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RESEARCH ARTICLE

EFFECTIVENESS OF TRAINING IN ETHIOPIAN DEFENSE FORCE ARMY; THE CASE OF NORTHERN COMMAND TRAINING CENTER

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ABSTRACT

The main purpose of this study is to assess the effectiveness of training provided in the Northern Command Training Center that is found in a place called Edaga Hamus – in Northern eastern parts of Ethiopia. Methodologically, this study is based on mixed/qualitative and quantitative/ approach of study. The subjects of this study include 125 individuals who participated in the training, 18 immediate commandants of the participants and 1 Deputy Commander of NCTC- interviewed and 10 instructors participated on Focus Group Discussion (FGD). Totally, 139 respondents were the subjects of this study. Operationally, the study was based on analysis of the primary data sources collected using structured questioner, semi-structured interviews with key informants, FGD and analyses of documents and personal observation. The findings of this research showed lack of proper design of curriculum based on systematic training need assessments. Shortage in establishment of suitable mechanisms that help to trace factors that causative for less effectiveness of the training and lack of practicing appropriate training management system as key factors that contributed for less effectiveness of the training program launched by the center. The study recommends making curriculum revision with assistance of professionals. Launching of different capacity building programs for trainers in systematic and serious mode of training is very critical. Establishing relationships with universities that are available around the training center such as Adigrat university and working together on capacity building of the trainers specially on learning methodology and curriculum development and methods of training quality are important. It is also good to find ways to assist the learning and teaching process with IT and modern training simulators and to establish mechanisms that help to collect feedback from unit commanders about the practical performance of the trainees after they returned back to their units.

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INTRODUCTION

Defense force has a special contribution to make the security policy of a given nation to be implemented. The primary function of the Defense Force is to strengthen the domestic policy and foreign policy of a state with force or the threat of force. A loosely defense force a country is no longer able to offer security to its citizens. Even in the most perfect democracy, the existence of the military is a signal of the state's determination to retain its power and enforce laws, rules and regulations as well as to implement the policy. In order to do so, capacity building should be at the forefront, but, capacity building has been a forgotten agenda in the Ethiopian National Defense for decades due to competing over power, civil wars and inter-wars for many decades (Said and Mesfin, 2010). This has been significantly hampered to advance and forward the security institutions' capacity within the dynamic change of situations, globalization, range of security missions, and to confront the uncertainties in contemporary Defense missions.

Like other public sectors, a military institution demands to have high capabilities which have the effect of its fighting capability and deterrence it can produce. This would gain through intensive capacity building, training and education institutions, enhancing and indoctrination of the leadership, having modern equipment suited to the changing nature of war and conflict, as well as having a versatile professional army which will increase the capacity of the Defense institution. A system based military organizations that are geared to action, and transmitting instructions to get things done in time, place and manner could be done if and only if the institution strength its capacity through time (Quadrennial Defense Review, 2010).

The Government of the Federal Democratic Republic of Ethiopia Defense Force has been established by decree, and has a mandate based on the constitution to set objective, vision, and performing missions accordingly. While today's security mission require a capable, versatile, and agile forces and institutions that meet the requirements emanate from the challenges of non-state actors like terrorism, peace operation and non conventional missions in general that highly demand professional army high performance.

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However, its capacity lagged behind due to the undemocratic outlook of the past governments. However, the Ethiopian National Defense force has been on transforming its capacity currently. Particularly, since 2010 encouraging capacity building programs has been undergone in ENDF (Said and Mesfin, 2010). Indeed, as building capacity of the defense force encompass many issues that cannot be addressed all at one time, different countries based on their socio – political situation, geographical position and above all economic development specify their priorities to mobilize the limited resources their economy generates. In line with this, the FDRE also specified on its Foreign Affairs and National Security Policy and Strategy (2009, p, 26) its main focus to be the defense force capacity building should be human development which is a decisive factor in any combat.

Based on the above concept of the National Policy and Strategy, among many, the ministry of National Defense has given due attention to build human capacity through education and training. For the proposed institution drafted its first training policy in 2004 which specify the three core domains that shape the critical learning experiences throughout Soldiers' and leaders, careers of the army, namely Institutional training, Job experience gained during operational assignments and self-development.

