

**THE EFFECT OF TRAINING AND DEVELOPMENT PRACTICE ON  
CADET PERFORMANCE:**

**THE CASE OF MAJOR GENERAL HAYLOM ARAYA MILITARY  
ACADEMY**



**School of Commerce**

**DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

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## **DECLARATION**

I, Tilahun Namaga Kerga, declare that this research allowed The Effect of training and development practices on job performance: the case of MGHAMA is result of my own effort and that all source of resources used for the study have been acknowledged.

I have done it independently except for the advice and suggestion of the Research Advisor. This research has not been submitted for any degree in this University or any other collages. It is offered for the partial fulfillment of the degree of MA in Human Resource Management.

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## **Statement of Certificate**

This is to verify to Tilahun Namaga Kerga has carried out his research on the topic permitted. The Effect of Training and Development Practice on Job Performance at MGHAMA for the partial fulfillment of Masters of Art in Human Resource Management at Addis Ababa University. This research is unique work and not offered earlier for any degree either at this University and it is appropriate for submission of Master's Degree in Human Resource Management.

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**ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE**

**GRADUATE PROGRAM**

**EFFECTS OF TRAINING AND DEVELOPMENT PRACTICES ON JOB  
PERFORMANCE AT MGHAMA**

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The Researcher

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## **LIST OF ACRONYMS AND ABBREVIATIONS**

<b>MGHAMA</b>	-	Major General Haylom Araya Military Academy
<b>MOND</b>	-	Ministry of National Defense
<b>FM</b>	-	Field Manual
<b>T and D</b>	-	Training and Development
<b>SPSS</b>	-	Statistical Package for Social Science
<b>TNA</b>	-	Training Need Assessment
<b>TD</b>	-	Training Design
<b>TDM</b>	-	Training Delivery Method
<b>TE</b>	-	Training Evaluation
<b>TNA</b>	-	Training Need Assessment
<b>SD</b>	-	Standard Deviation
<b>ANOVA</b>	-	Analysis of Variance
<b>EP</b>	-	Employees' Performance

## **Abstract**

*In this competitive global, army requires military academic officer cadets that have the essential skill and knowledge behavior and attitude in order to accomplish the reason of military academies. Employees' training and development are one of the system military academy uses to attain the fundamental knowledge, skill, behavior and attitude. The vital aim of this research was to study the effect of training and development practices on cadet performance in case of Major General Hayelom Araya Military Academy. Training plays essential role in the building of competencies of new as well as current employees to achieve their job in an effective way. It, in addition, prepares workers to hold future position in an organization with full capabilities and supports to defeat the deficiencies in any work related area. Training is considered as the sort of investment by the institution to achieve competitive advantage. The research design was descriptive and explanatory or casual type of research where the target population of this research is the military academic officer cadet of selected military academy. A total population 214 from different department, from these 139 respondents was used as sample. A questionnaire was used to gather primary data. Out of the 139 research questionnaire distributed, 139 questionnaires were gathered and analyzed representing 100% response. Military academic officer cadets, supportive staffs, military instructors, civilian instructors and 4 military academy commandants involved in this research. The sampling method for this study was simple stratified random sampling. The primary data was collected using open ended questionnaires, closed ended questionnaires and interviews. Finally the edited data was processed using SPSS and the result was analyzed using inferential statistics specifically mean scored, standard deviation, Pearson correlation and simple regressions. The outcome of person correlation indicates that training and development has positive and significant relationship with job performance in military academies. Also, the outcome of regression analysis shows that training and development has positive and significant effect on job performance in the studied military academies.*

**Keywords:** *Training, Development, job performance.*

# CHAPTER ONE

## Introduction

This part is to introduce the basic information of the main elements in the study. It contains background of the study, background of the organization, statement of the problem, research questions of the study, objective of the study, significance of the study, scope of the study, limitations of the study, an organization of the study and definition of terms. The details are presented as follows:-

### 1.1 Background of the study

Elnaga and Imran, (2013), state that training plays very important role in the building of competencies of new as well as current employees to achieve their work in an effective way. It also prepares workers to hold future position in an organization with full capabilities and supports to defeat the deficiencies in any work related area. Training is considered as the sort of investment by the organization to achieve competitive advantage.

Development refers to attain skill, knowledge, and attitude that permit the employee to face the obstacle and need demanded by the career. Development programs are planned to offer workers opportunity to learn new skills and knowledge. It regard's on the prospect of human resources in the institution. It helps workers toward maintain up with the original development changes and increase of the institution, (Noel, 2010).

Training and development has the decisive role in the accomplishment of an institution objective by incorporating the wellbeing of institution and the workers. Now a day's training is the majority significant factor in any organization because training enhances the effectiveness and efficiency of both workers and the institution. The worker performance regards to various reasons. But the most significant issue of employee performance is training and development (Stone R J. 2002).

According to Ampomah, (2016), training and development describes the formal, ongoing efforts that are made within organizations to advance the performance and self-completion of their

workers through a change of educational methods and programs. In the modern work environment, these efforts have taken on a wide variety of applications from order in highly.

Training and development is significant to enhance the capacity of employees. The workers who have extra familiarity on the work have superior performance because there is enhance in the both abilities & efficiency because of majority on the work practice. The institutional performance depends on the worker performance because human resource capital of academy plays a significant role in the increase and the organizational performance. So to advance the institutional performance and the employee performance, providing proper training for the workers enhances the performance of the institution. (FakharUlAfaq, Anwar Khan, 2008).

According to Brown, (2008), defines effort as how well the individual completes tasks also in addition the conduct with which he/she full the everyday jobs. Baldwin (2008) describes effort like carrying out events competently and effectively to get together decided job goals.

According to Dubrin, (2006), worker effort means using their knowledge, ability, practice and thus forth, to do the assigned job needed by their members with success and competence. To measure the achievement of the training program the military academy has four domains or graduate profiles that the officer cadets must attain to be graduate from the military academy. Those domains are knowledge, skill, attitude and behavior. Among the reasons which determine the progress and occupation of the worker in an organization is the quality of training and development provided either on job or off-job.

Training and development is significant to enhance the capacity of employees. The workers who have extra on the workfamiliarity have superior performance because there is enhance in the both abilities&efficiency because of majority on the work practice. The institutional performance depends on the worker performance because human resource capital of academy plays a significant role in the increase and the organizational performance. So to advance the institutional performance and the employee performance, teaching is decision to the worker of the institution (Fakhar Ul Afaq, Anwar Khan, 2008).

According to Mwita, (2000), performance is a key multidimensional build objective to complete outcome and has a strong attach to strategic objective of an institutional worker work effort is going toward be extra successful if he is educated in fine manner and the demolishes promise

were guide toward extra touching kind of association which is departure to develop the labor effectiveness also supports the academy in succeeding objective. Brown, (2008), defines effort like how well the individual completes tasks also in addition the conduct with which he/she full the everyday jobs. Baldwin, (2008), describes effort like carrying out events competently and effectively to get together decided job goals.

According to Dubrin, (2006), worker effort means using their knowledge, ability, practice and thus forth, to do the assigned job needed by their members with success and competence. Domains of officer cadet performance are as to domain of the MGGA military academy. Those domains are knowledge, skill, attitude and behavior. Among the reasons which progress the occupation of the worker is majority training and development..Therefore the causes of this learn is to show the effect of training and development practice on the cadet job performance in the case of MGHAMA.

## **1.2 Background of the organization**

In Ethiopia, the beginning of cadet academy goes back to 1935's E.C when the Holeta military academy was established. 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 1950's, the Harar military academy was opened to strengthen the process of army building in the country. Both the Holeta and Harar military academies collapsed upon the downfall of the Dergue regime. Currently, the only cadet academy in the country is the Major General Hayelom Araya Military Academy (MGHAMA) which was re-established in 1997, fifteen years after the Ethiopian people revolutionary democratic front took over government power. The academy has a (task) mission to generate well qualified and capable lower level unites and comparable level leader for defense force by providing quality learning and training.

The Ministry of National Defense Training Manual, (2014),military profession is the group of art and science, the gaining of the essential growth, attitudes and abilities decision the efficacy of the military based on of the military art and science. These essential abilities are built through training and development. Enough Training also development armed force is successful in real war missions. Several of the ability structures actions are done in education centers toward

prepares the armed participants with the final ability of war Education and Training manual, (2011).

### **1.3 Statement of the Problem**

It is known that successful training and development is essential for human resource performance. Amadi, (2014.), human resource is accepted as a serious resource for achievement. In procedure to help performance of the institution, it's important to optimize the input of employees towards accomplishment of the objective and goal of an institution.

Human resource theory that supports the asset in training is very helpful for the performance of employees as well as performance of the institution (Naqvi and Khan, 2013), human resource is the major tool which generates the organization performance.

Human resource is extremely vital and it is the backbone of each institution. It's also the major resource of the military academy. Thus, the failure or achievement of the academy depends on academic officer cadet job performance. Armstrong (2006), stated that Military academies are investing enormous amount of capital on the human resource training and development because it determines the performance of human resources were in the end enhance the work effort of the workers.

According to Jennifer, (2005), education appears to be important to explore talent, knowledge, skill, acquisition attitude, behavior build, and potential growth of employees. Several studies propose so as to it is the amassing of education in excess of a duration that has the biggest outcome on person performance. It is almost unthinkable to come up with a well-qualified and world class military unit without introducing modern and scientific way of education and growth platform

The Ministry of National Defense (MOND) Training Manual, (2014), Federal Democratic Republic of Ethiopia MOND has established different military training centers in the country. Major General Hayelom Araya Military Academy ((MGHAMA) is one of the main centers that conduct officer cadet training under the MOND Training and Education Main Department. They should successively learn original skill, obtain original knowledge and always train to maintain their work performance and attain measurable outcome. Those trained officers were deployed into various units after training. Concerning to the training of the officer cadet's, the academy

has been grappling with formidable challenges in the education and growth exercise of officer cadet and potential trainees. Yet as the daily observation of the researcher, discussion with academy members, annual report on 2019 shows that the academy face the challenges of training and development practices. This problem leads decreasing of motivation on academy society, increasing job dissatisfaction, decreasing of skill and knowledge on graduated offices and commitment. Beside this, so far there is no research and assessment made about the effect of training and development practice on officer cadet performance in the military Academy. Therefore, the researcher wants to review the effect of training and development practices on cadet performance in the case of MGHA Military Academy.

#### **1.4 Research questions**

1. How is the process of training and development practice at Major General Hayelom Araya Military Academy (MGHAMA)?
2. How is the performance of graduates of the academy on their job at MGHAMA?
3. How does training and development affect the performance of graduates at MGHAMA?

#### **1.5 Objective of the study**

##### **1.5.1 General Objective**

The General objective of this research is to review the effect of training and development practice on job performance in the case of MGHAMA.

##### **1.5.2 Specific Objectives**

1. To assess the process of training and development practices at M.G.H.A. Military academy.
2. To assess the performance of graduates of the academy on their job at M.G.H.A. Military Academy.
3. To associate the processes of training and development practice effect performance of graduates at M.G.H.A. Military Academy.

## **1.6 Scope of the Study**

Training and Development as one of the actions of human resource management, is accepted out at any armed and society institution. This research was conceptually delimited on the data gathered at Major General Hayelom Araya Military Academy. Furthermore, in officer cadet military academy the study was conducted from (October 2019 to May, 2020).

## **1.7 Limitation of the Study**

The limitation of this study would come from the inherent nature of research design and sampling techniques used to conduct the study and determine number of respondents respectively. Another limitation is difficult to generalize the finding of this study to whole defense training and education centers as they have different mission and vision despite the common vision they have.

## **1.8 Significance of the study**

This research has several benefits to the Major General Hayelom Araya Military Academy. The study may support as a basis of transferee and stepping stone for those researches that need to make additional explore on the area later. In addition, it may help the military academy to understand the level of impact that training and development have on its staffs and officer cadets and support the military academy to fill the existing gap using the proposed recommendations.

## **1.9 Definition of Terms**

Human resource management: - is the way organizations manage their cadets' and help them to develop in order to be the execute organizations' missions and goals successfully (McCourt & Eldridge 2003, p.2.)

Human resource development: -is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and fulfillment of cadets' members as they work to accomplish the objective of the institutional (Pace, Smith & Mills, 1991, p.6).

Employee performance: - define performance as the achievement of specific mission measured against predetermine or identifies standards of accuracy, wholeness, speed and cost. Cadet performance can be manifest in improvement in the academy produce, easiness in using the new achievement, highly motivate cadets (Afshan et al., 2012).

Training: - Training is the processes of education military's enhance skills and improving present job effort they want toward achieve their takes. (Mahapatro, 2010)

Development: - refers to attain skill, knowledge and abilities that permit the military academic officer cadet to features the obstacles and need demanded by the takes. (Noel, 2010).

Commandant: -it's the leader in accuse of army institution (Ethiopia Army Human Resource Filed Manual, 2011).

Military Academy: -is a training center for education army officer's (Ethiopian Army training Field Manual, 2011).

## **1.10 Organization of the Study**

This research study consists of five chapters. The first chapter of the study includes introduction such as background of the study, background of the organization, statement of the problem, research questions, study of the objectives, scope of the study, limitation of the study; and significance of the study, definition of terms and organization of the study. Second chapter deals with assess of linked literature. The third chapter presents the research methodology utilized to execute the research; discussion and analysis of the data were part of chapter four and chapter five were include conclusions of the study and recommendations for future research are forwarded.

## **CHAPTER TWO**

### **2. REVIEW LITRATURE**

#### **2.1 Introduction**

This part deals with the universal teaching, growth and employee performance empirical findings, theoretical concepts, conceptual framework. It was focus on concepts like the explanation, procedure and outcome of army training and development, military performance, training perception, military teaching systems armed teaching method and lastly evaluating training program.

#### **2.2.Theoretical discussion**

##### **2.2.1. Training**

Training is the methodical development of the knowledge, ability, and outlook requisite by an character toward accomplish adequately a given task or job (Armstrong, 2001).The term “training “indicates the process concerned in improving the aptitudes, capability of the works to be achieve exact jobs (Aswathappa,2000). Training helps in updating aged talents and developing original ones. Successful candidates placed on the jobs need training to achieve their duty effectively. Training is a designed effort to enable cadets to learn job related skill, knowledge, attitude and behavior.

Training has the different role in the accomplishment of an institutional objective by combine ting the wellbeing of organization and the cadets (Stone R J. 2002). Now a day’s training is the majority significant issue in the commerce globe because teaching enhances the competence and the efficiency of both cadets and the academy. The cadet efforts depend on different factors. But the most significant factor of cadet performance is training. Training is significant to increase the abilities of cadets. The cadets who have extra on the work familiarity have better performance because there is an enhance in the both ability &capability because of extra on the work familiarity employee development and the cadet development encourage self-fulfilling ability and capability of cadet, decreased operational costs, limits military academy obstacle and shifting objective& objectives (Dweck, C.S., Walton, G.M. and Cohen, G.L., 2014).

According to Dressler, (2005), training goals are large significance from an amount of customer perspectives; trainer, trainee, designer, evaluator defines training as methods used to give cadets' skill they need to achieve their jobs. Therefore, training implies preparing a cadet for a job or specific skills. In this case, it has the narrow in its focus and be for the job, rather than individually oriented. Training is usually provide to adults and is aimed at producing an enhancement in performance at job, by addressing weaknesses in knowledge, skills, attitudes or behaviors. It tends to be more practically focused and can take place in variety of condition and concerned with the acquisition of knowledge, skills, attitudes and behaviors. Training is defined as a short-term process utilizing a systematic and organized method by which non-leader employee learn technical skill, knowledge for a definite reason (Samson and Timothy, 2014).The term development in this context refers broadly to the nature and direction of change induced in employees like the outcome of educational and training programs and it is managerial in nature and is a career focused. Learning is also a more universal activity, planned to increase capability and capability and is facilitated formally and informally by many types of people at different levels of the military academy. Training should always hold forth the promise of maximizing learning (Richard, Swanson, Elwood and Holton III, 2008).Training and development constitute an ongoing process in an organization. Training is the official and systematic change of actions through education which occurs like the outcome of learning, development and planned familiarity (Armstrong, 2001).

