ST. MARY'S UNIVERSITY

SCHOOL OF BUSINESS, MASTER OF HUMAN RESOURCE MANAGEMENT

TRAINING PRACTICE OF ETHIOPIAN ECONOMICS ASSOCIATION (EEA): EFFECTS AND CHALLENGES

BY

HANNA MENGISTE

MAY, 2018

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT, SCHOOL OF BUSINESS, ST. MARY'S UNIVERSITY

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr Abraraw Chane. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

HANNA MENGISTE _____

Name Signature

St. Mary's University, Addis Ababa **May, 2018**

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

Abraraw Chane _____

Advisor Signature

St. Mary's University, Addis Ababa May, 2018

ACKNOWLEDGEMENTS

My first and foremost thanks and gratefulness goes to my Lord and Savior Jesus Christ, for giving me the wisdom and strength and supplying Grace throughout my life.

My deepest gratefulness and thanks goes out to my mother, W/ro Roman Tilahun for being my pillar of support and showering me with endless love and care my entire life; and to my father, Ato Mengiste Gezahegn for always believing the best in me and encouraging me throughout. To my lovely daughters, Hildana, Mishisala, and Jerusalem Tsegaye, thank you for always being my strength and encouragement to achieve the best in me. I wish I could be your role model in life and guide you to be the best that you can be. I love you forever.

I would like to sincerely thank my advisor Dr Abraraw Chane for his scholarly comments and guidance throughout this study. I would also like to thank my family members and best of friends who have helped me throughout my study. Your encouragement and support had seen me through the end, thanks a lot.

Last but not least, I would like to thank the Ethiopian Economic Association and the research wing's staff members, especially Ato Demirew Getachew, Head, EEA Secretariat and Ato Dawit Teshale, Research Assistant, EEA among many others, for all the support and guidance to make this study a success. Thanks to the respondents of this study who are the members of EEA without whose responses the study wouldn't have taken place.

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ABSTRACT

This study assesses the existing practice of training programs of EEA; identifies the effects of training programs on trainee's performance and competence/KSA; and identifies the associated challenges of training programs from the perspectives of both trainees and EEA. In the attempt of answering the objectives of the study, the concurrent, identical sampling design- generated through the joint use of simple random and purposive techniques were employed to obtain a sample size of 169 out of which 135 (79.88%) responses have been obtained and analysis was conducted based on obtained responses. Self-administered questionnaires and face-to-face interview had been conducted to collect data. Data obtained from the questionnaire had been analyzed with descriptive statistics (mean and frequency) and inferential statistics (General Linear Model-MANOVA) had been used to identify the existing relationship between training program (independent variable) and trainees' performance (dependent variable) and competence (dependent variable). The study revealed that main effect of training programs increasing performance and competence/KSA is significant, there by proving that training programs have positive effect on performance and competence/KSA. Moreover, training programs are found to result in increasing task accomplishment and technical proficiency aspect of trainees' performance as well as increasing the knowledge and skill of concept aspect of competence/KSA. On another note, the most prominent challenge related with acquiring KSA resulting from training programs of EEA is related with KSA transferring process whereas the short timeframe allotted for the training program is found to be the most prominent challenge of implementing the acquired KSA as perceived by both the trainees and EEA. The study concluded that the training programs of EEA increase the performance and competence of trainees. Therefore, it has been recommended that EEA take corrective measures to eliminate the existing challenges accordingly; works towards strengthening adequacy of man power of its research wing-EBTI to meet trainees' demands; improve participant selection process of the existing training practice and develop incentive schemes to motivate research staffs and attract professionally capable manpower.

Key words: Training programs, performance, competence.

ACRONYMS AND ABBREVIATIONS

EBTI- Economics and Business Training Institute

EEA- Ethiopian Economic Association

EEPRI - Ethiopian Economic Policy Research Institute

G.C- Gregorian Calendar

HR- Human Resource

HRM- Human Resource Management

KSA- Knowledge, Skill and Attitude

QUAL- Qualitative

QUAN- Quantitative

StdDev- Standard Deviation

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CHAPTER ONE

1.1 Background of the Study

Human resource training and development has become one of the crucial components of effective HRM practice and a well designed strategy is needed to ensure possession of skilled and competent as well as capable human capital. As a result, training and development stands out to be the major strategy through which organizations build the capacities of its manpower to ensure productivity and remain competent (Chidambaram & Ramachandran, 2012).

"Training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities". (Raymond, 2010, pp.5)

Training must be aligned to organizational strategy in order to result in high performance. The need for alignment of training with the organization's strategies is to assure the effectiveness of its implementation process Delery and Doty (1996).

Elnaga & Imran (2013) indicated that the objectives of effective training programs are aimed at improving the employees' performance. As a result, training program aids in bridging the gap between the current performance and the standard desired performance which brings about increased performance of employees who have undertaken training programs. Elnaga & Imram further stated that the right employee training, development and education at the right time, provides big payoffs for the organization, increase productivity, knowledge, loyalty and contribution.

According to Raymond (2010), training is evaluated on how it addresses business needs related to learning, behavior change, and performance improvement and not based on the number of programs offered and training activity in the company. In fact, training is becoming more performance-focused; hence, training is used to improve employee performance which leads to

improved business results. Nowadays, training is used to aid in achieving strategic business objectives.

Raymond (2010) further added that employees are expected to acquire new skills and knowledge, apply them on the job, and share this information with other employees. Managers take an active role in identifying training needs and help to ensure that employees use training in their work.

Wright & Geroy (2001) stated that employee competencies changes through effective training and development programs. Training not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Hence, various researches argue that it is through training that employees' competencies are developed. The developed competencies, in return, enable them to implement job related work efficiently and achieve firm objectives in a competitive manner.

The overall purpose of this study was to assess the existing training practice of the Ethiopian Economics Association and to identify the effects of training program on trainees, with regards to their competence and performance, as well as the associated challenges perceived from the trainees' and Ethiopian Economic Association's perspective.

1.2 Background of Ethiopian Economics Association (EEA)

The Ethiopian Economics Association (EEA) was established as a non-profit making, non-political and non-religious professional Association in 1991. The Association established the Ethiopian Economic Policy Research Institute (EEPRI) as its research arm in 2000. EEA has established and officially inaugurated a training wing called Economics and Business Training Institute (EEA-EBTI) in July 2015 with the aim of organizing short term training programs on regular bases. The Association has also opened seven chapters to date at Hawassa, Bahir Dar, Haramaya, Dire Dawa, Mekelle, Jimma and Jijiga in collaboration with regional universities to broaden its activities at regional level. These regional chapters have enabled the Association to a large pool of economist and regional policy actors. The Association has about 4,739 registered

members as at June 30, 2017[1]. Since its establishment, EEA has been actively engaged in economic research, training, organizing of international, national and regional conferences and round table discussions on the Ethiopian economy. It also disseminates the results of these activities through its various publications which include Research Reports, Annual Report on the Ethiopian Economy, Ethiopian Journal of Economics, Quarterly Economic Report, Proceedings of Conferences, working papers etc.

1.3 Statement of the Problem

According to Wright and Geroy (2001), effective training and development programs improve employee competencies and enable them to carry out their job in an effective and efficient manner. Furthermore, Nassazi (2013) as cited in Mozael (2015, pp.38) also indicated that the results of effective training and development practice leads to increased organizational performance, which will be of more benefit to the organization's human resource managers and its policy makers, decision makers, as well as the government.

From usual trends and past experiences, training programs are frequently sought in order to correct the actual problem that occurred during the implementation of tasks by poor performers due to lack of skill or knowledge or both. Nonetheless, various research works show that the effect of T & D programs go beyond the correction of task related defects or shortcomings. Based on theoretical concepts, one can conclude that the effect of training programs extend to the enhancement of trainees' capabilities, and bring about improvement in their overall competencies for effectively carrying out future jobs as well.

"Training and development practice can be influenced by perception of the individuals on method of delivery, content of the training; selection and evaluation of the program" (Zeleke, 2014, pp 3-4). The effective implementation process of a given training program requires that it must be perceived as having a positive, short term as well as long term, effect on the trainees' skill, knowledge, attitude, competence and their performance. This positive effect should also be alleged by the training institutions as well as the employers so as to enable the comparison of the actual outcome of the training with that of the desired. Articulating the effects of providing and undertaking T & D programs will aid in the effective utilization of acquired KSAs and

[1] EEA's Annual Reports and Brochures

competencies, benefiting the concerned parties respectively. In spite of having adequate perception of the effects of training programs, training institutions will evaluate their existing practice and focus on designing program that yield more positive effects on the trainees thereby increasing their competitive advantage in the industry.

Most research studies conducted on training either focus on the effect of the training program on the employees' performance in a certain organization or on the overall effect of training programs on employees' performance. Other research works also revolve around the fact that training practice improves employee's capabilities and enhance their competencies with which they can effectively achieve organizational goals. This ultimately leads to increased organizational performance whereby the given organization is ever more benefited.

Training programs are assumed to have effect on the trainees and its implementation process is faced with various challenges faced by both trainees and training institutions. This fact stirred up the question in the researcher's mind as to whether training programs have a positive effect on the trainees' competence as well as performance. In order to address this question, the researcher had selected Ethiopian Economics Association (EAA) to undertake this study on for it provides various training programs comprised of current prevailing thematic issues/areas related to national and global economics. The Association is well known to provide short term training programs which are adequate and entertain most recent thematic issues that are prevailing in the wide global economic environment. Another theme this study attempted to address was related with the existing challenges which hinder the effective accomplishment of intended/desired goals of providing or undertaking the various training programs for both the trainees and EEA.

The process of implementing training practice is not accomplished without difficulty. It is faced with multiple challenges arising from different angles: be it from the trainees, from the trainers, from the training providing organizations, and from the concerned stakeholders. Zeleke (2014), in his thesis study conducted in AAU, affirmed that economical, social, technological and governmental changes are among the hindrance factors of training and development practice. The trainees' training needs, ability, capability, and motivational intent could also be among the major causal factors of challenge in the successful implementation process of training practice as concluded from my peer group discussions. Due diligence should be applied in the initial process of training need assessment, selection of the right trainee for the right training, as well as the trainees' ability to implement, share and transfer the acquired competency through the

training program. The availability of conducive working environment which enables the transfer/sharing of these newly acquired competencies/KSAs with other coworkers can also be another factor that challenges the success of training practice. With this concept, the organization's culture with regards to knowledge management and organizational learning should be taken into consideration. From the stakeholders' side, setting realistic expectations from the trainees who have undertaken the training program; arranging a conducive KSAs/competencies transferring/sharing environment along with the provision of appropriate reward mechanisms, which increases trainees' motivation to implement acquired competencies, may result in successful implementation of training practices.

As a result, this study attempted to find out the related challenges faced in the implementation process of training practice of EEA. On a similar note, trainees need to be conscious of the challenges faced in implementing, transferring/or sharing the competencies/KSA acquired through partaking in the training programs provided by EEA and working out avoidance or elimination mechanisms is a necessity on their part. Assessing the overall effect of training provided by EEA on the trainees, shading light on the challenge causing factors arising from the sides of the concerned parties, assessing the possible remedial actions which can be applied by the concerned parties was the aim of this study.