Concerning the institutional training the ministry established different capacity building institutions and arrangements such as colleges and schools at defense level and also training centers in each command of the army. In the midst of the training institution, one which is established in 2000 is the Northern Command Training Center (NCTC) which found in the Tigray Regional State specifically a place named Edaga Hamus. The mission of the NCTC is to deliver short term training that enhances the capacity of the fighting units of the Northern Command. At the beginning, the center started its training business in temporary barracks, however, gradually the infrastructures needed for training with the optimal facilities was furnished. Besides, the infrastructure and facilities, six month duration, curriculum needed to train infantry and mechanized Non Commissioned Officers (NCO) was formulated by the Ministry of National Defense Force Training Main Department (MoNDTMD). To this end the training center was officially started its training mission.

Statement of the Problem

Unit readiness, safety, and performance depend largely on the extent to which training systems impart crucial knowledge and skills. Further, current fiscal constraints demand that military training resources are optimized. They accomplish required training objectives at the lowest cost and in the shortest amount of time. It is generally agreed, therefore, that attention must be directed toward understanding the factors that influence training effectiveness and transfer of training, so that the highest payoff in terms of performance improvement can be achieved. It is widely accepted that, training and military profession are inseparable issues. Indeed, military personals must be proficient in the basic knowledge and skills required to perform their jobs under battlefield conditions. This magnifies the indispensable importance of well organized

continuous training that should be executed to achieve a certain predefined objective (US Army FM 6 -22-2006). According to FDRE training policy (1997) the main objectives of training program that should be launched at any level is creating and further consolidating. Constitutional awareness and clear outlook on political arrangements of the country of the members are found to be important, thus, improving the physical strength and endurance, possessing the sufficient knowledge and achieving the skills necessary to perform properly are basic things. To improve the duties of each individual by training to employ his/her technical proficiency with the other team members and to operate as part of that team as well as to equip with the necessary tactical proficiency of the trainee which is the ultimate goal of military training and cumulative of all other objectives.

Thus, the effectiveness of any training provided in the army is measured in the degree of the achievements of these objectives. On the other hand, achieving these objectives in training centers is not an end by its self, rather enhancing of the task accomplishments of individual members as well as their unit respectively is yardstick to the effectiveness of the training and the competence of any institution that gives training. Thus, any institution that invests in training programs for employees should also conduct some form of training evaluation. The purpose of evaluation is to determine whether or not the training achieved the desired objective. The objective might have been very precise, or extremely loose, but there would have been one. This is usually set as a result of assessing training needs. Evaluating training will help to show how effective it was at meeting the objective. All institutions, regardless of size or type, should use some process of assessing the effectiveness of training undertaken by employees. Education in any form is an investment of time and money, which makes it important that the institution establishes, as far as it can, the return on that investment.

It is plausible to pose at this point and raise evaluation of the effectiveness of the training given by NCTC since there is no systematic study concerning the effectiveness of the training so far made by the scholars in the study area. Hence, the objectives of this study is to assess the effectiveness of Training in Ethiopian Defense Force Army; the Case of Northern Command Training Center.

Methodology of the Study

Research Design

The general method of the study is mixed, quantitative supported by qualitative approach and the research design is descriptive in nature. The descriptive survey method was selected as an appropriate method to carry out the study as a whole (Best and Kahn, 1998).

Data Type and Sources

The study employed primary and secondary data. Primary data were collected from trainees, regiment commanders, Deputy Commander of the NCTC and instructors and secondary data were gathered from scholastic and research papers. These materials were useful sources of data to understand the

existing knowledge related to the study. In addition, data gathered from, strategic plans, training policies, training reports and abstracts, directives, published and unpublished materials were used as a reference in different parts of the study. The extent of the study is limited by both time and spatially. Temporally, the study focuses on training conducted by the NCTC during the last five years (2010-2012)

Sampling Techniques and Procedures

The sample areas of the study were the three divisions that sent the trainees to NCTC that are located around Edaga Hamus for training. According to the information obtained from Northern Command Headquarters, there are three divisions under its command in which each division organized from three regiments. In order to assess the effectiveness of the training of NCTC, individuals who participated in the training given by the center six regiments were purposely selected from the total of nine regiments. The selected regiments were: 2nd and 3rd regiment from 11th division, 1st and 2nd regiments from 21st division, and 1st and 3rd regiments from 25th division. To collect the required information, the researchers used 18 (100%) available command members of the six selected regiments by using the availability sampling technique. Vanderstoep and Johnston (2009, p. 49) state that availability sampling involves selecting people who are available or convenient for the study. Furthermore, from the six selected regiments out of the total 230 participants 125 (55%) students and 10 (66.7%) instructors from 15 were selected by using simple random sampling technique. The simple random sampling technique was preferred for the fact that it gives equal chance for every member of the sample population. In addition to this, one command member of the NCTC was selected for his specific knowledge of the information needed for the study.