### **2.3.Training in Military Context**

Trainees officer cadets' can be experience and well qualifies for the mission, recognize through their peers and prominently capable in education ability. There are three basics of education reason, position and time. Education without a reason is ineffective since not anything were accomplished out of it. Reason and techniques ought to be categorized series for establishing education wants. After having recognized the reason of an education program, its position must be deciding i.e. condition to be on the job or off the job. Position would make a decision the selection of education process also pressure its efficiency. After that part is the instance. Education must be providing at the exact time. A late teaching was providing problem solving skill, which would be unsuccessful for the officers' cadet. The timing duration has in addition toward been specifying in physical term. This can have a chance of additional outcome based on

of the price of teaching and its final effectiveness in achieving the desired results (U.S. Army Training, 2011).

### **2.3.1. Development**

Development refers to attain understanding, capability and abilities that permit the employees' toward feature the obstacles also requirement needed by the occupation. Growth programs help workers by ready to get on new assignment and enhance their capability stage to travel on post that may not have so far. Growth procedure are planned to give workers prospect to study away from now. It regards on the prospect of workers in the institution. It helps workers to maintain up with the innovative expertise changes and increase of the institution (Noe et al, 2010).

According to Kulkarni, (2013), worker's' development programs are intended to meet specific goal, which contribute to both workers and organizational effectiveness. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the efficiency of these programs and measuring the impact of teaching on the participants' quality of work life.

**Table 2.1 Training and Development**

Training	Development
Training refers to learning knowledge and skill for doing an exactly task. It increases job knowledge and skills.	Development means the enlargement of a cadet in all good wishes. It's shapes attitude or behavior
The term "Training" is generally used to indicate imparting specific skills among operative cadets.	The term "development" is a linked with the overall increase of the executives.
Training is linked with maintain, and Improve present task performances. Therefore, it has a short-duration view.	Executive development seeks to growth compete and skills for future performances. Thus, it has a long duration outlook.
Training is task centered in nature.	Development is career middle in surroundings
The role of trainer or leader is very significant in cadet training.	All development is "self-development". The executive has to be internal motivate for Self-development.

Source: Samson and Timothy, (2014)

**2.3.2. Cadet Job performance**

Cadet job performance is top in joyful also gratify workers and the leader find it simple to inspire high performers to get academic targets. The cadet might be only satisfied when they sense themselves capable to achieve their job, which is achieving through good training programs, (Kinicki&Kreitner, 2007).

According to Swart, (2005), bridging the effort gap refers to deliver a significant training interference for the sake of growing sparsely skills and capacity of the officers cadets and enhancing cadet recognize that its personnel aren't achieve well and a therefore skill their knowledge,, attitudes and behaviors needs to be shape as to the army academy wants. May be different case for bad performance of the cadets such as employees may not sense motivate any longer to use their capabilities, or may be not sure sufficient on their capability, or they may be facing job- life disagreement. Everyone the above situation must be thinking by the army academy while selecting the majority appropriate training obstacles that supports academy to

solve all obstacles and increase officer cadet motivational stage to contribute and meet academy viewpoint by showing desire performance. During training the cadet competencies are developed and permit them delivery the task related job efficiently, and achieve academy goal in a competitive behavior.

According to Zahra, (2014), affirmed that an effective Human Resources Management gives chance cadets to add effectively and the academy create to the overall organization direction and the achievement of the academy's goals and objectives. Within working life, the most important value is cadets. That is why Human Resources Management is the key factor for achievement of a mission. According to Armstrong, (2000), cadet effort is the significant reason and the structure clothed which enhance the employee performance of the overall academy.

Cadets' performance depends on several reasons like skill, knowledge, behavior and the attitude but the majority significant reason of cadet performance is training and development. According to Kenney et al, (1992), confirmed that workers' performance is measured against the performance principles set by the organization. Cadet performance is normally looking at in terms of outcomes. Efficiency is the ability to produce the require outcomes by using as minimal resources as possible. Effectiveness is the capability of cadets to meet the require objectives or goal.

### **2.3.3. Military training and leader development**

Military is a profession, like a duty, the growth of every respondent be the basis, requested a life-duration loyalty to task together while in same and upon go back to the social life. Expert growth request more than experts scientific ability. Exceptional different toward the armed career its significance on not only what is future achieve, however it's accomplish also with the full awareness that the career of arms might need of its members, the highest sacrifice. Educated growth continuous to inculcating the military Respect, Selfless Integrity, and Loyalty, values of Duty, Service, Honor, and individual Courage in each army to generate a combatant ethos based on friendship also service to us state. Qualified education provides the base linking a diversity of education domains ranging starting organization education, self-study, and mission familiarity toward individual interface with commanders, and subordinates. Leaders participant the type role in growth subordinate tactically and career capable, loyalty, and adaptive manager his perform

with boldness and scheme in dynamic, multifaceted condition to execute task kind instructions accomplish the commander's intent, (Williams, 1999).

According to AR350-1, (1996), the military education and manager growth representation centers on developing trainee also prepared units led near capable and sure leaders. The representation identifies a significant message that trains cadets currently also growths army military leaders for the prospect. Military leader growth is a lifetime education procedure. The three center domains that form the serious education experiences throughout as officer cadet's and leader's job are the operational, organizational, also individual-development domains as below:-

- (a) Mission prepared domain. The mission prepared domain in additions cadet training; combined training practice and growths that make happy state objective. Each of these events provides initial experiences for combatant, organizer, and unit growth.
- (b) Organizational domain. The organizational area regards on learning also teaching military also managers on the main skill and knowledge, attributes need to function in several state. It includes self, unit and joint academy, and advanced learning.
- (c) Individual-development domain. The individual development area, designed, casual, regardless to taking those conditions necessary to remove the gap among operational an institutional experiences.

**Figure 2.1 Army Training and Leader Development Model**



Source: American Training the force FM 7-0

#### **2.3.4. The Aim of Military Training and Development**

The final reason of each education to create sure soldiers accomplishment, teaching request the exercise develop and confirm, within obligations the exercise provided of a common principle.

Uniformly necessary, it supplied the root for education orders and cadets in the practice of authority also manage individual. Teaching can be motivating, satisfying and motivate members to accomplish greater heights.

An expensive by product of academy armed teaching is the development of group job also the attain of the armed self-assurance in managers organization, and in standard, an essential pre requisite of accomplish high ethics earlier to military are achieve to mission. The fundamental army training provides the fundamental knowledge, skill, also task ability to happen to an army and then to be successful as respondent of a small Army unit, contribute to a unit's mission achievement, also endure on the combat zone. Basic military training is the basis education given to all cadets upon entering the military. It supplies and ordered change from life form a national to appropriate a combatant, inspiration to happen to devote and creative academy cadet, and requirement on fundamental serious combatant knowledge and skill. Necessary military teaching instills thanks for the military in a self-governing civilization, motivation the Army's combatant culture, and foundation military ethics of devotion, duty, respect, selfless-service, honor,

honesty, and individual courage. Newly made to order officers were capable and convinced little unit commanders taught in career ability. Non commission armies were competent in the serious army working specialty tasks and principles clear by their bough advocate. The combatant and expert growth procedure continues below the management of cadet when these original armies get there in their primary unit. (Learning and Training main department manual, 2013)

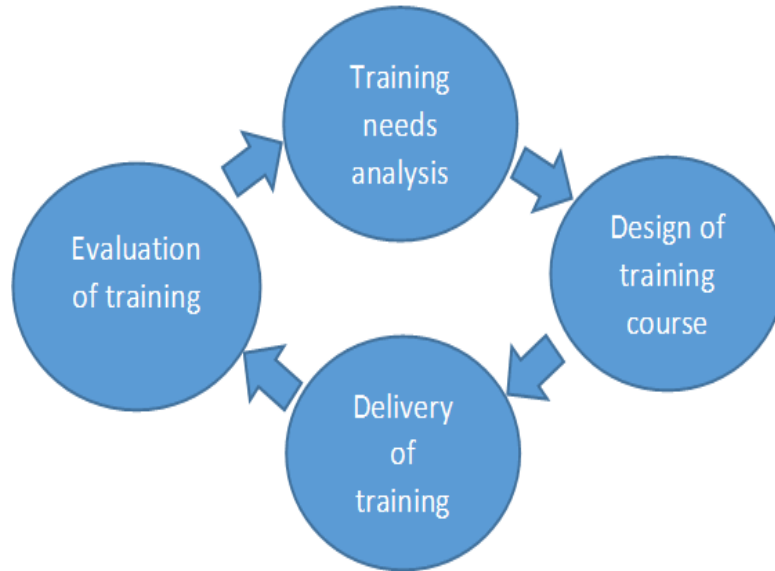
According to Ethiopian Military Human Resource Field Manual, (2011), the reason of teaching is to bring about advance in the effort of the human capital. The objective of teaching can contrast, depending upon a big amount of reasons. The goals based on the scenery of the institution where teaching has to be supplied, the knowledge desire also the present ability stages. It's complicated to draw conclusion of the goals of teaching; immobile they can be ensure as under:

- ✚ To add to the knowledge of military's in doing exact jobs.
- ✚ To methodically inform new ability to the human capital thus that they study fast.
- ✚ To get about modify in the conducts of the army towards comrades Army's, leaders and the academy.
- ✚ To advance the whole efforts of the military academy.
- ✚ To create the army's touch material, equipment and tools capably also to ensure surplus of time and capital.
- ✚ To decrease the numeral of dangers by requesting security education to military
- ✚ To arrange military for advanced works by growth advance stability in theirs.

### **2.3.5. Process of training**

Training and development procedure want to be prearranged and planned in method that code what it was planned for and in go back get the objective and goals of the institution. For this procedure to be successful, it requires methodical procedure that connects the exact wants that institution entails, (Mathis, 2008).

**Figure 2.2Steps of training process**



Source: Mathis & Jackson,(2011)

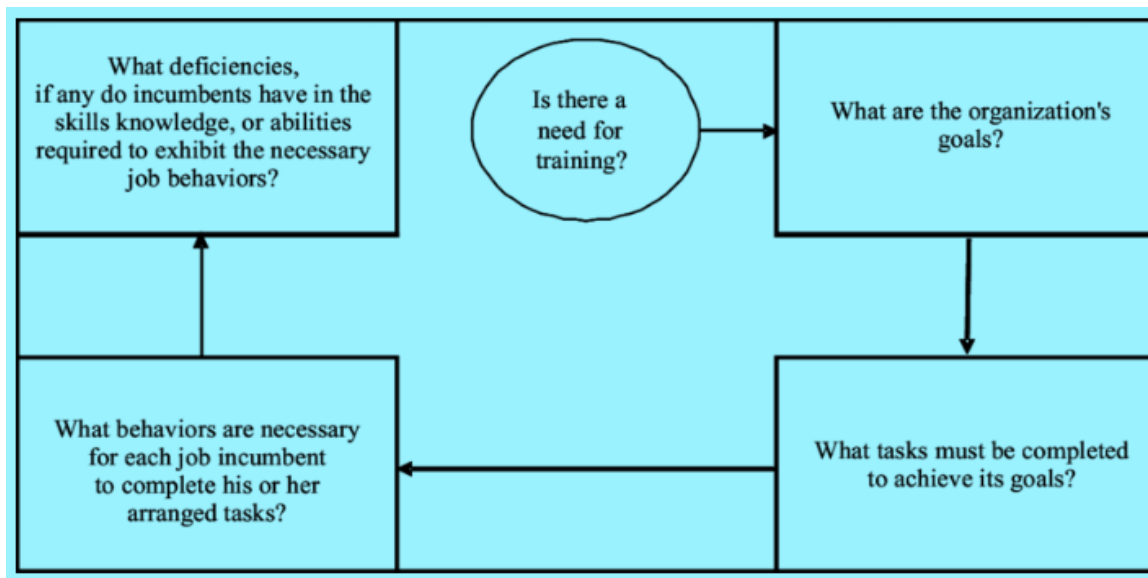
### **1. Training needs assessment**

According to Ellis, (2005), Needs assessments consist of a variety of components different authorizes argued that it is necessary to identify the team competencies that are needed. These competencies may include the requisite knowledge, skills, behaviors, or attitudes necessary to improve performance. Other competencies might also be considered before training, such as objective setting, planning, and problem solving. The competencies develop as part of needs assessment can be applied on either an individual or team level researchers have identified five categories of task-and team-generic competencies, three of which are think significant: planning and task coordination, cooperative, problem solving, and communication. The outcome of explore explain above indicate that the accomplishment of every teaching procedure regards on the education appraisal and how it was designed, (Fayez, 2012).

Training was design to help the academy accomplish its objectives. Consequently, assessing or training needs represents the diagnostic phase of setting training goals. The assessment phase considers cadets and academics performance issues to decide if teaching can support.

When doing the training needs assessment, it is significant to consider non-training factors such as compensations, military academy structure, job design, and physical task settings. Mathis and Jackson, (2004), additional note that alchemical analyses, job analyses and individual analyses can be used to classify training needs. needs have been identify using appropriate analyses, then training goals and priorities must be established by identifying a skill gap or training need, which is the distance among where an academy is with its cadet abilities and where it wants toward be. Training goals and priorities are put to close the problem.

**Figure 2.3**Determining Training Needs



Source: Decenzo& Robbins, (2010)

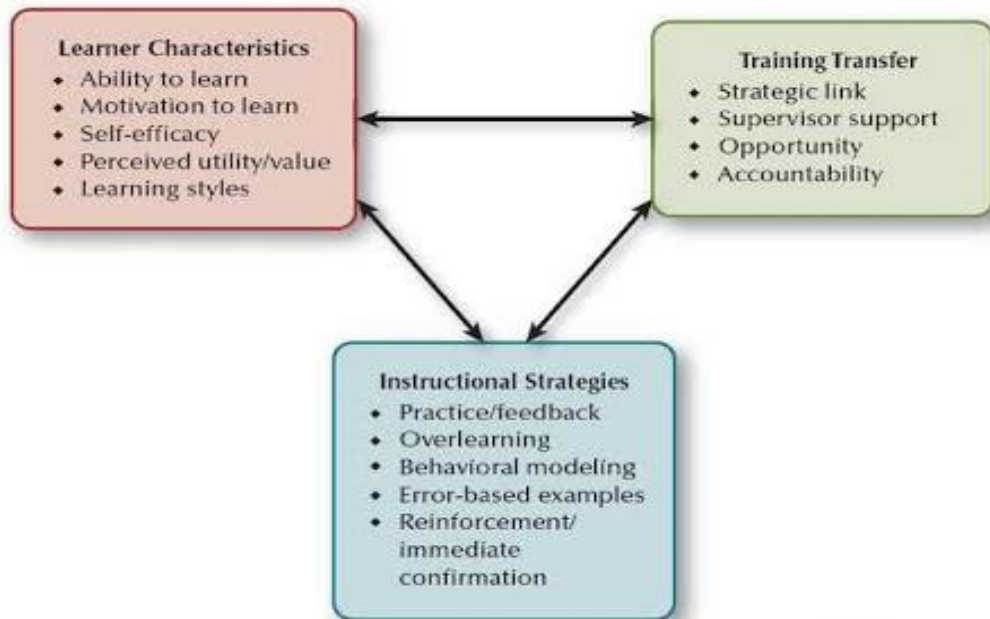
## 2. Training Design

Once training goals were identify, the next stage is to develop the education plan. Training must be planning to code the assessed needs. Effective training design considers education concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

Training design (plan) procedure refers to a methodical system for growth education plans. Condition mission-specific education can be planning to address the exact objectives, education goals are put to close up the difference. The achievement of education was measure in conditions of the goals put. Helpful goals are quantifiable. This goal serves as ensure on familiarize, or whether the individual actually educated. goals for education must be set in each type by using

one of the next 4 scope: such as quality, quantity, cost savings, timeliness, and as a outcome of training, (Sishan Solomon, 2014), effective education program consider the learner personality, military academy plan, and how most excellent to obtain the training from class to the mission or training transfer in arrange to create learning (Mathis & Jackson, 2011).