1.4 Objectives of the Study

1. Assessing the existing training practice of Ethiopian Economics Association.
2. Identifying the challenges of implementing training practice in Ethiopian Economic Association.
3. Determining the effects training programs provided by Ethiopian Economics Association has on the trainees' performance and competence along with its after-effects as per the trainees' perception.
4. Identifying the challenges faced by trainees with regards to acquiring competence and implementing the acquired competence/KSAs from the training programs.

1.5 Research Questions

1. What is the existing practice of training program in EEA?
2. What are the challenges faced by EEA in accomplishing intended/desired objectives from provision of the training program?
3. What effect did the training acquired brought forth to the trainees' with regards to improving performance according to their personal perception of the effect?
4. What effect did the training acquired resulted on the trainees' with regards to enhancing competencies/KSA according to their personal perception of the effect?
5. What are the challenges faced by the trainees in acquiring competencies resulting from training programs and while implementing the acquired competency?

1.6 Definition of Terms

In this study, the term *Challenges* refers to 'any hindering factors or situation that are viewed as obstacles of implementing pre-acquired competence/KSA by the trainees and to those factors negatively affecting the implementation process of EEA's training and development practice.'

The term *Competence* is used to mean 'the combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success.'

In this study, the term *Effect* refers to 'the positive results/outcomes that the T & D programs have brought forth on the trainees from their own personal perspectives.'

The term *Performance* is used to mean 'the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed.'

The term *Strategic Human Resource Management* refers to 'a process that involves the use of overarching approaches to the development of HR strategies, which are integrated vertically with the business strategy and horizontally with one another.'

In this study the term *Training* mean 'the official and ongoing educational activities within an organization designed to enhance the fulfillment and performance of employees.'

1.7 Significance of the Study

The outcomes of this study would generally contribute to enhancing the knowledge of the society and the practitioners regarding the perceived effect of training practices on the trainees as well as the associated challenges faced by trainees, with regards to transferring/sharing acquired KSAs/competencies, and Ethiopian Economics Association with regards to the existing practice and implementation process of trainingprograms. In particular, the results of this study would enable practitioners' to develop better mechanisms of solving institutional as well as individual problems hindering one from improving and developing self through the practice and provision of acquired competencies and enhanced competencies resulting from trainingprograms.

The process of knowledge management and organizational learning involves knowledge acquisition, creation, refinement, storage, transfer, sharing, and utilization Armstrong (2006). In spite of this fact, the assessment of the effects of training practice on the trainees on the basis of their personal perspectives would enable practitioners to effectively achieve desired outcomes resulting from training programs, which also serves as the significance of this study.

Knowledge about the effects and challenges of providing as well as partaking in training programs serves as a concrete foundation in the process of ensuring the effective implementation of training programs by all those involved. Consequently, the results of this study becomes very significant for EEA by shading light on the existing training practice and proposing possible mechanisms of improving it or maintaining quality especially because such a study has not been conducted in the Association previously. For the trainees, this study becomes significant by identifying the effect of the training programs with regards to improving their performance and enhancing their competencies. Additionally, finding out the challenges faced by all the concerned parties throughout the journey of achieving desired goals as well as implementing the acquired competence/KSAs from the provided training program will benefit the concerned stakeholders.

Lastly, the findings of this study would, more specifically, enable the trainees', EEA and the concerned stakeholder to carefully scrutinize their internal and external environmental factors which may cause hindrances in successfully implementing the training practice and work towards reducing, if not eliminating, it.

1.8 Scope of the Study

The conceptual scope of this study comprises of training as one mechanism of employee empowerment which is aimed at increasing performance and enhancing competencies/KSAs. This study has two main thematic areas:

- Effect of training on the trainees-the trainees' perception about whether or not the acquired training has increased their performance as well as their competence.
- Challenges faced by EEA in the implementation process of training programs and the challenges faced by the trainees in relation to their professional background, capacity, motivational extent, transferring/sharing ability, and conduciveness of the work environment enabling the trainee to share the acquired competence/KSA from the training provided.

Though many research studies have dealt with the effect of training on employees' performance, their theme revolved on how it affects organizational performance as a resulted of the employees increased performance. However, in this study, 'effect' is related with the trainees' perception only, not related with the impact the trainee has brought into the organization where he/she is working in. It is only related to how he/she perceives the training program has impacted his/her performance as well as competence and interprets it in terms of its after effect.

The 'challenges' associated with training practice and implementation processes in this study were also assessed from EEA's side as well as from the trainees' perspectives.

The study was carried out on Ethiopian Economics Association (EEA) in Addis Ababa due to the fact that the Association is one of the highly ranking training providing institutions quality and capacity wise. The study was limited to collecting data from the training programs carried out only in Addis Ababa since it will be difficult to get access to participants who reside in other regional localities. The decision to omit regional participants in this study was due to the anticipated difficulties relating to their responsiveness to the electronically distributed questionnaires due to connection outage; inadequate access to internet connections as well as change of their contact details; and lack of time and finance. These difficulties were the major reasons for the geographical limitation of this study. Another factor contributing for the selection of this particular Association for this study was the availability of contact detail database of

trainees' who have attended various programs carried out in Addis Ababa city, mostly within the premises of EEA. The Association maintains conducive contact address database of all its members which eases the questionnaires distribution process of the data collection phase. A sample size of 169 trainees from the total population of 445 will be drawn from all the 13 training programs provided by EEA in Addis Ababa city in the past four years (2013 - 2017 G.C). Data of four years will be taken because it will be difficult to identify and clearly indicate the effect of T training programs as well as articulate its real effect if only recent data are taken. Moreover, the number of training programs carried out by EEA in Addis Ababa and its total number of participants were small over the past two years which served as another factor for the decision of taking data of four years. The thematic areas of the study will be entertained in accordance with the concepts of training practice in general as well as the specific training practice of EEA.

1.9 Limitations of the Study

Both the effect and the associated challenges on the trainees resulting from training programs was based on the personal perceptions of the trainees themselves and was delimited to the trainees' perception of whether or not training programs have an effect on their performance and competence as well as indicating the associated challenges from both parties (EEA and trainees). Hence, the study did not include the perception of the trainees' designated organizations which might weaken the accuracy and acceptability of the results drawn from the findings of the research. The fact that the study has selected the trainees who were participants of the training programs carried out in Addis Ababa only and did not include participants from regional cities also serves as a limitation which may hamper the adequacy strength of the study's outcomes.

The method used for data collection from the trainees was through an electronic mode of communication i.e email distribution of structured and semi-structured questionnaires which were more prone to lack of response from the selected trainees, hence, threatening to be another limitation of this study. The choice of data analysis method, which was delimited to data transformation and its interpretation effectiveness, might also weaken the outcomes of this study.

1.10 Organization of the Paper

This study is organized in five chapters. The first chapter deals with the introduction part incorporating the background of the study, the statement of the research problem, objectives of the study, significance of the study, scope of the study, limitations of the study and definition of terminologies used. The second chapter encompasses review of related literature. Chapter three focused on the research methodology, data collection and procedures, sample and sampling techniques, where as the fourth chapter entertains data analysis and discussion. Lastly, summary of findings, conclusion, and recommendations are presented under the fifth chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The purpose of this study is to assess the training practice of EEA and identifying the effects and challenges of the training programs from the perspective of both the Association and the trainees'. This chapter deals with the review of related literatures on the study's problem statement with regards to end results of training programs (related to performance and competence/KSA) as well as associated challenges of attaining the desired results.

2.2 Theoretical Literature Review

2.2.1 Trainings and Training Objectives

"Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job" (Armstrong, 2001). "Training is the act of increasing the knowledge and skill of an employee for doing a particular job and development includes the process by which managers and executives acquire not only skills and competence in their present job but also capacities for future managerial positions" (Joshi, 2013). Therefore, it can be said that employee training refers to programs that provide workers with information, new skills, or professional development opportunities.

Human resource training and development has become one of the crucial components of effective HRM practice and a well-designed strategy is needed to ensure possession of skilled and competent as well as capable human capital. Armstrong (2006) stated that the objective of strategic human resource development is to enhance resource capability in accordance with the belief that a firm's human resources are a major source of competitive advantage. Hence, it is about developing the intellectual capital required by the organization as well as ensuring that the right quality of people are available to meet present and future needs. In the practice of Strategic HRM, training programs are viewed as an employee empowering mechanism which enable

employees to achieve organizational objectives through applying the acquires competencies resulting in performance improvement.

2.2.2 Categories and Process of Training Programs

In broader sense, training programs can be categorized into two Joshi (2013):

On-the-job training method: specific job training; apprenticeship training; coaching and understudy programs; job rotation; and special projects task force.

Off-the-job training: Special courses and lectures; conferences; case studies; simulation; and sensitivity training.

Training should be conducted in a systematic order so as to derive expected benefits from it. The training system involves the following four stages Rao (2009):

a. Assessment of training and development programs needs.

b. Designing the training and development programs.

c. Implementation of the training program

d. Evaluation of the training program

2.2.3 Managing Training Programs

The purpose of training employees is to improve their knowledge and skills, which improves their individual capability. Whether the training should be done is a kind of cost–benefit calculation; the improvement in the employees' job performance should be greater than the cost of training the employees. The cost of a training program includes the time and costs to develop the course, instructional materials, equipment, the wages of the trainers, and lost productivity of the employees while they are in the training program. The benefits of a training program include time savings, improved productivity, and improved product or service quality Schmidt, Hunter, and Pearlman (1982).

To effectively manage the training process, the costs and the benefits of training programs must be measured. To evaluate the utility of a training program, a number of variables need to be considered. The greater the difference in job performance between trained and untrained employees, the greater the utility of the training program. Every training program has costs, and as the cost of the training program goes up, the utility goes down. If the training program

improves trained employees' job performance, the more employees that are trained, the greater the utility Schmidt et al., (1982). Hence, the effective management of the existing training practice in EEA, as assumed by this study, will enable EEA to maximize the benefits and minimize costs associated with training programs' implementation process.

2.2.4 Challenges of Training Practice

Most literatures indicate that there are various interior as well as exterior factors challenging the effectiveness of training programs. The most common ones are difficulty in scheduling of training; rapid changes in technology, corporate initiatives and programs; age, gender and professional status; language problems in trainings; and organizational and individual barriers to learning Senge (1947).

As cited by Mike Morrison (2009), there are six big problems associated with training and development which are as follows:

- A failure to identify the specific needs of learners and for learners to own their own development needs
- Objectives set by trainers, rather than the learners
- Little acceptance by learners of the need to take responsibility for their own development
- Constraints of time for preparation and participation in learning events
- A failure to follow through learning beyond an event or course
- Failing to achieve high value via transfer of the learning

Out of the six problems cited by Mike Morrison (2009), this study shares the fact that trainees take little responsibility for their own development and are not sufficiently engaged in the transfer/share of acquired KSA's their workplace.

