya Military Academy and command and staff collage for supporting me financially, dormitory and morally in conducting this research.

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LIST OF ABBREVIATION

Abbreviations	Terminology
MGHA:	Major General Hayelom Araya
MOND:	Ministry of National Defense
FDRE:	Federal Democratic Republic of Ethiopia
HR:	Human Resources
HRM	Human Resource Management
EPRDF:	Ethiopian People's Revolutionary Democratic Front
SPSS:	Statistical Package for Social Science

ABSTRACT

The aim of this study was to investigate the effect of Decision-making autonomy of employees on cadet training effectiveness in the case of Major General Hayelom Araya Military Academy. Decision-making autonomy is referred to on employee involvement in decision-making at various levels of the Military Academy. The study was employed descriptive and explanatory research designs to conduct this research. The sampling technique of the study was a stratified sampling technique. The target population was 214 employees of the Major General Hayelom Araya Military Academy Department. The sample taken was 139 employees which was 65% of the total population and selected proportionally from each stratum. Five departments (supportive staff, commandant, military instructor; Guna course and civil instructors of the Military Academy) and five commandant and departments head were selected for an interview and the remaining 134 members for the questionnaire. The study emphasized on the three factors of decision making Autonomy. These are Control, Choice, and Empowerment. All of them were tested individually on the analysis. After the required data are collected descriptive and inferential (i.e. frequency, percentage; mean standard deviation, correlation, and regression) analysis were used to analyze the data using SPSS version 20. The findings of the research were that employee autonomy in decision-making did not give to effective training putting into practice. And also did not make an allowing environment for inspiration and growth as employees see themselves as participants and owners of a decision-making implementation. And employees of *the Military Academy did not see themselves as being part of a decision-making process. Then they become negligent, undisciplined behavior, emotional feeling, missing military value and culture, desertion; dissatisfied and less apathetic, which is likely to adverse effect training effectiveness. It is recommended that employees' views are needed on matters that affect their lives and work and the military academy empowered to take decisions through which they will have a reason for self-worth and a feeling of belonging that will make them give of their best well in the Military Academy.*

Key words: *Decision making, Autonomy, Cadet, Tactical leader and Platoon leader*

CHAPTER ONE

1. INTRODUCTION

This chapter deals about background of the study; statement of the problem; objectives of the study; significance of the study; scope of the study; limitations of the study; operational definition of key terms, and organization of the study.

1.1 BACKGROUND OF THE STUDY

Time and human relationships are crucial for the process of making decisions (Agarwal 2002). The art of decision-making is a central part of doing management which is a practice of consciously and continually shaping up a formal organization. In such a difficult training situation, leaders are met by a multitude of a decision all time. They have to make a decision if they are not ready to do so (Pettigrew 2014).

Various decisions are straight-forward, such as defining which of the followers should be allocated to a project. Another is difficult, such as choosing a new dealer. Certain contains trade-offs, and the interplay of many factors, such as the cost of failure and risk.

The meaning of Autonomy was not generally agreed upon a decision; it is typically stated but is still an unclear concept (Ryan and Deci 2006). It is important ideas since autonomy affected and is affecting the sureness of lower-level and a top manager having each-other. An autonomy is occupied as one of the many significant job design characteristics used by a big number of researchers (Sadler-Smith, El-Kot.and Leat 2003).

This study begins with a comprehensive meaning of autonomy as the extent of empowerment choice, and control individuals have done over their lives'. Though it has been extended upon, these leftovers the core meaning from which further conceptualized the idea of autonomy. Attaining autonomy warrants that groups and individuals were empowered to make suitable decisions in serious areas of their lives. Thus, our meaning of autonomy increases wider than simply requesting about a decision-making process, and measuring (Burchardt, Evans and Holder 2010).

According to Dempsey Benowitz (2001), managers were continually called to made decisions in order to resolve problems. The decision-making is continuing processes of evaluating conditions

or problems, seeing another possibility, following them up with the necessary actions, and making choices. Occasionally the decision-making process is really short, and the mental image is fundamentally immediate. In other circumstances, the processes can effort on for even months or weeks. The whole decision-making process is reliant upon the right evidence being obtainable to the right people at the right times.

Training is a knowledge procedure in which employees become experience, skills, knowledge, and attitudes that they want to do the job well for the completion of organizational goals (Ngirwa 2009). Training is the only way of developing organizational intellectual property through building employee's competencies and effectiveness as a degree of the match between specified goals and their action of accomplishing (Noe and Kodwani 2018). However, additional states that the companies should participate in training programs to create their employees competent enough to express doubts and take effective decisions in time, in order to continue competing in the market. The actual training is helpful for companies in a variety of methods, such as it shows business an important role in building and maintaining capabilities; both on an individual and organizational level, and thus contributes to the process of organizational change (Cross and Baird 2000).

Training effectiveness is the measure of the competition between specified goals and their act of achieving (Kale and Singh 2007). The organization relied upon to distinguish the training wants of its workers and configure training programs that would help in the best possible way use to all the employees in a company towards becoming real of organization goals (Rosenberg 2005).

1.2 BACKGROUND OF THE ORGANIZATION

In Ethiopia, the beginning of Cadet Academy goes back to the 1930s when the Haile Selassie I Military School was established in Holeta Genet. This Academy was functional until the Italian Occupation Period and the military Academy was re-opened after the withdrawal of the enemy forces from the country. Later on, in the late 1950s, the Harar Military Academy was opened to strengthen the process of army building in the country. Both the Holeta and Harar Military Academies were collapsed upon the downfall of the Dergue Regime. Currently, the only Cadet Academy in the country is the Major General Hayelom Araya Military Academy which was re-established in 2002, twelve years after the EPRDF took over government power. Major General Hayelom Araya Military Academy has more than 214 talented and committed staffs, 83 second

year batch and 65 first year batch trainees in the year 2019/2020. The academy has a mission to generate well qualified and capable lower-level units and equivalent level leader for defense force by providing quality education and training Ministry of National defense (MoND) (2004).

According to the Rule and Regulation of Ministry of National Defense (MOND) as it describes that in Ethiopian Army, Decision-making cuts across every circle of the Army member's improvement right from the military training academy to use effective training, carrier planning, the potential for leadership, and providing feedback. The major aim of this Decision-making Autonomy is to investigate the practice and problems of Decision-making in cadet training effectiveness in MGHA military academy. In the Army commanders at all levels have the responsibility to continuously give rational decision-making for their employee.

1.3 STATEMENT OF THE PROBLEM

In the nature of any organizational plan is a design of the decision-making arrangements, decision-making was the best significant roles of leaders in some kind of institutions, which has got a general effect on organizational performances. Decision-making was unavoidable for several managers to made a decision every day so as to do her or his job (Sadler-Smith and Shefy 2004).

As stated above, the strength of the effect of decision-making autonomy on training effectiveness is not questionable (Chen, Vansteenkiste, Beyers, Soenens, and Van Petegem 2013). Currently, the military academy gives training in military science and leadership, and especially in leadership training teaches decision-making styles in detail, but the military academy does not put it into action. Overall these procedures constructing the accurate decision are continuously part of the general performance of the institute.

In kinds of literature, it was stated that decision-making was unavoidable because to clearly avoid making a decision was in them to make a decision and was a set of several decisions made by many managers at several stages of the organization (Pettigrew 2014). In the real administrative world numbers of a decision were made, from time to time founded on deep investigation and in a different time without even seeing its significance. A particular fault in making a decision could result in a vast cost in an organization (Bonvin, Papaioannou, and Aberer 2010). So, in this part,

the association between decision-making autonomy on training effectiveness was a serious idea that would be agreed due care.

Many works of literature viewed decision-making as the process of choosing among other courses of action for the purpose of solving a problem or attaining better situation regarding the opportunities that exist (Al-Tarawneh 2012).

According to MGHA Military Academy June 2019 annual report, it is evaluated that there are some gaps that the Academy filled in decision-making autonomy such as the selected commandant positions just forward decisions that came from higher commandants without challenging them and without using the decision-making process, and also most of the decisions made by the tactical leaders or trainees have been canceled by their immediate boss or leaders. The existence of those gaps implies that there is the consequences like negligence, undisciplined behavior, emotional feeling, less motivation, missing military value and culture, dissatisfaction, less apathetic, desertion and material distraction as well as lack of knowledge and skill in human resources management due to poor decision–making autonomy.

The identified problems may lead to critical problems in decision-making autonomy and finally affect training effectiveness. However, the indicated information is not enough to show all the gaps and the decision–making autonomy and what effects does it have on training effectiveness should be assessed in order to reach on the proper conclusion and forward possible recommendation based on tangible evidence. So, this study tried to fill the identified gaps in decision–making autonomy based on the annual report of MGHA Military Academy by focusing on three main decision-making autonomy factors which are Control, Choice and Empowerment were be the focusing areas for the identified gaps. Even if there are different researches which were conducted in different cases of business organizations concerning decision–making autonomy, there is no other research conducted before in the case of MGHA Military Academy.

Hence, this research is the first that focuses on "The Effect of Decision-making autonomy of employee on Cadet Training Effectiveness in the case of MGHA Military Academy". The study encompassed problems that were not assessed by other researchers specifically focusing on Control, Choice, and Empowerment. MGHA Military Academy is the only unique military training center that provides cadet training services in the country. Therefore, more understanding of the gap in decision-making autonomy in the Military Academy is one of the major solutions to

improve its mission accomplishment quality. So in this research, the researcher tries to identify the decision-making autonomy of employees has on training effectiveness by mixed methods testing the effect of decision-making autonomy on specific factors of training effectiveness. Therefore in this study MGHA Military Academy has been assessed in light of the following three research questions.

1.4 RESEARCH QUESTIONS

The study was addressing the following important research questions and sub research questions.

How do the decision-making autonomy of employees influence training effectiveness in the Military Academy?

1. How do the factors of the decision-making autonomy employees affect training effectiveness in the Military Academy?
2. How do leaders view their decision-making autonomy of employees in the Military Academy?
3. What is the relationship between the decision-making autonomy of employees and cadet training effectiveness in Military Academy?

1.5 RESEARCH HYPOTHESIS

The researcher develop hypothesis in order to see relationship between the effect of independent variables on dependent variables.

Hypothesis 1

H1: Control has a significant positive effect on cadet training effectiveness.

Ho: Control has no significant positive effect on cadet training effectiveness.

Hypothesis 2

H2: Choice has a significant positive effect on cadet training effectiveness.

Ho: Choice has no significant positive effect on cadet training effectiveness.

Hypothesis 3

H3: Empowerment has a significant positive effect on cadet training effectiveness.

Ho: Empowerment has no significant positive effect on cadet training effectiveness.

1.6 RESEARCH OBJECTIVES

1.6.1 GENERAL OBJECTIVE

The general objective of the study is to investigate the effect of Decision-making autonomy of employees on cadet training effectiveness in the case of MGHA Military Academy.

1.6.2 SPECIFIC OBJECTIVE

1. To examine the effect of decision-making autonomy factors in the Military Academy specifically, Control, Choice and Empowerment on training effectiveness.
2. To investigate the leaders view on their decision-making autonomy and the effect it has on training effectiveness in Military Academy.
3. To explore the relationship between decision making autonomy and cadet training effectiveness in Military Academy.

1.7 SIGNIFICANCE OF THE STUDY

Every research is estimated to contribute in some ways to various parties. The study was important to assess The Effect of Decision-making autonomy on Cadet Training Effectiveness in the case of MGHA Military Academy. Because the decision-making autonomy has a direct effect on Training Effectiveness as well as on the military mission accomplishment performance. So, the study's findings and recommendations are highly important to MGHA Military Academy for making the right decision in military training activities by improving their decision-making autonomy. The study will also important to top-level leaders of the Ethiopian defense force in understanding the study finding and recommendations to improve their decision-making autonomy. In addition to these, the study will serve as an information source for those who are interested to conduct further study on related topics.

1.8 SCOPE OF THE STUDY

It is impossible to cover all aspects of the decision-making autonomy of the Army organization considered in this study. The study was thus limited to assess The Effect of Decision-making autonomy on Cadet Training Effectiveness in the case of MGHA Military Academy. The study was limited MGHA Military Academy employees such as supportive staff, commandant, military instructor; Guna course and civil instructors of the Military Academy. The reason to encompass

only the selected target department was that they have a direct relationship with decision-making autonomy on Cadet Training. In general, the scope of the study was categorized into three main parts which were geographical scope, conceptual scope, and time scope. In the geographical scope, MGHA Military Academy is located at Holeta town about 32 km away from Addis Ababa on the way to Ambo town. In the conceptual scope, the study was limited in assessing the decision making autonomy factors in terms of specifically focusing on Control, Choice, and Empowerment and identifying what effect do those variables have on training effectiveness. In time scope, the study was limited to be accomplished within the time frame of September 2019 to June 1, 2020.

1.9 LIMITATION OF THE STUDY

Practically every research faces different limitations in different degrees. The researcher faced different problems that made the study hard to conduct properly such as the respondents did not return the questionnaire on time; due to the interviewees appointed according to their program and urgency of other organizational issues, it took a long time to conduct the interview discussion. Therefore, the researcher tries to amend convenient time based on their availability of respondents and interviewees appointed.

1.10 DEFINITION OF TERMS

Decision making: is the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem.

Autonomy: It is the freedom from human intervention, oversight, or control.

Cadet: is a member of the Army, who has train to be an officer in military science and leadership for a minimum of six months to three years in Ethiopian.

Tactical leaders: Supervisor or Coordinator front line delivery of services.

Platoon leader: junior officer who have a well-rounded personality and are capable of leading the men and women of the armed force.

1.11 ORGANIZATION OF THE STUDY

This study comprises of five chapters in general. The first is an introduction of the study, the background of the study, basic research questions, objectives of the study, Significance of the study, Scope of the study, Limitations of the study, terms definition and organization of the study. The second chapter deals with review literature that contained summarized theory and empirical published for academic purposes. The third chapter deals with design and methodology, the fourth chapter deals with data analysis, results discussion of findings and, interpretation of the results. The fifth and final chapter also deals with summary, conclusions, and recommendations drawn from the research results.

CHAPTER TWO

2 REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter gives an overview of the literature on the historical background of decision-making, the definition of decision-making autonomy of employees, and how these affect training effectiveness. This chapter also addresses the factor affecting decision making while implementing training. It reviews inputs by other authors on decision making autonomy and the impact they have on training effectiveness. It covers theoretical reviews, empirical studies, and conceptual frameworks.

2.2 THEORETICAL LITERATURE REVIEW

2.2.1 TRAINING AND ITS BENEFITS

The main purposes within Human Resource Management, training takes for extended have been accepted and thus paying attention to excessive research care by academic writers (Ahmad and Schroeder, 2003). This has brought in into a variety of meanings of training. Somasundaram and Egan, (2004) define training as the systematic and planned modification of behavior over learning events, programs, and activities that result in the contributors attaining the stages of skills, knowledge, abilities, and competencies to carry out their work effectively.

2.2.2 BENEFITS OF TRAINING

The benefits of training are to obtain and advance skills, attitudes, and knowledge towards job associated tasks. Training is the most significant possible promoter which can lead to both long-term and short-term benefits for organizations and individuals. There are so many profits related to training (Gielen, 2011). These benefits were summarizes as below:

- ✓ High morale – employees who receive training have increased confidence and motivations;
- ✓ Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; 3) Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

- ✓ Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- ✓ Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- ✓ Help to improve the availability and quality of staff.