**Figure 2.4 training design elements**



Source: Mathis and Jackson, (2011)

### **3. Training Delivery/Implementation**

According to Nadle, r, (1984), after the development of the training plan, then begins the actual delivery of training. It is in general suggest that the training be pilot-tested or conduct on experiment basis in order to assure that the training meets the needs identify. just the once education to be design, the majority significant judges to create are how the learning was implanting famed that each the human capital increase events are saw to any advance performance on the current work of the person, instruct very recently skills for new work in the prospect and universal increase for together persons and academy thus as toward be capable to get together military organization’s current and prospect objectives. education methods very

much, so it is necessary to obtain the exact grouping to make sure the highest probable rate of education and the following come back on asset. Academics were identify the education process that most excellent sounds their cadets' education systems, be flexible sufficient to permit for changes when need, and make sure that the education can be transfer into each day work abilities Based on of the process used, ensuring that education is successful is the primary goal, (Gilley Quarto& Dixon, 2009). HRM needs to decide which education process are the majority suitable for the ability also the officer cadet. It can be essential to join several methods. DecEnzo& Robbins, (2010), depending on the kind of education that wants to be implement, you were likely chosen a dissimilar mode to implement the teaching. When selecting the implantation mode, it is significant to think the addressees also finances constrictions. The majority successful process depends on the educator and the ability to be learner. Training methods are classified into two groups: -

**1. On-The-Job** Training that is given to academy cadet while conducting their irregular job at the same operational venues.

**2.Off-The-Job** Training involves taking cadet far from their customary job situation and therefore all deposit is left out to the education.

#### **2.4.Training Evaluating**

This stage compares the post-training results to the objectives expected by leaders, trainers and trainees. Frequently period, training is conducted with little idea of evaluating and measuring it later to see how well it job. According to Mathis and Jackson, (2004), suggest that because training is both time-consuming and costly, it is very significant that there is evaluation after training. This is final step in the education also development process is the assessment of the whole training program. The evaluation process is very important because, the training has at it set of some objectives to achieve and therefore the evaluation process at the end of the teaching program. The assessment gives a chance to get a look and create a cost-profit study of the teaching procedure. This is done by comparing the results of the training with the objective of the training and development program that were set before the beginning of the program. The criteria used to assess training and development plan depend on the objectives set (Mathis and Jackson, 2004).

According to Ivancevich, (2010), indicate that it is more effective to use multiple criteria to evaluate training. There are in addition others who argue that a single standard such as the extent of transfer of the training to the work effort is enough or adequate approach to evaluation. According to Lehrman-Waterman, D. and Ladany, N., (2001), the evaluation and validation of any training process is a extremely important key element not to be overlooked or treat lightly in the growth of any training and development process. Because of it becomes the tool used to tell us if we reach ours intend goals or objectives. Training refers to the education, learning activities carried on for the primary reason of helping members of institute to acquire and reply the knowledge skills, and behaviors and attitudes needed by that the military academy. It is the action of rising the understanding and skill of cadets for doing a particular job. Evaluating education and growth plan is not a one-time process. It is a constant throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make decision and judgment. Evaluation of the training program is achieving through the evaluation, plan also implementation. It includes determining participant reaction to the education method, how much participants learn and how well the participants transfer the training back to the task. The information gather from the training evaluation is then including the next cycle of training needs assessment, Silberma,(1990), in addition to states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing base so that he/she can make adjustments earlier one time. The implementation of teaching and growth serves as change process. Untrained cadets are transforming in to capable workers and present workers may be developed to assume new responsibilities. To verify the program's success, cadets leaders increasingly demand that education and growth activities be evaluate systematically. Limitation of evaluation may be the most series problem in most training and development efforts.

#### **2.4.1. Importance of Training and Development**

The significance of education in recent years has be heavily influence by add force to rivalry and the relative success of military academies where investment in officer cadet growth is very much emphasize. They add that technological developments and military academy modify have slowly led some managers to the understanding that achievement relies on the knowledge, skills,

behavior and attitude of their cadets, and which means understandable and constant investment in training and development.

According to Afshan et al., (2012), education is significant also an essential instrument for the military academy to refurbish the effort of every one officer cadets for academy growth and achievement. It is helpful to together leaders and cadets of an academy. A cadet was happening to extra competent also produces if he is trainee well. Military academy is able to grow also increase the quality of the recent cadets by providing complete education and growth. Training is necessary not only to enhance produce cadet competent however and to motivate also encourage cadets by hire them recognize how significant their works are also generous them every one the data they want toward achieve those jobs (Anonymous, 1998).

In contributing to the generally purpose of the institution, training and development processes are execute as this benefits not just the academy but also the persons making up that academy. For the academy, training and development leads to improve success while educating more positive attitudes toward mission accomplish orientation. For the persons, training and development enhance task knowledge while in addition to helping in separating with the objectives or objective of the military academy (Neel et al., 2014).

Training and Development need standard performance actual performance training enhances the generally effort of a military academy in different methods. The main areas where cadets are normally trainee in a academies are individuality development, soft skill development, managerial and supervisory education procedure, problem solving techniques, interpersonal relationship, quality circle programs, regulatory compliances, quality enhancement programs, technical processes, time leader skills, cadet efficiency development programs, violence prevention programs, objective setting and execution of programs, place of work safety leader, place of work message, and so on. Training and Development programs progress the excellence of work-life by creating a cadet supportive place of mission.

According to Joseph, (2009), execution of formal training and development programs offers several potential advantages to quality task efficiently in training academy. For example, training help academy create pools of qualify replacement for cadets who may leave or be promote to positions of greater responsibility. It also helps ensure that academies were having the human resources need to support training and development growth and expansion. Finally, training can

enhance cadets' motivation and efficiency leading to gains in both job satisfaction and efficiency. According to Ambler, (2006), all of this remuneration is likely to ply directly to training's basic health and strength. In addition to this Amir and Amen, (2013), states that the general benefits receive from cadet training are: increase job motivation and morale, resulting in training gain, increase efficiencies in processes, increase capacity to adopt new technologies and methods, increase innovation strategies and products and reduced cadet turnover. Most of the benefits derive from training are easily attain when training is design. This means that the military academy, trainers and trainees are prepare for the training well in advance.

#### **2.4.2. Principle of Training**

According to U.S.A field Manual, (1990), leaders are accountable for the education also assessment of their cadets .They are the main training leaders and instructors for their armed academy, are actively unavailable in the teaching system toward accomplish their education accountability, leaders must be current at education to highest amount probable, base education on mission necessary, trainee to applicable military principles, assess recent levels of ability, provide the required capital, grow also perform education strategy that outcome in competent persons, commanders, and units. Commanders assign power to officer cadet in the help transfer as the major instructors of persons, crews, also little groups. Leaders hold cadet officer accountable for conducting standards based, performance oriented, battle focused education also provide advice on person, team, also team proficiency. Officer Cade carry on the army's procedure of recently assign join up military, and start their expert development. Officer Cadets are accountable for conducting standard based, performance orient, combat focused training. They recognize exact personality, team, and little group jobs that support then unit's joint task necessary jobs, Plan, organize, practice, and accomplish education, Assessment teaching also manner after accomplishment assess to supply advice to the leader on personality, squad, and small team talent, senior officer cadet coach junior cadet officer to educated a broad change of personality jobs. Military provides a combine force leader with trainee also prepared army that increases the leaders' change of army options in complete range operations. Today's military principle requires collaboration at all echelons.

Well trainee military joint soldiers squad must willingly achieve in joint, interagency, global situations. While loyal toward combat, each unit can be reading toward perform career without additional education or long modification periods. Leaders must frequently achieve of usually link battle military's, battle support, and battle service helps abilities. Leaders are accountable for education every one combat war styles. The complete combination of the joint arms team is attaining during the job college approach to education leaders. Job (Task) military academy is a momentary grouping of military design to achieve an exacting mission, (Legg &Duggan, 1996).

### **2.4.3. Military Training and Techniques**

#### **Instruction**

According to ministry of national defense filed manual, (2014), work order systems ought to be regardless of ability study and education concept, the sequence of order should follow six stages:

1. Ready for every order stage means that the instructor can have a strategy for providing the topic material and using suitable education process visibility material also show aids. They can be motivated to receive pride in their mission and to appreciate the satisfactions that come.
2. Presentation can be consisting of the alliance of effective and presentation explanation and demonstration.
3. Clarification can be like easy and straight as possible: - the instructor explains in brief the position toward be cover and what to seem for. His or she creates the majority use of movies, diagrams, charts, and other visual supports.
4. Show is a necessary level in order, particularly when the constancy to be educated is mostly a doing skill. Show job position in three steps:

The full career is exposed at regular rate to demonstrate the trainee how the task can be carrying out ultimately.

The action is show gradually and in right sequence, part by part, to show obviously what was do and the instruction in which every task is carry out.

The operation is show once more gradually, at least two or three times, to pressure the how, why and when of continues travels.

5. Exercise attain of the trainee imitating the trainer and then continuously repeating the work under guidance.

6...Follow-up continuously throughout the education time for all the occasion require by the instructor to every a stage of effort equivalent to that of the regular experience cadet in terms of quality, rate and concentration to security. Throughout the follow-up step, the learners were continued toward want aid with particularly hard mission. The trainer can have toward do again the show for the basics and control exercise extra intimately until the learner regains self-assurance or masters the tasks.

### **Lecture**

The lecture is a well organize means of transmitting huge amounts of fact in sequence to a comparatively enormous total of public at the similar time. It is customary system of education also is used in several education plans. A trained lecture can arrange objects and current it in a obvious and explicable way. But a lecture doesn't permit vigorous contribution by trainee.

### **Field Exercise**

Field Exercise and positions offer education alike to field exercise teaching; however' field exercise and positions usually shift to occupation that want a higher phase of the official teaching than that desire by the ability officer cadets. Several armed military academies used to develop agree with military academy to request internships opportunities for cadets.

### **Desiccation**

Meeting and group debate, used widely for making judgment, can in addition to be service as a form of learning because they request past where persons are able to be taught from one a different. A main use of the team debate is to change manner and attitude.

#### **2.4.4. Training and development Perception**

As indicated Baldwin, T.T., Magjuka, R.J. and Loher, B.T., (1991), the observation of education is able the trainee must be grateful for the want of the education. It was shaped by their perception; decide by their long-ago practice with the education. The learner was learned mere what they desire to study. Here the halo effect, selective recalls also other outcome of insight was

come into play. The treat also challenge the education because the learner can shape preconceive concept about the course, its content and even the Lerner themselves. The instructor has to explore the perceptions and receive enough measures to right them, if require, in order making the training more efficient. The behavior has a probability of pressure on education. If the educated have a positive behavior to the education, they are possible to show improved attitude change as desire by the training. In the same way, a negative manner can do the turnaround of it. The learned must decision the behavior of the public and generate the situation for safety a optimistic behavior. This can be achieve by a diversity of evaluation such as advising, making the education more attractive, using improve education support, providing enhanced incentives to the learned to be trained and other linked evaluation.

## **2.5. Empirical Evidences**

In this part, a few empirical explore were done on the effects of training and development on job performance is present. A numeral of researches that was made by several researchers was trying to evaluate and inspect the effect of training on job performance using suggestion their study questions. Each of the studies has their own different and conducts with dissimilar background and in dissimilar state. But their result are almost the same, (Raja et al., 2011), investigated the impact of training and development practice on organizational performance in University of Lahore in Pakistan. The finding Research that training and development on the job training and training plan and implementation style have important effect on institutional performance.

According to Jane, (2009), Conducted Research on training and development practice on employee performance in University of Nairobi in Kenya. The finding of research results that education and growth has a positive impact on both motivations of employees as well as performance According to Neel am et al., (2012), conducted a research on the impact of training and development on employee performance and Productivity in Pakistan. The study used Person Correlation Cronbach's Alpha. The result of the explore shows that those were significant relationship between the variable.

### **2.5.1. Training and Development Practice**

As indicated Vickers, Hodgdon, & Beckett, (2009), action a study on result of Physical Training in armed Populations at Naval fitness study Center in San Diego; California armed unit's behavior physical education to progress battle willingness. Also to Jameson, Barnard & Hervig, (2010), decision Ability effort example has demonstration that muscle power is the main to willingness and strength teaching grow these skill suitably planned physical education obviously could encourage efficient armed job effort. Formation with this explore Hammon& Horowitz, (1990), lead a study on education and growth exercises is one of the majority wide research on this subject, by review and differentiates the property of extra lifetime education, extra practice: carrier landings, naval bombing and air-to-air battle. They discover that while together short-duration and job flying hours supported to improve performance; collected education time have the strongest education in a short-duration perspective and manmade education on the effort of armed three effects on person effort over the long duration.

### **2.5.2. Perceptions of employee towards training effectiveness**

Said that recent armed mission in Iraq and Afghanistan have introduction the want for military to interfere efficiently with local society in instruction to efficiently get out their job. It's at present generally determined among armed organization that cross-cultural ability wants to be a priority for today's military, for a diversity of cause. The U.S. military now engages in a diversity of dissimilar tasks, every with dissimilar necessities: usual war, counter insurgency, peacekeeping, peace and rebuilding, compassionate support, and disaster relief. Task can transfer and change fast. At the same occasion, it is stronger to forecast with certainty where the military was wanted after that, what they were doing here, and with whom. Military were desire to purpose in unfamiliar state where they do not significant has expert, and where the other public in addition mission in that situation as friend or enemy was have extremely dissimilar ethics, attitude, manners examples, and needs from them. In this condition, neither our armed might nor our good think were necessarily enough to protect our wellbeing and those of our friends. (President Barrack Obama, 2009), noted in language to the Veterans of Foreign Wars "in the 21st century, armed capacity was evaluated not only by the guns our soldiers take, but by the speeches they speech and the cultures that they recognize"(President Barrack Obama,2009). Training can be

dean sign and deliver to connect the wants of all cadets, can be recognize that they are being treat right and fairly with consider to the training they obtain ethics even so the empirical evidence on the connection of ethics and the academy training demonstration compound outcome, but going by reason, a high self-esteem is probable to create a higher supported towards the achieve the mission, (Schmidt Steven, 2009).

### **2.5.3. Effective of Training and Development on job performance**

As indicated Samuel, (2013), preparatory school of military officer cadet campiness, SP, and Brazil. Effect of 13 weeks of armed practice education on the body composition and physical effort improved effort was achieved. And (John & Western, 2000), have behavior can explore and establish out that the maximum of education and growth program were straight linked to the wants of the work and only a little percentage were involved with universal individual growth.

Result of Physical education in armed unit's behavior physical training to advance battle willingness. Skill effort example has demonstration that muscle strength and aerobic capability are the main to willingness Vickers, Hodgeon & Beckett,(2009), resistance education and endurance training enlarge this skill, so suitably planned physical education obviously could advance efficient armed job effort. But, military physical education is issue to time and material obligations. Armed physical education must in addition encourage nonphysical results such as mental toughness and self-assurance.( Jameson, Barnard, & Hervig, 2010).

### **2.5.4. Effective Training and Development program on job performance.**

According to Azman, (2011), to lead that in facts from ability of Defense trainee and organization, state defense are most significant in education programs are a qualified leader, a scheduling stage, very intensify cadet, better community family and enough services. So it can be concluding that the new progress in human capital growth can be inclusive in measures the efficiency of training programs. Several experts from other states engaged in teaching and increase, have tried to crate different procedure of assessing the proficiency of teaching procedure. Therefore, education programs are extremely much necessary for officer cadets for extra growth of their job. The past explore above were concentrating on the lesson of different system like education efficiency, education evaluation, training plans, client satisfaction, academics training and development, objective direction and education condition.

Lead a explore on education outcome of 1 year's armed education on strength health in South African defense force physical exercise program it was suggested that physical adaptation or increase strength in addition improves ethic, sense of safety, sound and sedentary work effort - profit popular for every military. Just all of them powerfully admit that education and enlargement is a good idea and it is extremely necessary to take out their job efficiently and successfully little feature for the obstacle. ( Samt, 1986).