2.2. 5 Performance Management

"Performance management can be defined as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors" (Armstrong 2006).

According to Armstrong (2006), performance management strategies are aimed at improving performance. Thus, performance strategies are concerned with employee improvement, employee development and with satisfying the needs and expectations of all the organization's *stakeholders* – owners, management, employees, customers, suppliers and the general public.

Performance management measures outputs- delivered performance compared with expectations expressed as objectives, it also deals with inputs – the knowledge, skills and competencies required to produce the expected results acquired through training programs. Hence, the practice of various need-based training and development programs plays a vital role in improving performance of employees.

Vroom (1964) stated that employee performance is based on individual factors, namely: abilities, knowledge, skills, experience, and personality. These factors may collectively be expressed as competence of employee.

2.5.6 Competence

Cripe & Mansfield (2002) defined competency as the combination of knowledge, skills, abilities, and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success. Additionally, the researchers stated that the combined factors that make up competence are observable and can also be measured.

Cripe & Mansfield (2002) further elaborated the core components of competence as below:

Knowledge is the cognizance of facts, truths and principles gained from formal training and/or experience. Application and sharing of one's knowledge base is critical to individual and organizational success.

A skill is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance.

Ability is the power or aptitude to perform physical or mental activities that are often affiliated with a particular profession or trade such as computer programming, plumbing, calculus, and so forth.

Individual attributes are properties, qualities or characteristics of individuals that reflect one's unique personal makeup. Individual attributes are viewed as genetically developed or acquired from one's accumulated life experiences. Although personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.

2.3 Empirical Literature Review

2.3.1 Empirical Studies on Training Programs, Effects & Challenges

According to Farooq & Aslam (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals.

According to Elnaga & Imran (2013), the objective of effective training programs are aimed at improving the employees' performance. As a result, training program aids in bridging the gap between the current performance and the standard desired performance which brings about increased performance of employees who have undertaken training.

According to the findings of Abdullah (2009), the challenges faced by employers and organizations in the effective management of human resource (HR) training varied from concerns about the lack of intellectual HR professionals to coping with the demand for knowledge-workers and fostering learning and development in the workplace. Abdullah stated that the core and focal challenge is the lack of intellectual HRD professionals in manufacturing firms, on which the study was carried out, and this suggests that employers viewed HR training as a function secondary to HRM and perhaps considered it as being of lesser importance. Furthermore, Abdullah noted that the lack of commitment towards training can be seen throughout organizations, from top management to shop-floor employees.

Although this study does not propagate that lack of HRD professionals as one of the challenges with trainig practice and implementation, it agrees with the fact that fostering learning and development in the workplace where the trainees come from can be regarded as a challenge

associated with the implementation of acquired KSA's from training. Hence, the researcher partially agrees with Abdullah (2009) findings stated in the above paragraph.

What was stated by Vroom (1964) about an employee's performance being based on his/her competence factor, indicates that there exists a relationship between performance and competence which is related to one of the aim of this study to be verified. Training is a process of increasing the performance of employee as well as their behavior (Naris & Ukpere, 2009). Developing forward in tasks and enhancing skills of employees could be listed as expected outcomes of ideal training program (Chidambaram & Ramachandran, 2012). Kulkarini (2013) also stated that training helps in improving old skills and enhancing the current skills of employees. These empirical studies' of researcher agree with and confirm the fact that training programs increase individual performance of task accomplishment and additional skill.

KOLIBÁČOVÁ (2014, pp 1316) indicated that, in the scientific literature, competency is divided into hard and soft competency. Hard one, professional competency, is determined by organisational performance. Soft competency is defined by personal features of an employee, his or her behaviour, necessary for a good job performance, and can be either professional, social or conceptual. The empirical study conducted by KOLIBÁČOVÁ confirmed the existing relationship between employee's competency and performance. The emphasis of this study is on hard competency as per the perception of the trainees only.

According to the findings of Brandon Hall Group's Talent Management Study (2016), a central element to increasing employee capability is learning and development that yields a highly capable and agile workforce that can flex with changing business goals. Hence, this study emphasizes that increasing capability, which in turn yields improved competence, stands out to be one major effect of training programs as perceived by trainees themselves.

On the other hand, it is important to note that competencies do not establish baseline performance levels; rather they are used to facilitate employees' performance. Consequently, competencies need to be gained or updated regularly through training programs in order to improve the performance and efficiency level of an employee.

2.3.2 Summary of Authors Opinion Regarding Training

The following table provides the opinions of different authors regarding the view of training.

Table 2.3.2.1 Summary of different authors' opinions regarding their view of training

Author	Opinions regarding Training
Oribabor (2000)	Training aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.
Isyaku (2000) as cited in Kulkarni (2013)	The process of training and development is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively.
Bates and Davis (2010)	Usefulness of training programme is possible only when the trainee is able to practice the theoretical aspects learned in training programme in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations.
Olaniyan and Ojo (2008)	As training reduces the work of the manager in terms of close supervision, it also improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among workers within the organization. Hence, for any organization to succeed, training and re-training of all staff in form of workshops, conferences and seminars should be vigorously pursued and made compulsory.

Source: Kulkarni (2013)

2.3.3 Determinants of Improved Performance and Enhanced Competencies

As per what Guest (1997) mentioned in his study, training programs is one of the vital human resource management practice that positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. Guest further stated that, training play a crucial role in human resource management as it helps to groom and improve skills of employees which in turn increase employee performance. Hence, the finding of Guest confirms that training improves skill of employees (which may be referred to as competency) which in turn increases employee performance. Thus, the findings of his study affirms the assumption of this study regarding the fact that training programs increases performance and competence as well as the fact that there exists a relationship between training program, competence, and performance.

Arnoff, 1971 also mentioned that hurdles in adopting new technology or barriers, which employees' face in performance or productivity can be removed by conducting training sessions. Furthermore, Ahmad & Bakar (2003) described training as an organized attempt of an employee to acquire efficient performance in single or multiple activities. Thus, one can assume that the activities comprised in a training program enable an employee to acquire efficiency in task performance.

According to Wright & Geroy (2001), employee competencies change through effective training and development programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training, the employee competencies are developed and enable them to implement the job related work efficiently and to achieve firm objectives in a competitive manner.

Likewise, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned factors. To make training effective and to ensure positive effect of training on employee performance, these elements should be taken into consideration Wright & Geroy (2001).

The theme of this study positively relates to the discussions of Guest (1997) and Wright & Geroy (2001) with regards to the fact that increased performance and enhanced competence is primarily obtained through training programs. It also agrees with the fore mentioned fact that there exist environmental factors that are beyond the control of the trainees hindering the process of transferring/sharing knowledge and skill to fellow workmen.

Hill & Lent (2006) as cited in Kraiger (2002) stated that training-related changes should result in improved job performance and other positive changes, for example, acquisition of new skills that serve as antecedents of job performance. According to Aguinis & Kraiger (2009), training efforts will not yield the anticipated effects if knowledge, attitudes, and skills acquired in training are not fully and appropriately transferred to job-related activities. Hence, for training programs to accomplish intended objectives, they will need to be transferred/ or shared by means of conducive environment. Transfer of training, in the research's context, refers to the extent to which new knowledge and skills learned during training are applied on the job.

The results of Elnaga & Imran's (2013) research affirms the fact that effective training program has a positive effect on employees' performance thereby enhancing their skills, knowledge, and ability-referred to as competence. The research further indicated that one method of overcoming deficiencies in employee performance is training program that particularly develops skills, competency, and ability, and ultimately improves employee performance and organizational productivity. This affirmation of Elnaga & Imran's (2013) is, therefore, in direct congruence to this study's assumptions of the effect of training programs on trainees.

The study conducted by Khan (2016) also affirms that fact that training has an impact on employees' performance which is in conformity with the assumptions of this study. Khan further emphasized that training programs always gives employees chance to learn something new. This implies that acquired KSA is the major resulting factor of training programs which is in direct congruence with the assumption of this study. The results of Khan (2016) research strongly supported the relationship of training of employees with the employee performance. Additionally, the results show that performance is increased with skills improving by training programs.

2.4 Conceptual Framework of the Study

The independent variable of this study is *training* program which is the controlled factor by the researcher. The study has two dependent factors, which are *competence* and *performance*, which vary when the controlled factor becomes manipulated. Based on scholar's theories regarding the positive relationship that exists between training, competence and performance, the researcher propagates the fact that training programs do have a positive effect on the trainees' competencies that also poses a positive effect on their individual performance. Hence, the study conceptualizes that there exists a direct positive relationship between *training programs*, *competence*, and *performance* and attempts to prove this fact by conducting this study.

Moreover, many scholars share the belief that training ultimately increases a trainee's knowledge, skill, and ability thereby positively affecting the individual performance and increasing organizational performance in the end. Both the empirical studies conducted by Guest (1997) and Wright & Geroy (2001) supports and lays diligent emphasis on the fact that training programs results in the development of trainees' competency and enable them to perform job related tasks in an efficient and effective manner. Furthermore, Elnaga & Imran's (2013) research affirms the fact that effective training program has a positive effect on employees' performance thereby enhancing their skills, knowledge, and ability- that are referred to as competence.

2.4.1 Conceptual Framework Model of the Study

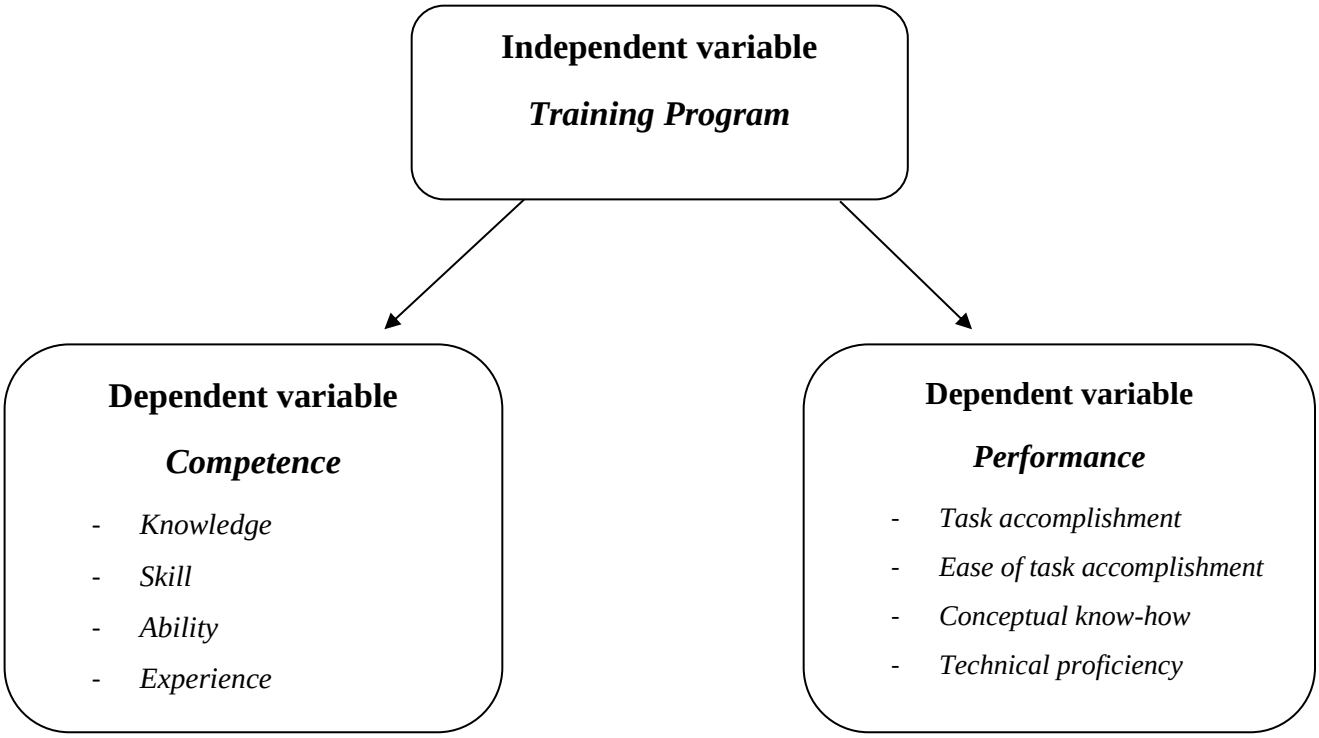

Figure 1 Conceptual framework explaining the relationship between training program, performance, and competence