An employee was developed more efficient and productive if he is trained well. Firms can develop and enhance the quality of current employees by providing comprehensive training and development. According to (Herzberg, F., 2008), Training is vital not only to raise output but also to motivate and stimulate workers by letting them know how important their jobs are and giving them all the evidence they need to achieve those jobs. The general welfares received from worker training are improved job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, improved capacity to accept new technologies and methods, increased advance in strategies and products, and reduced employee turnover.

2.2.3 TRAINING EFFECTIVENESS

Training effectiveness (TE) is the extent to which the training objectives are achieved and benefited for the company and trainees, which can be evaluated using the combination of satisfaction. Some researchers including Aziz, S.F.A., (2015), demonstrated that each level as proposed in Kirkpatrick, J., (2006), the model can be evaluated together to determine the overall training effectiveness.

Bandura, A. and Locke, E.A., (2003), define effectiveness as a measure of the match between stated goals and their action of achieving. To distinguish the training needs of its workers and configure training programs that will help in the best possible way to use to all the employees in a company towards becoming real of organization goals (Kennedy 2013).

According to Chen, (2004), training programs can similarly help the employees to reduce their uneasiness or dissatisfaction, ongoing by the effort on the job. Furthermore, Rowden (2002), highlighted that training may also be an efficient tool for improving one's job satisfaction, as employee well performance leads to gratitude by the top management, hence employee feel more familiar with his job.

In order to have a real training program, trainees should believe that when they participate in learning, they would get wanted rewards in agreement (Chiaburu and Tekleab, 2005). There are various theories or models developed by previous research to explain on how to assess training effectiveness, in which Kirkpatrick's (2006) model was seen to be the most preferred model used by researchers and practitioners in HRD (Giangreco and Griffin, 2010).

Level 1 – Reaction: - is the contributors on the way to the answers questions and training about whether the members enjoyed the training; manipulated they realized their learning goals; in what way much they loved the trainers; and any recommendations they have for educating the training (Decenzo and Robbins, 2010).

Level 2 – Learning: - dealings in what manner well trainees have ideas, theories, concepts, attitudes, and learned facts (Jackson and Mathis, 2011). According to Decenzo and Robbins, (2010) this might be proficient through pre- and post-testing the members or using evaluating the contributors beside a control group that takes trained.

Level 3 – Behavior: - According to Decenzo and Robbins, (2010), measures whether the training really changes the worker's behavior when she or he takings to the work. This strength is assessed through the supervisors, or trainer, participants.

Level 4 – Results: Commonly viewed as the key objective of the program, level four determines the overall achievement of the training model by measuring factors such as lowered spending, higher returns on investments, improved quality of products, fewer accidents in the workplace, more efficient production times, and a higher quantity of sales.

From a business position, the factors above are the main reason for the model, even so, level four results are not usually considered. According to Kirkpatrick, (2009), Figuring out whether or not the results of the training program can be related to better finances is hard to accurately determine.

Source: Kirkpatrick, (2009)

FIGURE 2.1 MODEL FOR TRAINING EVALUATION

2.2.4 DECISION-MAKING AND DECISION-MAKING AUTONOMY

The idea of decision-making, though, has been taken to mean other scholars (Gillman 2001). Decision-making includes an action of classifying and ably choosing between arrays of another possibility based on the feeling (Fox 2007). The consequences of certain decisions are exclusively for individual decision-makers while other decisions convey in them the future and faith of others. A leader was only called a leader if he/she is talented at making real decisions. It is everything about the aware choice of a different sequence of actions (Nuran and Osman 2012).

The importance of decision-making in each feature of human endeavor is in point too significant to be overlooked; this is maybe true because even life itself is valueless without a decision. Slight wonder then so that today, the world over require so considerable resource and are involved in an actual thoughtful competition to capture the correct set of people to man their own units or departments to support in taking effective and efficient decisions. The anxiety to deliver though overtook most managers today that in an attempt to make decisions a very significant aspect of deciding were either consciously or unconsciously left out. This significant factor is decision measurement (Nura and Osman 2012).

According to Eckstein, (2000), decision-making stages might be debited from the point of observation of a resolve mechanism sort of more gifts in imminent organizational roles and goals. In what way those decisions are focused towards achievement of an objective that affects organization or people or both, the want to assessing individuals a decision for good organization and efficiency is not only essential but also, inevitable (Dobre 2013), originate that assessing and evaluating, attractive conflicts about a task, harvests well decisions in teams than when members avoid conflicts.

Explicit task difference helped group members healthier classify issues and stimulated group members to grow new ideas and methods (Edmondson, Dillon and Roloff 2007). Frequently, making excellent decisions includes managers negotiating and liaising with people outside the organization or even the department. Generally, making quality a decision wants managers who are well ready and proactive rather than reactive managers sticking to past performs when they are no longer suitable (Epstein and Buhovac 2014).

When making difficult decisions, organizations necessity to assess what is at stake in making a decision and likewise, the events involved. It includes scheduling and operation. Before activity

any examination, it is significant to classify a comprehensive set of other guidelines for a deliberate decision. According to Sarkar and Chakrabarti, (2015), another possibility should be creative, inclusive, meaningfully dissimilar, compelling, and can be assessed over individual indication group and generation brainstorming.

The following level includes handling the real amount of decision making. This goes plans and strategies into accomplishment in order to attain set goals. According to Polzer, (2002), Proponents of variety hold that changes between group members give an increase to varied ideas, viewpoints, skills, and knowledge that can increase the skill to answer difficulties and achieve their work. Difficult tasks need problem-solving, have a great grade of doubt and have an insufficient set event, while routine tasks have a low level of variability, and are boring.

2.2.5 THEORIES OF DECISION-MAKING

The theory of decision was the study of algorithms and principles used for creating the decision. This is attained by classifying values, other things and uncertainties that might affect the decision. Theories' decision classified into two: Descriptive and normative decision theories. According to Jones, Felps, and Bigley, (2007), while normative theory clarifies how the decision would be made, the descriptive theory clarifies how a decision is made. Decision theories could be below each another lead to a consequence or goal, each difference has one or more importance and the chance of each is known and uncertainty. There are different kinds of decision theories that have been applied (Parsons and Wooldridge 2002). These include:

Causal decision theory: This was an ancient theory that was still in use to date. This theory accepts the standard of rational choice which indicates that the consequence of their choice is a sign of their decision (Egan 2007).

Evidential decision theory: This is contrary to causal decision theory trusts the greatest choice uncertain on having selected it is the one with the highest result. This is supposed to be irrational thinking (Everitt, Leike, and Hutter 2015).

Game theory: Is mathematical learning of planned the decision-making. Game theory is careful to be a communicating decision theory as it takes into attention the conflict and collaboration between smartly balanced decision-makers (Myerson 2013).

Bayesian theory: As Bayesian theory mentioned possibility theory used in decision-making. It was viewed as an extension lead of sense that allows rational prepositions with either a false or true state (Bernardo and Smith 2009).

2.2.6 TYPES OF DECISIONS

Though several decisions are occupied in the innovativeness, it was totally vital to emphasize that an individual's decisions do not have a similar nature, and classification was described (Vrba 2002).

STRATEGIC DECISIONS

Strategic decisions contain general decisions describing the organization's objectives, its main types and structure of doings, main product-related asset the decisions, mixes, and so on. As Snow Lieberman, (2001), generally talking, strategic decisions were those, which were "important" to the institution either over the scope of their influence and over their long-term inferences.

TACTICAL DECISIONS

These contain general decisions significant the means to understand the objective of the organization's, central decisions at workplace or company level regarding work organization and technology, main beliefs controlling job design, personnel management, process hours and so on (Sivak, and Schoettle 2012, pp.96-99).

OPERATIONAL DECISIONS

More exact decisions taken, frequently at constituent part or workspace level, as to how the work would be carried-out inside the given practical companies framework. The real deployment of labor clear through such events as the meaning of tasks, the passing on of employee to the stated tasks, the specialist care of the work procedure, the meaning of shift-work plans and the sharing out of working hours for individual employees are covered by operational decisions (Sivak and Schoettle 2012).

WELFARE DECISIONS

Totally decisions about company-specific welfare preparations, such as canteen services, sports, housing facilities, scholarships, recreational activities, and extra forms of financial provision

isolated from the normal payment fall under welfare decisions (Suzumura 2009). In their examination Vrba, (2002), have illustrious two sorts of decisions. As explained Mintzberg the decisions completed by managers mostly fall one of two groups: programmed and non-programmed called unstructured and structured (Courtney 2001).

PROGRAMMED DECISIONS

According to Herman, (2001), state, planned the decisions were non-significant and repetitive. Those decisions are planned to the degree that a certain process has been worked out for treatment (Simon 2013). Here are frequently normal working events and exact policies, or movements that can be recognized to help create the decision (Vrba 2002).

NON-PROGRAMMED DECISIONS

Such decisions are important and complex. According to Vrba, (2002), there is no well-known method to cure them because of the exact condition not arisen before. According to Elmorshidy, A., (2018), shown that decisions are known-planned to the degree that they are new, unstructured, and important. Decision situations often contain new or single problems and no programmatic or the individual has a slight or routine process for addressing the problem of making a decision (Smit, Cronje, Brevis, and Vrba 2011).

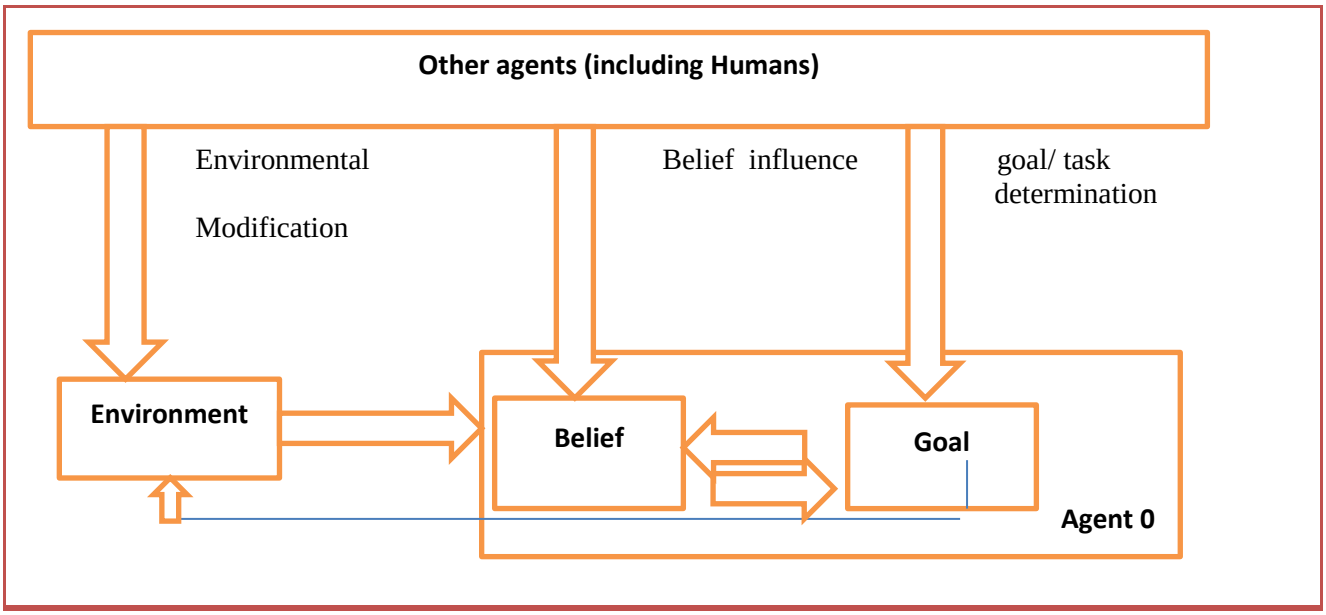
2.2.7 CONCEPT OF DECISION-MAKING AUTONOMY

Autonomy has frequently been promoted as essential, defining assets of mediator hood; there was slight additional settlement about this idea. Not at all commonly recognized meaning of autonomy is present, and future meanings vary broadly. This analysis releases out one of these decision-making control leading the strength of mind of agent objectives and tasks as the primary extent of agent autonomy (Suzanne Barber, Goel, and Martin 2000).

According to Verhoest, Peters, Bouckaert, and Verschuere, (2004), the overall idea of autonomy was a lot take to mean as autonomy from human interference, control, or oversight. This type of meaning agrees well to the idea of autonomy in ranges that include a single-agent-to human-user interface. Some study has demarcated autonomy in a pearl of more overall wisdom as possessions of self-control and self-motivation for the agent (Ziguras 2004).

These types of intervention can be described as

1. Modification of the agent's environment,
2. Influence over the agent's beliefs, and
3. Control over the decision-making process determining which goals/ sub-goals/ intentions the agent will pursue.



Sources: Kalberg, and Buckley, (2007)

FIGURE 2.2 INTERVENTION BY OTHER AGENTS

An agent's goals cannot be adapted straight by additional agents; task direct adjustment of the objectives of other agents is a valuable idea to model for the drives of describing autonomy (Liu 2001). In any organization everyplace Agent x has expert over Agent y, Agent x want not to influence Agent y that certain objective wants to be complete, Agent x simply allocates the objective to Agent y. Trendy such associations, Agent y is pre-disposed to accept objectives allocated by Agent x. This opinion develops reliable with if Agent y's predisposition is expected to get up from additional objective previously held by Agent y (Gorden, Xu, Raymond, and Durbin 2003).

Here were three types of interference, 1. Non-gullibility, 2 Environmental isolation and 3 Self-determination respectively. Those interventions were similarly significant thoughts for agent projects and processes. According to Van Lier, (2014), the primary measurement of autonomy is an agent's lively use of its competences to follow its objectives, wanting interference by any

additional agent in decision-making processes used to define how those objectives would be pursued.

The sense of autonomy proposed that an agent's autonomy should be signified with high opinion to an objective and the agent essential vigorously uses its abilities to track this objective. Currently instruction for an agent to aggressively custom its competences to follow an objective, it needs to intend the objective or form some guarantee to the objective. For the energies of demonstrating autonomy, it is sufficient to best ever that such determination has been shaped. An autonomy model through respect to a specific envisioned objective or set of envisioned objectives was referred to as an autonomy task. According to Pollitt, Talbot, Caulfield, and Smullen, (2004), tying up autonomy assignments to specific intentions allows agents to have multiple concurrent autonomy assignments for the different objectives they may pursue.

Work autonomy is clear as the point to which the work proposes substantial freedom, showing at liberty hand and excellent to the separate in arrangement the effort and also important the earnings to attain the tasks (Bok 2009). More exactly it container also be clear as the optimal and liberty instinctive in the job to accomplish many errands (Ward 2000). In other arguments, autonomy mentions to sanctioning one's actions at a higher level (Cornell 2002).

Autonomy includes responsibility for the consequences of the effort which consequences in consequences similar to great effort competence and advanced levels of inherent incentive (Grolnick, Gurland, DeCourcey and Jacob 2002). Autonomy has an influence on work approaches, exertion pace, and objective setting (Enns, Currie and Wang 2015). Persons through autonomy require the right to regulator the step of work and to order exertion procedures and evaluation actions. Autonomy and individuality are not the same as the autonomous employees may be contingent on relational communication in instruction to complete the mutually dependent tasks (Nedelsky 2011).

2.2.8 FACTORS FOR MEASURING DECISION-MAKING AUTONOMY

The autonomy might be clear as the capacity of control, choice, and empowerment, and individuals have over their life (Tengland, 2008, pp.77-96). While autonomy extended upon, remains the core meaning from which additional intellectualized the idea of autonomy. Attaining

autonomy confirms that groups and individuals are empowered to make suitable decisions in serious extents of their lives.