According to researcher's inspection, all of above affirmative behavior that was emerge among high leader unpaid to; they have accomplished extremely thrust visibility profit maximum achievement delivery of education & growth. That occupation place is efficient to clean and. easy .All of these advance mind environment of workers and encourage them to job with fervor.

workers, they job as a group. Their entire job has been prepared on group job. The exercise and the awareness gain through training and development were immensely help for this.

#### **2.5.5. The Relation between Training, Development and Performance**

Lead an Explore on University of Malaysia the connection among an education program and work effort using 412 utilize questionnaires collected from preferred safety organization in Malaysia. According to the education literature, efficient education procedure consists of three famous conducts: education content, trainer's roles and greater help. The capacity of cadets to sketch and delivery education programs may increase the officer cadet work effort. As indicated that (Samt, 1986).

As indicated that Alice, (2014), lead explore on researching the connection among education and effort: A case explore of Kenya women finance trust eastern Nyanja state, decision that the connection among education and effort with exact mass being accomplished to behavior, service implementation and work pleasure. It can so be achieve that the goals were positively met.

### **2.6. Conceptual Framework**

Conceptual frameworks of the study have six independent variables which are (Training need assessment, training design, training delivery, training evaluation, training perception, training relationship and dependent variable (job performance). Training can be methodical in that it is particularly design plan and delivery to attain decision wants (Armstrong, 2009). There are

dissimilar examples that demonstrate the stage in the education and growth procedures, concept the contents are extra or less the similar there are six levels: appraisal of education needs assessment, scheming of education programs, training implementation (delivery), perception and relationship of training programs.

### **Needs assessments**

According to Ellis, (2005), needs assessments consist of various components different authorizes argued that it's necessary toward identify the team competencies that are needed. These competencies may include the requisite knowledge, skills, behaviors, or attitudes necessary to improve performance. Further competencies might also be considered before training, such as goal setting, planning, and problem solving. The competencies developed as part of needs assessment can be applied on either an individual or team level researchers have identified five categories of task-and team-generic competencies, three of which are considered significant: planning and task coordination, cooperation problem solving, and communication. The outcome of the studies described above indicates that the achievement of any training program depends on the training need assessment and how it was designed (Fayez, 2012).

### **Training Design**

Once training goals were identify, the next stage is to develop the training design. Training must be design to address the assessed needs. Effective training design considers education concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

### **Training Delivery**

According to Nadler, (1984), famous that all the human resource training and development activities (behaviors) are seen to either growth performance on the current work of the person, train new ability for new work or new location in the prospect and universal enlargement for mutually personnel and organizational so as to be capability to attain organization's present and future objectives. After the development of the training design, then begins the real implement of training. It is generally recommended that the training be pilot-tested or conducted on trial base in procedure to create sure that the training meets the needs identified

## **Evaluating Training and Development Program**

According to Mathis and Jackson, (2004), this stage compares the post-training results to the objectives anticipated by leaders, trainers and trainees. Frequently times, training is lead with little idea of measuring and evaluating it later to see how well it worked. Suggest that because training is mutually time-consuming and expensive, it is imperative that there is evaluation after training. This is final step in the teaching and development process is the assessment of the whole training program. The evaluation process is very important because, the training had at it set of some objectives to achieve and thus the evaluation process at the end of the training program.

According to Ivancevich, (2010), the evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the outcome of the training with the objective of the education and growth procedure that were set before the commencement of the program. Indicated that it is more effective to use multiple criteria to an evaluate training. There are in addition others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough approach to evaluation.

### **Perception**

Noted in speech to the Veterans of Foreign Wars “in the 21st century, military fitness was measured not only by the guns our soldier take, but by the languages they talk and the cultures that they recognize” (President Barrack Obama, 2009).

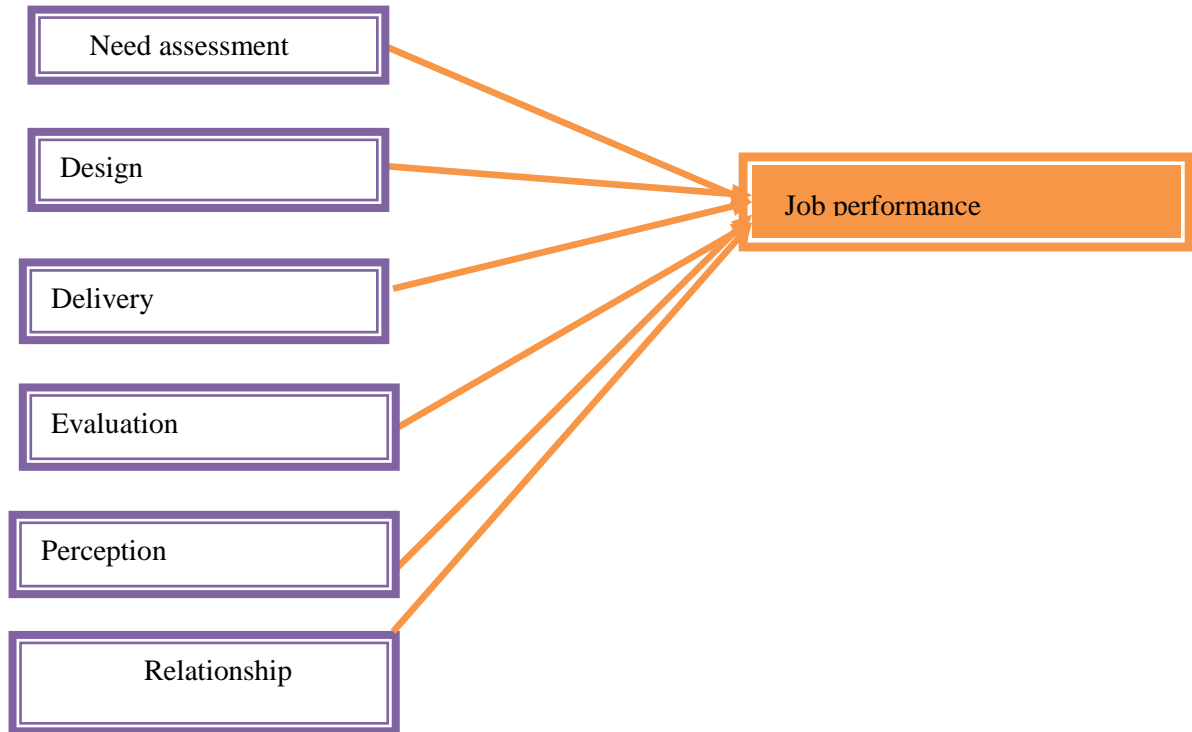
### **Relationship**

Conducted a study on University of Malaysia the relationship between a training program and job performance using 412 usable questionnaires gathered from selected security agency in Malaysia. According to the training literature, effective training program consists of three prominent features: training content, trainer’s roles and greater support. The ability of cadets to plan and implement training programs may enhance the employee job performance (Samt, 1986).

**Figure 2.5** Conceptual framework of the study

**Independent Variable**

**Dependent Variable**



Source: adoption from literatures

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This part gives a general thought of the research approach to attend to the research objectives. This section discusses issues such as research design, sample and sampling techniques, source and tools of data collection and method of data analyses. Additionally this section also deals with a discussion on the ethical issues of the study.

#### **3.2 Research approach**

The study were used together qualitative and quantitative approaches. Ostlund, Kidd, Wengstrom and Rowa-Dewar, N., (2011), stated that mixed method is considered as a tool to triangulate the result of a single approach through multiple methods. A quantitative method was selected because it is viewed as effective to gather large data and comprehensive issues at a specified period of time. According to (Kothari, 2004), states that qualitative method was selected based on the assumption that it enables the researcher to generate meanings and phenomena within the real context of the research respondents and to fill the gap (problem) left by the quantitative one.

#### **3.3 Research Design**

According to Kothari, (2005), a research design is the scheduling of situation for collection and analysis of a information in a method that aims to join relevance to the research reason with Business. According to Park and Lord, (2009), this research was used the descriptive design, correlation, and triangulation and regression analysis. Descriptive and explanatory or causal method study for detail description of the findings displayed in tables as well as to develop inferences on the relationship between training and development on cadet performance.

#### **3.4 Data source**

According to Creswell, (2003), using both types of data is essential to equalize or offset the limitations and strength of one method with the other method. This study was used both primary and secondary sources of data to get strong data so as to reach on actual or real findings. The primary source of data

were collected from the respondents currently working in MGHAMA long term cadet by using well organized and planed likert scale questioners and interview questions. In order to supplement or support the primary data, secondary sources were collected through extensive review of academy annual report, of MGHAMA and related journals and books.

### **3.5 Population, Sampling and Sample Size Techniques**

#### **Total population**

According to Cooper and Schindler, population which defined as total collection of elements from which individuals wish to draw a conclusion. The researcher sources of population in the Military Academy are long term officer cadets, long term military instructors, long term civil instructors, supportive staffs and commandants in the budget year of 2020. The population of this study in long term training centre which found at Holeta.

#### **Sampling Techniques**

The researcher was grouped the participants of this study in to different strata based on their departments. Then, to give equal chance for each stratum in order to get representative sample, sample random sampling technique was used to draw samples from departments, while, non-probability sampling, which is purposive sampling approach, was used to interview four commandants for reliable information.

#### **Sample size**

According to Naoum, (2009), sample size is the finite elements of a statistical population whose characteristics are researched in order to gain information about the organization. MGHAMA has organized in to three different functional Commandants, such as deputy commandant for training, deputy commandant for administration-finance and deputy commandants for logistics and this is divided in to sub-structure. It is extremely significant for the researcher to determine what type of sampling techniques was used and how many sample size to be determined. The respondents of this study was members of the organization who has participated in long-term military instructors, civil instructors, supportive staff, long term officer cadets course(Guna course) and academy commandants.

**Table 3.1 Sample Size of the academy**

Organization	Department	Number of Employee
Major General Hayelom Araya Military Academy	Commandants	04
	Military instructors	70
	Civil instructors	10
	Guna course	80
	Supportive staff	50
Total		214

Source: own survey, (2020).

There for, the researcher determine the sample size to use the following statistical formula;

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

Where:

n = the sample size

N = the study population

e = Level of precision or acceptable sampling error (0.05 = 95%)

1 = designates the probability of the event occurring

Source: Yamane Taro, (1967) Therefore:

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

Therefore, 139 (65%) respondents were used as the sample for this study to gather data through questionnaires. The researcher deemed necessary to take an independent sampling for each M/G/H/A military academy departments of the samples to ensure equal representation because each departments have different numbers of members. Therefore, the sample size for each department was calculated by using a proportion. The study was used a proportionate sample allocation formula so as to make each stratum sampled identically with proportion of the

population. Therefore, the proportional sample size from each stratum was has been calculated by using the following formula.

$$n_i = \frac{n \times N_i}{N}$$

Where:

$n_i$  = sample size for individual M/G/H/A military academy departments

$N_i$  = the total number of employees in each M/G/H/A military academy departments

$N$  = the total number of employees in M/G/H/A military academy

$n$  = the total sample

**Table 3.2**Determining Sample Size

<b>No</b>	Department	Total No of employees in each department	No of sample size in each department
<b>1</b>	Commandants	04	3
<b>2</b>	Military instructors	70	46
<b>3</b>	Civil instructors	10	<b>6</b>
<b>4</b>	Guna course	80	<b>52</b>
<b>5</b>	Supportive staff	50	<b>32</b>
<b>Total</b>		<b>214</b>	<b>139</b>

Source: own survey, (2020)

### **3.6**Data Collection Instruments

The researcher was collected the data through likert type scale and the questionnaires was disseminated and collected from the respondent while the interviews were gathered by interviewee’s from the commandants of the military academy. Respondents are allows to administer the questionnaire by themselves without the intervention of the researcher. Only volunteers will make to provide or give responses through questionnaires. For interview

questions the commandants were allowed to respond only from their understanding without any influence and pressure on the researchers' side.

### **3.6.1 Questionnaire**

In this study the researcher was prepared by a five-point form of Likert-type scale, closed-ended and open-ended questions to collect the required data in relation to the effects of training and development on cadet performance in M/G/H/A Military Academy. According to Creswell, (2003), such a data collection instrument is developed in order to gather large data and avoid pressure on the respondents. The researcher was prepared the questionnaire before the time of distribution and he was discussed with those selected respondents how to fill and respond correctly, to minimize risks of inappropriate responses.

### **3.6.2 Interview:**

Human being language is very useful in opening up what lies at the rear of people's action. Interview questionnaires were prepared for 4 persons (commandants), and were arranged orderly in exact, understandable and clear manner. It was clear, to the point, and able to avoid leading concepts. Time table for interview with commandants was arranged before the time of interviewing considering their interest and time to make interview on the matter.

### **3.7 Data Collection Procedure**

The respondents were requested for their time prior to sending the actual questionnaire and interview. A pilot test involving 20 respondents was carried out to evaluate the completeness, exactness, accuracy and clarity of the study. The researcher used Cronbach's Alpha to test of the reliability. After the amendment of the final questionnaire, the researcher explained the purpose of the research and sought permission from the Major General Hayelom Araya Military Academy to carry out the actual research. The final questionnaires were distributed to the respondents with the support of research assistants. This enhances the speed of data collection. Each complete questionnaire is treated, as a unique case and a sequential number given to each. The collected data is edited and entered into the Statistical Package for the Social Sciences (SPSS) software to enable the carrying out of the analysis.

### **3.8 Methods of Data analysis**

According to Park and Lord, (2009), this research was used the causal (explanatory) method, and triangulation, correlation and regression analysis. The causal (explanatory) method for detail description of the findings displayed in tables as well as to develop inferences on the relationship between education and growth on cadet performance. Correlation analysis is a statistical tool for the exploration of relationships between variables upon another. Regression analysis is a technique employed on one variable to determine the effect of another variable (Okra, 2011). Triangulation is an effort to map out or clarify more fully, the richness and complexity of human behavior by studying it from more than one standpoint (Cohen and Manion,2001). Thus, for the reason of the study descriptive statistics like frequency distribution, percentage, mean and standard deviation was used by the help of SPSS V20. Data collected through interviews were analyzed by content analysis in establishing the effect of training and development practice on cadet performance.

### **3.9 Ethical consideration**

The study considered some ethical issues. Such As, each respondent was aware of having the right to respond or not, the respondent has the right to participate or not, respondents have informed the purpose of the questioner and the study considers the confidentiality of the response by not asking to state name. This situation supports to state their idea and opinion freely. Willingness of the academy participants in the data gathering process is precondition for the study. The data that obtained from the participants were not be used for other purpose.

The researcher also committed to report the researcher findings in a complete and honest manner, without confusing others about the nature of the results. As general rule, therefore the study was not raising any ethical anxiety.

## CHAPTER FUOR

### 4. Data Presentation and Analysis

#### 4.1.Introduction

This chapter deals with the discussion of the final results and the process through which the results were obtained. These include background information of respondents, the statistical methods of analysis.

#### Socio-Demography of Respondents

The demographic section of the questionnaire shows the information about gender, age, educational level, Rank/position, work experience, of employees to have a better understanding of their responses and resulting conclusion for the research.

**Table 4.1 Socio-demography of respondents**

Demographic Variable		Frequency	Percent
<b>Gender</b>	Male	126	90.6
	Female	13	9.4
<b>Total</b>		139	100
<b>Age</b>	18 to 25	21	15.1
	26 to 35	75	54
	36 to 45	42	32.2
	Above 46 years	1	0.7
<b>Total</b>		139	100
<b>Level of education</b>	10 <sup>th</sup> -12 grade	54	38.9
	Diploma	11	7.9
	1 <sup>st</sup> degree	51	36.7
	Second degree	23	16.5
<b>Total</b>		139	100
<b>Rank</b>	Private Soldier	5	3.6
	NCO's	16	11.5
	Officer Cadets	52	37.4
	Line Officers	44	31.7
	Higher Officers	16	11.5
	Civil Instructors	06	4.3
<b>Total</b>		139	100
<b>Work experience</b>	Below 5 years	8	5.8
	6-10 years	61	43.9
	11-15 years	43	30.9
	16-20 years	11	7.9
	21-30 years	14	10.1
	Above 30 years	2	1.4
<b>Total</b>		139	100

Source: Survey Data, 2020

Analyzing the data obtained from the questionnaire, Table 4.1 reveals the socio-demography of the respondents. Accordingly, most of the sample respondents who had participated in this study were male with total of 126(90.6%) while the remaining 13(9.4%) were female. The analysis of gender distribution shows that the study population is dominated by male. This is because of the nature of the military profession in general and the MGHA military academy in particular. Historically it was rare to find women in the army due to the rigorous nature of the training. However, in recent times there have been deliberate moves to recruit women into the army.