Source: Own developed framework based on Armstrong (2006) & Guest (1997).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Approach

The study has a mixed approach which addresses the overall practice of training programs in EEA; the challenges associated with its implementation process; and the effect of training programs on trainees' performance and competencies along with the challenges associated with implementing acquired competencies as per their own perceptions. In addition, the study also tried to identify the relationship between training program, performance and competence; where the study assumed training brings about improved performance and increased competencies on the trainees. As a result, the design of this study was a two-stage one: explanatory and causal type. Robson (2002) stated that an exploratory study is a means of finding out what is really happening; seeking new insights; to ask questions and to assess phenomena in a new light. Accordingly, its great advantage is that it is flexible and adaptable to change. Casual study, as stated by Kothari (2004), is used to determine the frequency with which something occurs or with which it is associated with something else.

Mixed research approach was selected because first it enables the study to answer a broader range of research questions- to gain broader perspective; secondly, results from the methods may validate each other and provide stronger evidence for a conclusion; and lastly, this approach increases the generalizability of the results.

The major rationales behind the choice of using mixed method approach for this study was related with the rationale of 'Complementarity'. Complementarity is depicted as one of the five purposes by Greene, 2007, which seeks to enhance insights on the selected phenomenon of the study and elaborate it more. Complementarity seeks elaboration, enhancement, illustration, clarification of the results from one method with the results from the other method. It is used to answer related questions for the purpose of evaluation or elaboration. In elaborative designs, which is the design used in this particular study, qualitative methods are used to provide depth of understanding and quantitative methods are used to provide breadth of understanding (Creswell & Plano, 2011).

The complementarity intent of this study was illustrated by the use of qualitative interview to measure the challenges of T & D programs from EEA's side, as well as the assessment of the Association's T & D practice, combined with quantitative questionnaires which comprises of both close-ended and open-ended questions to measure the effect of T & D programs on the trainees' and the associated challenges as per the perception of the trainees.

3.2 Research Design

In basic concurrent mixed designs, the following three conditions hold: (a) both the quantitative and qualitative data are collected separately at approximately the same point in time, (b) neither the quantitative nor qualitative data analysis builds on the other during the data analysis stage, and (c) the results from each type of analysis are not consolidated at the data interpretation stage, until both sets of data have been collected and analyzed separately, and (d) after collection and interpretation of data from the quantitative and qualitative components, a meta-inference is drawn which integrates the inferences made from the separate quantitative and qualitative data and findings (Onwuegbuzie & Johnson, 2006, pp.53).

The mixed method research notation system which was developed by Morse (1991) as cited in Teddlie & Tashakkori (2009), indicates whether the project has a qualitative (QUAL) or quantitative (QUAN) orientation, which aspect of the research design is dominant (QUAL or QUAN) and which is less dominant (qual or quan), and whether the projects are carried out simultaneously (QUAL + quan) or sequentially (QUAN → qual). (Teddlie&Tashakkori, 2009).

A concurrent nested design was used for this study where the quantitative (QUAN) method dominates whilst the qualitative one is embedded, or nested. Hence, only one data collection phase, QUAN + qual, was used. This nesting, in this study, means that the embedded method which is the 'qual', addresses the qualitative research questions parts. This study was not guided by any theoretical perspective since it is not mandatory in a concurrent nested. Nonetheless, the study was guided by a conceptual framework depicting that training programs results in enhanced competence and increased performance on trainees. Furthermore, this study conceptualized that enhanced competencies obtained from undertaking training activities brings about performance improvement on the trainees.

The primary purpose of selecting the concurrent nested strategy was for gaining a broader perspective than could be gained from using only the predominant data collection method

whereas the secondary purpose was use of embedded method to address different research questions and garner information from the different participants involved in the study who were the Association itself and the trainees. (Terrell, 2012, pp. 270)

Greene, Caracelli & Graham (1989) stated that the data must be integrated during the analysis and the interpretation of results in order for the study to be considered mixed method research. Hence, in this study, integration of data occurred during both analyses and interpretation phase.

According to Creswell & Plano (2011), triangulation is a process of strategically utilizing multiple methods together in order to examine convergence, expansion, and complementarity of qualitative and quantitative data sets. Hence, the qualitative and quantitative data of this study were integrated through triangulation in order to examine the complementarity of the two data sets.

3.3 Population, Sample Size and Sampling Method of the Study

Ethiopian Economics Association was the selected Association where the study was carried out. The selected timeframe of carrying out the study was from 2013- 2017GC. Data of four years was taken because it will be difficult to identify the effect of training programs on the trainees and articulate its real effect if only recent data are taken. Short-term training programs provided by EEA have taken place in Addis Ababa and in various other regions in collaboration with the Association's regional Chapters as well as various governmental and non-governmental organizations.

Within the past designated 4 years, EEA has provided total of 28 short-term training programs out of which 13 training programs have taken place in Addis Ababa and the remaining ones took place in various regions in collaboration with EEA's regional Chapters as well as various governmental and non-governmental organizations[2]. This study had selected trainees from only the training programs that had taken place in Addis Ababa. The total number of trainees who had participated in the 13 short-term training programs which were provided in Addis Ababa was 445[3]. A sample size of 169 trainees out of the whole population of 445 had been selected for the purpose of this study.

[2] EEA's Annual Reports
[3] EEA's Annual Reports

Sample Size

A sample size of 169 trainees was drawn from the total population of 445 trainees who had participated in the training programs provided by EEA within the year 2013-2017GC in Addis Ababa through use of Cochran's sample size formula.

Sample Size Calculation

The sample size of this study was calculated using the Cochran's sample size formula for infinite population initially as the below:

Necessary Sample Size (n_o) = $(\text{Z-score})^2 \times \text{StdDev} \times (1-\text{StdDev}) \div (\text{margin of error})^2$

The sample size of this study was calculated by assuming confidence level of 90% (Z score = 1.645), standard deviation of 0.5, and a margin of error (confidence interval) of +/- 5%.

Hence, necessary sample size= $((1.645)^2 \times .5(.5)) / (.05)^2$

$= (2.7060) \times 0.25 / 0.0025$

$= 0.6765 / 0.0025$

$= 270.6$

The necessary sample size for a study with infinite population in this case is 271. However, Cochran pointed out that if the population is finite, like the case in this study, then the sample size can be reduced slightly. This is due to the fact that a very large population provides proportionally more information than that of a smaller population. He proposed a correction formula to calculate the final sample size in this case which is given below:

(Marczyk, DeMatteo & Festinger, 2005)

$N = n_o / 1 + (n_o - 1) / N$

Here, n_0 is the sample size derived from equation above (for infinite population) and N is the population size. Since the population of this study is finite, the sample size for the population of this study was calculated as: (Marczyk, DeMatteo&Festinger, 2005)

Final sample size = $271 / 1 + (271 - 1)/445$

$= 271/1.6067$

= 168.7

Hence, the final sample size of this study is 169 trainees.

Sampling Method

This study involves a concurrent design using identical samples for both qualitative and quantitative components of the study. In this study, the concurrent, identical sampling design- generated through the joint use of probability (simple random) and purposive techniques- enables the researcher for collecting quantitative and qualitative data within the same time frame from the same sample members who responded to a survey that contained both closed-ended and open-ended questions. (Onwuegbuzie & Collins, 2007)

On another note, interview was conducted with two key informants who were in an appropriate position of providing required information who were able to answer the research question of this study. These individuals were selected by use of key informant sampling method.

3.4 Data Source and Data Collection Method

The study was based both on primary data source, where by data was collected using cross-sectional data collection method, and on secondary data source where EEA's annual reports and publications were reviewed. Structured and semi-structured questionnaires developed by the researcher were distributed to respondents through self-administered email and face-to-face open-ended interview was conducted with key informants under the Research Wing of EEA. A concurrent nested design was used where the same participants were used for the collection of both qualitative and quantitative data collection.

According to survey methodologists Converse and Schuman (1974:40), the 20 percent non-response from respondents is a reasonable amount of missing data and does not jeopardize the representativeness of the sample. Although, the study has taken this fact into consideration and attempted to determine adequate sample size; non-response from trainees for the electronically distributed questionnaires still poses as an anticipated limitation of obtaining adequate data for more accurate interpretation.

Although a four-phase administration process for mailed survey was suggested by Salantrainingillman (1994) as cited in Creswell (2014), the researcher was not able to find clearly

cut-out steps of administrative process for emailed out surveys like this one. Hence, the administrative process of distributing the self administered questionnaires of this research started by sending out a cover letter which comprised of a brief introduction about the researcher; the overall intent of the paper, and the benefits resulting from completing the study along with a gentle request stressing the need for their responses and timely return of survey questionnaires upon completion; and the survey questionnaires to the research wing of EEA so that the tools suitability was confirmed. Once confirmation regarding the suitability of the survey tools was obtained, EEA sent out the questionnaires to the selected participants from its internal contacts database. Then after, when participants send in their replies, the designated person from EEA had forwarded the responses to the researcher.

3.5 Validity and Reliability

3.5.1 Validity

Content Validity

Content validity is related to a type of validity in which different elements, skills, and behaviors are adequately and effectively measured. The research tools, the questionnaire and interview guides, have been reviewed by research experts in the field of the research to ensure content validity and amendments has been made according to the reviewer's comments. These tools have also been face validated by these experts. (Zohrabi, 2013)

Internal Validity

Internal validity is mainly concerned with the congruence of the research findings with the reality. Also, it deals with the degree to which the researcher observes and measures what is supposed to be measured as stated by Zohrabi (2013).