2.2.8.1 CONTROL

Organizational control states to the methodical procedure of regulating institutional accomplishments to create them stable with the opportunities recognized in strategies, standards, and targets of the act (Cardinal, Sitkin, and Long 2004, pp.411-431). As Lampaert, Al-Bender, and Swevers, (2003), stated that the typical article on the control purposes: "The spirit of control is an action which regulates processes to prearranged principles, and this one basis is evidence in the influences of supervisors." Thus, successfully controlling company needs information about routine actual and standards performance, as well as activities occupied to correct any nonconformity from the standards (Sherwin 1956).

To efficiently control an institution, leaders need to decide what information is vital, how they will gain that information, and how they can and would reply to it. Taking the right data was vital. Supervisors adopt which criteria, extents, and metrics are wanted to effectively monitor and control the organization and set up systems for gaining that information (Markus 2004).

Control cans emphasis on occasions after a process, or during, or before. Those three types of control were formally named feedback, feed-forward, and Concurrent. Feed-forward: control that tries to distinguish and avoid nonconformities in advance they happen, which was sometimes called preventive or preliminary control (REGULATION 2006). Concurrent: control that monitors continuing employee activities to guarantee they are constant with enactment criteria. Parallel control measures existing work events, depend on routine principles, and contains rules and regulations for managing workers' responsibilities and manners. Feedback: sometimes called post act or harvest control, feedback control emphases on the organization's outputs in specific, the quality of an end product or service (REGULATION 2006).

2.2.8.2 CHOICE

Act of picking or deciding between two or more possibilities. Choices can be challenging to make. In determining will perhaps trust on several contributions and will certainly want to address a variety of issues. Choices are typically made inside limitations. For example, the significances and goals of the institution, and team drive no doubt outline their choices. Limitations deliver the

limitations inside which decisions have to be made. Clearness about goals or goals is vital for creating better choices. Obviously, the decision may well want to address some goals, so you will want to examine and order these (Berridge and Aldridge 2008).

Deciding is rarely stress-free, and is frequently cooperation between what they really want, the ultimate, and what can essentially be done. It's unusual that we have a totally free hand in making choices. However, Choice's continuously worth asking yourself: "if we had no restrictions what would we choose?"

Choosing is the procedure of selection. Typically, weigh up each possibility, in view of merits and demerits (Kahraman, Cebeci, and Ulukan 2003), then choose the most advantageous alternative in exercise, we were restricted by the linear nature and time of conscious thought, so leave of absence a lot to our depressed for the count minds, which use awareness, rules of thumb, habit, and so on. Seldom have whole evidence and might have to estimate. Then may also copy others or be persuaded by their point of view (Leithwood. and Jantzi 2009).

2.2.8.3 EMPOWERMENT

Empowerment is central meaning is to enable people to do things that they would then be incapable to do (Ibrahim and Alkire 2007). It means to eliminate the restrictions, artificial or else, that prevent people from doing things that are with their ability to achieve.

Empowerment contains giving workers freedom of actions to make a decision about how they go about their day-to-day activities (Niehoff, Moorman, Blakely and Fuller 2001). Empowerment is an idea that has originated acceptance through the 'Total Quality Management' as such does not have an exact sense of a motivational handling tool. Empowerment is about receiving the greatest from your workers by using them to their full potential. Empowerment involves increasing the decision-making discretion of workers (Bowen and Lawler 2006).

Empowerment was not somewhat "done to" people. These management activities are not corresponding with a philosophy of empowerment. According to Block, (2016), Empowerment was an internal decision by an individual to commit to attaining institute objectives and goals, to cooperate with others in the direction of the achievement of shared objectives and to choose to perform easily within the limits and organization of the Institute for the drive of attaining organizational and individual goals.

The term empowerment signifies the improved contribution of employees in organizational decision-making and methods (Albayrak and Erensal 2004). Though empowerment impacts performance in a positive way, inappropriately, empowerment cannot be measured correctly and openly, yet.

Empowerment is attained through the t commitment and involvement of employees. Without the participation of workers in a decision-making procedure, a base of decisions was not correctly kept, and thus the members of the institute cannot be responsible for the excellence of their responsibilities. Members of the institute would always reflect by employing workers and strategically in the decision-making doings, human incomes of the business should be focused on the satisfaction of customers, better than before (Muindi 2011).

Well-intended comments such as, '' they want empowered subordinates in this organization,'' or get an empowerment program started'' are frequently heard even at the maximum levels of management (Duvall 1999). While statements such as these are well proposed, these statements also reflect a miss understanding of what empowerment in the trust sense and application of really means.

2.3 EMPIRICAL REVIEW

Though much research put the overall part of decision making was not until honestly new that scholars formulated a way to extend the several scopes of decision-making autonomy.

Burchardt, Evans and Holder, (2010), broadly explained autonomy, 'Autonomy is the amount of control, empowerment, and choice an individual has done over their life' and make sure those groups and individuals were empowered to make suitable decisions in serious parts of their lives. Autonomy includes creating free choices from constant reflection and also from communication with the manager (Ryan and Deci 2006).

As REGULATION, (2006), stated control and autonomy are occasionally confused consequently it was significant to differentiate them. The control contains determining projects and jobs, incomes of effort, and also employed environments.

According to Eskerod and Huemann, (2013), explanations controlling organization needs information about routine standards and real performance, as well as activities that are taken to exact any deviations from the principles.

As Raub, and Robert, (2010), explained under his studies, empowerment signifies the improved contribution of employees in organizational decision-making and methods. However empowerment impacts performance in a positive way, inappropriately, it cannot be measured correctly and directly.

Empowerment is a process whereby an organization allows individuals to develop to use their competencies to allocate and influence the organization's system and working methods to achieve and sustain continuous improvement (Garcia-Morales, Lloréns-Montes and Verdu-Jover 2007). Holmes, (2009), explained on empowerment money people find themselves where they are forced to leave their minds at the get and collect them over when they leave.

Everard, Morris, and Wilson, (2004), explained on decision making clearly, if the decision were not taken correctly and timely that may spoil the goals of the business organization and the same-time will emphasize the enactment of the decision. Encouraging individuals to be aware of effective decision-making and to learn from others within their department is another way to build and maintain a decision-making environment.

As the explanation of Nickerson, and Zenger, (2004), decision-making as the process of choosing among alternative courses of action for the determination of solving a problem or reaching better condition regarding the opportunities that exist.

As indicated by March and Olsen, (2004), decision-making is a matter of seeking a solution that is acceptable to all parties and following a strategy of instrumentalism in search of what is possible, rather than what is optimal or satisfying.

As shown by Sanghi, (2016), effective training is useful for the firm in a range of ways, such as it plays an energetic role in building and keeping competences, both on the individual and organizational levels, and thus contributes to the process of organizational change.

Based on studies explanation about effective training, Rashid, (2010), it improves the retention capacity of the gifted workforce, hence decreasing the unintentional job rotation of the workers. The strong rules that workplace training influences employee outcomes, there is an incomplete number of studies in field settings addressing these issues empirically (Ann Sykes 2015).

When we see Tai's (2006) suggestion, the companies should invest in training programs to make their employees competent enough to face uncertainties and take effective decisions in time. In

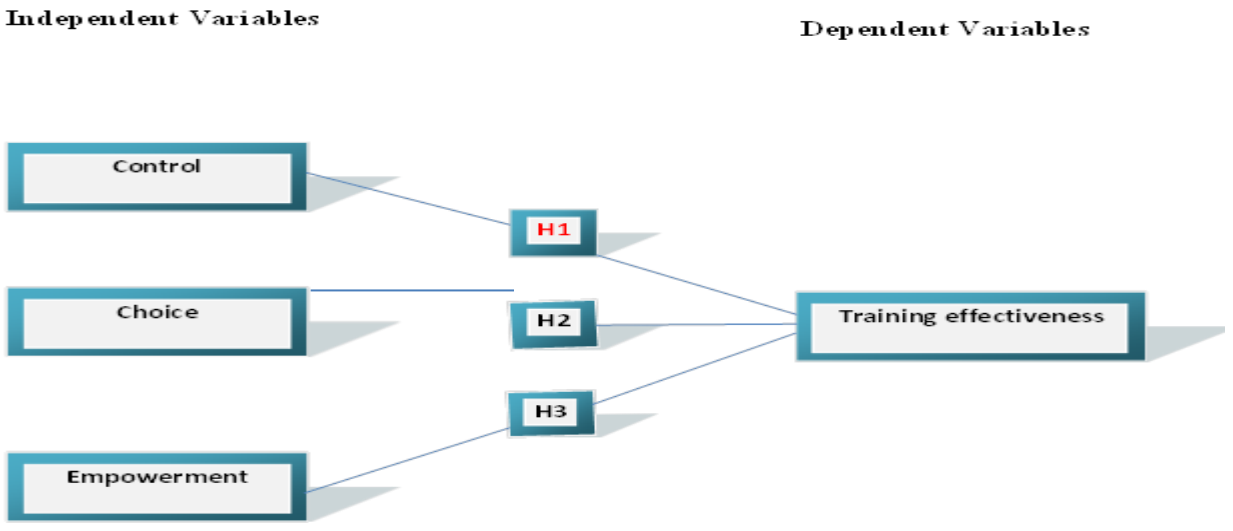
the fast-paced altering world of business and environmental uncertainty, organizations realize its limitation of allocating with new challenges.

As Dhiman and Mohanty, (2010), states based their study the association between observed employee training effectiveness and job satisfaction, motivation, and commitment were increasing an employee's achievement. All these contributions lead to an achieving competitive advantage (Saeidi, Sofian, Saeidi, Saeidi, and Saaeidi 2015) and to an improvement in employee performance and organizational productivity (Mohamed, Khalifa, Nusari, Ameen, Al-Shibami, and Abu-Elhassan 2018).

2.4 CONCEPTUAL FRAMEWORK

Established on the general evaluation of linked the theoretical framework and literature, the next conceptual framework in which this exact study governed was settled. Based on the given details in literature, decision-making autonomy has a significant relationship and impact on training effectiveness.

The researcher used dependent and independent variables to put into exercise the study. These variables are exposed in a conceptual framework. So, an independent variable was decision-making autonomy (control, choice, and empowerment) with the dependent variables are training effectiveness (Reaction, Learning, Behavior, and Results).



Source: Own survey 2020,

FIGURE 2.3 CONCEPTUAL MODEL

CHAPTER THREE

3 RESEARCH METHODOLOGIES

This chapter presents the description of the study area; research approach, research design, Population and Sample, sample size, data sources, data collection instruments, data collection procedures, data analysis tools and ethical considerations of the study.

3.1 DESCRIPTION OF THE STUDY AREA

This study was conducted in Major General Hayelom Araya Military Academy. MGHA Military Academy was established in 2002 E.C in order to enhance the readiness for the combat of the Army by providing long term cadet training. It is located at Holeta town about 32k.m away from Addis Ababa on the way to Ambo town. Currently, it provides long term cadet training and produces qualified military officers who would effectively safeguard the FDRE Constitution and serve at the lower level leadership in different units and positions of the army.

3.2 RESEARCH APPROACH

Based on the given statement of the problem this study used data collection methods qualitative and quantitative and integrates result gained from both methods in the analysis phases. According to Abowitz, and Toole, (2010), mixed methods were considered as a tool to triangulate the result of single approach through multiple methods. The quantitative method was selected because it helped to gather large data and comprehensive issues at a specified time (Kothari 2004). A qualitative method was selected based on the assumption that enables the researcher to generate meaning and phenomena within the real framework of the research respondents and to feel the gap left by the quantitative one. Therefore, mixed-method approaches were adopted to make the study more reliable and tangible.

3.3 RESEARCH DESIGN

According to, Zikgmud, (2003), the research design is the framework or blueprint that the research was used as a guideline for how it gathered, analyzed, interpreted the data and applied it for the given entire research. Based on the problem of the study and objectives of the research, this study used both descriptive and explanatory (causal) research design. According to, Saunders,

Lewis, and Thornhill, (2009), descriptive research design uses for surveying and fact-finding and explanatory (causal) research design helps to examine cause and effect relationship of the independent and dependent variables.

3.4 SAMPLING DESIGN

A sample design was the framework that works as the foundation for the selection of a study sample and touches many other important aspects of a study (lavrakas 2008). In a wide-ranging situation, survey researchers are concerned about obtaining some type of information through a survey for some population, or universe, of interest. One must explain a sampling frame that signifies the population of interest, from a sample is to be drained.

3.4.1 TARGET POPULATION

Major General Hayelom Araya Military Academy has 214 total populations' for the year 2019/2020 in the Military Academy. The population of this study was comprised of MGHA Military Academy departments, such as training head, supportive staff, Guna course cadet (trainee), civil instructor; military instructor, and higher officer (such as commandant, head of a department).

TABLE 3.1 TARGET POPULATION

No	List of MGHA military academy departments	Total no of employees in each department
1	Supportive staff	50
2	Guna course cadet	83
3	Commandant	08
4	Military instructor	42
5	Civil instructor	31
	Total	214

Source: MGHA military academy HR department, (2020).

3.4.2 SAMPLING TECHNIQUE

A sample has been identified as a part of the target population and researchers should carefully select the sample to represent the population of the study (Cooper and Schindler 2008). According to Sarantakos, (2005), explanation, in order to achieve representativeness, sampling procedures

should follow certain standards and methodological principles. Sampling procedures vary considerably. Sarantakos, (2005), explain that a sample could be constructed through self-selection or, as was common, could be determined by researchers.

In this study the sampling technique to be used was stratified random sampling technique. As explained by Yamane, (1967), Stratified random sampling is useful method for data collection if the population is heterogeneous. As indicated before in the population part, since the target population in this study was heterogeneous. Therefore, researcher first divides research participants into different strata based on the department. To give an equal chance for each stratum in order to be select representative sampling, stratified random sampling techniques used to draw samples from the strata, while, non-probability sampling /convenience / sampling approach, were using to select samples for interview questions in order to gain tangible and detailed information from the concerned respondents. For this study, the researcher was select five (5) interviewee respondents for reliable information.

3.4.3 SAMPLE SIZE DETERMINATION

In the determination of sample size, the three criteria were very important to gather the required data from sample respondents. According to Salganik, (2006), these included the level of precision, the level of confidence or risk and the degree of variability in the attributes being measured that enable the researchers to determine the appropriate sample size. Therefore, by considering these issues sample size to collect data through a questionnaire for this research was determined by using Yamane's, (1967), formula.

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

Where:

n = sample size

N = population size

e = level of precision or acceptance sampling error (0.05)

1 = designates the probability of the event occurring

Therefore:

$$n = \frac{214}{1+214(0.05)2} = 139$$

The study 139 (65%) respondents were used as sample for this study to gather data through questionnaire.

3.4.4 SAMPLE DISTRIBUTION PLAN

The researcher was deemed necessary to take an independent sampling for each MGHA military academy department to ensure equal representation because departments have a different number of employees. Therefore, the sample size for each department was calculated by using a proportion. The study will use a proportionate sample allocation formula so as to make each stratum sampled identically with the proportion of the population. Therefore, the proportional sample size from each stratum was calculated by using the following formula.

$$nh = (Nh/ N) * n$$

Where:

nh = was the sample size for individual MGHA military academy departments

Nh = the total number of employees in each MGHA military academy departments

N = the total number of employees in MGHA military academy

n = was the total sample size

TABLE 3.2 POPULATION SAMPLE FOR EACH DEPARTMENT

No	List of MGHA military academy	Total no of employees in each department	No of sample size in each department	Percent
1	Supportive staff	50	33	66%
2	Guna Degree Course	83	54	65.1%
3	Commandant	08	05	62.5%
4	Military instructors	42	27	64.3%
5	Civil instructors	31	20	64.5%
	Total	214	139	65%

Source: Own survey, (2020).