The age distribution of respondents has also been shown in Table 4.1. It was found that majority of the respondents, counting 75 (54%), were between 26-35 years. 21 (15.1%) respondents were in the category of 18-25 years, 42 (30.2%) were in the category of 36-45 years and the remaining 1 (0.7%) participant was above 45 years of age. The significant majority of participants were between 26 and 45 years of age which constitutes 117 (84.2%) of the total respondents. The age category in which high majority participants fell into is active and energetic and hence would provide valuable information.

The results in Table 4.1 also indicated the educational background of the respondents. Regarding this, 54 (38.9%) respondents and 51 (36.7 %) respondents were in the category of 10<sup>th</sup> – 12<sup>th</sup> grade and first degree respectively. 23 (16.5%) of the respondents had second degree whereas the remaining 11 (7.9%) were college diploma graduates. This indicates that the respondents are well qualified to provide sound information for the study since the educational level of respondents was very necessary for this study in order to obtain views and opinions from different levels of education.

When it comes to the military rank of respondents, Table 4.1 shows that 16 (11.5%) of the participants were higher officers, 44 (31.7%) respondents were line officers, 52 (37.4%) were officer cadets, 16 (11.5%) were non-commissioned officers, 5 (3.6%) were private soldiers and the remaining 6 (4.3%) were civil instructors. This revealed that MGHA military academy members who participated in this study are well qualified military personnel's, since the majority are line officers and above and hence supposed to provide significant information for the reason of the study.

Another demographic variable analyzed and displayed in Table 4.1 was the respondent's work experience. It was found that 8 (5.8%) had below 5 years of experience, 61 (43.9%) had 6 to 10 years of experience in the military, 43 (30.9%) had 11 to 15 years of experience, 25 (18%) had 16 to 30 years of experience and the remaining 2 (1.4%) served for more than 30 years in the military. The result shows that almost majority of the study participants, 85 (50.3%), had more than 10 years of work experience in the military and hence could help provide valid and reliable information for the study. The socio-demography of the respondents in general is suitable for the provision of quality data for the purpose of this study. This indicates the academy members have good understanding regarded to need assessment, deliver effective training and education, job evaluation. Also regarding military rank majority of the respondents are falls under officer category. In army units, officers are highly participation in leadership and decision making.

#### 4.2. Analysis of the Training Need Assessment at MGHA Military Academy

This study tried to assess and analyze the process of training practice at MGHA Military Academy. The respondents forwarded their view on this issue and the summary of their responses are given in table 4.2 below

Training needs assessment

**Table 4.2 Training needs assessment**

Item	Frequency Table			N	%SD+%D	%A+%SA	M	SD
The Training needs analysis methods in the academy produce relevant findings on performance gaps.	Strongly disagree	6	4.3	139	10.1%	-	3.78	0.90
	Disagree	8	5.8					
	Neutral	16	11.5		-	-		
	Agree	90	64.7		-	78.4		
	Strongly agree	19	13.7					
	Total	139	100					
The Training needs analysis methods of the academy enable to clearly identify the required training that instructor's	Strongly disagree	10	7.2	139	18%		3.64	1.084
	Disagree	15	10.8					
	Neutral	10	7.2		-	-		
	Agree	84	60.4					
	Strongly agree	20	14.4		-	78.4%		

need to perform their job	Total	139	100					
The Training need assessment conducted in the academy is able to differentiate performance gap in the case of instructor's skills, knowledge and abilities.	Strongly disagree	7	5	139	15.1%	-	3.87	1.069
	Disagree	14	10.1					
	Neutral	5	3.6		-	81.3%		
	Agree	77	55.4					
	Strongly agree	36	25.9					
	Total	139	100					
The selection for training is based on proper need assessment.	Strongly disagree	24	17.2	139	35.9%	-	3.18	1.358
	Disagree	26	18.7					
	Neutral	9	6.5		-	57.6%		
	Agree	61	43.9					
	Strongly agree	19	13.7					
	Total	139	100					
The organization assesses the trainee's knowledge before conducting selecting	Strongly disagree	18	12.9	139	26.6%	-	3.48	1.293
	Disagree	19	13.7					
	Neutral	5	3.6		-	-		
	Agree	72	51.8					
	Strongly agree	25	18					
	Total	139	100					
Cadets attend the trainings in accordance with the department and organizational goals	Strongly disagree	1	0.7	139	7.9	-	4.12	0.838
	Disagree	10	7.2					
	Neutral	5	3.6		-	88.5%		
	Agree	78	56.1					
	Strongly agree	45	32.4					
Total	-----						3.67	0.542

Source: Survey Data, 2020

As shown in Table 4.2, participants were asked whether the training needs analysis methods in the academy produced relevant findings on performance gaps. With regard to this needs assessment item, 109 (78.4%) of respondents either strongly agree or agree, 16 (11.5%) were not sure and the remaining 14 (10.1%) either strongly disagree or disagree with the statement, supported with mean value of 3.78 with standard deviation 0.909. From this analysis the

researcher considered that, the training needs analysis methods in the academy produce relevant findings on performance gaps.

Respondents were also asked whether the training needs analysis methods of the academy enable to clearly identify the required training that instructor's need to perform their job. With this statement the vast majority, 104(74.8%),of participants either rstrongly agree or agree that the said method enable to clearly identify the required training that instructor's need to perform their job. 10 (7.2%) respondents kept neutral and the remaining 25 (18%) respondents either strongly disagree or disagree with the statement. The mean value (3.64) for this item describes their agreement with the statement that the need analysis method actually enables to clearly identify the required training that instructor's need to perform their job.

The ability of the training need assessment conducted in differentiating performance gap in the case of instructor's skills, knowledge and abilities was also assessed.113 (81.3%) respondents either strongly agree or agree that the training need assessment conducted in the academy is able to differentiate performance gap in the case of instructor's skills, knowledge and abilities. For this item 5 (3.6%) participants kept neutral and the remaining 21 (15.1%) participants denied the ability of the training need assessment conducted in either strongly disagree or disagree performance gap in the case of instructor's skills, knowledge and abilities. The mean value (3.87) for this item also indicates that the training need assessment conducted in the academy is able to differentiate the said performance gap.

The respondents of the study were also asked whether the selection for training is based on proper need assessment. With this item 80 (57.6%) of participants either strongly agree or agree 9 (6.5%) participants remain neutral and the remaining 50 (36%) either strongly disagree or disagree with the statement. This result of respondents somehow shows that the selection for training is based on proper need assessment. The mean value (3.18) and the standard deviation (1.358) also support the argument that the selection for training is based on proper need assessment. Literatures suggest that the success of any training program depends on the training need assessment and how it will be designed (Fayez, 2012).

For the item concerning whether the organization assesses the trainee's knowledge before selecting the training program, 97 (69.8%) participants either strongly agree or agree with the statement,5 (3.6%) of them are not sure, and the rest, 37 (26.6%) of them are either strongly

disagree or disagree with it. Hence the slight majority of respondents believe that the organization assess the trainee's knowledge before conducting the training program. However, the mean value and standard deviation for this item, which were found to be (3.48) and (1.293), suggest that the organization assesses the trainee's knowledge before conducting the training program.

On the item stating cadets attend the trainings in accordance with the department and organizational goals, the respondents view has been analyzed. As the above table shows, the majority, 123(88.5%) respondents either strongly agree or agree that cadets attend the trainings in accordance with the department and organizational goals. Only 5 (3.6%) respondents kept neutral and 11 (7.9%) disagreed. So the vast majority of respondents either strongly disagree or disagree that Cadets attend the trainings in accordance with the department and organizational goals. The mean value (4.12) is also above the Likert scale average for this study highly supporting that Cadets attend the trainings in accordance with the department and organizational goals.

According to the provided data that collected from interviewees the closed ended, open ended and interviewee questions stated that, the military academy were used and conduct the process of training needs analysis, like as indicators entrance examination, field screening, evaluation and for pre-entrance of the officer cadets. From this the research imagines that the military academy was conducting the process of training practice. This idea also supported by the aggregate mean and standard deviation value of 3.6787 & 0.54535 respectively. According to Ellis, (2005), needs assessments consist of various components different authorizes argued that it's necessary toward identify the team competencies that are needed. These competencies may include the requisite knowledge, skills, behaviors, or attitudes necessary to improve performance.

#### **4.3. Analysis of the Training Design of the Military Academy**

In this section, the questionnaire data about the staff members' perception of training design at MGHA military academy has been analyzed. The results of the responses are shown in table 4.3 below.

**Table 4.3 training design**

Item	Frequency Table			N	%SD+%D	%A+%SA	M	SD
		Frequency	Percent					
The academy sets measurable training and development goal.	Strongly disagree	14	10	139	18.6%	-	3.72	1.22
	Disagree	12	8.6					
	Neutral	8	5.8		-	75.6%		
	Agree	70	50.4					
	Strongly agree	35	25.2					
	Total	139	100					
The academy training is designed in line with courses lectures, and demonstration, internship and discussion methods.	Strongly disagree	3	2.2	139	9.4%	-	3.96	0.86
	Disagree	10	7.2					
	Neutral	5	3.6		-	87%		
	Agree	92	66.1					
	Strongly agree	29	20.9					
	Total	139	100					
The training and development practice is designed based on the need assessment.	Strongly disagree	14	10.1	139	23%	-	3.5	1.2
	Disagree	18	12.9					
	Neutral	13	9.4		-	67.6%		
	Agree	72	51.8					
	Strongly agree	22	15.8					
	Total	139	100					
Training programs designed based on need assessments.	Strongly disagree	21	15.1	139	28.8%	-	3.53	1.41
	Disagree	19	13.7					
	Neutral	3	2.2		-	69%		
	Agree	57	41					
	Strongly agree	39	28					
	Total	139	100					
Training programs are designed	Strongly disagree	11	7.9	139	24.4%	-	3.65	1.24
	Disagree	23	16.5					
	Neutral	5	3.6					

considering abilities and educational background of	Agree	65	46.8		-	72%		
	Strongly agree	35	25.2					
Total	-----		100	139			3.67	.558

Source: Survey Data, 2020

As Table 4.3 above reveals that, participants were asked whether the academy sets measurable training and development goals. With this item, 105 (75.6%) respondents either strongly agree or agree 8 (5.8%) participants kept neutral and the rest 26 (18.71%) respondents either strongly disagree or disagree. The mean value 3.72 with standard deviation 1.22 for this item also supports the idea that the academy sets measurable training and development goals.

The respondents of the study were also asked whether the academy's training is designed in line with courses lectures, and demonstration, internship and discussion methods. On this matter, the vast majority 121 (87.1%) respondents either strongly agree or agree, 5 (3.6%) participants kept neutral and the remaining 13 (9.4%) respondents either strongly disagree or disagree. The mean value 3.96 for this item highly supports the statement that the academy's training is designed in line with courses lectures, and demonstration, internship and discussion methods.

Respondents had also shared their view on the training and development practice of the academy if whether it is designed based on the need assessment. With the item raising this question 94 (67.6%) respondents either strongly agree or agree, 13 (9.4%) participants kept neutral whereas the remaining 32 (23%) respondents either strongly disagree or disagree. As the result shows, majority of respondents perceive that the training and development practice of the academy is designed based on the need assessment. The mean value 3.5 is also in line with this argument. Previous researches also suggest that training must be design to address the assessed needs. On another item asking whether training programs are designed based on need assessments, respondents view was collected. Accordingly only 96(69%) respondents showed their either strongly agree or agree with the idea, 3 (2.2%) respondents kept indifferent but the remaining majority 40 (28.8%) respondents either strongly disagree or disagree. The mean value 3.53 also suggests that training programs in the academy are designed based on need assessments.

The last item of this section was whether training programs are designed considering abilities and educational background of employees (cadets). 100 (72%) respondents either strongly agree or agree with the item, 5 (3.6%) respondents kept indifferent and the remaining 34 (24.4%) respondents either strongly disagree or disagree. The mean value 3.65 also indicates that majority of the respondents do believe that training programs are designed considering abilities and educational background of employees (cadets).

According the data provided by the interviewees, who gathered from the interview and open ended questions confirmed that, the military academy conducted its mission regarding training and education by well designed training program. This brings the military academy were improve the efficiency of the officer cadet skill and knowledge. In nature the cadet training was designed to passes under stresses. These consequences make them efficient and strong officer. Generally, that closes ended question, open ended question and interviewees question has positive relationship and support each raised items. This idea and the above descriptive analysis supported by the aggregate mean and standard deviation value of 3.6734 & 0.55854 respectively.

According to Dahiya&Jha, (2011), once training goals were identify, the next stage is to develop the training design. Training must be design to address the assessed needs. Effective training design considers education concepts, legal issues, and different approaches to training.

#### 4.4. Analysis of Training Delivery Practice At MGHA Military Academy

The data on training delivery practice at MGHA military academy has been analyzed in this section. The outcome of the information (data) analysis is shown in Table 4.4 below.

**Table 4.4 Training Delivery at MGHA military academy**

Item	Level of agreement			N	%SD+%D	%A+%SA	M	SD
		Frequency	%					
The training methods, materials and teaching aids are complete and appropriate to the	Strongly disagree	11	7.9	139	30.2%	-	3.53	1.28
	Disagree	31	22.3					
	Neutral	3	2.2					
	Agree	62	44.6		-	67.6%		
	Strongly agree	32	23					

level of trainees.	Total	139	100					
The training delivery increases instructors' confidence.	Strongly disagree	10	7.2	139	18.7%	-	3.71	1.13
	Disagree	16	11.5					
	Neutral	6	4.3					
	Agree	79	56.8					
	Strongly agree	28	20.1		-	77%		
	Total	139	100					
The academy gives both on job and off-job training.	Strongly disagree	11	7.9	139	30.9%	-	3.40	1.22
	Disagree	32	23					
	Neutral	8	5.8					
	Agree	67	48.2					
	Strongly agree	21	15.1		-	63.3%		
	Total	139	100					
The knowledge gained through the training method provided will allow for implementation at work.	Strongly disagree	5	3.6	139	15.1%	-	3.89	1.02
	Disagree	16	11.5					
	Neutral	2	1.4					
	Agree	82	59					
	Strongly agree	34	24.5		-	83.5%		
	Total	139	100					
There are clear directions provided during training.	Strongly disagree	2	1.4	139	6.4%	-	4.12	0.78
	Disagree	7	5					
	Neutral	2	1.4					
	Agree	90	64.8					
	Strongly agree	38	27.4		-	92.2%		
	Total	139	100					
The training and development method aligns with military academy's	Strongly disagree	7	5	139	8.6%	-	3.99	0.92
	Disagree	5	3.6					
	Neutral	2	1.4					
	Agree	93	66.9					

objectives.	Strongly agree	32	23.1		-	90%		
	Total	139	100					
There is opportunity for career development after training.	Strongly disagree	20	14.4		33.1%	-	3.37	1.39
	Disagree	26	18.7					
	Neutral	7	5					
	Agree	55	39.6					
	Strongly agree	31	22.3		-	61.9%		
Total	-----		100	139			3.71	.4753

Source: Survey Data, 2020

As Table 4.4 shows, the training delivery practice at MGHA military academy has been assessed and analyzed.