As indicated in Table 1, the subjects of this study, therefore, include 125 individuals, who participated in the training, and 110 of them filled the questionnaires properly and the rest were not. 18 immediate commandants of the participants and 1 Deputy Commander of NCTC- were interviewed and 10 instructors participated on FGD. Totally, 139 respondents are the subjects of this study.

Instruments of Data Collection

The desired information for the study was obtained through different instruments. To obtain adequate information for the study, questionnaire, interview, focus group discussion, and document analysis were employed. The use of different instruments proved to be helpful to facilitate triangulation of information from the different sources. This multi-method approach reduces the chances that any inconsistent findings are attributable to similarities of methods (Cohen and Marian, Quoted in Lewin and Janet, 1991, p. 101). A structured, unambiguous and self-administered questionnaire was designed in order to obtain relevant data. In order to ensure that it achieved the objectives of the study.

Method of Data Analysis

Depending on the nature of the research questions and data that were collected, different statistical techniques were employed. Data collected from closed-ended questionnaires were analyzed with five – point Likert scales quantitatively in terms of frequency and percentage. On the other hand, the information, which was gained from open-ended questionnaires, interview questions and focus group discussion were analyzed qualitatively. The data were interpreted and analyzed against the leading questions. Once the collected information was studied, they were grouped and categorized based on their similarities and differences. The grouping and categorizing of information was used to identify and put similar ideas together. Different ideas that are not grouped with other categories are also analyzed and presented. By doing so, the collected information was presented and interpreted.

Discussion and Analysis

Background of the Respondents

Table 2 shows that 18 (16%), 19 (17%), 20 (18%), 18 (16%), 18 (16%) and 17 (15%) of the trainees were from 2/11th, 3/11th, 1/21st, 2/21st, 1/25th and 3/25th regiments respectively. It can be seen from the table that the number of samples selected from each unit is almost proportional to each other with slight differences. With regard to age distribution among the trainees, the majority 101 (92%) and 9 (8%) of the respondents were

Table . Sample of respondent taken in the Study

Unit	Number of participants and tools				Total
	Questionnaires Participants of the Training	Interview Command members of the regiments	Command of NCTC	FGD Instructors	
2/11 th regiment	18	03			21
3/11 th regiment	19	03			22
1/21 st regiment	20	03		-	23
2/21 st regiment	21	03			24
1/25 th regiment	18	03		-	21
3/25 th regiment	17	03			20
NCTC	-	-	1	10	11
Total	110	18	1	10	139

Source: Own Survey, 2014

between twenty-five to thirty-five and thirty-six to forty-five years respectively. Also, the same Table explains the qualification of participants. Accordingly, the majorities (76%) of students are 8-10 grades, the rest 24% of students are 6th – 7th grades. Regarding years of experience, the result shows that 100% participants had been between 6 and 10, year service experience in the army. Regarding age, qualification and experience (i.e. Frequency and percentage values) the majority of the participants of the training was in the same range, matured and have well experienced in accordance with their level of responsibility. It can be depicted that 3 (17%) and 15 (83%) ages were between 25 and 35 and 36-45 years respectively. Regarding age (i.e. Frequency and percentage values) the majority of respondent was in the same age range. In addition, concerning academic level 16% and 84% the commanders are high school students and diploma graduates respectively, as well as 100% of them served in the army for 10-15 years. Accordingly, from the above result it can be possible to say that the respondents have necessary qualification.

As can be observed from Table 3 47.3% and 72.7% participants of the study explained as they strongly agree and agree respectively on the clarity of the objectives and the course's organization of the training. On the other hand, relating to the relevance of the course contents some 25.5% the respondents agree, whereas 70.0% of them disagree. For the question forwarded to the trainers concerning the balance between the course content and the time allotment 45.5% of them replied as they agree while 44.5% disagreed with the issue raised. Thus, from the above responses of the informants, one can perhaps say that there is clarity in course objectives and courses are also well organized. However the trainees have different perception on the relevance of the courses contents to their duties and responsibilities and somehow equilibrium replies for the time allotment of the courses. As regards the relevance of the course contents, 70% of the trainees disagreed with the matter.

Hence, based on the theory flashed by Kirkpatrick (1976) the effectiveness of the training given by NCTC will be questionable.