3.5 DATA SOURCE AND TYPES

3.5.1 DATA SOURCES

In order to collect valuable and all-round data from the sample population, both primary and secondary data sources were used. The primary data sources were the selected people directly engaged in supportive staff, Guna course cadet, Commandant, military instructor, and civil instructor. The secondary data sources were military academy's annual reports, feedback, academic legislation, and other internet sources.

3.5.2 DATA TYPES

Data are realities, figures, and additional relevant materials past and present serving as bases for study and analysis (Maxwell, Delaney and Kelley 2017). There are two types of data namely primary data and secondary data on which the study kept in mind. For the effectiveness and reliability of the study in bringing good value to the collected data, the study employed primary and secondary data in assessing the Effect of Decision-making autonomy of Employees on Cadet Training Effectiveness.

3.5.2.1 PRIMARY DATA

As stated by Kothari, (2004), Primary data were those which are collected anew and for the first time, and this happens to be original in character. The sources of primary data were MGHA military academy departments, such as support staff, trainee, civil instructor; military instructor, and higher officer (such as commandant, head of a department). These five groups of respondents were selected because their daily activities are related to the objectives of the study.

3.5.2.2 SECONDARY DATA

Secondary data are those data obtained from literature sources, which have already been collected by other people for some other purposes; it is second-hand information which includes both raw data and published one (Corti and Thompson 2006). The study extracted data from recorded documents at MGHA Military Academy which seemed relevant to the study on assessing the Effect of Decision-making autonomy of Employees on Cadet Training Effectiveness.

3.6 DATA COLLECTION INSTRUMENTS

INTERVIEW

The interview method is the method of gathering data that involves the demonstration of oral - verbal reply and stimuli in expressions of oral – verbal answers. The personal interview is the technique of gathering data that requires a person known as the interviewer requesting questions generally in a face to face contact with the other persons. During the interviewee may also ask certain questions and the interviewer replies to these questions, but typically, the interviewer starts the interview and collects the information (Kothari 2004). For this study, structured and open-ended interview questions were forwarded to selected respondents such as department heads and head higher officers.

QUESTIONNAIRE

The questionnaire is simply a formal set of questions for drawing information (Kothari 2004). The study constructed structured questionnaires with close-ended questions so as to grasp the reliable and valid data regarding assessing The Effect of Decision-making autonomy of Employees on Cadet Training Effectiveness in the case of Major General Hayelom Araya Military Academy to which these questionnaires were filled by the supportive staff, trainee, civil instructor; military instructor and higher officer (such as commandant, head of a department). Closed-ended questions were easier to analyze, easier to administer and were economical in terms of time and money and also Preferable to eliminate biases. Most of the questions were adopted and some of them were modified by the researcher. The author from which the questionnaire adopted was **HILINA SEREKE HABTU** with the study titled "The Effect of Decision Making Autonomy of Employees on Organizational Performance" to deliver the Commercial Bank of Ethiopia.

REVIEW OF DOCUMENTS

The documentation method is about gathering data from a secondary source. The documentary sources of data play a key part in distributing knowledge in all disciplines. The documentary sources of data for research purposes include published books, journals, research reports, newspapers, yearly reports of the organization to be studied and other unpublished literary works (Grossman, Martin and Weitzman 2006). For this study, the researcher used the military academy's annual reports, feedback, academic legislation, and other internet sources.

3.7 DATA COLLECTION PROCEDURES

The primary data was collected using self-administered questionnaires. Emphasis was placed on individuals, who were academic members, who had worked for the above one year in the military academy and who could provide the requisite information.

Data collected from respondents was summarized and tabulated. To give a clearer view of the data gathered, statistical tools like graphs and will also employ.

Secondary data was data that are previously accessible that is, they bring up to the data which have previously been gathered and analyzed by someone else (Kothari 2005). It was analyzed to assess its suitability, adequacy, reliability, and accuracy.

3.8 DATA ANALYSIS METHODS

Data processing involved in editing, coding, and tabulation of data before data is analyzed. Editing was done to ensure that the data are accurately consistent uniformly entered and were arranged to facilitate coding and tabulation. The data were organized now rows and columns to facilitate a foundation for several statistical computations. So, the researcher had organized, analyzed, and expressed the data by using both descriptive and inferential data analysis to examine the effect of decision-Making autonomy of employees on cadet training effectiveness.

Statistical techniques were used on the way to analyze the data from the sample employees and management. Statistical package for social scientists (SPSS) version 20 was used in the data processing. Statistics including the standard deviation and mean has been used to analyze the data among the different groups. The standard deviation and mean was used to refer to the data obtained from the independent variables and the dependent variables.

Inferential statistics were also used to allow the researcher to present the data obtained in research in statistical format, to facilitate the identification of important patterns and to make data analysis more meaningful. Inferential statistics is employed when generalizations from a sample to the population are made (Schuler 2000). The statistical methods used in this research include the Pearson Product Moment Correlation as well as regression analyses. The association between these variables was measured by using multiple regression analysis. Lastly, the finding of the study was interpreted, the conclusion was drawn and a recommendation has been forwarded. The relation was assumed linear in the form of:

$$Y = B0 + B1X1 + B2X2 + B3X3 + e$$

Where

Y	is Training Effectiveness	$X1$	is Control items
$B0$	is the intercept of the model	**X2**	is Choice items
$B1$ …. $B3$ is the coefficient of the independent variable		$X3$	is Empowerment items
		e	is Error

3.9 VALIDITY AND RELIABILITY

The analysis of data should be sufficiently adequate to expose its importance and methods of analysis used were appropriate. The reliability and validity of scores on instruments, added standards for creation knowledge claims, lead to meaningful clarifications of data.

3.9.1 VALIDITY TEST

Validity mentions to the degree to which the measurement instrument measures what it planned to measure. It is used to suggest determining whether the findings are correct from the standpoint of the researcher, the participant, or the readers an account (Creswel 2003).

According to Kothari, (2004), explanation validity is the greatest serious standard and specifies the extent to which an instrument measures what it is supposed to measure. To confirm the quality of this research design content validity of the research instrument was checked. The content validity was verified by the advisor of this research, who looks into the appropriateness of questions and the scales of measurement.

Moreover, copies of the questionnaire were distributed to twenty-four respondents as a pilot test. This was done to find out whether the developed instruments measure what it will mean to measure, and also to check the clarity, length, structure, and phrasing of the questions. This test also helps the researcher to get valuable comments to modify some questions.

3.9.2 RELIABILITY

The reliability of an instrument brings up to its capability to create consistent and stable measurements. Cooper and Schindler, (2003), explain reliability tests the strength, equivalence,

and internal consistency of an instrument. Reliability as the amount of constancy with which tool measures the attribute it is designed to measure (Polit 2014). The best common reliability coefficient is Cronbach's alpha which estimates internal consistency by defining how all items on a test related to all other items and to the total test - internal coherence of data. In this study, to ensure the instrument of reliability, Cronbach's Alpha was used to test of the reliability of proposed constructs. The researcher conducted a pilot test on 24 employees which were 10% of the total sample population before getting into the main data collection activity.

TABLE 3.3 RELIABILITY STATISTICS OF THE PILOT TEST

Cronbach's Alpha	N of Items
.81	33

Source: SPSS Result, 2020.

. Bhattacherjee, (2012), argued that a reliability coefficient of .70 is considered "acceptable" in most social science research situations. Cronbach's alpha model of the pilot test showed 0.81 and implying that the measurements in this study were internally consistent and stable.

The reliability test of the main data for this study was also performed by using Cronbach's alpha testing method for each variable as indicated below in table 3.4.

TABLE 3.4 RELIABILITY TEST FOR THE MAIN DATA

Variable	No of items	Cronbach's Alpha
Control	9	.897
Choice	10	.834
Empowerment	8	.839
Training effectiveness	6	.839

Source: SPSS Result, 2020.

As shown in the above table 3.4, the test results indicate that all of the components in the study had relatively high internal consistency as shown in each variable above were control = .897, choice = .834, empowerment = .839 and training effectiveness = .839. it is acceptable.

3.10 ETHICAL CONSIDERATION

In undertaking researches, there is an ethical accountability to do the work fairly and with integrity. The basic principle of ethical research is to preserve and protect the human dignity and rights of all subjects involved in a research project (Leedy and Ormrod 2013). In this regard, the researcher assumed that the respondents' information is confidential and used only for the study purpose. The researcher also committed to reporting the research findings in a complete and honest manner, without confusing others about the nature of the results. As rule, therefore the study will not be raising any ethical anxiety.

CHAPTER FOUR

4. DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, the row data obtained from the Major General Hayelom Araya Military Academy and the data obtained through semi-structured questioners are forwarded to Major General Hayelom military academy departments, such as support staff, trainees, civil instructor; military instructor and higher officer are presented and analyzed. The first demographic characteristics of the participants are presented. Such information includes a demographic profile. Then it follows with a description of the data collected, discussed, and analyzed the findings carefully to assess the Decision Making Autonomy on Cadet Training Effectiveness. The presentation of findings has been organized in agreement with the study objectives.

4.2 RESPONSE RATE OF RESPONDENTS

TABLE 4. 5 RESPONDENTS' RESPONSE RATE

Questionnaires Distributed	Questionnaires Returned	Percentage
139	130	97%

Source: Survey Result (2020)

As shown in table 4.5 above, about response rate, 134 questionnaires were distributed and 130 were appropriately filled and retuned. Based on this sample size (97%) the next analysis was carried out.

4.2.1 RESPONDENTS' DEMOGRAPHIC PROFILES

Description of respondent's characteristics gives some basic information about the sample groups that helps to know the overall information of the participants about Major General Hayelom Military Academy's Decision Making Autonomy of employee's. The following table and figure present the general demographic information (gender, level of education, service year, and current position) of patricians involved in the study.

TABLE 4.6 RESPONDENTS PROFILE

No	Factors	Categories	f	%
1	Sex/ Gender	Male	106	81.5
		Female	24	18.5
2	Age	21-25 years	27	20.8
		26-30 years	40	30.8
		31-35 years	19	14.6
		>36 years	44	33.8
3	Educational level	10-12 grade	31	23.8
		Diploma	22	16.9
		First degree	66	50.8
		Second degree	11	8.5
4	Current position	Cadet or trainee	52	40
		Supportive staff	31	23.8
		Military instructor	25	19.3
		Civil instructor	18	13.8
		Commandant	4	3.1
5	Position	< 5 years	12	9.2
		6-10 years	26	20
		11-15 years	49	37.7
		16-20 years	11	8.5
		>21 years	32	24.6

Source: Survey Result (2020)

The data obtained from the questionnaire, indicated in the above table, reveals that out of 130 respondents 105 (80.8%) were male and the remaining 25 (19.2%) were female. This explains that the members of male respondents were greater than female respondents who were participated in the study and also the military academy will be moved to recruit women into the cadet training and in support staff. .

In the above table 4.6, concerning respondent's age category, 44 (33.8%) respondents were above 36 years respondent and the next higher groups were between the age of 26-30 years representing 30.8% and they were 40 in numbers. The third and fourth groups of respondents were 27(20.8%) and 19 (14.6%) were under the age category of 21-25 and 31-35 respectively. So these shows as the majority of the respondents are greater than 36 years old and this indicates that the employees of the Major General Hayelom Araya Military Academy are adults and better to gather adequate information about decision making autonomy of employees.

As exposed on the above table 4.6 regarding the educational background of respondents, 65 (50%) of the respondents were BA degree holders while 32 (24.6%) were 10-12 grade and 22

(16.9%) were college diploma and the rest 11 (8.5%) were MA degree holders this implies that majority participant respondent of this study were well-educated individuals who are able to respond to the study as required.

The above table 4.6 represents the distribution of the current job position of the respondents that range from commandant to trainee of the Major General Hayelom Araya Military Academy employees. As seen in the Military Academy 51 (39.2%) was cadet or trainee, while 32 (24.6%) supportive staff and 24 (18.5%) of them were Military instructors the rest of them civil instructors and commandant were 19 (14.6%) and 4 (3.1%) respectively. This shows that the study has been covered the majority structure of the Major General Hayelom Araya Military Academy employee and this helps the researcher to got reliable information for the study.

Another demographic variable analyzed and displayed in table 4.6 was the respondent's work experience, it indicates that the majority of 50 (38.5%) the respondents have been working in the Major General Hayelom Araya military academy for 11-15 years. Similarly 32 (24.6%), 25 (19.2%), 12 (9.2%), and 11 (8.5%) of them are served in the Major General Hayelom Araya military academy for > 21 years, 6-10 years, < 5 years, and 16-20 years respectively. This indicates that the majority of them are 11-15 years' experience and they are highly familiar with the Military Academic environment; the researcher has been got adequate information about decision making Autonomy of employee from these experienced respondents.

TABLE 4.7 INTERVIEWEES' BACKGROUND INFORMATION

No	Respondents	Level of education	Field of study	Year of service	Frequency
1	Training department	BA degree	Military science	25	2
2	HR department	BA degree	HRM	21	2
3	Tactic department	MA degree	HRM	21	1

Source: Survey Result (2020)

As indicated in the above table 4.7, the majority of the interviewees are BA degree and MA degree holders in Military science, and human resource management which is very much related professions to decision-making with longer work experience. This implied that the interviewees were capable of considerable knowledge of decision-making and training works and were able to give valuable responses to the raised interview questions.

Overall the researcher can conclude that the gender, age of the respondents, educational level, work experience, and respondent's current position were considered relevant to get reasonable, valuable, and adequate information for this study.

4.3 FACTORS AFFECTING DECISION-MAKING AUTONOMY ON TRAINING EFFECTIVENESS

4.3.1 CONTROLLING IN DECISION MAKING AUTONOMY

TABLE 4.8 CONTROLLING IN DECISION MAKING AUTONOMY

No.	Items	Rating Scales					Mean	St.dev
		5	4	3	2	1		
6	I try to get focused, to be influenced by the things going on around me.	34 (26.2%)	41 (31.5%)	5 (3.8%)	23 (17.7%)	27 (20.8%)	3.3	1.52
7	I understand the academic decision-making process	8 (6.2%)	17 (13.1%)	15 (11.5%)	35 (26.9%)	55 (42.3%)	2.14	1.268
8	Before any proceedings can be done, I will use my ability to put my ideas into perspective	12 (9.2%)	12 (9.2%)	15 (11.6%)	49 (37.7%)	42 (32.3%)	2.25	1.259
9	I investigate well when I am faced with various confusing alternatives ideas.	13 (10%)	13 (10%)	9 (6.9%)	49 (37.7%)	42 (35.4%)	2.22	1.300
10	I feel in control of things.	8 (6.2%)	15 (11.4%)	21 (16.2%)	37 (28.5%)	49 (37.7%)	2.20	1.235
11	I find it easy to think clearly, since I have to decide something in a hurry	15 (11.5%)	18 (13.9%)	6 (4.6%)	61 (46.9%)	30 (23.1%)	2.44	1.300
12	I decide how to go about getting my job done in the academy.	10 (7.7%)	28 (21.5%)	9 (6.9%)	41 (31.5%)	42 (32.4%)	2.41	1.339
13	I have the freedom to organize my own ideas	13 (10%)	19 (14.6%)	7 (5.4%)	53 (40.8%)	38 (29.2%)	2.35	1.311
14	I plan well ahead	11 (8.5%)	14 (10.8%)	13 (10%)	51 (39.2%)	41 (31.5%)	2.25	1.247
	Average Mean				***2.39***		***0.66122***	

Source: Survey Result (2020)

***Note**: For analysis purpose strongly agree and agree merged in the category called "agree" and strongly disagree and disagree merged in the category of "disagree"*

Key:: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree

Respondents were asked whether respondents try to get focused, to be influenced by the things going on around them. As seen from the above table 4.8 concerning item six, about half of the respondents 75 (57.7%) of respondents replied Agree and this indicates as there were some problems during the military academic decision-making process. And 50 (38.5%) responded Disagree and they made a decision without any things that influence them. Moreover, 5 (3.8%) reported neutral. This implies that there were things that influence decision making Autonomies of the employee in Major General Hayelom Araya Military Academy. The mean value for this item is also in line with argument mean = 3.25 were also above likert scale and moderate and standard deviation = 1.525. In general, on the item raised, most respondents indicate there were things (such as low acceptance, intervention, and the excessive relationship etc.) influence decision making Autonomies of the Major General Hayelom Araya Military Academy employees.