Accordingly, in the first item participants were asked whether the training methods, materials and teaching aids are complete and appropriate to the level of trainees. Among the total respondents 94(67.6%) of them either strongly agree or agree with the statement, 42 (30.2%), of respondents either strongly disagree or disagree and the remaining 3 (2.2%) of respondents neutral, supported with the mean and standard deviation value of 3.53 and 1.28 orderly. From this analysis the researcher considered that the academy training methods, materials and teaching aids are fitted with the trainee’s level of understanding.

As indicated the above Table 4.4, for the item stating whether the delivered training increases instructors’ confidence, 107 (76.9%) of respondents either strongly agree or agree, 26 (18.7%) participants either strongly disagree or disagree and the remaining 6 (4.3%) respondents kept neutral to the statement. The mean value 3.71 also indicates that most respondents agreed on the item. From this the researcher infers that training that delivered in the academy in increases instructors’ confidence.

On another item the respondents of the study were also asked whether the academy gives both on job and off-job training. On this matter, 88 (63.3%) of respondents either strongly agree or agree, 8 (5.8%) of participants kept neutral and the remaining 43 (30.9%) of respondents either strongly disagree or disagree and with the statement. The mean value 3.40 for this item suggests that the academy gives both on job and off-job training.

Respondents view was also collected on whether the knowledge gained through the training method provided will allow for implementation at work. With the item raising this question, 116 (83.5%) respondents have either strongly agree or agree, 2 (1.4%) participants kept neutral whereas the remaining 21 (15.1%) respondents either strongly disagree or disagree with the statement. The mean value for this item is also found to be 3.89, implying the knowledge gained through the training method provided will allow for implementation at work.

Whether there are clear directions provided during training was also one of the items assessed. Regarding this a big majority 128 (92.2%) respondents either strongly agree or agree with the existence of clear direction, 2 (1.4%) respondents kept indifferent but the remaining 9 (6.4%) participants either strongly disagree or disagree. The mean value 4.12 for this item highly supports the provision of clear directions during training.

Respondents also reflected their view on whether the training and development method aligns with military academy's objectives. With this item, 125 (90%) respondents either strongly agree or agree, 2 (1.4%) participants kept neutral and the remaining 12 (8.6%) respondents either strongly disagree or disagree. The mean value 3.99 for this item shows that the training and development method aligns with military academy's objectives.

Concerning the item stating whether there is opportunity for career development after training, 86 (61.9%) respondents stood in either strongly agree or agree, 7 (5%) respondents kept indifferent and the remaining 46 (33.1%) respondents either strongly disagree or disagree on the existence of such opportunity. The mean value for this item is 3.37 and hence the majority of respondents agreed that there is opportunity for career development after training.

Based on the information that gathered from the interviewees with closed ended, open ended and interviews questions stated that the academy commandant conducting the training and education program is effectively delivered. As indicators which expressed by the interviewees shows that the military academy were used and conduct the process of training needs analysis, design of training course, delivery of training and evaluation of training, conducted entrance examination, job performance evaluation and field screening for pre-entrance of the officer cadets. In addition to this the academy also develops and designed the training program by using well conducted need assessment before the trainees joined to the academy.

This brings degree of academy job performance increasing throughout a time. This idea and the above descriptive analysis supported by the aggregate mean and standard deviation value of 3.7143 & 0.47536 respectively.

According to Nadler, (1984), noted that all the human resource training and development activities (behaviors) are seen to either growth performance on the current job of the individual, train new ability for new work or new location in the prospect and universal enlargement for mutually personnel and organizational so as to be capability to attain organization’s present and future objectives.

#### 4.5. Analysis of Training Evaluation Practice at MGHA Military Academy

The data on training evaluation practice at MGHA military academy has been analyzed in this section. The result of the data analysis is shown in Table 4.5 below.

**Table 4.5 Training Evaluation at MGHA military academy**

Item	Level of agreement		N	%SD+%D	%A+%SA	M	SD	
	Frequency	Percent						
Trainings offer cadets with proper skill, knowledge, attitude and creativity.	Strongly disagree	4	2.9	139	12.9%	-	3.91	0.97
	Disagree	14	10					
	Neutral	7	5					
	Agree	80	57.6	-	82.1%			
	Strongly agree	34	24.5					
	Total	139	100					
Trainings being given foster promote cadets’ satisfaction in their profession.	Strongly disagree	11	7.9	139	21.6%	-	3.69	1.20
	Disagree	19	13.7					
	Neutral	5	3.6					
	Agree	71	51.1	-	74.8%			
	Strongly agree	33	23.7					
	Total	139	100					
Training programs are evaluated	Strongly disagree	4	2.9	139	10.8%	-	4.14	0.99
	Disagree	11	7.9					

during or at the end of the program.	Neutral	3	2.2					
	Agree	65	46.8					
	Strongly agree	56	40.2		-	87%		
	Total	139	100					
Employees are satisfied with the overall aspect of the training programs at the Academy.	Strongly disagree	10	7.2	139	36%	-	3.38	1.29
	Disagree	40	28.8					
	Neutral	6	4.3					
	Agree	53	38.1					
	Strongly agree	30	21.6		-	59.7%		
	Total	139	100					
The effectiveness of training programs is properly evaluated in terms of improvements in trainee's	Strongly disagree	7	5		13.6%	-	3.87	1.02
	Disagree	12	8.6					
	Neutral	4	2.9					
	Agree	85	61.2					
	Strongly agree	31	22.3	-	83.5%			
	Total		100			3.79	0.70	

Source Survey Data, 2020

As shown in Table 4.5 above, the training evaluation practice at MGHA military academy has been assessed and analyzed.

The first item of this section was intended to assess whether trainings offer cadets with proper skill, knowledge, attitude and creativity. The data analysis for this item shows that a big majority 114(82.1%) either strongly agree or agree with the statement. On the other hand 18 (12.9%) respondents either strongly disagree or disagree and 7(5%) respondents remain neutral. As the mean value 3.91 also tells, it can be judged that the trainings in the academy offer cadets with proper skill, knowledge, attitude and creativity.

The other item in the section states trainings being given foster cadets' satisfaction in their profession. For this item 104 (74.8%) respondents either strongly agree or agree, 30(21.6%) participants either strongly disagree or disagree, and the remaining 5 (3.6%) respondents kept neutral to the statement. The mean value for this item is found to be 3.69, supporting the statement.

The respondents of the study were also asked whether training programs are evaluated during or at the end of the program. On this matter, 121 (87%) respondents either strongly agree or agree, 3 (2.2%) participants kept neutral and the remaining 15 (10.8%) respondents either strongly disagree or disagree. The mean value 4.14 for this item suggests that training programs of the academy are evaluated during or at the end of the program. Participants reflected their view on whether employees are satisfied with the overall aspect of the training programs at the Academy. With the item raising this question, 83 (59.7%) respondents have either strongly agree or agree, 6 (4.3%) participants kept neutral whereas the remaining 50 (36%) respondents either strongly disagree or disagree with the statement. The mean value for this item is also found to be 3.38. As the result shows, a majority of respondents perceive that employees of the academy are satisfied with the overall aspect of the training programs at the Academy.

The last item in the section dealt with whether the effectiveness of training programs is properly evaluated in terms of improvements in trainee's performance. Regarding this 116 (83.5%) respondents either strongly agree or agree, 4 (2.9%) respondents kept indifferent but the remaining 19 (13.6%) participants either strongly disagree or disagree. The mean value analysis of this item, which is 3.87, suggests that the effectiveness of training programs is properly evaluated in terms of improvements in trainee's performance. The finding of the research shows that training and development has a positive impact on both motivations of employees as well as performance.

According to the information provided by the interviewees that gathered from the open ended, closed ended and interview questions that collected from the respondents responded or confirm based on the raised question the respondents responses that the military academy were measures the training performances based on four measure domains, such as skill, knowledge, behavior and attitude, so the military academy set being good measurements on his curriculum and contain using by this ways. This implies that military academy was conducting job performance. Generally that closes ended question, open ended question and interviewees question has positive relationship and support each raised items. This idea and the above descriptive analysis supported by the aggregate mean and standard deviation value of 3.7971 & 0.70608 respectively.

According to Mathis and Jackson, (2004), this stage compares the post-training results to the objectives anticipated by leaders, trainers and trainees. Frequently times, training is lead with

little idea of measuring and evaluating it later to see how well it worked. Suggest that because training is mutually time-consuming and expensive, it is imperative that there is evaluation after training. This is final step in the training and development process is the evaluation of the whole training program. The evaluation process is very important because, the training had at it set of some objectives to achieve and thus the evaluation process at the end of the training program.

#### 4.6. Analysis of Members' perception of the Training.

The data on members' perception of the training at MGHA military academy has been analyzed in this section. The outcome of the data (information) analysis is shown in Table 4.6 below.

**Table 4.6 Members' Perception of the Training**

Item	Level of agreement			N	%SD+%D	%A+%SA	M	SD
		Frequency	Percent					
I feel comfortable with the training environment.	Strongly disagree	10	7.2	139	30.9%	-	3.50	1.26
	Disagree	33	23.7					
	Neutral	4	3					
	Agree	62	44.6		-	66.1%		
	Strongly agree	30	21.5					
	Total	139	100					
I feel that my level of participation was high at the time of training and development.	Strongly disagree	9	6.5	139	23%	-	3.58	1.14
	Disagree	23	16.5					
	Neutral	9	6.5					
	Agree	75	54		-	70.5%		
	Strongly agree	23	16.5					
	Total	139	100					
Training programs encourage teamwork and self-managed work culture.	Strongly disagree	2	1.4	139	10%	-	4.03	0.86
	Disagree	12	8.6					
	Neutral	2	1.4					
	Agree	87	62.6		-	88.6%		
	Strongly agree	36	26					
	Total	139	100					
I have enough	Strongly disagree	5	3.6	139	12.2%	-	3.97	1.00
	Disagree	12	8.6					

training that enables me to do my job as required.	Neutral	6	4.3					7
	Agree	75	54					
	Strongly agree	41	29.5		-	83.5%		
Total			100	139			3.76	.349

Source: Survey Data, 2020

As Table 4.6 shows, the challenge of performance appraisal practice at MGHA military academy has been assessed and analyzed.

Accordingly, participants were asked whether they feel comfortable with the training environment or not. The data analysis for this item shows that only 92(66.1%) of respondents agreed, 43(30.9%) of the respondents disagreed and the rest 4(3%) of them are remain neutral, Supported with mean value of 3.50. from this analysis the researcher infers that majority of the respondents agreed that the training environment is comfortable.

For the item stating whether respondents feel that their level of participation was high at the time of training, 98 (60.5%) of respondents either strongly agree or agree, 32 (23%) participants either strongly disagree or disagree, and the remaining 9 (6.5%) respondents kept neutral to the statement. The mean value 3.58 also indicates that most respondents agreed on their level of participation as high. From this we considered that majority of the respondents agreed that their level of participation is high during the time training and development.

The respondents of the study were also asked whether training programs encourage teamwork and self –managed work culture. On this matter, 123 (88.5%) of respondents either strongly agree or agree, 2 (1.4%) of participants kept neutral and the remaining 14 (10.1%) of respondents either strongly disagree or disagree with the statement, supported with mean value 4.03. From this analysis the researcher infers that majority of the respondents feel that training program encourages teamwork and increase working culture.

For the item asking whether the respondents have enough training that enables them to do their job as required, 116 (83.5%) respondents have either strongly agree or agree, 6 (4.3%) participants kept neutral whereas the remaining 17 (12.2%) respondents either strongly disagree or disagree with the statement. The mean value for this item is also found to be 3.97. From this

analysis the researcher infers that majority of the respondents feel that enough training that enables them to do their job as required.

The information that gathered from the interview and open- space question regard to the perception of the academy members have to enough skill, knowledge, experience and commitment regarding training and development that provide in the academy. The academy members have also good perception and understanding associated with job performance. This supported by the aggregate mean and standard deviation value of 3.7680 & 0.34922 respectively

Noted in speech to the Veterans of Foreign Wars “in the 21st century, military fitness was measured not only by the guns our soldier take, but by the languages they talk and the cultures that they recognize” (President Barrack Obama, 2009).

#### 4.7. Analysis of Relationship Matters

The data on relationship between training and development and performance at MGHA military academy has been analyzed in this section. The outcome of the data (information) analysis is shown in Table 4.7 below

**Table 4.7 Relationship Matter**

Item	Level of agreement			N			M	SD
		Frequency	Percent					
Training and development method motivates academic cadet to enhance their performance.	Strongly disagree	14	10.1	139	20.9%	-	3.83	1.32
	Disagree	15	10.8					
	Neutral	6	4.3					
	Agree	50	36.0					
	Strongly agree	54	38.8		-	74.8%		
	Total	139	100.0					
Training and development improves relationships between and among cadets.	Strongly disagree	-	-	139	10.8%	-	4.06	0.886
	Disagree	15	10.8					
	Neutral	5	3.6					
	Agree	75	54.0					
	Strongly agree	44	31.6		-	85.6%		
	Total	139	100.0		139			

I had a good relationship with my trainer to learn more in the training.	Strongly disagree	15	10.8		22.3%	-	3.57	1.22		
	Disagree	16	11.5							
	Neutral	8	5.7							
	Agree	75	54.0							
	Strongly agree	25	18.0						-	72%
	Total		100.0							

Source: Survey Data, 2020

As Table 4.7 shows, the training and development relationship between and among other factors has been assessed and analyzed.

The first item in this section was about whether training and development method motivates cadets to enhance their performance. The data analysis for this item shows that a big majority 104 (74.8%) either strongly agree or agree, 29 (20.9%) respondents either strongly disagree or disagree and 6 (4.3%) respondents remain neutral. The mean value of this item is also found to be 3.83. From this analysis the researcher infers that majority of the respondents that training and development methods motivate cadets to enhance their performance.

For the item stating whether training and development improves relationships between and among cadets, 119 (85.7%) respondents either strongly agree or agree, 15(10.8%) participants either strongly disagree or disagree, and the remaining 5 (3.6%) respondents kept neutral to the statement. The mean value of this item is also found to be 4.06. From this analysis the researcher infers that majority of the respondents that training and development improves relationships between and among cadets.

At last the respondents of the study were asked whether they believe having a good relationship with their trainers helps to learn more in the training. On this matter, 100 (72%) respondents either strongly agree or agree that it would such help, 8 (5.8%) participants kept neutral and the remaining 31 (22.3%) respondents either strongly disagree or disagree with the statement. The mean value of this item is also found to be 3.84. From this analysis the researcher infers that majority of the respondents that shows that having a good relationship with their trainers helps to learn more in the training.

Based on the response gathered from an interview, open- ended and closed ended question shows that the military academy follows commandants have very well and believe that the training and

development improve relationships between and among cadets because of this every member of academy they believe having a good relationship with their trainers helps to learn more in the training. This idea and the above descriptive analysis supported by the aggregate mean and standard deviation value of 3.8201 & 0.85340 respectively.

As indicated behavior a research on University of Malaysia the association among a training procedure and work efforts using 412 usable questionnaires collected from selected safety organization in Malaysia. The training literature, effective education procedures part of three prominent features: training content, trainer’s roles and greater help. The capability of cadets to sketch and applied ucationprocedure may increase the worker job performance (Samt, 1986).

The data on job performance has been analyzed in this section. The outcome of the data (information) analysis is shown in Table 4.8 below.