Merriam (1998) recommended six methods used to boost the internal validity of mixed method designs: triangulation, member checks, long-term observation at research site, peer examination, participatory or collaborative modes of research and researcher's bias. Among the six recommended methods of boosting the internal validity of the research data and instruments by Merriam (1998), the internal validly of this research was boosted by 'member checks' method. Through member checks the results and interpretations are taken back to the participants in order

to be confirmed and validated. In this study, members checks has been applied whereby the results and interpretations of interviews were handed over to the interviewees in order to confirm the content of what they have stated during the interview encounter. Through this way, the plausibility and truthfulness of the information can be recognized and supported. (Zohrabi, 2013)

Furthermore, validity and reliability of the QUAN + qual data collection phase of this study was determined using trustworthiness determination strategy of persistent observation (helping the researcher to use her observation to address her research questions), which was a strategy identified by Teddlie and Tashakkori (2009).

3.5.2 Reliability

Nunan (1999) as cited in Zohrabi (2013) states that reliability deals with the consistency, dependability and replicability of "the results obtained from a piece of research". Lincoln & Guba (1985) as cited in Zohrabi (2013) point out that instead of obtaining the same results, which is the test of reliability in the case of quantitative designs, it is better to think about the dependability and consistency of the data when it comes to testing reliability in mixed method designs. In this case, the purpose is not to attain the same results rather to agree that based on the data collection processes the findings and results are consistent and dependable. In general, Lincoln and Guba (1985) and Merriam (1998) suggest that the dependability of the results can be ensured through the use of three techniques: the investigator's position, triangulation and audit trial. As a result, the reliability of this study's research tools was tested by use of the investigator's position and triangulation techniques. The investigator's position technique depicts that in order to increase the reliability of the research, the investigator needs to explain explicitly the different processes and phases of the inquiry. Therefore, the researcher should elaborate on every aspect of the study. He/She should describe in detail the rationale of the study, design of the study and the subjects. According to Zohrabi (2013), triangulation technique refers to the researcher's use of different procedures such as questionnaires, interviews and classroom observations to collect data. Also, this information needs to be obtained through different sources such as learners, students, ex-students, language instructors, subject instructors and program staff. In this specific study, the researcher has used questionnaires and interview to collect data from the trainees and the Association, which had sufficed the use of triangulation techniques in ensuring the reliability of the applied research tools. Thus, collecting varied types of information through different sources

can enhance the reliability of the data and the results. In this way, the replication of the study can be carried out fairly easily thereby sufficing the external reliability the study's research tools.

3.6 Data Analysis Method

The interest of carrying out this study lay with determining the effect of training programs in relation to increasing performance and enhancing competence as well as identifying the challenges involved in implementing the training programs (from EEA's side) as well as implementing the acquired KSA from the training programs (from the trainees' side).

In this study, mixing (integration) during data analysis occurred when the quantitative and qualitative strands were mixed during the stage of the research process when the researcher is analyzing the two sets of data. First, the researcher quantitatively analyzed the data from the quantitative strand and qualitatively analyzed the data from the qualitative strand. Then, using an interactive strategy of merging, the researcher explicitly brought the two sets of results together through a combined analysis. (Greene, 2007)

Zohrabi (2013) stated that, in broader sense, the quantitative data are analyzed through descriptive statistics and qualitative data by means of descriptive and thematic interpretations. Therefore, if the design is a mixed approach a combination of descriptive and statistical report forms might be rendered. Accordingly, in order to assess the training practice of EEA; determine the effects of training programs on the trainees; and identify the associated challenges of training from the perspectives of both participants, descriptive and statistical reports were applied in the data presentation and reports phase of this study.

Since the research approach of this study was a concurrent mixed one with the purpose of 'Complementarity', the researcher merged the two databases by changing qualitative codes or themes into quantitative variables and then combining the two quantitative databases which was a procedure called data transformation. According to Li, Marquart, &Zercher (2000), as cited in Creswell (2014), in this kind of data analysis method, the researcher takes the qualitative themes or codes and counts them to form quantitative measures from which meta-inference is drawn by integrating the inferences made from the separate quantitative and qualitative data and findings.

SPSS version 20, which is a popular software program, was employed to analyze the ordinal and nominal data. The statistical significance was set at $p < 0.05$. The descriptive statistical analysis of the ordinal and nominal data gathered from respondents was analyzed and interpreted by use of medians and frequencies whereas the inferential statistical analysis was analyzed and interpreted by use of MANOVA, both done through use of SPPS version 20.

Multivariate analysis (MANOVA) is done when the researcher needs to analyze the impact on more than one dependent variable. The dependent variables of this study were two: Performance and Competence where as there is only on independent variable, which is training program. Hence, MANOVA was the selected analysis method of predicting strength of the existing relationship between the independent variable and that of the dependent variables. Multivariate regression was done in SPSS using the GLM-multivariate option for predicting and for exploring the forms of relationships among the independent and dependent variables where the results of Wilk's lambda are given emphasis.

3.7 Ethical Considerations

With regards to ethical considerations, this study paper has considered the below stated ethical issues before, on progress and after the study is conducted. Full consent was obtained from the Association under study and from the trainees (who are EEA members) prior to the study. A policy of Anonymity of trainees and Association participating in the study was ensured as various confidential data might be accessed by the researcher. Additionally, a statement confirming the prohibition of including any identity details or personal references of the respondents in the questionnaire forms were included.

The use of offensive, discriminatory, or other unacceptable language had been avoided in the formulation of Questionnaire and Interview guides. Moreover, data gathered in the process of the study was kept confidential and was not used for any personnel interest and the whole process of the study was controlled to be within acceptable professional ethics.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETATION

The purpose of this study was to assess the existing practice of training programs in EEA and identify the challenges associated with the provision of training programs in EEA; to identify the effect of training programs on trainees performance and competence; to identify the existing challenges associated with acquiring knowledge, skill, and ability (KSA) through undertaking T &D programs as well as identifying challenges associated with the implementation of acquired KSA resulting from undertaking training programs as per the trainees perception. The mixed method research design were applied to enable the study to answer broader range of research questions and enhance insights of the phenomenon so as to elaborate the effect of training programs on trainees and identify the associated challenges of acquisition and implementation of additional KSA from the perspectives of both participant (trainees and EEA). This chapter presents the information on the data collected from respondents (trainees who are members of EEA) and Ethiopian Economic Association (EEA), the findings from the data analysis and interprets the results accordingly. The data was collected through use of structured and semi-structured questionnaires distributed to respondents electronically and interview conducted with key informants of the research Wing of EEA. The survey has obtained 142 responses from the total targeted population of 169, from which only 135 responses were included in the analysis and interpretation of this study since 7 of the responses had large portions of missed questions which may have jeopardized the results of the findings. Hence, the study had achieved 79.88% of responses rate.

The study's questionnaire broadly contained variables like the essentiality of training programs for professional development, level of performance increase resulting from training, aspects of performance, level of competence/KSA acquired from training, aspects of Competence/KSA, challenges associated with acquisition of additional KSA resulting from undertaking training programs as well as the challenges associated with the implementation of acquired KSA. These data have been analyzed by use of SPSS 20, where descriptive statistical measures of central tendencies were computed.

Additionally, a self-administered interview conducted with key informants from the research wing of EEA related with the Association's existing practice and process of training programs and the associated implementation challenges had been conducted, where the findings had been analyzed and discussed in thematic narration.

4.1 Respondents Profile

The first part of the questionnaire contained demographic information of respondents only limited to their membership status and the number of training program they had taken in EEA. The below table summarizes the variables related to respondents demographic information in percentiles. The results of the analysis computed for the membership status as indicated in table 4.1.1 indicate that 87.4% out of the total respondents have full membership status, 7.4% of them are associate members whereas the rest 5.2% are student members. Hence, it can be concluded that the greater majority of the respondents on which the findings of this study is based on are obtained from those who are full members of EEA. The results computed for the number of training programs taken by respondents as shown in table 4.1.2, 90.4% of the respondents have taken only 1 training, 7.4% of them have taken 2 trainings whereas the rest 2.2% have taken 3 trainings. Thus, it can be observed that the greater percentile of respondents have undergone training programs of EEA only once.

Table 4. 1. 1 Membership Status

Respondents Membership Status		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full membership	118	87.4	87.4	87.4
	Associate member	10	7.4	7.4	94.8
	Student member	7	5.2	5.2	100.0
	Total	135	100.0	100.0	

Table 4.1.2 No. of training taken

No. of T & D programs taken		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	122	90.4	90.4	90.4
	2	10	7.4	7.4	97.8
	3	3	2.2	2.2	100.0
	Total	135	100.0	100.0	

4.2 Analysis of Data Pertaining to the Study

Essentiality of Training Programs for Trainees Professional Development

Measures of central tendency were computed to summarize the data for the training program essentiality variable in the following table. The following are the results of this analysis; N = 135, 97.8% of the total population responded 'Yes' whereas the remaining 2.2% responded 'No'. When we look at the frequency results, it appears that greater majority of respondents perceive that training programs of EEA was essential for their professional development.

According to Joshi (2013), employee training refers to programs that provide workers with information, new skills, or professional development opportunities which helps them to perform better not only on their current work but also on their future career development. Hence, the findings of this variable related essentiality of training programs for professional development is in conformity with the theoretical study of Joshi (2013).

Table 4.2.1 Essentiality of training programs of EEA for professional development

Essentiality of Training for Trainees' Professional development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	132	97.8	97.8	97.8
	No	3	2.2	2.2	100.0
	Total	135	100.0	100.0	

Training Programs Improves Performance of Trainees

A descriptive analysis of central tendency measures of the data variable of determining whether training programs of EEA increases trainees performance or not, (1 for 'Yes' responses and 2 for 'No'), was computed as the below displayed table summary. Hence, the analysis resulted in N=135, Yes=94.1% and No=5.9%, indicating that most of responses corresponds with the perception that training programs of EEA results an increase in trainees performance. Such findings indicating the fact that training programs results in an improvement of trainees performance were evidenced in the study of Hill and Lent (2016) where it was affirmed that training related activities result in improved job performance and other positive changes such as acquisition of new skills. According to the findings of Elnaga and Imran (2013), in their empirical research conducted on the effect of training on employee performance, trainings not only improve the performance and thus the success of employees, but it also improve their knowledge levels, let them gain experience for their future businesses and allow them more regular job performance. Additionally, the study by Elangovan & Karakowsky, (1999) affirmed that improved employee performance is expected from training programs. Training is a process of increasing the performance of employee as well as their behavior (Naris & Ukpere, 2009). Hence, the finding of this survey also indicates that training programs of EEA increase the level of trainees' performance very highly.

Table 4.2.2 Training programs of EEA increases trainees' performance

Training Program Increases Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	127	94.1	94.1	94.1
	No	8	5.9	5.9	100.0
	Total	135	100.0	100.0	

Increased Performance Aspects of Trainees

The researcher has indicated four possible performance aspects which may increase as a result of undertaking training programs. These are task accomplishment, conceptual know-how, timeliness and ease of task accomplishment, and technical proficiency. The descriptive statistical analysis of these variables was computed by comparing the mean of the dependent variable, which is the transformed cumulative target variables inclusive of all the four aspects, with that of each independent variable- each individual performance aspect respectively (task accomplishment, conceptual know-how, timeliness and ease of task accomplishment, and technical proficiency). The descriptive statistical analysis report of each aspect of performance variable is analyzed and interpreted below.