In Table, 4.8 item numbers seven raised to measure the level of understanding the academic decision-making process. Majority 90 (69.2%) of them confirmed that they do not understand them well, 25 (19.3%) of them Agreed and 15 (11.5%) reported neutral and also the item supported by a mean value and standard deviation for this item mean = 2.14 and standard deviation = 1.268. This implies that Major General Hayelom Araya Military Academy members have a lack of understanding of the academic decision-making process.

In Table, 4.8 items number eight the same table above raised for the participant whether "they use before any proceedings can be done, that will use the ability to put ideas into perspective." Majority 91 (70%) respondents replied disagree. The majority of respondents indicate that in Major General Hayelom Araya Military Academy they were not having a chance to put an idea during a decision making process. And 24 (18.5%) agreed about the statement, 15 (11.5%) reported neutral, and the item also supported by mean value = 2.25 and the standard deviation = 1.259. This shows the majority of respondents were not motivated to put their idea before any proceeding can be done in Major General Hayelom Araya Military Academy's decision making.

As indicated in table 4.8 items number nine raised whether they investigate well when they faced various confusing alternatives ideas. The respondents 95 (73.1%) reported Disagree. And 26 (20%) agreed about the statement, 9 (6.9%) reported neutral and the item shows low mean value = 2.22 and the standard deviation = 1.300 and is also in line with this argument. This implies that

in general, Major General Hayelom Araya Military Academy members have a shortage of investigating well the alternative when various confusing alternatives ideas faced on decision making.

According to Eisenfuhr, (2011), in their study on decision making in New York Decision-making is a process of making a choice from a number of alternatives to achieve the desired result. However, the result clearly indicates that in Military Academy members have shortages of investigating well the alternative when various confusing alternatives ideas faced on decision making.

On the same table,4.8 item number ten raised a question, whether they feel in control of things during decision was through and more than half 86 (66.2%) of the respondents replied disagree. The majority of the 23(17.6%) replied Disagree, and 21(16.2%) reported neutral and the mean value = 2.20 and standard deviation = 1.235 for this item is low. This shows that the majority of Major General Hayelom Araya Military Academy members do not feel in control of things during the decision was through.

As indicated in table 4.8 items eleven raised whether they find it easy to think clearly since they have to decide something in a hurry. The respondents 91 (70%) reported Disagree. This shows that the majorities of respondents do not think clearly and decide something in a hurry. And 33 (25.4%) agreed about the statement, 6 (4.6%) reported neutral. The mean value = 2.44 and the standard deviation = 1.300 is also low and in line with this argument.

For item number twelve table 4.8 dealing with the idea raised whether they decide how to go about getting their job done in the academy, Majority 83 (63.9%) of them confirmed that they do not decide how to go about getting their job done in the academy, 38 (29.2%) of them Agreed. Some respondents decide how to go about getting their job done in the Military academy and 9 (6.9%) reported neutral. The mean value of the item shows a low mean = 2.41 and the standard deviation = 1.339 and this also in line with this argument. This indicates that the majority of members of the Military Academy cannot freely decide how to do their job in the Military Academy.

In the table, 4.8 item number thirteen raised a question, whether they have the freedom to organize their own ideas. Majority 91(70%) of them confirmed that they do not have the freedom to organize their own ideas. And 32(24.6%) agreed about the statement, 7(5.4%) reported neutral.

This shows that the majority of respondents did not have the freedom to organize their own ideas in the Military Academy. The mean value = 2.35 were also below the Likert scale average and standard deviation = 1.311 and supports the majority's idea as employees did not have the freedom to organize their own ideas in MGHA Military Academy.

Respondents were asked under item number fourteen in table 4.8 whether they plan well ahead in Military Academy and 92 (70.7%) respondents replied disagree, 25(19.3%) agree and 13(10 %) of them reported neutral. This implies that in general, the majority of Major General Hayelom Araya Military Academy members were not participated in well planning ahead. The mean value = 2.25 and the standard deviation = 1.247 also supports the majority's response.

According to the open-ended question and related to this the interviewed selected respondent as indicated in the factors that influence decision making autonomy to make effective training were lack of appropriate knowledge, lack of commitment, rule and regulation not strictly applied, lack of communication between instructors and trainee, lack of experience of leadership, Principals turn over, accountability, negligence of the staff, informal ways of collecting information, and interference by outside influence were some factors that affect they're to make the decision in the Military Academy.

However, the cadet and supportive staff had the same idea to be complaining about decision-making autonomy about what to do in the Military Academy. Generally, as a researcher gathers the data through (interviews, open-ended and close-ended) on control responses it has a relation and supported each other and it strengthens the idea being raised. The concerning higher body is not giving enough attention to selected dimensions of decision-making autonomy.

Generally, as understood from the above table 4.8, a mean and standard deviation of selected dimensions of decision-making autonomy and Training effectiveness specified by participants of the study, the researcher observes as the total mean value for control is mean = 2.39 and the standard deviation is .66122. Hence, the aggregate effect of the above result indicates that the degree to which Military Academy members are controlled is low related to training effectiveness, the existence of indicated problems implies that there is a lack of controlling Academic members as requires information, about routine standards and actual performance, and activities are taken to correct any standards and the Military Academy members were not parallel control assesses current work activities, relies on performance standards, and including rules and

regulations for guiding employee tasks and behaviors in the Military Academy. Finally, the Military Academic does not provide ways the employees can make an informed decision and forward their ideas for a better result.

According to Henri, (2006), thus effectively controlling an organization requires information about routine standards and actual performance, as well as activities that are taken to correct any deviations from the standards. And also as discussed in the literature review part According to Dörnyei, (2000), Control can focus on occasions before, during, or after a process. So the result clearly indicates that in Military Academy members do not control states to the systematic process of regulating Military Academy activities to make them consistent with the expectations established in plans, targets, and standards.

4.3.2 CHOICE IN DECISION MAKING AUTONOMY

TABLE 4.9 CHOICE IN DECISION MAKING AUTONOMY

No.	Items	Rating Scales					Mean	St.dev
		5	4	3	2	1		
15	I start small and make decisions patiently.	15 (11.5%)	18 (13.8%)	10 (7.7%)	44 (33.8%)	43 (33.2%)	2.37	1.370
16	I try to use Decision-making processes before making decision	14 (10.8%)	22 (16.9%)	2 (1.5%)	52 (40%)	40 (30.8%)	2.37	1.359
17	I make decisions calmly.	15 (11.5%)	18 (13.9%)	4 (3.1%)	45 (34.6%)	48 (36.9%)	2.28	1.388
18	I use related references that really make me good decisions.	14 (10.8%)	24 (18.5%)	3 (2.3%)	51 (39.2%)	38 (29.2%)	2.42	1.368
19	I use the Decision-making process to make an effective decision..	14 (10.8%)	22 (16.9%)	4 (3.1%)	48 (36.9%)	42 (32.3%)	2.37	1.370
20	I make the decision not because it seems right but by looking for other references of similar situations	15 (11.5%)	24 (18.5%)	1 (0.8%)	53 (40.7%)	37 (28.5%)	2.44	1.375
21	I consider costs to be incurred when I make decisions.	20 (15.4%)	21 (16.2%)	1 (0.8%)	48 (36.8%)	40 (30.8%)	2.48	1.459
22	I have no an influence on what goes on in my workgroup.	13 (10%)	28 (21.6%)	5 (3.8%)	31 (23.8%)	53 (40.8%)	2.36	1.447
23	I am able to decide on how to do my job	12 (9.2%)	23 (17.7%)	5 (3.8%)	50 (38.5%)	40 (30.8%)	2.36	1.329
24	The decision I make is not acceptable	28 (21.5%)	47 (36.2%)	6 (4.6%)	19 (14.6%)	30 (23.1%)	3.18	1.509
	Average Mean						***2.465***	***0.7321***

Source: Survey Result (2020)

In Table 4.9 above item, fifteen raised a question, whether they make decisions patiently in the Military Academy. The majority of 87 (67%) of them confirmed that they do not make decisions patiently, 33 (25.3%) of them agreed about the statement, and 10 (7.7%) reported neutral. This entails that, the majority of Major General Hayelom Araya Military Academy employees did not make decisions patiently. The mean value = 2.37 and the standard deviation = 1.370 also supports that most participant's responses.

As indicated in table 4.9 items number sixteen raised, whether they try to use Decision-making tools before making decisions and the majority 92(70.8%) of them confirmed as they do not use Decision-making tools before making decisions in the academy. And 36 (27.7%) of them Agreed, and 2 (1.5%) reported neutral. The mean value = 2.37 and the standard deviation = 1.359 also support the indicated item. This shows that the majority of respondents did not use decision-making tools before making decisions in the Military Academy.

The participants of the study were also asked in table 4.9 items number seventeen whether they make decisions calmly. The respondents 73 (56.2%) reported Disagree, 47 (36.2%) of them agreed about the statement and 10 (7.6%) reported neutral. Also, the mean value = 2.62, and the standard deviation = 1.547 is also in line with this argument. This implies that in general, the majority of Major General Hayelom Araya Military Academy members were not making decisions calmly.

In table 4.9 respondents had also asked for their opinion on item numbers eighteen, whether they use related references that really make them good decisions and 89 (68.4%) respondents have disagreed, 38 (29.3%) respondents agreed with the statement and whereas the remaining 3 (2.3%) respondents kept neutral and the mean value = 2.42 and the standard deviation = 1.368 is also in line with this argument. As the result shows, the majority of respondents see that they did not use related references that really make good decisions in the Military Academy.

In the table, 4.9 item number nineteen requested the respondents whether the academic members use the decision-making process to make effective decisions and 90 (69.2%) respondents did not agree with the idea, 4 (3.1%) respondents kept indifferent but the remaining 36 (27.7%) respondents were agreed as the academic members use the decision-making process to make

effective decisions. The mean value = 2.37 and the standard deviation = 1.370 also suggest that the academy were not used the decision-making process to make effective decisions.

Item number twenty in table 4.9 above stating whether academic members make the decision not because it seems right but by looking for other references of similar situations; as a result, 90 (69.2%) respondents disagreed, 39 (30%) respondents agreed and 1 (0.8%) kept indifferent. The mean value = 2.44 and the standard deviation = 1.375 also indicates that the majority of the respondents do not look for other references of similar situations when decision making was going on in the Military Academy.

As indicated in item number twenty one on the above the same table whether they consider costs to be incurred when they make decisions, 88 (67.6%) respondents disagreed with the statement, 41 (31.6%) respondents agreed and the remaining 1 (0.8%) respondents kept neutral. The mean value = 2.48 and the standard deviation = 1.459 also suggests that the Military academy was not considering costs to be incurred when they make decisions.

In table 4.9 item number twenty two raised, whether they have no influence on what goes on in their workgroup. The majority 84 (64.6%) of them disagree, 41 (31.6%) of them Agreed and the remaining 5 (3.8%) reported neutral. The mean value = 2.36 and the standard deviation = 1.447 also supports that the majority of respondents have an influence on what goes on in their workgroup in the Military Academy.

Under item number twenty-three in table 4.9 respondents had asked to share their view on what able to decide on how to do their job. Majority 90(69.3%) respondents disagreed, 35 (26.9%) agreed with the statement whereas the remaining 5 (3.8%) respondents kept neutral. The mean value = 2.36 and the standard deviation = 1.329 also supports that the majority of respondents were not able to decide on how to do their job in the Military Academy.

Respondents were asked whether the decision they make is not acceptable. It can be seen from the above table 4.9 item number twenty-four that the respondents 75 (57.7%) reported Agree and the majority of the 49 (37.7%) reported disagree and 6 (4.6%) reported neutral. The mean value = 3.18 were also above the Likert scale and moderate average and standard deviation = 1.509 and supports as there is an intervention in the decision making Autonomy of employee in Major General Hayelom Araya Military Academy.

According to the interview and open-ended responses, there is a lack of time to make choice for a decision-making process, the Academy leaders do not give enough time to analysis more, the decision is often unacceptable, the high relationship between leadership, the military academy members were happy to do a better job with knowledge and understanding of the academy rules but the military Academy leaders not make free their trainees or followers, a lack of freedom to making the right decision. Overall the cadet and supportive staff had the same idea to be complaining about decision-making autonomy about what to do in the Military Academy. Generally, as a researcher gathers the data through (interviews, open-ended and close-ended) on choice responses it has a relation and supported each other and it strengthens the idea being raised. This indicates that a lack of enough time and freedom of employees affects to decide on how to do their job effectively.

In general, when we conclude the raised factors choice, the majority of the respondents result in shows mean = 2.465 and standard deviation .7321. This implies that there is a low extent of Choice in Major General Hayelom Araya Military Academy to making their own choice while carrying out their job. And low in deciding they will probably rely on numerous inputs and they should not behave to have better freedom of action to make a decision on how they go about their daily activities, individual to commit to achieving Military Academy goals.

As discussed in the literature review part, Choices can be challenging to make. In deciding you will probably rely on numerous inputs and you will certainly need to address a variety of factors. Choices are typically made within constraints (Weiss 2006).

4.3.3 EMPOWERMENT IN DECISION MAKING AUTONOMY

TABLE 4.10 EMPOWERMENT IN DECISION MAKING AUTONOMY

No.	Items	Rating Scales					Mean	St.dev
		5	4	3	2	1		
25	I get visible support from my leader.	15 (11.5%)	23 (17.7%)	4 (3.1%)	49 (37.7%)	39 (30%)	2.43	1.381
26	I have been trained on how to make reasonable decisions	17 (13.1%)	23 (17.7%)	4 (3.1%)	37 (28.4%)	49 (37.7%)	2.40	1.466
27	The excessive relationship cannot have an impact on decision making	20 (15.4%)	16 (12.3%)	3 (2.3%)	34 (26.2%)	57 (43.8%)	2.29	1.507
28	After every decision, I review what happened and try to correct what goes wrong.	14 (10.8%)	22 (16.9%)	6 (4.6%)	52 (40%)	36 (27.7%)	2.43	1.341
29	I am in control of my confidence level while making a decision.	17 (13.1%)	20 (15.4%)	4 (3.1%)	41 (31.5%)	48 (36.9%)	2.36	1.341
30	I try to be honest while gathering information to make a decision.	22 (16.9%)	20 (15.4%)	4 (3.1%)	45 (34.6%)	39 (30%)	2.55	1.479
31	My leaders are receptive and listen to my idea and suggestions.	15 (11.5%)	22 (16.9%)	4 (3.1%)	46 (35.4%)	43 (33.1%)	2.38	1.394
32	I have a high degree of influence while decisions are being made.	14 (10.8%)	21 (16.2%)	3 (2.3%)	52 (40%)	40 (30.7%)	2.36	1.353
	Average Mean				***2.401***			***0.801***

Source: SPSS result 2020

In table 4.10 above item number twenty-five, respondents were asked whether they get visible support from their leader. Then the majority 88 (67.7%) of them disagreed. And 38 (29.2%) were Agreed and the rest of 4 (3.1%) reported neutral. The mean value = 2.43 and the standard deviation = 1.381 also supports that the majority of respondents did not get visible support from their leader in the Military Academy.