#### 4.8. Job Performance

**Table 4.8 Job Performance**

Item	Level of agreement			N	%SD+%D	%A+%SA	M	SD
		Frequency	Percent					
Trainees are developed both physically and mental to perform assigned tasks after training.	Strongly disagree	13	9.4	139	21.6%	-	3.77	1.29
	Disagree	17	12.2					
	Neutral	7	5					
	Agree	54	38.9		-	73.4%		
	Strongly agree	48	34.5					
	Total	139	100					
Due to best training program I believe that academic cadets are performing in well their regular activities.	Strongly disagree	4	2.9	139	12.2%	-	4.14	1.04
	Disagree	13	9.3					
	Neutral	3	2.2					
	Agree	58	41.7		-	85.6%		
	Strongly agree	61	43.9					
	Total	139	100.0					
In my opinion, training has helped conduct	Strongly disagree	22	15.8	139	33.8%	-	3.35	1.42
	Disagree	25	18.0					

researches, prepare modules, organize and present reports.	Neutral	7	5.0	139	-	61.2%		
	Agree	52	37.4					
	Strongly agree	33	23.8					
	Total	139	100					
The training provided by the academy helped me to read a map, prepare plans on a map and set it up situations on to a map.	Strongly disagree	9	6.5	139	20.9%	-	3.77	1.2
	Disagree	20	14.4					
	Neutral	5	3.6					
	Agree	65	46.7					
	Strongly agree	40	28.8					
	Total	139	100.0					
I feel that training enable me to have basic knowledge about problem-solving methods.	Strongly disagree	5	3.6	139	15.8%	-	3.92	1.09
	Disagree	17	12.2					
	Neutral	7	5.0					
	Agree	65	46.8					
	Strongly agree	45	32.4					
	Total	139	100.0					
After training I feel that I am committed to explain with the techniques of combat weapons, types and executions of mission and combat tactics.	Strongly disagree	5	3.6	139	7.2%	-	4.17	0.96
	Disagree	5	3.6					
	Neutral	10	7.2					
	Agree	61	43.9					
	Strongly agree	58	41.7					
	Total	139	100.0					
I feel a strong sense of belonging to develop democratic and professional leadership attitude.	Strongly disagree	8	5.8	139	18%	-	3.79	1.21
	Disagree	17	12.2					
	Neutral	20	14.4					
	Agree	45	32.4					
	Strongly agree	49	35.2					
	Total	139	100.0					
The job performance of academic cadet shows they are equipped with required	Strongly disagree	8	5.8	139	27.4%	-	3.70	1.28
	Disagree	30	21.6					
	Neutral	3	2.2					
	Agree	53	38.1					

knowledge, skill, attitude and behavior which would enable them to think critically and to accomplish their mission.	Strongly agree	45	32.3		-	70.4%		
	Total	139	100.0				3.82	0.66

Source: Survey Data, 2020.

As table 4.8 revealed, the respondents view on items related to job performance has been assessed and analyzed.

According to Table 4.8 above, in the first item participants were asked whether trainees are developed both physically and mentally to perform assigned tasks after training. The data analysis for this item shows among the total respondents 102 (73.3%) of them are either strongly agree or agree with the statement, whereas 30 (21.6%) respondents either strongly disagree or disagree and the rest 7(5%) respondents remain neutral, supported with the mean value of 3.77. from this analysis we can be judged that trainees are developed both physically and mentally to perform assigned tasks after training.

As it indicates in the table above, for the item stating that cadets are performing well their regular activities due to the best training program of the academy, 119 (85.6%) of respondents either strongly agree or agree, 17 (12.2%) participants either strongly disagree or disagree, and the remaining 3 (2.2%) respondents kept neutral to the statement. The mean value 4.14 also indicates that most respondents agreed on the item. This analysis shows that the training program is enabling them to perform well.

As it shows in the Table 4.8 above for the give item, whether they believe the training has helped them to conduct researches, prepare modules, organize and present reports. On this matter, 85 (61.1%) of respondents either strongly agree or agree for the question, 7 (5%) of participants kept neutral and the rest 47 (33.8%) respondents answered either strongly disagree or disagree, supported with mean value 3.35. this implies that majority of the respondents are agreed about the given statement. Form this researcher considered that the training has helped them to conduct researches, prepare modules, organize and present reports.

Respondents view was also collected on whether the training provided by the academy has helped them read a map, prepare plans on a map and set up situations on to a map. With this item, 105 (75.6%) respondents have either strongly agree or agree, 5 (3.6%) participants kept neutral whereas the remaining 29 (20.9%) respondents either strongly disagree or disagree with the statement. The mean value for this item is also found to be 3.77. As the result shows, a majority of respondents perceive that the training is enabling them work with maps.

On another item asking whether they feel that the training enabled them to have basic knowledge about problem-solving methods, the respondents reflected their view. As shown in the table, 110 (79.2%) respondents either strongly agree or agree, 7 (5%) respondents kept indifferent and the remaining 22 (15.8%) participants either strongly disagree or disagree. This shows that the training is equipping them with basic problem solving skills.

As it indicated in the given table above, Participants reflected their view on whether they feel that they are able to explain with the techniques of combat weapons, types and executions of mission and combat tactics after training completion. With this regard, 119 (85.6%) respondents answered in either strongly agree or agree, 10 (7.2%) participants kept neutral and the remaining 10 (7.2%) answered either strongly disagree or disagree. The mean value for this item is found to be 4.17 supporting the item highly. From this analysis we concluded that majority of the respondents agreed that after training which conducted combat weapons, types and executions of mission and combat tactics after training completion.

As it shows Table above, concerning the item stating whether they feel a strong sense of belongingness to develop democratic and professional leadership attitude in their job, for this question among the total respondents 94 (67.7%) of respondents either strongly agree or agree, 20 (14.4%) of them are neutral and the remaining 25 (18%) of them are either strongly disagree or disagree, supported with mean value for this item is found to be 3.79. From this given analysis the researcher infer that majority of the respondents feel that training develops democratic and professional leadership attitudes.

The last item in this section was whether the job performance of cadets shows that they are equipped with required knowledge, skill, attitude and behavior which would enable them to think critically and to accomplish their mission. 98 (70.5%) respondents either strongly agree or agree, 38(27.3%) participants either strongly disagree or disagree, and the remaining 3 (2.2%)

respondents kept neutral to the statement. The mean value 3.70 also indicates that most respondents agreed on the statement.

According to the information provided from the interviewees and the information gathered from open ended and interviewee questions that collected from the respondents responded or confirm based on the raised question the respondents responses that because of conducting well need assignment, availability of effective training and education design, because of members have good understanding and perception about training and education, having good job evaluation this results brings the academy have scored good job performance. This supported by the aggregate mean and standard deviation values of 3.8264 & 0.66238 respectively.

Cadet Job performance is top in joyful also gratify workers and the leader find it simple to inspire high performers to get academic targets. The cadet might be only satisfied when they sense themselves capable to achieve their job, which is achieving through good training programs, (Kinicki&Kreitner, 2007).

#### 4.9. Validity

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.

**Table 4.9 Reliability Statistics of the pilot Test**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.715	.716	38

Source: SPSS Result, (2020)

#### 4.10. Reliability Test

Reliability refers to the extent to which data collection techniques or analysis procedures bring out reliable findings. Reliability analysis is concerned with the internal consistency of the research instrument.

The data collected in survey was evaluated for reliability using Cronbach's alpha- coefficient method. One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient. Identically, Cronbach's alpha coefficient of a scale should be above 0.7. The test was conducted in SPSS.

<b>Independent variable</b>	<b>Coefficient Cronbach's Alpha Reliability</b>
Need Assessment	.732
Design	.708
Delivery	.709
Evaluation	.724
Perception	.705
Relationship	.710
<b>Overall reliability coefficient</b>	<b>.715</b>

Source: SPSS Result, (2020).

The reliability of the used questionnaire was tested according to Cronbach's Alpha. It shows how closely the instrument elements are related to a group and to what extent they measure the same concept Tavakol, M. and Dennick, R. (2011). Table 4.9 present the Cronbach's Alpha of the survey.

The overall reliability coefficient of the framework's variables is 0.715, and that of individual variables.

The findings suggest that all of the components had relatively high internal consistency. Cronbach's (1951) argued that a reliability coefficient of 0.70 is considered "acceptable" in most social science research situations.

#### 4.11. Correlation Analysis

Correlation is a measure of association between two variables, According to Kothari, (2004), positive variables of "r" indicate positive correlation between the two variables (i.e., changes in both variables take in the stated direction), whereas negative values of "r" indicate negative correlation i.e., changes in to the two variables taking place in the opposite directions. A zero (0) value of "r" indicates that there is no association between the two variables (independent and dependent variables). When  $r = (+) 1$ , it indicates perfect positive correlation and when  $r = (-) 1$ , it indicates perfect negative correlation.

To examine the degree of relationship between the Independent variables (training need assessment, training design, training delivery, training evaluation, Training perception, Training relationship) and the dependent variable (Job Performance) Pearson coefficient of correlation is used.

Table 4.9 shows the relationship between the independent variables and the dependent variable.

In order to decide the strength of relationship different authors propose different interpretations, but Cohen (1988) suggests the following guidelines.

**Table 4.10 the relationship between the independent variables and the dependent variable.**

CORRELATION STRENGTH	POSITIVE VALUE	NEGATIVE VALUE
SMALL	$r = 0.10$ to $0.29$	$r = - .10$ to $- 2.9$
MEDIUM	$r = .30$ to $.49$	$r = - .30$ to $- .49$
LARGE	<b><math>r = .50</math> to <math>1.0</math></b>	$r = - .50$ to $-1.0$

**Source: Cohen, (1988)**

**Table 4.11 Correlation between independent variable and the dependent variable**

		Need assessment	Design	Delivery	Evaluation	Perceptions	Relationship	Job Performance
Need assessment	Pearson Correlation Sig. (2-tailed) N	1 139						
Design	Pearson Correlation Sig. (2-tailed) N	.785 .000 139	1 139					
Delivery	Pearson Correlation Sig. (2-tailed) N	.489 .000 139	.396 .000 139	1 139				
Evaluation	Pearson Correlation Sig. (2-tailed) N	.795 .000 139	.711 .000 139	.432 .000 139	1 139			
Perceptions	Pearson Correlation Sig. (2-tailed) N	.670 .000 139	.576 .000 139	.327 .000 139	.470 .000 139	1 139		
Relationship	Pearson Correlation Sig. (2-tailed) N	.557 .000 139	.526 .000 139	.310 .000 139	.606 .000 139	.325 .000 139	1 139	
Job Performance	Pearson Correlation Sig. (2-tailed) N	.696 .000 139	.624 .000 139	.298 .000 139	.691 .000 139	.466 .000 139	.685 .000 139	1 139

Source: Survey Data, (2020)

The above correlation matrix indicates that all of the independent variables have a positive and significant correlation (sig. value of 0.000) with the dependent variable: job performance.

The correlation result shows that need assessment has a strong and positive association with job performance with a Pearson correlation of need assessment  $r= 0.696$  ( $p<0.05$ ) level of significance, evaluation has an association  $r= 0.691$  ( $p<0.05$ ) level of significance, relationship value has  $r=0.685$  ( $p<0.05$ ) level of significance, design  $r= 0.624$  ( $p<0.05$ ) level of significance, perception  $r= 0.466$  ( $p<0.05$ ) level of significance and delivery  $r= 0.294$  ( $p<0.05$ ) level of significance. In general, as indicated in the above correlation result reveals that there is high degree of association among the indicators of training and development practice variables and overall job performance at MGHA Military Academy.

#### **4.12. Regression analysis**

In this study multiple regressions is employed. The basic goal of using multiple regression equation on this study is to make the study more effective at describing understanding and predicating the stated variables. That is, it is primarily used to identify the major determinants of training and development practice that affect employee job performance at MGHA military academy.

#### **4.13. Tests for the Model Assumptions**

##### **4.14.1 Test for Multicollinearity**

In statistics, multicollinearity (also collinearity) 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 considerable degree of accurateness (Hoyt, William T., Zac E. Imel and Fong Chan, 2008). The results of multi collinearity for the variables under study are documented in table 4.12.

**Table 4.12 Test of Multicollinearity**

Model	Collinearity Statistics	
	Tolerance	VIF
Need Assessment	.460	2.175
Design	.186	5.377
Delivery	.408	2.453
Evaluation	.264	3.793
Perception	.464	2.154
Relationship	.467	2.140

Source: SPSS Result, (2020)

Tolerance value of .10 or less than as cited as problematic collinearity although .20 and above has been suggested VIF ( variance inflation factor) 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 it show that multicollinearity was not a problem in the study.

#### 4.13.1. Test of Normality

**Table 4.13 Test of Normality**

	Skewness	Kurtosis
	Statistic	Statistic
Need assessment	-.793	.624
Design	-.577	.046
Delivery	-.634	.166
Evaluation	-.671	.015
Perception	-.631	-.060
Relationship	-.736	.640

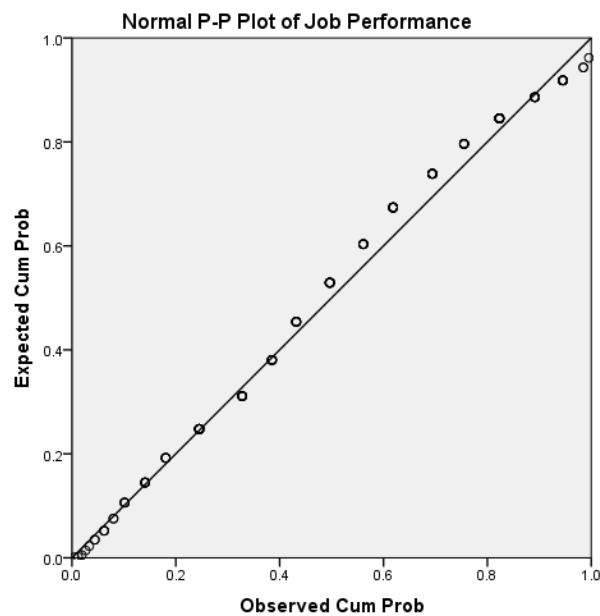
Source: SPSS Result, (2020)

According to Elliott AC and Woodward, (2007), statistical errors are common in scientific literature, and about 50% of the published articles have at least one error. 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 significance.

From the above analysis done, Need assessment had a skewness of -0.793 and tolerance of 0.624. Design had a skewness of -0.577 and tolerance of 0.046. Delivery had a skewness of -0.634 and tolerance of 0.166. Evaluation had a skewness of -0.671 and tolerance of 0.015. Perception had a skewness of -0.631 and tolerance of -0.060. Relationship had a skewness of -0.736 and tolerance of 0.640. Notably, for all the variables, skewness and kurtosis statistics were within +/-2 and hence the data was normality distributed.

**Figure 4.1** Test of Normality



**Table 4.14** Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.797 <sup>a</sup>	.636	.619	.40887

Source: Survey Data, (2020)

Table 4.14 shows that all independent variables training need assessment, design, delivery, evaluation, perception and relationship accounted for 63.6 % of the contribution to job performance ( $R^2 = .636$ ).

Thus, 63.6% of the variation in job performance can be explained by the above listed deterrents and the rest 36.4% are another unknown factors or variables that contribute the training development practice on job performance.

**Table 4.15 ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	38.480	6	6.413	38.363	.000 <sup>b</sup>
Residual	22.067	132	.167		
Total	60.547	138			

Source: Survey Data, (2020)

ANOVA- P value of 0.000 (Less than 0.05) implies that the model of job performance is significant at the 5% significance hence it is appropriate predication model. The F- statistic was 38.363 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 training development practices have a statistically significant relationship with job performance.

**Table 4.16 Significance and Distribution of Coefficient**

Model	Unstandardized Coefficients		Standardized	T	Sig.
	B	Std. Error	Beta		
(Constant)	.523	.421		1.240	.217
Need assessment	.338	.141	.277	2.388	.018
Design	.076	.105	.064	.724	.470
Delivery	-.121	.084	-.087	-1.435	.154
Evaluation	.195	.089	.208	2.200	.030
Perception	.095	.137	.050	.691	.491
Relationship	.297	.052	.382	5.671	.000

**Source: Survey Data, (2020)**

As it indicates in the above Table 4.16 need assessment has a positive relationship with job performance and the association is significance at the 5% level of significance ( $\beta = 0.338$ ;  $p = 0.018$  which is  $<0.05$ ). Design it has a positive relationship with job performance and which is not statistically significance at the 5% level of significance ( $\beta = 0.076$ ;  $p = 0.470$  which is  $>$

0.05). Delivery has a negative relationship with job performance also which is not statistically significance at the 5% level of significance ( $\beta = 0.121$ ;  $p = 0.154 > 0.05$ ). Evaluation has a positive relationship with job performance and the association is significance at the 5% level of significance ( $\beta = 0.195$ ;  $p = 0.030$  which is  $< 0.05$ ). And perception has positive relationship with job performance and not significance at the 5% level of significance ( $\beta = 0.095$ ;  $p = 0.491$  which is  $> 0.05$ ). Also the last variable is Relationship has a positive association with job performance and the association at the 5% level of significance ( $\beta = 0.297$ ;  $p = 0.000$  which is  $< 0.05$ ). Which indicated that as the military academy level of training and development practice huge/increase, it is related to a higher institutional performance. Generally the regression coefficients suggest that these variables played important factors affect job performance at different degrees.