Performance Aspect I- Task Accomplishment

Table 4.2.3.1 Efficient and effective task accomplishment aspect of performance

Report

Task Accomplishment	Mean	N	Std. Deviation	Median
Most increased	1.4545	11	.65017	1.0000
Increased	2.0268	56	.30777	2.0000
Minimal increase	2.6321	53	.31242	2.5000
Least increased	3.5714	7	.60749	4.0000
None	5.0000	8	.00000	5.0000
Total	2.4741	135	.86456	2.5000

The above report shows that 11 respondents out of the total 135 have ranked 'most increased' for the performance aspect of efficient and effective task accomplishment; 56 respondents ranked 'increase' indicating the fact that this specific performance aspects have significantly increased as the result of the effect of training obtained from EEA. 53 respondents have answered that their effectiveness and efficiency of accomplishing task has been 'minimally increased' due to the effects of training programs. The other 7 respondents ranked 'least increased' whereas the remaining 8 respondents do not perceive that training has an effect on this specific performance aspect at all. From this analysis, we can see the number of respondents who have ranked their level of efficient and effective task accomplishment aspect of performance as 'increased' is the largest indicating that the respondents perceive the fact that this specific performance aspect have

increased as a result of the training program of EEA. The finding of this study is backed up by the finding of the study of Hussein & Aykan (2016), which proved that HR training positively affects employees perceived task performance. Moreover, the research conducted by Chidambaram & Ramachandran (2012) indicated that developing forward in task and enhancing skills of employee is one of the expected outcomes of training programs, which confirms the finding of this survey.

Performance Aspects II- Conceptual Know-how

Table 4.2.3.2 Enhance conceptual know-how of performance

Report

Conceptual Know-how	Mean	N	Std. Deviation	Median
Most increased	2.3137	51	.67053	2.5000
Increased	2.1321	53	.47181	2.0000
Minimal increase	2.7500	18	.39295	3.0000
Least increased	2.7000	5	.90830	2.5000
None	5.0000	8	.00000	5.0000
Total	2.4741	135	.86456	2.5000

The above report shows that 51 respondents out of the total 135 have ranked 'most increased' for the performance aspect of enhanced conceptual know-how indicating the fact that this specific performance aspects have very significantly increased as the result of the effect of training obtained from EEA; while 53 respondents ranked 'increase' indicating the fact that this specific performance aspects have significantly increased as the result of the effect of training obtained from EEA. 18 respondents have answered that their conceptual know-how has been 'minimally increased' due to the effects of training programs. The other 5 respondents ranked 'least increased' whereas the remaining 8 respondents do not perceive that training has an effect on this specific performance aspect at all.

Based on the above analysis, in observing the level of increase corresponding to the highest number of respondents, we can find that 53 respondents perceive that training programs of EEA have brought about an 'increase' in their performance aspect pertaining to conceptual-know. As per the results of Guest (1997) study, training, as one vital factor of improving performance in HR concepts, positively affects the quality of workers conceptual knowledge thereby increasing it. Moreover, the study by Khan (2016) emphasizes that training programs always gives

employees chance to learn something new. Therefore, the finding of this particular analysis of the study is in line with that of Guest and Khan's findings.

Performance Aspects III- Ease of Task Accomplishment

Table 4.2.3.3 Timeliness and ease of task accomplishment performance

Report

Ease of task accomplishment	Mean	N	Std. Deviation	Median
Most increased	1.4000	10	.56765	1.0000
Increased	1.9615	39	.31171	2.0000
Minimal increase	2.5114	44	.41045	2.5000
Least increased	2.7353	34	.58043	2.5000
None	5.0000	8	.00000	5.0000
Total	2.4741	135	.86456	2.5000

Out of the total 135 number of respondents, descriptive statistical measure of analysis report of the timeliness and ease of task accomplishment aspect of performance variable data set report shows that 10 respondents have ranked 'most increased'; while 39 respondents ranked 'increase'; 44 respondents ranked 'minimal increase'. The other 34 respondents ranked 'least increased' whereas the remaining 8 respondents do not perceive that training has an effect on this specific performance aspect at all. Hence, it can be realized that less than half of the whole population perceive the aspect of performance related to timeliness and ease of task accomplishment to have increased at 'minimal' level due to undertaking training programs of EEA.

Performance Aspect IV- Technical Proficiency

Table 4.2.3.4 Technical proficiency of performance

Report

Technical Proficiency	Mean	N	Std. Deviation	Median
Most increased	1.9342	38	.64902	2.0000
Increased	2.2500	60	.26839	2.0000
Minimal increase	2.7895	19	.38427	3.0000
Least increased	3.2500	10	.71686	3.2500
None	5.0000	8	.00000	5.0000
Total	2.4741	135	.86456	2.5000

Out of the total 135 number of respondents, descriptive statistical measure of analysis report of the increased technical proficiency aspect of performance variable data set report shows that 38 respondents have ranked 'most increased'; while 60 respondents ranked 'increase' indicating the fact that this specific performance aspects have very significantly increased as the result of the effect of training obtained from EEA; 19 respondents ranked 'minimal increase'; while 10 respondents have answered that their technical proficiency has been 'least increased' whereas the remaining 8 respondents do not perceive that training has an effect on this specific performance aspect at all. The findings of this analysis indicate that greater number of respondents perceive training programs of EEA have 'increased' their level of technical proficiency. The finding of this study is confirmed with the study of Wright and Geroy (2001), stating that training program basically deals with the acquisition of understanding, knowhow, techniques and practices. On a similar note, the research of Ahmad & Bakar (2003) stated that training is organized attempt of an employee to acquire efficient performance in single or multiple activities. This fact agrees with the findings of this survey result of the variable related with increased technical proficiency as a result of undertaking training programs. Hence, the fact that the analysis of increased technical proficiency aspect of KSA indicates the greatest number of respondents responding 'increase' reflects that training programs of EEA majorly results in increasing the specific aspect of performance which is related with 'technical proficiency' of trainees.

Competence/KSA Acquired from Undertaking Training Programs in EEA

Knowledge, skill and ability cumulatively termed as competence variable of this study was analyzed on the basis of whether or not training programs enables trainees to acquire competence as a result-1 for 'Yes' responses and 2 for 'No'. The data set was computed by measure of central tendency; number of respondents is 135, 86.7% of total respondents responded 'Yes' whereas the remaining 13.3% responded 'No'. The percentage value of the variable data set indicates that well more than half of the total respondents agree with the fact that competence/SKA is acquired from undertaking training programs of EEA.

The finding that training programs have enabled trainees to acquire competence/KSA is backed up with the results of Wright and Geroy (2001) study, which claimed that effective training programs are important to increase employee competencies; it

also contributes to enhancing knowledge, skills and necessary information for future jobs thereby achieving desirable organizational performance. Moreover, the study of Brandon Hall Group's Talent Management (2016), have also confirmed that one of the effect of training programs is increasing capacity which in turn increases competence as perceived by trainees. Kulkarni (2013) also revealed that training helps in improving old skills and enhancing the current skills of employees. Furthermore the finding of KOLIBÁČOVÁ, (2014), indicates that training programs impact competence of employees which in turn impact their performance. Hence, the findings of this survey indicating that training programs of EEA enhances competencies/KSA of trainees is confirmed with the findings of the above mentioned researchers works.

Table 4.2.4 Competence/KSA acquired resulting from Training programs of EEA

Acquire Competence/KSA from Training Programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	117	86.7	86.7	86.7
	No	18	13.3	13.3	100.0
	Total	135	100.0	100.0	

Training Programs Enhance Trainees Competence/KSA

Measures of central tendency were computed to summarize the data variable related with enhanced competence in the following table. Measures of dispersion were computed to understand the variability of scores for this variable. The following are the results of this analysis; N = 135, M=1.56, SD=0.63. From the mean value of the analysis, we can see that the majority of respondents agree with the perception that training program enhances trainee's competence/KSA. Moreover, the works of Farooq & Aslam (2011) concluded that manager's capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals.

Additionally, Farooq & Aslam further emphasizes that training is an attempt to provide benefits to help employees to enhance their abilities, knowledge, behavior and competencies in the workplace in order to achieve organizational goals. Similarly, the findings of the researches

of Chidambaram & Ramachandran (2012) and Kulkarni (2013), both indicate that enhanced competence/KSA results from training programs whereby employees will either acquire new knowledge, skill and ability or enhance the already existing ones in themselves. These findings of scholars are aligned with the survey analysis thereby confirming the findings of the variable.

Table 4.2.5 Training programs of EEA enhances trainees' competence/KSA

Training Enhance KSA	N	Minimum	Maximum	Mean	Std. Deviation	Variance
	135	1.00	3.00	1.5630	.63018	.397
Valid N (listwise)	135					

Increased Competence/KSA Aspects of Trainees

Knowledge, skill and ability are the aspects of competence which are acquired, enhanced and developed through regularly undertakings of training program as well as experience sharing according to the perception of other scholars and the researcher. The researcher has indicated four possible competence aspects which may increase as a result of undertaking training programs. These are knowledge of concept, related skill of concept, technical ability of concept, enhanced experience of concept. The descriptive statistical analysis of these variables was computed by comparing the mean of the dependent variable, which is the transformed cumulative target variables inclusive of all the four aspects, with that of each independent variable- each individual competence aspect respectively (knowledge of concept, related skill of concept, technical ability of concept, enhanced experience of concept). The descriptive statistical analysis report of each aspect of competence/KSA variable are analyzed and interpreted below.

KSA Aspects I- Knowledge of Concept

Table 4.2.5.1 Knowledge of concept

Report

Knowledge of Concept	Mean	N	Std. Deviation	Median
Most enhanced	1.9857	35	.62410	2.0000
Enhanced	2.0686	51	.41255	2.0000
Minimal enhanced	2.7292	24	.25449	2.5000
Least enhanced	2.6429	7	.24398	2.5000
None	5.0000	17	.00000	5.0000
Total	2.5672	134	1.05985	2.5000

Out of the total 135 number of respondents, descriptive statistical measure of analysis report of the increased knowledge aspect of competence variable data set report shows that 35 respondents have ranked 'most enhanced'; while 51 respondents ranked 'enhanced'; 24 respondents ranked 'minimal enhanced'; the other 7 respondents have answered that their knowledge of the concept has been 'least enhanced' with regards to the effects of training programs. The remaining 17 respondents do not perceive that training has an effect on this specific competence/KSA aspect at all. When we observe the highest level of enhancement this particular aspect of competence has received from respondents is 'enhanced' with 51 numbers of respondents.