Table . Background information of participants of the training

Item	2/11 th and 3/11 th regiment		1/21 st and 2/21 st regiments		1/25 th and 3/25 th regiment		Total
1 Age							
25-35 years	17	16	17	18	12	17	101
36-45 years	1	3	3	-	6	0	9
Total	18	19	20	18	18	17	110
2 Academic level							
6 th -7 th Grade	4	5	3	7	6	2	27
8 th – 10 th	14	15	17	11	12	15	83
Total	18	19	20	18	18	17	110
3 Total years of service							
6-10 years	18	19	20	18	18	17	110
Total	18	19	20	18	19	17	110

Source: Own Survey, 2014

Table 3. The learner's reaction towards the training

The course contents are relevant and beneficial to your duty and responsibility	28	25.5	5	4.6	-	-	77	70.0	-	-
The objectives of the courses are precise and well communicated	52	47.3	42	38.2	4	3.64	6	5.4	4	3.64
The courses are well organized easy to understand	23	20.9	80	72.7	1	0.9	4	3.6	3	2.7
There is a balance between course content and allotted time	8	7.3	50	45.5	-	-	49	44.5	3	2.7
The course contents are relevant and beneficial to your duty and responsibility	28	25.5	5	4.6	-	-	77	70.0	-	-
The objectives of the courses are precise and well communicated	52	47.3	42	38.2	4	3.64	6	5.4	4	3.64
The courses are well organized easy to understand	23	20.9	80	72.7	1	0.9	4	3.6	3	2.7
There is a balance between course content and allotted time	8	7.3	50	45.5	-	-	49	44.5	3	2.7

The learner's perceptions toward to the training-contesting

To evaluate the reaction toward to the training the researchers, distributed for the trainer's questionnaires consisted close and that required to rate the level based on a five-point Likert scale. Open end questionnaires that help them the informants to disclose their opinion about the training. These five-point scales range from strongly agree to strongly disagree. Percentages were calculated from the responses. Besides, responses from the interview with the deputy commandant of the training center were conducted to validate the findings during the process of presentation and analysis of data

To find the reasons behind the disagreement of the informants, the researchers crucially investigated how the curriculum was designed and delivered. For the purpose, the researchers conducted interview with the Deputy Commandant of NCTC who is responsible for managing the training in the center, to explain the main purpose of the training. Consequently, the head replied as, the training was designed for trainees who expected to promote the next NCO rank. In addition to this, to get understanding about the admissions criteria of the training the researchers also went through the curriculum and understood that the only criteria set to join the training is to fulfill the requirements for promotion which is set by the

MoND. Indeed, as theorized by Rob Cotterill (2004) the first obsession that is supposed to be done before training designed, prearranged efforts should be made through individuals and organizational appraisals to identify the training needs. Insight with this, when we looked at the training given by NCTC based on the answer of the key informants, it is possible to appreciate as the design of the training is ill with the clear needs assessment that shows the knowledge and skill gap of most of the participants, which may perhaps be one among the reasons for the above 70% trainers to dissatisfied with the training they participated. Besides, with close study of the outmost purpose of the training it is possible to understand the purpose statement is indistinct that can be interpreted in unlike way by different individuals and even difficult to measure the degree of achievements. Also, comparing the set purpose and the reply of 70% of the respondents it is not difficult to realize the courses and their contents are not formulated in the way to endow knowledge skill and confidence of trainees.

Concerning the time allotment 44.5% of the trainees disagree with the balance of the time with the course contents. In the open ended question the trainees answered as the time allotted for tactical and firing exercise have been short, especially for field exercises. In addition to this, by close study of the questioner the researcher identified that most respondents, who disagreed with the time allotment replied as the course contents are relevant for them. Consequently, from this point of view one can wrap up that this group of trainees was also having less satisfaction with the training. In addition to this when we compare this fact with the reply of 77%, it will be possible to understand that some of the trainees have knowledge on the issues that included in the course contents of the curriculum even coming to the training. And in contrary, the remaining 23% of the trainees do not have as the former one. Taking the finding of the study in to account, it is safe to say that the center has some gap on identifying training need of its trainees in curriculum development session. Certainly, the key value of admission criteria that should be fulfilled by trainees in the army is to select trainees who are fit to participate in the training which mainly depend on the professional and educational background as well.

that resulted to attended personals who have different background in the same curriculum. Vibrantly, the above analyses generally show that the participants of this training have less satisfaction with the training of NCTC in one or another reason, which contributes its part on the less effectiveness of the training given by the center.