As indicated in table 4.10 items number twenty six raised, whether they have been trained on how to make reasonable decisions. Majority 86 (66.1%) of them confirmed disagree. And 40 (30.8%) of them Agreed and the remaining 4 (3.1%) reported neutral. The mean value = 2.40) and the standard deviation = 1.466 also supports that the majority of Major General Hayelom

Araya Military Academy was did not train on how to make reasonable decisions for their Academic members

Addressing item number twenty-seven in table 4.10 above, stating whether the excessive relationship cannot have an impact on decision making, the majority of respondents 91 (70%) respond disagreed, 36 (27.7%) respondents agreed 3 (2.3%) and the remaining respondents kept indifferent. The mean value = 2.29 and the standard deviation = 1.507. From the above result, the researcher can conclude that the majority of respondents were explained the extreme relationships of the Military Academy have an impact on decision making.

On another item number twenty-eight, Respondents were asked after every decision; they review what happened and try to correct what goes wrong. Majority 88 (67.7%) of them confirmed disagree. And 36 (27.7%) of them Agreed and the remaining 8 (4.6%) reported neutral. The mean value = 2.43 was also below the Likert scale average and standard deviation = 1.341. From the above result, the researcher can conclude that employees of the Military Academy do not review what happened and not try to correct what is wrong after every decision was made.

Respondents were asked whether they in control of their confidence level while making a decision. It can be seen from the above table 4.10 item number twenty-nine that the respondents 89 (68.4%) reported disagree and the minority of respondents, 37 (28.5%) reported agree; and 4 (3.1%) reported neutral. The mean value = 2.36 and the standard deviation = 1.341. From the above result, the researcher can conclude that the majority of respondents were not in control of their confidence level while making a decision in the Military Academy.

Besides, on item thirty, respondents were asked whether they try to be honest while gathering information to make a decision in the Military Academy and more than half 84 (64.6%) of the respondents disagreed. 42 (32.3%) of them Agreed and the rest 4 (3.1%) replied neutrally. The mean value = 2.55 and the standard deviation = 1.479. From the above result, the researcher can conclude that the majority of respondents were not trying to be honest while gathering information to make a decision in the Military Academy.

Item thirty-one on the same table addresses whether leaders are receptive and listen to their employee's ideas and suggestions and the majority of respondents 89 (68.5%) responded disagreed, 37 (28.4%) respondents agreed 4 (3.1%) and the remaining respondents kept indifferent. The mean value = 2.38 and the standard deviation = 1.394. From the above result, the

researcher can conclude that the majority of the Military Academy leaders are not receptive and listen to their employee's ideas and suggestions.

As indicated in table 4.10 item number thirty-two raised, whether they have a high degree of influence while decisions are being made and the majority 92 (70.7%) of them disagreed. About 35 (27%) of them Agreed and the remaining 3 (2.3%) reported neutral and with its mean value = 2.36 and the standard deviation = 1.353. From the above result, the researcher can conclude that most Major General Hayelom Araya Military Academy did not have a high degree of influence while decisions are being made in the Military Academy.

From the above table, the researcher understood as the mean value is mean = 2.401 and standard deviation of .801 and the cumulative effect show that the Military Academy members have low freedom for actions to make a decision on how to run their daily activities, individual commitment in achieving organizational goals and also being kept carelessly with weak empowerment.

According to the interview and open-ended responses, the military academy should not be trained or empowered their members how to collect accurate information at the military academy and does not give an understanding on academic rule and regulation and some of them did not know the procedure that undertaken on the decision-making process as well as they have a lack of directions and actions to make the decision about how they go about their daily activities. Generally, as a researcher gathers the data through (interviews, open-ended and close-ended) on empowerment responses it has a relation and supported each other and it strengthens the idea being raised. On behalf of this, the Military Academy members have weak empowerment for actions to make a decision on how to run their daily activities and individual commitment to achieving organizational goals.

According to (Carless 2004; Haas 2010), as used above and discussed in the literature Empowerment includes giving employees freedom of actions to make a decision how they go about their daily activities, in another explanation discussed in the literature According to Peterson and Zimmerman, (2004), Empowerment is an internal decision by an individual to commit to achieving organizational goals and objectives, to cooperate with others towards the achievement of shared goals and to choose to act freely within the boundaries and structure of the organization for the purpose of achieving individual and organizational goals

4.3.4 TRAINING EFFECTIVENESS IN THE MILITARY ACADEMY

TABLE 4.11 TRAINING EFFECTIVENESS IN DECISION MAKING AUTONOMY

No.	Items	Rating Scales					Mean	St.dev
		5	4	3	2	1		
33	The pieces of training I received were relevant to my work	15 (11.5%)	22 (16.9%)	6 (4.6%)	42 (32.4%)	45 (34.6%)	2.38	1.405
34	My work environment helps me to think clearly about achieving good training results	21 (16.2%)	18 (13.9%)	5 (3.8%)	48 (36.9%)	38 (29.2%)	2.51	1.448
35	The techniques used during training have a significant impact on your skills	21 (16.2%)	18 (13.8%)	3 (2.3%)	42 (32.3%)	46 (35.4%)	2.43	1.489
36	Your feedback, training has helped to improve your performance	15 (11.5%)	21 (16.2%)	5 (3.8%)	49 (37.7%)	40 (30.8%)	2.40	1.373
37	I believe that my decision is given credit in my military academy that will be used as an additional idea to enhance the learning quality.	17 (13.1%)	21 (16.2%)	7 (5.3%)	40 (30.8%)	47 (36.23%)	2.36	1.409
38	The academy will rate the quality of the training programmer	16 (12.3%)	20 (15.4%)	6 (4.6%)	50 (38.5%)	38 (29.2%)	2.43	1.375
	Average Mean				***2.419***		***0.8131***	

Source: Survey Result (2020)

In Table 4.11 above item, number thirty-three raised a question, whether the pieces of training they received were relevant to their work and about 87 (67%) of them confirmed that the pieces of training they received were not relevant to their work. And 37(28.4%) agreed as the pieces of training they received were relevant to their work, 6 (4.6%) responded neutrally and with its mean value = 2.38 were also below the Likert and low scale average and standard deviation = 1.405. From the above result, the researcher can conclude that the pieces of training they received were not relevant to their work in Major General Hayelom Araya Military Academy.

As indicated in table 4.11 items number thirty-four raised, whether their work environment helps them to think clearly about achieving good training results. Majority 86 (66.1%) of them confirmed disagree, and 39 (30.1%) of them Agreed and the remaining 5 (3.8%) reported neutral and with its mean value = 2.51 and the standard deviation = 1.448. From the above result, the

researcher can conclude that the majority of the Major General Hayelom Araya Military Academy work environment did not help them to think clearly about achieving good training results.

On another item number thirty-five, Respondents were asked whether the techniques used during training have a significant impact on their skills. The respondents' view was addressed 88 (67.7%) respondents did not agree with the idea, 3 (2.3%) respondents kept indifferent but the remaining 39 (30%) respondents reported Agree. The mean value = 2.43 and the standard deviation = 1.489 evidenced that the techniques used during training have not a significant impact on their skills in the Military Academy.

In table 4.11 above respondents were asked whether their feedback, training have helped to improve their performance. The majority 89 (68.5%) replied Disagree, 36 (27.7%) respondents reported Agree but the remaining 5 (3.8) respondents kept indifferent and with its mean value = 2.36 and the standard deviation = 1.409. From the above result, the researcher can conclude that the majority's response as feedback on training did not help them to improve their performances in the Military Academy

As described in table 4.11 above, item number thirty-seven raised a question, whether employees believe that their decision is given credit in the military academy that will be used as an additional idea to enhance the learning quality. On this item majority, 87 (67%) of respondents disagreed, 36(27.7%) responses agreed on the statements and the rest 7 (5.3%) replied neutrally with its mean value = 2.36 and the standard deviation = 1.409. The researcher can conclude that the respondents did not believe that their decision is given credit in their military academy.

As pointed out in table 4.11 final item number thirty-eight raised, whether the academy will rate the quality of the training programmer. Majority 88 (67.7%) of them confirmed disagree. And 36 (27.7%) of them Agreed and the remaining 6 (4.6%) reported neutral with its mean value = 2.43 and the standard deviation = 1.375. As shown above result the majority of Major General Hayelom Araya Military Academy have not rated the quality of the training programmer.

According to the interview and open-ended responses training at the military academy does not relevant or involve all units. It focuses on ground force small unit tactic platoon leaders, and another unit training was not included. For example, such as Air force, artillery units and etc. but after their graduation, all officers are assigned to the all-defense force unit and after the placement, this face them freaky. Generally, as a researcher gathers the data through (interviews,

open-ended, and close-ended) on training effectiveness responses it has a relation and supported each other and it strengthens the idea being raised. Moreover, the concerned higher bodies of the academy are not able to provide enough attention to the effectiveness of their training.

Indeed the last variable on the above table is the dependent variable of the study i.e. Training Effectiveness and its mean value is 2.419 and total Standard Deviation = .8131were low and this shows that the majority of the Military Academic members feel that the dimensions mentioned above have an effect on the Training Effectiveness. While the researcher compares the general mean values for all independent variables of the study, there is no substantial difference and all of them show low outcomes with a slight variance between them. There is also the low achievement of training objectives and low benefits for the military Academy and trainees.

According to Duke, (2015), and as discussed in the literature training effectiveness is the degree to which the training objectives are attained and benefited for the company and trainees, which can be evaluated using the mixture of satisfaction, learning performance, individual performance, and organizational performance.

4.4 THE RELATIONSHIP BETWEEN DECISION MAKING AUTONOMY OF EMPLOYEE AND TRAINING EFFECTIVENESS

4.4.1 PEARSON'S CORRELATION

This study was interested in establishing if there is a relationship between decision making Autonomy of Employee and Training Effectiveness i.e. to see if they are correlated or not. The previous descriptive analysis showed the practices of decision making Autonomy of Employee in Major General Hayelom Araya Military Academy Training Effectiveness. In this part, Pearson's correlation was used to categorize the type of correlation (positive or negative) by considering the predictor variables (Control, Choice, and Empowerment) that were strongly or weakly correlated with the dependent variable (Training Effectiveness).

In order to develop the Pearson's correlation matrix, the means of the variables were calculated and grouped into three dimensions; Control items, Choice items, and Empowerment items. As explained by Robert and Richard, (2008), Pearson's correlation coefficient is denoted by r and is by design constrained as follows: $-1 \leq r \leq 1$. The decision rule is such that if $p \leq 0.05$, the test is significant, and if $p \geq 0.05$, the test is not significant. Furthermore, positive values denote positive

linear correlation; negative values denote negative linear correlation, and a value of **0** denotes no linear correlation. The value 1 or –1 is a strong linear correlation. Faul, Erdfelder, Buchner and Lang, (2009), reported the commonly used set of descriptors for the interpretation of correlation coefficients for social science as follows: Therefore the table 4.12 shows the Pearson's correlation coefficient matrix between decision making Autonomy of Employee and Training Effectiveness.

TABLE 4.12 RELATIONSHIP BETWEEN DECISION MAKING AUTONOMY AND TRAINING EFFECTIVENESS

Correlations

		CONT	CHOI	EMPNT	TREFF
CONT	Pearson Correlation	1			
	Sig. (2-tailed)				
CHOI	Pearson Correlation	.712**	1		
	Sig. (2-tailed)	.000			
EMPNT	Pearson Correlation	.624**	.660**	1	
	Sig. (2-tailed)	.000	.000		
TREFF	Pearson Correlation	**.652****	**.670****	**.735****	**1**
	Sig. (2-tailed)	.000	.000	.000	

Source: SPSS Result, (2020)

***Key: CONT** is Control Items, **CHOI** is Choice Items, **EMPNT** is Empowerment Items and **TREFF** is Training Effectiveness.*

As shown in table 4.12, the independent variable (Decision-making Autonomy of Employee) has a positive correlation with Training Effectiveness. The relationship shows that as the Decision making autonomy of employees changed, training effectiveness is changed in the same direction with varying degrees. In addition, the positive relationship between training effectiveness and control was moderate. The positive relationship between training effectiveness and choice is also moderate, but the relationship between training effectiveness and empowerment was strong.

Although the independent variables had a large relationship with Training Effectiveness, Control ranked at r =.625 and p = .000, Choice ranked at r =.670 and p = .000, Empowerment ranked at r =.735 and p = .000. The positive relationship between all decision-making Autonomy (Control, Choice and Empowerment) with Training Effectiveness is strong based on the assumption of

Pearson's correlation 1 < | r | < .3 small or weak correlation, .3 < | r | < .5 medium or moderate correlation and .5 < | r | < 1 large or strong correlation.

Note: The correlation of the above table 4.12 shows that each variable correlates perfectly with itself i.e. the coefficient value is + 1.0 at the association of particular variables within the row and column. Based on the above result the researcher tries to test the hypothesis that the effect of independent variables on dependent variables.

4.4.2 REGRESSION ANALYSIS

Regression tests the relationship between one dependent variable and one or more independent variables (Schneider, Hommel, and Blettner 2010). It shows the effect of one unit change in an independent variable on the dependent variable. As regression tries to define the dependence of a variable on one or more to the response variable, regardless of whether the path of the effect is direct or indirect (Iacobucci, Saldanhaand and Deng 2007).

4.4.3 TESTS FOR THE MODEL ASSUMPTIONS

4.4.3.1 TEST FOR MULTICOLLINEARITY

In statistics, multicollinearity is a situation in which two or more independent variables in a multiple regression model are extremely correlated, implying that one can be linearly predicted from the others with a significant degree of accurateness (Hair et al., 2010). The results of multicollinearity for the variables under study are documented in table

TABLE 4.13 MULTICOLLINEARITY TEST

Model		No of items	Collinearity Statistics	
			Tol.	VIF
1	Control	9	.451	2.218
	Choice	10	.417	2.400
	Empowerment	8	.516	1.938

Note: Tol = tolerance, VIF = variance inflation factor

Source: SPSS Result, (2020)

Tolerance value of .10 or less than as cited as problematic collinearity although .20 and above has been suggested and VIF value 10 or great are often suited as indicative of problematic collinearity. In this study the values of tolerance and VIF for each independent variable were within the threshold of .10 - 10 it shows that multicollinearity was not a problem in the study.

4.4.3.2 TEST OF NORMALITY

Statistical errors are common in scientific literature and about 50% of the published articles have at least one error (Elliott and Woodward 2007). Many of the statistical procedures including correlation, regression, t-tests, and analysis of variance, are based on the assumption that the data follows a normal distribution. The assumption of normality is especially critical and the value of the score greater than +2 or less than -2 is significant.