KSA Aspects II- Skill of Concept

Table 4.2.5.2 Skill of concept

Report

Skill of Concept	Mean	N	Std. Deviation	Median
Most enhanced	1.7778	27	.69798	1.5000
Enhanced	2.1466	58	.31075	2.0000
Minimal enhanced	2.7500	26	.32404	3.0000
Least enhanced	2.5000	6	.00000	2.5000
None	5.0000	17	.00000	5.0000
Total	2.5672	134	1.05985	2.5000

The above report shows that 27 respondents out of the total 135 have ranked 'most enhanced' for the KSA aspect of enhanced skill of concept; 58 respondents ranked 'enhanced', indicating the fact that this specific KSA aspects have very significantly increased as the result of the effect of training obtained from EEA. While 26 respondents ranked 'minimal enhanced', 6 respondents have ranked the KSA aspect as 'least enhanced'. The rest 17 respondents do not perceive that training has an effect on this specific KSA aspect at all. Again for this particular aspect of competence, it can be observed that the highest level of skill increase resulting from training programs of EEA is 'enhanced'.

KSA Aspects III- Technical Ability of Concept

Table 4.2.5.3 Technical ability of concept

Report

Technical Ability of Concept	Mean	N	Std. Deviation	Median
Most enhanced	1.9286	35	.71889	2.0000
Enhanced	2.0833	48	.23820	2.0000
Minimal enhanced	2.7414	29	.25427	2.5000
Least enhanced	2.4000	5	.22361	2.5000
None	5.0000	17	.00000	5.0000
Total	2.5672	134	1.05985	2.5000

Out of the total 135 number of respondents, descriptive statistical measure of analysis report of the increased knowledge aspect of competence variable data set report shows that 35 respondents have ranked 'most enhanced'; while 48 respondents ranked 'enhanced' indicating that their technical ability of the concept has increased resulting from the effects of training programs. 29 respondents ranked 'minimal enhanced' while the other 5 have ranked 'least enhanced'. The remaining 17 respondents do not perceive that training has an effect on this specific competence/KSA aspect at all. Again largest number of respondents has ranked the level of technical ability aspect of competent as 'enhanced'

KSA Aspects IV- Experience of Concept

Table 4.2.5.4 Experience of concept

Report

Experience of Concept	Mean	N	Std. Deviation	Median
Most enhanced	1.7353	17	.64026	2.0000
Enhanced	1.9667	45	.35992	2.0000
Minimal enhanced	2.5541	37	.45313	2.5000
Least enhanced	2.5833	18	.25725	2.5000
None	5.0000	17	.00000	5.0000
Total	2.5672	134	1.05985	2.5000

The above report shows that 17 respondents out of the total 135 have ranked 'most enhanced' for the KSA aspect of enhanced experience of concept; 45 respondents ranked 'enhanced', indicating the fact that this specific KSA aspects have very significantly increased as the result of the effect of training obtained from EEA. While 37 respondents ranked 'minimal enhanced', 18 respondents have ranked the KSA aspect as 'least enhanced'. The rest 17 respondents do not perceive that training has an effect on this specific KSA aspect at all.

In general, the findings of this variable indicate that knowledge, skill and ability aspect of competence have increased significantly as per the trainees perception. The aspect of competence/KSA related with 'experience of concept' seems to be the least aspect of KSA to have been increased as a result of training programs in EEA.

As per the findings of Wright & Geroy (2001), training programs play a significant role in increasing levels of employee competencies. Therefore, there are levels of skills, knowledge and abilities for employees to enhance in future which would lead to the attainment of effective organizational performance. Hence, the finding of the variable related is affirmed by previous works of scholars.

Challenges Associated with Undertaking Training Programs in EEA

Measures of central tendency were computed to summarize the data for the variable related to the existence of challenges associated with attaining KSA during the T & D program in the following table. Measures of dispersion were computed to understand the variability of scores

for this variable. The following are the results of this analysis; N = 135, Yes=58% and No=77%. When we look at the percentages, it appears that slightly more number of respondents perceived no associated challenges related to acquiring desired KSA while attending training programs in EEA. Senge (1947), states that there exists various factors posing challenges of acquiring KSA from training programs among which professional status of trainees and trainers; and organizational and individual barriers to learning are related to the assumed possible challenge aspects. Nonetheless, the existence of challenge associated with the acquisition of KSA is confirmed by the minority number of total respondents, whose number is significant enough to assume that there exists some extent of challenge associated with acquiring KSA.

Table 4.2.6 Existence of challenge while undertaking training program in EEA

Challenges faced in acquiring KSA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	58	43.0	43.0	43.0
	No	77	57.0	57.0	100.0
	Total	135	100.0	100.0	

Aspects of Challenges Associated with Acquisition of KSA from the T & D Programs in EEA

The provision of most training programs is believed to encounter some sort of challenges regardless of how effective the planning and implementation process was. As it is event from the above summarized analytic finding, most trainees have responded 'yes' to the question asking them if they have faced any challenges while attending the training program yielding the acquisition of KSA. In the attempt of identifying the possible areas of challenges trainees may have encountered, the researcher has listed six aspects of challenges associated with regards to the acquisition process of KSA while undertaking training programs in EEA. These aspects of possible challenges are: *venue and facilities; mode of delivery; trainer's professional competence and capability to deliver the training; trainees personal cognitive capacity; short time duration of training program; and lectures not delivered at the level where trainees could easily understand and follow.*

The descriptive statistical analysis of these variables was computed by comparing the mean of the dependent variable, which is the transformed cumulative target variables inclusive of all the four aspects, with that of each independent variable- each individual training acquisition challenge aspect respectively (venue and facilities; mode of delivery; trainer's professional competence and capability to deliver the training; trainees personal cognitive capacity; short time allocation for the duration of training program; and lectures not delivered at the level where trainees could easily understand and follow). The descriptive statistical measure of results of each variable associated with KSA acquisition challenge aspects are analyzed and reported individually but the cumulative results are interpreted in combination.

Table 4.2.7 Case Processing Summary of Aspects of Challenges of undertaking T & D

Table 4.2.7: Case Processing Summary

Aspects of T & D Undertaking Challenges	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
* Venue and facility	39	28.9%	96	71.1%	135	100.0%
* Mode of Training Delivery	37	27.4%	98	72.6%	135	100.0%
*Trainer's Professional Capacity	37	27.4%	98	72.6%	135	100.0%
* Trainees Cognitive Capacity	40	29.6%	95	70.4%	135	100.0%
* Short T&D Timeframe	54	40.0%	81	60.0%	135	100.0%
* T&D not delivered as per trainees capacity to understand and follow	37	27.4%	98	72.6%	135	100.0%

Training Undertaking Challenge Aspect I- Venue and facility of training program

Table 4.2.7.1 Challenges related with the venue and facility of training programs of EEA

Report

Venue and Facility	Mean	N	Std. Deviation	Median
Most prominent challenge	1.6667	3	1.15470	1.0000
Prominent challenge	2.9000	5	.54772	2.5000
Minimal challenge	3.1000	10	.51640	3.0000
Least challenge	3.3095	21	.58043	3.5000
Total	3.0769	39	.73034	3.0000

The case summary report of the descriptive statistical measure of the above analysis indicates that only 39 respondents have perceived 'venue and facility of the training' as one of the associated challenges of undertaking training programs for acquiring additional KSA. Out of the these 39, 3 respondents have ranked it as 'most prominent challenge'; 5 respondents ranked 'prominent challenge'; 10 respondents ranked 'minimal challenge'; while the remaining 21 respondents have ranked 'least challenge' aspect of undertaking training programs in EEA. The extent of venue and facility being one associated challenge of undertaking training programs as perceived by the largest number of respondents is 'least challenge' with median value of 3.5 and standard deviation of 0.58.

Training Undertaking Challenge Aspect II- Mode of training delivery

Table 4.2.7.2 Challenges related with mode of training delivery

Report

Mode of Training Delivery	Mean	N	Std. Deviation	Median
Prominent challenge	2.3000	5	.27386	2.5000
Minimal challenge	3.3077	13	.38397	3.0000
Least challenge	3.3421	19	.50146	3.5000
Total	3.1892	37	.55717	3.0000

The total numbers of respondents who have perceived mode of delivery as a challenge associated with undertaking training programs in EEA are 37. Among these respondents, 5 of them ranked it as 'prominent challenge'; 13 respondents have ranked 'minimal challenge' while the remaining 19 have ranked 'least challenge' to this particular aspect of challenge associated with undertaking training programs in EEA. The computed statistical measure of the extent of this particular aspect being one challenge of undertaking training programs is 'least challenge' as it is perceived by large number of respondents with median value of 3.5 and standard deviation of 0.50.

Training Undertaking Challenge Aspect III- Trainer's professional competence & capacity to deliver the training

Table 4.2.7.3 Challenges related with trainer's professional competence and capability

Report

Trainer's Professional Competence and Capacity	Mean	N	Std. Deviation	Median
Minimal challenge	2.9231	13	.49355	3.0000
Least challenge	3.3333	24	.54507	3.5000
Total	3.1892	37	.55717	3.0000

Total number of 37 respondents perceived trainer's professional competence and capacity as one challenge aspect of undertaking training program in EEA. Among theses, 13 respondents ranked 'minimal challenge' whereas the rest 24 ranked 'least challenge' for this particular aspect of undertaking training programs in EEA. The highest rank for this aspect of challenge aspect as designated by the largest number of respondents is 'least challenge' with 3.5 median and 0.54 standard deviation values.

Training Undertaking Challenge Aspect IV- Trainees cognitive capacity

Table 4.2.7.4 Challenges related with trainees personal cognitive capacity

Report

Trainees Cognitive Capacity	Mean	N	Std. Deviation	Median
Most prominent challenge	1.0000	1	.	1.0000
Prominent challenge	2.5000	11	.67082	2.5000
Minimal challenge	2.9615	13	.32026	3.0000
Least challenge	3.6667	15	.36187	3.5000
Total	3.0500	40	.73205	3.0000

The total numbers of respondents who have perceived their own personal cognitive capacity as a challenge associated with undertaking training programs in EEA are 40. Among these respondents, 1 respondent ranked this aspect of challenge as 'most prominent challenge';11 respondents have ranked 'prominent challenge' while 13 have ranked 'minimal challenge' to this particular aspect of challenge associated with undertaking training programs in EEA. The rest 15 of them ranked 'least challenge'. The computed statistical measure of the extent of this particular aspect being one challenge of undertaking training programs is 'least challenge' as it is perceived

by large number of respondents within this category with median value of 3.5 and standard deviation of 0.36.

Training Undertaking Challenge Aspect V- Short time duration of training program

Table 4.2.7.5 Challenges related with the short time duration of the training program

Report

Short training timeframe	Mean	N	Std. Deviation	Median
Most prominent challenge	2.1935	31	.98892	2.5000
Prominent challenge	3.3333	12	.32567	3.5000
Minimal challenge	3.2500	8	.46291	3.0000
Least challenge	4.0000	3	.00000	4.0000
Total	2.7037	54	.99299	3.0000

Total number of 54 respondents perceived short time duration allocated for the training program as one challenge aspect of undertaking training program in EEA. Among theses, 31 respondents ranked 'most prominent challenge' for this particular aspect of undertaking training programs in EEA whereas 12 respondents ranked 'prominent challenge'. 8 of the respondents ranked 'minimum challenge' and the rest 3 ranked 'least challenge'. The highest rank for this aspect of challenge as designated by the largest number of respondents in this category is 'most prominent challenge' with 2.5 median and 0.99 standard deviation values. The results from the overall analysis of each possible challenge aspect associated with undertaking training program indicates that the challenge aspect of 'short time frame allocated for the duration of the training program' in EEA appears to be the major challenge as per the trainees'.