## **CHAPTER FIVE**

### **5. Summary, Conclusion and Recommendations**

#### **5.1 Introduction**

In the earlier chapter analysis and interpretation of the research was made based on the data obtained through questionnaire distributed, open ended, closed ended and an interview conducted with members of MGHA Military Academy. Based on the analysis and interpretation, major finding, conclusion and recommendations of the research were drawn as follows.

#### **5.2 Summary of Demography**

The main aim of this research was to explore the effect of training and development practice on job performance in the case of MGHA Military Academy. Regarding to the participants demography the largest number of participants are males. On the other hand, regarding the age majority of the participant are between 26-35 years old. This shows majority of the respondents are found under youngest age category. As observed almost more than half of the participants are degree and master holders. This indicates the academy members have good understanding regarded to need assessment, deliver effective training and education, job evaluation. Regarding military rank majority of the participants are officer. In army units, officers have great chance to participate in leadership and decision making. So, majority of the academy members have passed through different levels and types training activities. Lastly when we see the members' work experience majority of the participants have 6-15 years of work experience. This also brings high level of past work experience regarding to the variables that listed above. In general except gender issues the respondents share all things in common, therefore there is no impact that comes from difference in sex.

### 5.3 Summary of Major Findings

The general objectives of this study was to explore the effect of training and development practices on job performance at MGHAMA, regarding to need assessment, design, delivery, evaluation, perception and relationship on job performance. Based on the discussion and data interpretation undertaken in the previous chapter, the following summaries of finding are derived.

In order to explain the given objectives the researcher was used frequency, percentage, mean and standard deviation for descriptive analysis and correlation and regression for inferential analysis.

The result of this study indicated as the military academy well conducted need assessment. As the analysis that the academy need assessment performed to fill performance gap, the academy need assessment also performed by identifying the required training that enables the instructors conduct their task. In addition to this the pre cadet selection process of the academy has done based on proper need assessment. Also this the information that gather from the interviewees shows that the military academy effectively conduct need assessment like entrance examination, field screen, per evaluation in order to choice effective trainee office cadets. This also supported by the aggregate mean and standard deviation value of 3.6787 and 0.5453 respectively. Beside this the correlation value  $r = .696$  with  $p < 0.05$  this shows that need analysis and job performance positively correlate with high level of significance.

When we see the outcome of design of the military academy, the military academy conducted effective training design. As it indicates in from the descriptive analysis, the academy sets measurable, delivered with lecture in class and demonstrated with filed exercises, and also which designed based on need assessment. As also the information gathered by the interview and open space question indicates that the training design is conducted to make cadets passes with high under stress. This brings officer cadets enable strong and efficient under stress situations. This also supported by the aggregate mean and standard deviation value of 3.6734 & 0.5585 orderly. This result also supported by correlation and regression analysis,  $r = .624$  and  $p < 0.05$ . This shows that training design and job performance positively correlate with high level of significance.

When we see the outcome of training delivery of the military academy, the military academy effectively conducted training delivery. The majority of the participants agreed that the academy

training aids and methods of delivery is accordance with the level of trainees', the academy used on both off and on the job training delivery, the training delivery which provide enables to effective work implementation, during training delivery the academy set clear directions, supported with the aggregate mean and standard deviation values of 3.7143 & 0.4753 respectively. In addition to this the correlation and regression value stated that  $r=.298$  and  $p<0.05$ . This indicates that even if training deliver has low significant than comparing other variable but which is positively association with job performance.

When we see the outcome of training evaluation of the military academy, the military academy effectively conducted training evaluation. The descriptive analysis show that the academy conducted effective training evaluation. The cadet training effectiveness evaluates interims of the skill, knowledge, attitude and behavior. The results indicates that the academy training promotes cadets satisfaction, and the academy evaluation conducted before and at the end of the training, supported with the aggregate mean and standard deviation value of 3.7971 and 0.7060 respectively. As we have seen the correlation and regression analysis indicated that  $r = .691$  and  $p<0.05$ . This indicates that training evaluation positively associated with job performance significantly.

When we see the result of academy members perception interims of training and development regarding with job performance, the majority of the participants perceive that the training environment is comfortable to deliver effective training, they also believe that training that conducted in the academy encourages teamwork and work culture, and the respondents feel that the training which deliver is too enough to conduct their future career. In addition to this the information gathered from respondents beloved that the training which provide in the military academy improves their skill, knowledge and experience. This supported by the aggregate mean and standard deviation value of 3.768 & 0.349 respectively. The correlation and regression results also shows that  $r = .466$  and  $p<0.05$ . This result indicated that member's perception regarding to training and development positively and significantly associated with job performance.

As it shows the result of relationship, the majority of the respondents feel that training and development enhance relation among academy society. As we see the information gathered from interview and open space questions training and development increasing the level of

competency, knowledge, level of understanding this brings high and good relationship among the trainees and the society at large. This also supported by mean and standard deviation value of 3.67 and 0.54 respectively. In addition to this the correlation and regression value of the findings that  $r = .685$  with  $p < 0.05$ . This result shows that employee relationship and job performance positively and significantly associated with each other.

In general as the result of the findings the researcher considered that, based on the increasing of determinates (independent) variables job performance also increase. This supported with the mean and standard deviation value of 3.82 & 0.66 respectively.

## **5.4 Conclusion**

This study was tried to assess the role of training and development on officer cadets' performance in Major General Hayalom Araya Military Academy. The major motive that drives the researcher to carry out this study about the effect of training and development practice on cadet's performance was, the problem related to lack of motivation and increased job dissatisfaction displayed by officer cadets during training process. In fact there are various factors that determine the level of motivation and satisfaction during military training. But the research decided to investigate whether the problem was rooted on the nature of training and development that has been practiced in the Military Academy. As it's clearly stated in the body of this document both qualitative and quantitative research design was applied using both primary and secondary sources of data. Various empirically reviews were included in the literature review to understand the concept related to the topic under this study. After detail analysis of both qualitative and quantitative data, the researcher proved that even if few numbers of respondents feel unhappy with the existing training and development practice in the military Academy majority of the participant swere either strongly agreed or agreed in all aspects assessed in the study. They believe that the military has good culture of conducting training need assessment, proper implantation of the designed training, and there is positive perception about the training and training system. In addition to this they confirmed that, in the military academy, there is standard training evaluation document and mechanism, and scheduled training review system to ensure quality of training. Therefore, from the detail data analysis of this study we can conclude that lack motivation and low level of dissatisfaction demonstrated in the military

academy is not due problems related to training and development process. In the above mentioned issue about training and development practice, there is no negative perception from majority of the officer cadet's and there is no problem regarding training and development issues as such. Thus, this study gives clue for other potential researchers to focus on other concepts which were not to be assessed to know the cause of dissatisfactions and low degree of motivation in the military academy. Generally, we can say that the existence of good training and development practice alone would never guarantee the prevalence of high degree of motivation and job satisfaction in an organization.

## **5.5 Recommendations**

Training and development practice of the military academy should be operate to improve quality and timely deliver in order to produce committed, skillful and knowledgeable manpower. In connection with the summary of findings and conclusions drawn above, the following recommendations are made.

As it expressed in the findings and conclusion the academy conducted effective training and development by effective need assessment this result brings high job performance. So, the researcher advised that the military academy should maintain its effort and strength on its rational, fair and participatory way. The academy also applied effective training design as it indicated in the findings of the study. So, the researcher also advised that, the military academy should be retain its effort in order to enhance the job performance by provide effective training and development.

The academy training delivery conducted in both on and off job training. This enable trainee officer cadet practiced physically in order to enhance their skill capacity based on their knowledge they have gotten in class by the mode of lecture. This system helps to balance the skill and knowledge of officer cadets. So the military academy should maintain this effort to bring the academy produce more capable, committed, competent and international officer MOND (ministry of national defense).

The participants recognize that the military academy conducted effective pre training and development evaluation, this brings effective trainee selection was conducted and the result shows the job performance of the academy become increased.

So, the researcher advised that, the military academy should conduct additional training and experience sharing and retain its evaluation mechanism /system/.

To strength and improvethemilitary academy job performance, the researcher advised that the military academy also maintain the perception of the organizational performance and more enhance their relationship. As it shows in the findings, the perception and relationship of the academy members is high. This interaction brings the academy training and development quality to be increase. This result brings high level of job performance was conducting in the military academy. So the researcher recommended that the academy should retain and keep its consistency by giving additional skill training program.

### **Suggestions for future researcher**

The future researcher can conduct research on the effect of training and development practice on job performance in other military academy, military training center, army units in and abroad the country because these training centers are have enormous investment towards training practice and job performance.

This statistics is gathered from selected military academy. Hence, the second Suggestion is the future study should be completed by opening the study to more area in order to decrease the partiality of outcome and advance the consistency and accurateness of statistics. Therefore, the future investigate can objective on a larger sample where survey can be distributed other training center and army units in Ethiopia. Thus that, the statistics obtained from the whole state will generate.

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## **Appendix A**

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE DEPARTMENT

OF HUMAN RESOURCE MANAGEMENT

To be filled by Major General Hayelom Araya military academy.

Dear Respondent,

This questionnaire is prepared by Tilahun Namaga, who is Studying Master of Arts in Human Resource Management at Addis Ababa University School of Commerce. The purpose of this questionnaire is to gather data in order to study The Effect of Training and Development on perceived Job performance of Academic Cadet in MGHA Military Academy. You are kindly requested to cooperate by filling this questionnaire. The data gathered by this questionnaire is purely for academic purpose and your response will be kept confidential. Thus, the researcher thoughtfully requests you to respond to each item carefully.

Please note that:

1. No need of writing your name.
2. You are kindly requested to fill the answer by putting “√” mark.
3. Please pay attention and return the completed questionnaire in short time as much as possible.
4. If you need further explanation, you can contact me through the address indicated below

TilahunNamaga

Mobile: +251913240937

E-mail: tilahunnamaga1916@gmail.com

Thank you in advance, for your cooperation!

Part – 1:

General Information Filled By Respondent

No	Description	Options
01	Age	
	18-25 years	
	26-35 years	
	36-45 years	
	Above 46 years	
02	Gender	
	Male	
	Female	
03	Educational Background	
	10-12 Grade	
	Diploma	
	First Degree	
	Master Degree	
04	Rank	
	Private Soldiers	
	Noncommissioned Officers	
	Officers Cadets	
	Line Officers	
	Higher Officers	
	Civilian Instructors	
05	Work Experience	
	Below 5 years	
	6-10 years	
	11-15 years	
	16-20 years	
	21-30 years	
	Above 31 years	

Part II

The following set of statements describes your general feelings towards the effect of training and development on job performance of academic cadet in the academy. Please select the number that most closely reflects your degree of agreement or disagreement with the following statements.

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

1. using the Likert type scale below, indicate how accurately the following statements describe the Process of Training practice in the academy?

NO	(Q1) Training need assessment	SA	A	N	DA	SD
		5	4	3	2	1
1.1	The Training needs analysis methods in the academy produce relevant findings on performance gaps.					
1.2	The Training needs analysis methods of the academy enable to clearly identify the required training that instructor’s need to perform their job.					
1.3	The Training need assessment conducted in the academy is able to differentiate performance gap in the case of instructor’s skills, knowledge and abilities.					
1.4	The selection for training is based on proper need assessment.					
1.5	The organization assesses the trainee’s knowledge before selecting the training program.					
1.6	Cadets attend the trainings in accordance with the department and organizational goals.					

Cadets attend the trainings in accordance with the department and organizational goals? If yes, please specify your opinion.

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No	(Q2) Members perception of the training design in the academy	SA	A	N	DA	SD
		5	4	3	2	1
2.1	The academy sets measurable training and development goal.					
2.2	The academy training is designed in line with courses lectures, and demonstration, internship and discussion methods.					
2.3	The training and development practice is designed based on the need assessment.					
2.4	Training programs are designed based on need assessments.					
2.5	Training programs are designed considering abilities and educational background of employees(cadets)					

Do you think the academy set attainable goal? If yes, please specify your opinion

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	( Q3)Training delivery(Implementation)	SA	A	N	DA	SD
3.1	The training methods, materials and teaching aids are complete and appropriate to the level of trainees.					
3.2	The delivered training increases instructors' confidence.					
S3.3	The academy gives both on job and off-job training.					
3.4	The knowledge gained through the training method provided will allow for implementation at work.					
3.5	There are clear directions provided during training.					
3.6	The training and development method aligns with military academy's objectives.					
3.7	There is opportunity for career development after training.					

Others, please specify-----

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No	(Q4) Evaluation of training program	SA	A	N	DA	SD
		5	4	3	2	1
4.1	Trainings offer cadets with proper skill, knowledge, attitude and creativity.					

4.2	Trainings being given encourages promote cadets' satisfaction in					
4.3	Training programs are evaluated during or at the end of the program.					
4.4	Employees are satisfied with the overall aspect of the training programs at the Academy.					
4.5	The effectiveness of training programs is properly evaluated in terms of improvements in trainee's performance improvements.					

Others, please specify-----  
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Using the Likert type scale below, indicate the perception of academic cadet on training and development in military academy

No	(Q5)Member's perception of the training.	SA	A	N	DA	SA
		5	4	3	2	1
5.1	I feel comfortable with the training environment.					
5.2	I feel that my level of participation was high at the time of training and development.					
5.3	Training programs encourage teamwork and self –managed work culture.					
5.4	I have enough training that enables me to do my job as required.					

Others, please specify-----  
-----  
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Training allows me to have a basic knowledge of problem-solving techniques using the Likert type scale below, indicate training and development have relation with job Performance cadet in your military academy.

No	(Q6) Relationship	SA	A	N	DA	SD
		5	4	3	2	1
6.1	Training and development method motivates academic cadet to enhance their performance.					

6.2	Training and development improves relationships between and among cadets.					
6.3	I had a good relationship with my trainer to learn more in the training.					

Other, please specify

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Using the Likert type scale below, indicate an effect on job Performance of academic cadet in military academy.

No	(Q7)job performance	SA	A	N	DA	SD
		5	4	3	2	1
7.1	Trainees are developed both physically and mental to perform assigned tasks after training.					
7.2	Due to best training program I believe that academic cadets are performing in well their regular activities.					
7.3	In my opinion, training has helped conduct researches, prepare modules, organize and present reports.					
7.4	The training provided by the academy helped me to read a map, prepare plans on a map and set it up situations on to a map.					
7.5	I feel that training enable me to have basic knowledge about problem-solving methods.					
7.6	After training I feel that I am committed to explain with the techniques of combat weapons, types and executions of mission and combat tactics.					
7.7	I feel a strong sense of belonging to develop democratic and professional leadership attitude.					
7.8	The job performance of academic cadet shows they are equipped with required knowledge, skill, attitude and behavior which would enable them to think critically and to accomplish their mission.					

Trainees are developed both physically and mental to perform assigned tasks after training.

## **Appendix B**

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE DEPARTMENT

OF HUMAN RESOURCE MANAGEMENT

### Part III

#### Interview questions Higher Officer

1. Do you believe that the military academy properly conduct the training need assessment?

Please specify some indicators?

2. Do you think that training and development program has relationship with cadet's job performance?

Please specify some indicators?

3. Do you think that the military academy conduct effectively deliver training practice?

Please specify some indicators?

4. How can you measure the training programs have effect on job performance in military academy?

Please specify some indicators?

5. How do you express the measurement of training and education program and its outcome job performance of the training academy?

Please specify some indicators?