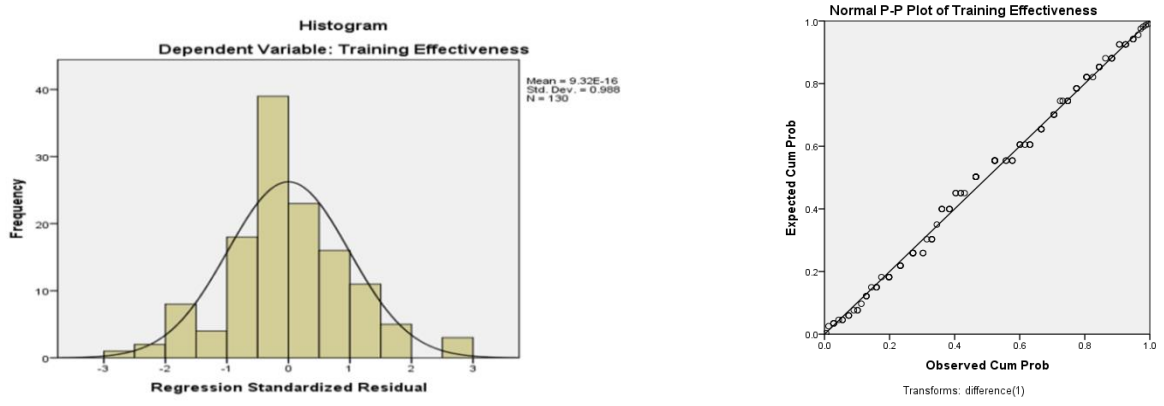
TABLE 4.14 TEST OF NORMALITY

Independent variables	Skewness	Kurtosis
Control	-.263	-.417
Choice	-.521	-.338
Empowerment	-.266	-.684

Source: SPSS result 2020

From the above analysis done, Control had a skewness of - 0.263 and a tolerance of 0.451. The choice had a skewness of - 0.521 and a tolerance of 0.417. Empowerment had a skewness of - 0.266 and a tolerance of 0.516. Notably, for all the variables, skewness and kurtosis statistics were within +/-2 and hence the data was normality distributed. The normality statement of linear regression analysis was in place. This implies that the data were approximately normally distributed**.**

FIGURE 4.4 HISTOGRAM AND P-P PLOTS SHOW THAT A NORMAL DISTRIBUTION



Source: SPSS Result, 2020

4.4.3.3 MODEL FIT

The table below shows the results for variations between the dependent and independent variables. Although R^2 value does not guarantee that the model fits the data well, this study assumed that R^2 was the best indicator for how well the independent variables explain variations in the dependent variable. R^2 is the coefficient of determination and shows how Training effectiveness is influenced by the Decision-making Autonomy of Employee in combination. \

4.5 THE EFFECT OF DECISION MAKING AUTONOMY ON EMPLOYEE ON TRAINING EFFECTIVENESS

TABLE 4.15 THE EFFECT OF DECISION MAKING AUTONOMY ON TRAINING EFFECTIVENESS

Model	R	R Square	Adjusted R Square	Std. an error of the Estimate
1	.788[a]	.620	.611	.50690

Source: SPSS Result, (2020)

From table 4.15 above, the coefficient of determination was found to be .620 this means that variations in decision-making Autonomy cause a 62.0% change in dependent variable training effectiveness with 38% described by other factors captured under the error term. Thus, the result shows that the predictors identified in this study are the influencing factors for training effectiveness to a high extent. It also shows that there was a good relationship between the variables. This characterizes a good fit since the rule of thumb, (2003) has it that an R-square between 60% and 69% represents a good model.

4.5.1 ANOVA

ANOVA is used to determine whether there are any statistically significant differences between the means of three or more independent (unrelated) groups. https://statistics.laerd.com/statistical-guides/one-way-anova-statistical-guide.php

TABLE 4.16 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.915	3	17.638	68.646	.000[b]
	Residual	32.375	126	.257		
	Total	85.291	129			

Source: SPSS Result, (2020)

The value of P-value = 0.000 or less than 0.05 implies that the model of training effectiveness is significant at the 5% significance hence it's a suitable prediction model. The F-statistic was 68.646 with a P-value of 0.000 which is less than .05. This indicates that the model was statistically significant at the 5% level of significance implying that Decision making Autonomy of Employee have a statistically significant relationship with training effectiveness.

For this study, a multivariate regression model was applied to determine the significance of each of the three independent variables with respect to the dependent variable (training effectiveness) in adopting decision making autonomy of employees. The table of coefficients below also measures the individual contribution of each independent variable to changes in the dependent variable. This is represented by the coefficient Beta for each of the predictors.

TABLE 4.17 SIGNIFICANCE AND DISTRIBUTION OF COEFFICIENTS

Model	No of Items	Unstandardized Coefficients		Standardized Coefficients	T	Sig
		B	Std. Error	Beta		
(Constant)		.086	.176		.490	.625
Control	9	.260	.101	.211	2.587	.011
Choice	10	.238	.094	.214	2.520	.013
Empowerment	8	.468	078	.461	6.039	000

Source: SPSS Result, (2020)

The regression model found is:

Y = 0.086 + 0.260 **X1** + 0.238 **X2** + 0.468 **X3**

From the above table 4.17, Control has a positive relationship with training effectiveness and the relationship is statistically significant at the 5% significance level (β = .260, and p = 0.011). Choice has a positive relationship with training effectiveness and the relationship is statistically significant at the 5% significance level (β = 0.238, and p = .013 < .05). Empowerment has a positive relationship with training effectiveness which is statistically significant at the 5% significance level (β = .468 and p = 0.000). It is observed that all the coefficients are positive meaning that a change in any one of decision-making autonomy affects training effectiveness in the same direction.

All the independent variables were significant predictors of training effectiveness since their significance value was less than 0.05 (control p = .011, choice p = .013 and empowerment p = 000). Additionally, the results show that multicollinearity did not pose a problem in the study since all the variables met the criteria of Tolerance should be > 0.1 or VIF < 10 (control = 2.218, choice = 2.400 and empowerment = 1.938).

Overall, the consistency of regression coefficients on the selected decision-making autonomy evidenced that these variables are important factors that influence the effectiveness of training at different degrees.

4.6 RESEARCH HYPOTHESIS TEST

4.6.1 THE EFFECT OF CONTROL ON TRAINING EFFECTIVENESS IN THE MILITARY ACADEMY

H1: Control has a significant positive effect on cadet Training effectiveness.

Ho: Control has no significant positive effect on cadet Training effectiveness.

The outcome on the above table 4.12 shows that control at r = 0.625 and p = 0.000, it is positively and significantly related to Training Effectiveness. This means variation on the level of the extent of control on employees will bring corresponding change in Training Effectiveness. This can be understood as a certain adjustment on the extent of control on employees will make a significant change in the training effectiveness by P-value = 0.26 (26.0%) which is significant and permits the ejection of the null hypothesis.

4.6.2 THE EFFECT OF CHOICE ON TRAINING EFFECTIVENESS IN MILITARY ACADEMY

H2: Choice has a significant positive effect on cadet Training effectiveness.

Ho: Choice has no significant positive effect on cadet Training effectiveness.

As indicated above table 4.12, it can be seen that choice at r = 0.670 and p = 0.000, it is positively and significantly related to Training Effectiveness. Implying that, a change in the level of choosing that employees do will have a corresponding change on training effectiveness. This can be understood as a certain adjustment on the extent of choosing employees will make a significant change in the training effectiveness by P-value = 0.238 (23.8%) which is significant and permits the ejection of the null hypothesis.

4.6.3 THE EFFECT OF EMPOWERMENT ON TRAINING EFFECTIVENESS IN MILITARY ACADEMY

H3: Empowerment has a significant positive effect on cadet Training effectiveness.

Ho: Empowerment has no significant positive effect on cadet Training effectiveness.

As shown above, table 4.12 reports that empowerment and r = 0.735 and p = 0.000, it is positively and significantly related to Training Effectiveness. This can be understood as a certain adjustment on the extent of empowering employees will make a significant change in the training effectiveness by P-value = 0.468 (46.8%) which is significant and permits the ejection of the null hypothesis. Implying that, level of empowerment employees are granted has a corresponding effect on Training Effectiveness.

TABLE 4.18 HYPOTHESIS RESULT

H_0 Hypothesis	P-value	Result
Control	0.260	Accept
Choice	0.238	Accept
Empowerment	0.468	Accept

Source SPSS result 2020

The outcome gained from the regression analysis indicated that Empowerment is more significant and statistically meaningful when associated with the other variables in terms of enhancing training effectiveness.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

INTRODUCTION

This chapter contains a summary of the findings of the study, the conclusions and the recommendations for stakeholders to ensure effective and efficient Decision Making Autonomy of Employee in Major General Hayelom Araya Military Academy. The researcher has come up with the following findings and these have been discussed in the next subsections.

5.1 SUMMARY OF FINDINGS

The primary objective of this study was to investigate the effect of Decision-making autonomy of employee's on cadet training effectiveness in the case of Major General Hayelom Araya Military Academy. An attempt was also to identify major impediments to stakeholders, involvement and measures were taken by the Military Academy.

In order to reach the above objectives, the following basic questions were raised:

1. How do factors of decision-making autonomy affect training effectiveness in the Military Academy?
2. How do leaders view their decision-making autonomy in the Military Academy?
3. What is the relationship between decision-making autonomy and cadet training effectiveness in Military Academy?

The study was carried out in Major General Hayelom Araya Military Academy. As a source of data 139 Academy members were used. A total of 134 usable questionnaires were provided and collected as the basic data for the study. Similarly, 5 of structured interview questions were for interviewing. Data obtained from different sources were analyzed by statistical tools and interpreted using descriptive and inferential data analysis involving frequency, percentage; mean standard deviation, correlation, and regression and one-way Anova. By the above process the following findings were obtained from the study.

The largest proportions of the employees were composed of the male within the age group that belongs to a mature age group who are considered to be responsible and committed to the duty

they are assigned to work in. In the military academy, most of them were found to have a first degree that is at least able to understand and explain clearly the association between decision making autonomy of employee and training effectiveness. The year of experience on the job is also found important in unveiling employee's exposure to different kinds of decision-making in the Military Academy.

5.2 FINDING UNDER FACTORS FOR MEASURING DECISION-MAKING AUTONOMY:

The majority of the respondents also responded that Control is the main factor in Military Academic training success (mean = 2.39 and a standard deviation of .66122). In general, the mean and a standard deviation above express the existence of indicated problems implies that there is a lack of control. Academic members as requires information and the Military Academy leaders should not provide the freedom to employees while undertaking their work and providing them with ways they can forward their ideas and make an informed decision for a better result.

In addition to this the analysis of the open-ended question and related to this the interviewed selected respondent as shown in the findings major factors that influence decision making autonomy to make effective training were lack of appropriate knowledge, lack of commitment, rule and regulation not strictly applied, lack of communication between instructors and trainee, lack of experience of leadership, accountability, negligence of the staff, informal ways of collecting information, and interference by outside influence were some factors that affect them to make the decision in the Military Academy.

The majority of the respondents imply that there is the low extent of Choice in Major General Hayelom Araya Military Academy to making their own choice while performing their job and low in putting their faith in on numerous inputs and deciding. And also they did not behave to have better freedom of action to make a decision on how they go about their daily activities, individual to commit to achieving Military Academy goals (mean = 2.465 and standard deviation of .7321). As explained by Weiss, (2006), choosing is the procedure of selection, classically, weighs up each option, considering merits and demerits and typically made within constraints.

Finding that obtained from the interview and open-ended responses indicate that, there is a lack of time to make choice for a decision-making process, the Academy leaders do not give enough time

to analysis more, the decision is often unacceptable, the high relationship between leadership, the military academy members were happy to do a better job with knowledge and understanding of the academy rules and regulations but the military Academy leaders not make free their trainees or followers, a lack of freedom to making the right decision.

In Major General Hayelom Araya Military Academy selected Decision making Autonomy factors (Empowerment) had not fully implemented all of the practices employed noted as below average (mean = 2.401 and standard deviation of .801), it implies that selected decision making Autonomy of employee negatively affect training effectiveness. And also Military Academy members have low freedom of actions to make a decision on how they go about their daily activities, individuals to commit to achieving the Military Academies goals. The employees of Academic member not empowered to make decisions through which they will have a sense of self-worth and a feeling of belonging that will make them give of their best in the Military Academy, and the Military Academy did not consider to motivating employees through various ways like providing training on various concerns and building a good relationship between the Military Academy hierarchies.

Findings based on interview and open-ended responses, the military academy should not be trained or empowered their members how to collect accurate information at the military academy and does not give an understanding on academic rule and regulation and some of them did not know the procedure that undertaken on the decision-making process as well as they have a lack of directions and actions to make the decision about how they go about their daily activities.

As explained Block, (2016), for empowering employees, Empowerment is an internal decision by individuals to commit to achieving organizational goals and objectives, to collaborate with others towards the achievement of shared goals and to choose to do freely within the boundaries and structure of the organization for the purpose of achieving individual and organizational goals.

Overall, this is supported by the findings which established the effect of decision making autonomy on cadet training effectiveness. The decision making autonomy negatively influences the training effectiveness of Major General Hayelom Araya Military Academy to a great extent (mean < 3.0, standard deviation > .6). This shows that the decision making autonomy influence how the training of the Military Academy are undertaken.

Training Effectiveness and its mean values are 2.419 and total Standard Deviation = .8131 and this indicates that most of the Military Academic member feels that the above-mentioned

dimension has its impacts on achieved and benefited for the Academy stockholders and trainees effectiveness. Also, the finding gained from the interview and open-ended responses training at the military academy does not relevant or involves all units. It focuses on ground force small unit tactic platoon leaders, and another unit training was not included (for example, such as Air force, artillery units and etc.). But after their graduation, all officers are assigned to the all-defense force unit and after the placement, this faces them freaky.

5.3 THE RELATIONSHIP BETWEEN DECISION MAKING AUTONOMY AND CADET TRAINING EFFECTIVENESS

According to the correlation test of SPSS data analysis, there is a positive relationship between each independent variable (Control items, Choice items, and Empowerment items) with training effectiveness with Pearson correlation value of .652, .670, and .635 respectively. This relationship shows that as the decision making autonomy change, training effectiveness changes in the same direction at varying degrees. The results also show that multicollinearity did not pose a problem in the study since all the variables met the criteria of Tolerance should be > 0.1 or VIF of greater than 1 and less than 10 which was within the acceptable thresholds.

The regression model shows a strong and statistically mostly significant positive relationship between Control Items (β = .260 and p = 0.011), Choice Items (β = 0.238 and p = 0.013); Empowerment Items (β = .468, and p = 0.000), with Training Effectiveness. The coefficients are positive for Control Items, Choice Items, and Empowerment Items which would indicate that as the selected decision making autonomy becomes larger or increase; it is related to higher training effectiveness which is what we would expect.

Overall, the consistency of regression coefficients on the selected decision making autonomy suggests that these variables are important factors in influencing training effectiveness although at different degrees. All the independent variables were significant predictors of training effectiveness since their significance value was less than 0.05 ($p < 0.05$).

Additionally, the results show that multicollinearity did not pose a problem in the study since all the variables met the criteria of Tolerance should be greater than 0.1 or VIF (variance inflation factor) of greater than 1 and less than 10.

The value of Adjusted R^2 = .620 which indicated 62% of the variance in training effectiveness is explained by the independent variables i.e. control, choice, and empowerment. It supported the hypothesis that the indicated items have a significant effect on training effectiveness.

5.4 CONCLUSION

The doing of this research was to investigate the effect of decision-making autonomy of employees on cadet training effectiveness in the case of Major General Hayelom Araya Military Academy.

1. How do factors of decision-making autonomy affect training effectiveness in the Military Academy?

The recognized factors of the decision making autonomy of employee that affects training effectiveness were control, choice, and empowerment. The first gap was the lack of controlling employees. Control takings the major part of having weak relation with the training effectiveness, which shows that the degree to which Military Academy members were not high and parallel control, assesses includes rules and regulations for guiding employee tasks and behaviors. Therefore, the researcher can say that when Academy's' members have not controlled exactingly a decision they made was affected.