Mode of Delivery

Vividly, among other things remained, the effectiveness of any training significantly depends on the knowledge of instructor's in the subject matter, the training method applied in the training and facilities, equipment, and materials used for the training. In other word, if the trainers have enough knowledge about the subject matter they train and used appropriate learning methodology as well as fitting teaching materials and facilities it contributes much to the knowledge and skills of the trainees or vise-verse. Hence, if the impacts of the above matters are like such critical, by close studying of the capacity of the instructors, the methodology applied during the training and the resources used for the training, can be possible to evaluate the knowledge and skill that are gained by the trainees due to the training. Based on this understanding, the following questions were forwarded by the researchers to the trainees and their replies presented below.

The above table illustrates 92(83%) of trainees replied that the instructors have good knowledge and understanding, in contrary 18(13.2%) of the respondent explained as they disagreed on the issues raised by the researchers. Moreover, for the second question 20(18.2%) and 80(72.2%) answered as they strongly agreed and agreed respectively, with while instructors uses their experience as a teaching material. And in other hand, 10(9.1%) of the students disagreed, with the issue forwarded in this regards. 14 (12.7%) and 76 (69%) replied strongly agreeing and agreeing correspondingly and 20 (18.2%) of them disagreed concerning the use of different mode of instructional delivery by instructors. At last for the 42 (38.2%) strongly agreed and 68 (61.8%) agreed for the question forwarded about the motivation of the instructors to give the courses they concerned.

Table 4. Response of trainees regarding the trainers of NCTC

No	Item	Strongly agree	%	agree	%	Neutral	%	Disagree	%	Strongly disagree	%
1	The instructor have good understanding of the subject matter of the courses	-		92	83.6	-		18	13.4		
2	The instructor regularly uses their experience as teaching material	20	18.2	80	72.2	-		10	9.1		
3	The instructor use different mode of instructional delivery	14	12.7	76	69.1	-		20	18.2		
4	The instructors are energetic and give the courses	42	38.2	68	61.8	-		-			

Source: Own Survey, 2014

However, when we come to the case of NCTC the only admission criteria set to attain the training is the fulfillment of the criteria requirements for rank promotion mainly depend on good performances of the candidate in the field. Based on this argument and the reply of the 44.5% of the trainees, it can be inferred that the training is sick of appropriate identification of trainees who are fit to the designed curriculum and also lack of pre – training arrangement by the NCTC to solve the problem

The above data evidently shows as the majority of the trainees believe as their instructors have good understanding on the subject matter of the courses, use their experience as a teaching material, exercised different mode of instructional delivery and have good motivation to do their teaching business. Moreover, to validate the findings during the process of presentation and analysis of data the researchers also studied the personal recorded of the selected instructors,

especially their background of military training and experience and conducted interview with the deputy commandant of the NCTC. The review of the personal profile of 10 instructors who participated in this study revealed that 100% of them have appropriate preparation for the level they were assigned. Furthermore, on the interview session with the deputy commandant of the training center on the efforts made by the center to enhance the capacity of the trainers; the researchers confirmed that the NCTC have a regular program for building the capacity of trainers using experienced and selected instructors from the instructors themselves. In addition to this, the researcher tried to assess facilities like library and internet accesses that support the instructors to enhance their knowledge that have direct impact on their teaching practice. However, what was observed as the library was filled with manuals written in Amharic that was printed before 15 years and beyond. This shows that trainers themselves do not have adequate resource to update themselves in the training center let alone the trainees. However, lack of availability of the recent edition of manuals and limited access of internet for instructors ought to be taken into account.

Hence, even though the response snatched from Table 2 shows that the instructors have competence, the fact collected ahead of the table confirm that they fence themselves only in what they learned in their own training and the manuals that surrounded them, which directly narrow the opportunity of the trainees to gain adequate knowledge and skill from the changing world. Relating to the teaching methodology, from the reply of the trainees in open-ended question and through examining the syllabus of courses, the researchers found that among the teaching learning methodologies teacher center approach is key teaching methods applied by the instructors. A dominantly teacher center method which is believed by educational scholars like Lynch, (2010) is that it has limitations on facilitating trainees to use their full potential and to manage class that is interactive.

Availability and use of Teaching Materials

The researchers conducted FGD with instructors about the availability of appropriate training material for the training in the NCTC. Throughout the discussion session, the participants explained that among the training material outdoor gymnasium complex and classrooms are available on the optimal number to give the planned training. Other materials like stationeries are also available as needed. However, the instructors expressed that there is a big problem in open field areas for tactical exercise which forced them to conduct the exercise in narrow terrain and far from the campus. Following this, the researchers asked the participants to clarify if they know the main reason why the problem is occurring and what should be done to solve the problem. All informants explained that the organ of the problem came about because of the training center established in the center of permanent settlement of the area in which most of the area is used by the local farmers for farming and grazing land. In addition, the instructors also explained that beside the range limitation as most of the areas also have constraint on accommodating of different terrain features, which is very important to carry out the field exercises in combat environments. Indeed, as the assessment made by the

Program for International Student Assessment (PISA) clearly shows, the more resource shortages in any type are perceived to hinder instruction, the lower student performance (OECD 2007, p. 263). Based on the above analyses and the premises flashed by OECD, it is possible to comprehend the training performed by NCTC have quandary specially with equipping of trainees with the necessary skills which have direct impact on the performance of the participants.

Transfer of knowledge and skill to working place

Indeed, to assess the performance of the trainees after their training, the researchers conducted FGD with 18 immediate commanders of the trainees in two groups. Throughout the discussion, the participants explained that albeit most of the trainees came with “very good” and “excellent” completion of the training grade report, practically they do not observe any significant performance improvement in the trainees after they returned to their unit. Furthermore, they strongly suggested the importance of evaluating of the curriculum and the training process of the training center in the manner of bringing extensive upgrading in mission accomplishments of the training center. Based on the reply of the key informants the researchers made an effort to revise the grade report of the trainees and able to confirm that the great number of the participant’s scored “Very good” and “Excellent” which is irreconcilable with the practical performance of the trainees that was expected from them. Certainly, from the information grasped from the immediate commanders and the reply gotten from the first question, we came to understand that the content of the curriculum does not brought more knowledge to the trainees than replicating what most of the trainees know.

Conclusion

This study undertook a series of evaluations of the training mainly using Kirkpatrick's training evaluation model based on the response of the trainees toward their training and learning, about their trainers, about the accessibility of training materials and finally about the performances of the trainees posted to their trainings. The researchers concluded that starting from the formulation of the purpose of the training and the curriculum development have not founded in the way to create capability needed for individual trainees which made trainings less effective. Pertaining to the trainers, albeit, due to repetitive training practice of the subject matter of the contents the instructors mastered it, in term of methodology and improving of the teaching learning process with new information the trainers have great limitations. Moreover, the instructors also have great curb in ability of understanding of their trainee’s perception on the training. In line with the field exercise areas, the study found that there is big problem in field exercise area around the center as well as taking measure to tackle the problem by the management of NCTC. Also the study shows, the NCTC command committees who have responsibility to ensure the relevance of the curriculum for the desired objective and capacity building programs for the trainees were doing things in a customary way rather than the progressive way which bring a difference in the capability of the center.

Moreover, the study found that the training provided by NCTC is mainly characterized by repetition with what the trainees already master before coming to the center. Truly, the performance difference that comes with the unit is the ideal yardsticks to any training. Hence, in this regard the provided training was less effective that brought less performance in the participants. Likewise, the study found that the following points as a major weakness that contributes to less effectiveness of the training provided in NCTC. These are:

- Lack of professional formulation of curriculum development which is based on scientific training need analyses.
- Limitation of instructor's aptitude in terms of methodology and in improving the learning process with updated information.
- Unavailability of enough open field training area for tactical exercises.
- Lack of a proper establishment mechanism that help to trace factors that contribute to less effectiveness of the training.
- Lack of appropriate training management practice.

The researchers recommended the following points:

- Vividly, the main objective of the training is equipping the trainees with appropriate knowledge and skill that made them competent, however, the curriculum that is a very significant tool to bring this objective to reality is not designed and managed in that way. Consequently, making curriculum revision with the assistance of professionals of the study area is incredibly important.
- Teaching and learning process is dynamic by its nature, and acquiring new knowledge for trainers is very important to practice objective based training which the main problem of NCTC instructors is. Thus, launching different capacity building programs for trainers in systematic and serious mode is very critical.
- Linking the training center with different supportive institution like Adigrat University should be taken it to account. Hence, establishing relationships with universities or colleges that are available around the training center and working together on a building capacity of the trainers will have its own positive impact on improving the quality of the trainers and the trainings in general.
- There is lack of adequate filed exercise areas, which is a problem in the case of NCTC. To solve this problem it is proper to establish indoor simulation arrangements and linking the center with modern information technologies which could replace the field exercise.
- Establish mechanisms that help to collect feedback from unit commanders about the practical performance of the trainees after they returned back to their respective units.

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