The second extremely related factor was choice, as information collected. The choices made by Academy members have a low relation with the dependent variable. Due to this gap, when Academy members make, choices based on actual factors, just influenced by their immediate leaders, they will be no more successful in making good decisions. The other gap found in this study was the lack of members of the Military Academic empowerment. Empowerment is also low related to training effectiveness. When Academy members are not empowered to make the decision on their own they did not make decisions that are more suitable to reach the Military Academy's goal.

2. How do leaders view their decision-making autonomy in the Military Academy?

As seen by the study majority of the Academic members view a decision-making autonomy variable negatively. They confirm disagreed through the questions requested which shows the Academic members are controlled much, not made choice of their individual per trials, and are not empowered when making a decision; this indicates that the Military Academic members view

their decision-making autonomy as not the actual factor on the training effectiveness. The members of the military academy responded that they are not autonomous in making decisions they make, which will have a negative result on the training effectiveness of the Military Academy.

3. What is the relationship between decision-making autonomy and cadet training effectiveness in Military Academy?

A finding of the study indicates that the association between this independent and dependent variable is positive. A researcher can conclude that employee autonomy in decision-making gives to effective decision implementation and also create an enabling environment for creativity and growth as employees see themselves as owners of the decision-making implementation and also not working on the autonomy of employee's will not help to enhance training effectiveness in the Military Academies.

Additionally, the constancy of regression coefficients on a decision-making autonomy recommends that these variables were significant factors influencing training effectiveness although at dissimilar degrees. The association between all the decision-making autonomy in this study and training effectiveness was significant at $P < 0.05$. A study, R^2 of .620 presented that all predictors might offer a 62% description of variation or changes in training effectiveness of Major General Hayelom Araya Military Academy. Also, it supported the hypothesis that the indicated items have a significant effect on training effectiveness.

Thus, based on the findings of this study, the research questions of this study were answered, and the conclusion is that less concentration of decision-making autonomy of employees leads to decreased training effectiveness in Military Academy. It was also revealed from the research that when employees see themselves as not being part of the decision-making process, they become dissatisfied and non-apathetic which is likely to adversely affect training effectiveness.

5.5 RECOMMENDATION

Based on the conclusion drawn in the above, the following recommendations were forwarded by the researcher in relation to the research objectives:

- These commandants of the Military Academy better to make use of different tactics, academic rules and regulations, and strategies in relation to decision making to improve the level of Autonomies of employees to increase training effectiveness.
- Employees' views are needed on matters that affect their lives, work and they better to be empowered to take decisions through which they will have a reason for self-worth and a feeling of belonging that will make them give of their best well in the Military Academy.
- The Military Academy better to empower employees to see themselves as being part of the decision-making process, they become satisfied and apathetic which is likely to adversely improve training effectiveness.
- Regarding empowerment, the Military Academy better to consider motivating employees through various ways like providing training on various concerns and building a good relationship between the Military Academy hierarchies.
- It is recommended that employees will be empowered to take decisions through which they will have a sense of self-worth and a feeling of belonging that will make them give of their best in the Military Academy.
- Control is the main factor, so the Military Academy better to consider providing the freedom to employees while undertaking their work and providing them with ways they can forward their ideas and make an informed decision for a better result.
- As regards choice the Major General Hayelom Araya Military Academy members better to make them able to decide on how to do their job and get the best alternative choices. And the military Academy behave to have better freedom of action to make a decision on how they go about their daily activities, individual to commit to achieving Military Academy goals.
- The decisions made by the tactical leader better to be free and acceptable so that members of the military academy can be happy and do a better job.
- Since this military academy is a unique cadet training center in Ethiopia defense force, the training provided by the academy better to be considered to all defense force units. .
- Care will be exercised by the military academy when assigned a qualified instructor to be carried out the training quality.
- The military academy better to be encouraging individuals to be aware of effective decision-making and to learn from others within their department is another way to build and maintain a better decision-making environment.

5.6 LIMITATIONS OF THE RESEARCH

Due to the secrecy of military issues, nature of cadet training, tightness schedules of the commandants, department head in the Military Academy, the study come across problems in attainment entree to the interview participants and a researcher took to retain rescheduling their time to bring into line with the accessibility of the participants. Data relating to decision making autonomy is always preserved with sensitivity.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

This research focused on a study of decision making autonomy of employees on cadet training effectiveness in the Military Academy area. The researcher suggests additional research on a similar topic but in another military training center, both within the all Ministry of National Defense training center and in another country. This will aid to found whether the same effects will be held true in the Military Academy cadet training.

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APPPENDIX 1
QUESTIONNAIRE

School of Commerce

DEPARTMENT OF BUSINESS ADMINISTRATION AND INFORMATION SYSTEMS

This questionnaire was designed to study the effects of the "Decision making Autonomy of employee on Cadet Training Effectiveness in Major General Hayelom Araya Military Academy" and gather information from stakeholders. The study will also be used to complete a master's degree program in human resource management.

Dear respondents of this study

My name is Bekadu Dibesa a graduate student in the School of Business Administration at the University of Addis Ababa, and this questionnaire is a collection of informational documents for post-doctoral dissertation. The purpose of the study is "Decision making Autonomy of employee on Cadet Training Effectiveness in Major General Hayelom Araya Military Academy". This questionnaire is used as a data collection tool for complementary research, which is strictly confidential and is used only to draw conclusions and to provide appropriate recommendations to stakeholders.

Dear Study Respondents, I assure you that any information you provide in connection with this study will be kept strictly confidential and secure. I would like to humbly remind you to fill in the questionnaire on time and to answer the question, as the information you provide helps to arrive at the conclusion of a successful study and provides valuable advice to the institution.

There is no need to write your name, phone number, e-mail address outside of the details to fill out the questionnaire. Thanks for your kind cooperation!!!!

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Part I: Background of the respondents

This part contains general biographical information regarding to the respondent. After reading each questions, please indicate your response by putting a cross mark (x) in the appropriate box

Table 1 Background of the respondents

No	Sex	Put cross mark (x)
1	Male	
	Female	
	Age	Put cross mark (x)
2	< 20	
	21-25	
	26-30	
	31-35	
	36 and above	
	Education level (EL)	**Put cross mark (x)**
3	10-12 Grade	
	Diploma	
	BA Degree	
	MA Degree	
	Current Position (CP)	**Put cross mark (x)**
4	Cadet or trainee	
	Supportive staff	
	military instructor	
	Civil instructor	
	Commandants	
	Service year (SY)	**Put cross mark (x)**
5	< 5 years	
	6-10 years	
	11-15 years	
	16-20 years	
	21 and above	

Part II: Decision-making autonomy

Direction: The following (6-32) questions are about factors that influence decision-making Autonomy in academic member and cadet training effectiveness'. Indicate how many factors influence decision-making Autonomy in your military academy and mark the answer by ticking the box (x) in each statement.

1 Strongly Disagree	3 Neutral	
2 Disagree	4 Agree	5 Strongly Agree

Table2. Questions related to factors affecting decision making Autonomy

No	Control	Responses 1	2	3	4	5
6	I try to get focused, to be influenced by the things going on around me.					
7	I understand the academic decision-making process					
8	Before any proceedings can be done, I will use my ability to put my ideas into perspective.					
9	I investigate well when I am faced with various confusing alternatives ideas.					
10	I feel in control of things					
11	I find it easy to think clearly, since I have to decide something in a hurry					
12	I decide how to go about getting my job done in the academy					
13	I have the freedom to organize my own ideas					
14	I plan well ahead					
	Choice					
15	I start small and make decisions patiently.					
16	I try to use decision-making tools before making decisions.					
17	I make decisions calmly.					
18	I use related references that really make me good decisions.					
19	I use the decision-making process to make an effective decision.					
20	I make the decision not because it seems right but by looking for other references of similar situations					
21	I consider costs to be incurred when I make decisions.					
22	I have no an influence on what goes on in my workgroup.					
23	I am able to decide on how to do my job.					
24	The decision I make is not acceptable.					
	Empowerment					
25	I get visible support from my leader.					
26	I have been trained on how to make reasonable decisions					
27	Excessive communication cannot have an impact on decision making					
28	After every decision, I review what happened and try to correct what goes wrong.					
29	I am in control of my confidence level while making a decision.					
30	I try to be honest while gathering information to make a decision.					
31	My leaders are receptive and listen to my idea and suggestions.					
32	I have a high degree of influence while decisions are being made.					

Source Sereke, H, 2017

Please explain if there are any factors that can affect the decision-making Autonomy

……
……

Part III: Cadet Training effectiveness

Direction: The following (33-38) questions are the level of evaluation training effectiveness in the academic. Please indicate the extent to which how do you evaluate the training effectiveness in your Military Academy. Indicate your answer by putting a tick (x) mark in the box given across each statement.

1 Strongly Disagree	3 Neutral	
2 Disagree	4 Agree	5 Strongly Agree

Table 3: Questions related to training effectiveness in the Military Academy?

No	Items	Responses				
		1	**2**	**3**	**4**	**5**
33	The pieces of training I received were relevant to my work					
34	My work environment helps me to think clearly about achieving good training result.					
35	The techniques used during training have a significant impact on your skills.					
36	Your feedback training has helped improve your performance.					
37	I believe that my decision is given credit in my military academy that will use as an additional idea to enhance the learning quality.					
38	The academy will rate the quality of the training programmer					

Source (Sereke, H., 2017 and Kirkpatrick, 1994),

Please explain if you have any further comments on the cadet training effectiveness.
……
……
……
……
……

APPENDIX 2

INTERVIEW QUESTIONS

FOR MGHA MILITARY ACADEMY HIGHER OFFICER'S INTERVIEW QUESTIONS

The purpose of this study is to collect relevant information on the practices and problems of decision making Autonomy in MGHA Military Academy. The information that you will provide determines the quality of the study. The information was used only for academic purposes. You are kindly asked to provide your own response.

Part I. Back ground information

A. Levels of education [ ]

B. Field of study [ ]

C. Year of service [ ]

1. How do you evaluate the factors that affect decision making autonomy of employee especially on controlling employee's, choices of the employee and employee empowerment?

2. What do you believe about major problems or challenges of decision making in your military academy?

3. To what extent do Academy leaders facilitate conditions for the effectiveness of decisions to be made?

4. How do you evaluate the training that given in the military academy and its coverage?

APPENDEX 3: Correlation Output

Correlations

		Control	choice	empowerment	Training Effectiveness
Control	Pearson Correlation	1	.712**	.624**	.652**
	Sig. (2-tailed)		.000	.000	.000
	N	130	130	130	130
Choice	Pearson Correlation	.712**	1	.660**	.670**
	Sig. (2-tailed)	.000		.000	.000
	N	130	130	130	130
Empowerment	Pearson Correlation	.624**	.660**	1	.735**
	Sig. (2-tailed)	.000	.000		.000
	N	130	130	130	130
Training Effectiveness	Pearson Correlation	.652**	.670**	.735**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	130	130	130	130

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

Descriptive Statistics

	Mean	Std. Deviation	N
Training Effectiveness	2.4192	.81312	130
Control	2.3897	.66122	130
Choice	2.4646	.73208	130
Empowerment	2.4010	.80087	130

APPENDEX 4: Regression Output

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.788[a]	.620	.611	.50690

a. Predictors: (Constant), empowerment, control, choice

b. Dependent Variable: Training Effectiveness

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.915	3	17.638	68.646	.000[b]
	Residual	32.375	126	.257		
	Total	85.291	129			

a. Dependent Variable: Training Effectiveness

b. Predictors: (Constant), empowerment, control, choice

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.086	.176		.490	.625
	Control	.260	.101	.211	2.587	.011
	Choice	.238	.094	.214	2.520	.013
	Empowerment	.468	.078	.461	6.039	.000

a. Dependent Variable:/ Training Effectiveness

APPENDEX 5: Normality Test Output

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Control	.451	2.218
	Choice	.417	2.400
	Empowerment	.516	1.938

a. Dependent Variable: Training Effectiveness

APPENDEX 6: Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.810	33

Reliability Statistics

Cronbach's Alpha	N of Items
.897	9

Reliability Statistics

Cronbach's Alpha	N of Items
.834	10

Reliability Statistics

Cronbach's Alpha	N of Items
.839	8

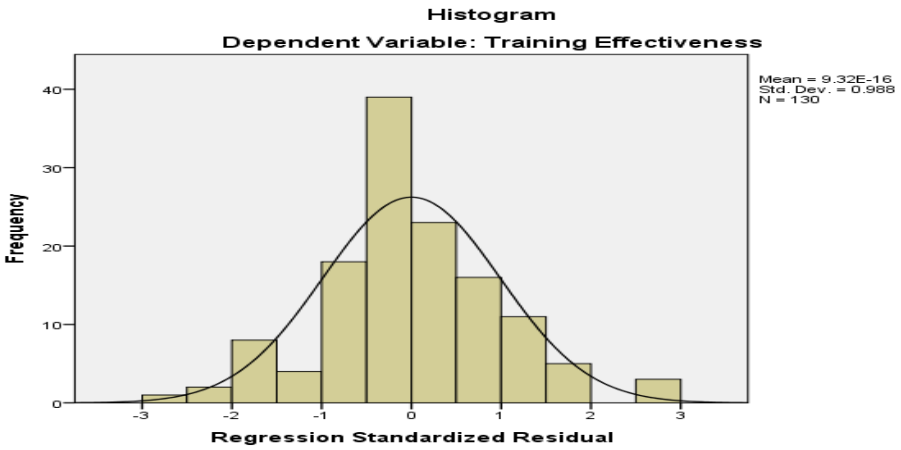
Reliability Statistics

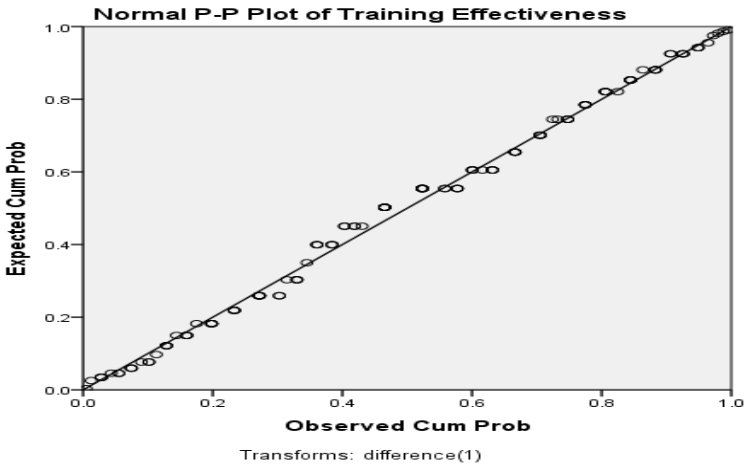
Cronbach's Alpha	N of Items
.839	6

APPENDEX 7: Normality Test Output

Descriptive Statistics

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Control	130	-.263	.212	-.417	.422
Choice	130	-.521	.212	-.338	.422
Empowerment	130	-.266	.212	-.684	.422
Training Effectiveness	130	-.192	.212	-.581	.422
Valid N (listwise)	130				


Histogram
Dependent Variable: Training Effectiveness
Mean = 9.32E-16
Std. Dev. = 0.988
N = 130
Frequency
Regression Standardized Residual


Normal P-P Plot of Training Effectiveness
Expected Cum Prob
Observed Cum Prob
Transforms: difference(1)