Training Undertaking Challenge Aspect VI- T & D Program not delivered according to trainees capacity

Table 4.2.7.6 Challenges related with the compatibility of the training program delivery and trainees capacity

Report

T&D not delivered as per trainees capacity	Mean	N	Std. Deviation	Median
Most prominent challenge	2.6667	6	1.32916	3.2500
Prominent challenge	2.8182	11	.51346	3.0000
Minimal challenge	3.4231	13	.40032	3.5000
Least challenge	3.0714	7	.67259	3.0000
Total	3.0541	37	.73394	3.0000

The total numbers of respondents who have perceived the incompatibility of the training program delivery with that of their capacity as a challenge associated with undertaking training programs in EEA are 37. Among these respondents, 6 respondent ranked this aspect of challenge as 'most prominent challenge'; 11 respondents have ranked 'prominent challenge' while 13 have ranked 'minimal challenge' to this particular aspect of challenge associated with undertaking training programs in EEA. The rest 7 of them ranked 'least challenge'. The computed statistical measure of the extent of this particular aspect being one challenge of undertaking training programs is 'minimal challenge' as it is perceived by large number of respondents within this category with median value of 3.5 and standard deviation of 0.40.

In general, from among the possible listed challenge aspects related with acquiring KSA from undertaking training programs in EEA, the aspect that appears to be perceived as a prominent aspect is 'short time allocation of training program with highest number of respondents (N=54). The least aspect of challenge is 'trainer's competence and capacity'. The rate of the remaining aspects of challenges lays mid way from these two ranges.

Additional Challenges of Undertaking Training Programs in EEA

Trainees were requested to identify and explain challenges of undertaking training programs in EEA other than the ones listed in the previous section. Based on the trainees' responses, the researcher has identified three additional aspects of challenges which were commonly stated by the respondents who had responded to this open-ended question. These additional aspects of challenges are high transportation costs, far distance difference, and accommodation expenses.

The descriptive statistical measure of central tendency was computed for these additional challenge aspect variables to determine with which frequency each additional variable appears in the data set. The analysis from the statistical results shows that total number of 7 respondents has answered this open-ended question. Among these 7 respondents, 4 respondents have stated 'high transportation costs' as an additional challenge aspect of undertaking training programs provided by EEA; 2 respondents have stated 'far distance difference between their home/work town and that of EEA' while the last respondent stated 'accommodation expense'.

Table 4.2.8 Frequency rate of additional challenge aspects of undertaking training programs

Additional Challenge Aspects		High transportation cost	Far distance difference	Accommodation expenses
N	Valid	4	2	1
	Missing	131	133	134
Mean		1.00	1.00	1.00
Median		1.00	1.00	1.00
Mode		1	1	1
Percentiles	100	1.00	1.00	1.00

Challenges Associated with Implementing KSA Acquired from Training Programs of EEA

Measures of central tendency were computed to summarize the data for the variable related to the existence of challenges associated with implementing KSA acquired from the training program in the below table. The following are the results of this analysis; N = 135, Yes=38.5%, No=61.6%. When we look at the percentage results, it appears that more than half of the total respondents have not face have faced challenges associated with respect to implementing acquired KSA from attending training programs in EEA.

According to Aguinis & Kraiger (2009), training efforts will not yield the anticipated effects if knowledge, attitudes, and skills acquired in training are not fully and appropriately transferred to job-related activities. Hence, for training programs to accomplish intended objectives, they will need to be transferred/ or shared by means of conducive environment. Transfer of training, in the research's context, refers to the extent to which new knowledge and skills learned during training

are applied on the job. Nonetheless, the result of this study is not in conformity with what was evidenced by empirical study. This could be because the major scope of the study does not incorporate the behavior trainees are exercising in their designated work environments as well as due to lack of emphasis trainees give when it comes to implementing acquired KSAs.

Table 4.2.9 Challenges related with implementing acquired KSA from training programs

Implementation challenge of acquired KSA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	52	38.5	38.5	38.5
	No	83	61.5	61.5	100.0
	Total	135	100.0	100.0	

Challenges Associated with the Implementation of Acquired KSA resulting from Training Program of EEA

The researcher has attempted to identify the possible aspects of challenges based on acquired knowledge peer group information regarding KSA transferring process and its associated challenges. From what was evidenced form these sources, the following four aspects were identified*: professional status and personal capability; process of transferring KSA; conduciveness of personal work environment; and lack of personal motivation.* Trainees were asked to indicate the KSA implementation challenge aspects they have faced according to their personal perception.

Measure of central tendency, percentage ratio, was computed for this data set variable related to the challenge aspects of implementing acquired KSA identifying the percentage of respondent's answers corresponding to each KSA implementation challenge aspect. Multiple responses had been defined into new sets of variables comprising respondent's responses accordingly, hence resulting in total variable of 9 possible answers as seen in table 4.2.10.

Table 4.2.10 Challenges associated with the implementation of acquired KSA

Challenges of Acquired KSA Implementation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	*Professional status and personal capability	4	3.0	7.8	7.8
	*Process of transferring/sharing acquired competencies	15	11.1	29.4	37.3
	*Conduciveness of personal working environment	14	10.4	27.5	64.7
	*Lack of personal motivation	5	3.7	9.8	74.5
	*All	5	3.7	9.8	84.3
	*Professional capacity and conduciveness of work environment	2	1.5	3.9	88.2
	*Professional capacity and lack of personal motivation	2	1.5	3.9	92.2
	*Professional capacity and process of transferring KSA	3	2.2	5.9	98.0
	*Professional capacity, process of transferring KSA and conduciveness of work environment	1	.7	2.0	100.0
	Total	51	37.8	100.0	
Missing	System	84	62.2		
Total		135	100.0		

The above descriptive statistical analysis results shows that 51 respondents out of the total 135 have responded to this particular variable, equivalent to 37.8% of the total respondents. From among these 37.8% respondents ratio, 11.1% of the respondents have identified the 'process of transferring/sharing KSA' as the prominent aspect of challenge associated with implementing the acquired KSA resulting from undertaking training programs in EEA. 10.4% of the respondents have identified 'conduciveness of personal work environment' as another major aspect of challenge associated with implementing acquired KSA. 3.7% of the total respondents have identified 'lack of personal motivation' as KSA implementation challenge. Another 3.7% of respondents have selected all aspects as challenges associated with the implementation of acquired KSA resulting from training program. These were the significant percentage results from the above computed analysis results.

Relationship between Training Program, Performance, and Competence

The study assumes that there exists a linear relationship between training programs, performance and competence. The existing relationship was computed by use of General Linear Model (GLM)-multivariate test of MANOVA in SPSS- SS Type II. Training programs increases performance and Training programs increases competence/KSA variables were considered as independent variables whereas performance aspects and competence/KSA aspects were treated as dependent variables to compute the below MAVO analysis. The greatest number of respondents (total of 134 who have answered this particular question) responded that training programs results in performance increase at very high level (N=81) while other 49 responded that that their performance has increased at a high level as a result of undertaking training programs in EEA whereas N=69 respondents (out of 134) responded that training programs results in increased competence/KSA at a very significant level while the rest 55 respondents responded that their competence/KSA has increased at a high level as a result of undertaking Training programs in EEA.

The Main Effect of the interaction (Training programs Increase Performance * Training programs Increase KSA) are significance $p < 0.05$ as seen in table 4.14.2 of the multivariate test below. Wilks' lambda was the selected test of significance found to be most appropriate for testing the relationship of the study's variables. Wilks' lambda ranges from 0 to 1, and the lower the Wilks' lambda, the more the given effect contributes to the model. Training programs results in increasing performance of trainees at a very significant level (S=.189) as well as in enhancing the competence/KSA of trainees at an acceptable level of significance (S=.974). This finding of the study related with the main effect of the independent and dependent variables is consistent with the findings of Khan (2016); Wright & Geroy (2001); Chidambaram & Ramachandran (2012); Kulkarni (2013); Elangovan & Karakowsky, (1999); and Farooq & Aslam (2011).

Table 4.2.11 Multivariate Test a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.915	671.283[b]	2.000	125.000	.000
	Wilks' Lambda	.085	671.283[b]	2.000	125.000	.000
	Hotelling's Trace	10.741	671.283[b]	2.000	125.000	.000
	Roy's Largest Root	10.741	671.283[b]	2.000	125.000	.000
Training program Increase Performance.	Pillai's Trace	.048	1.550	4.000	252.000	.188
	Wilks' Lambda	.952	1.548[b]	4.000	250.000	.189
	Hotelling's Trace	.050	1.546	4.000	248.000	.189
	Roy's Largest Root	.043	2.739[c]	2.000	126.000	.068
Training program Increase KSA	Pillai's Trace	.004	.125	4.000	252.000	.973
	Wilks' Lambda	.996	.124[b]	4.000	250.000	.974
	Hotelling's Trace	.004	.123	4.000	248.000	.974
	Roy's Largest Root	.004	.232[c]	2.000	126.000	.793
Training program Increase Performance * Training program Increase KSA	Pillai's Trace	.125	2.803	6.000	252.000	.012
	Wilks' Lambda	.875	2.877[b]	6.000	250.000	.010
	Hotelling's Trace	.143	2.950	6.000	248.000	.008
	Roy's Largest Root	.142	5.956[c]	3.000	126.000	.001

a. Design: Intercept + T&D Increase Perf + T&D Increase KSA + T&D Increase Perf * T&D Increase KSA

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Interview Analysis

Basis of Determining Specific Training Programs in EEA

- Current prevailing socio-economical & political situations
- Request from different governmental & non-governmental organization
- Request from Association members and staffs

All the above listed basis of determining T & D programs can be the basis of determining T & D programs according to the responses of key informants. EEA's yearly report contains planned activities with regards to the determination of the number of short term training to be given for the next financial year by taking into consideration the possible requests that may arise from the

Association members, government and non-government bodies as well as current prevailing situations.

Professional Capacity of Trainers of the Training Programs in EEA

EEA does not have a problem with regards to trainers' capacity- trainers are highly qualified professionals who are well capacitated. Respondents informed that the educational levels of the trainers are Masters and above, they are mostly PhD holders in the field. This finding of the qualitative strand of response is found to differ from the trainees responses regarding trainer's professional capability, although it is not a very significant factor.

Mechanisms used to Ensure Trainers' Capability

Most of the trainers are from the Research Staff within EEA. These staff members are highly qualified in their designated professional area who have attained the level of Masters/+ in the field of economics which is a mandatory pre-requisite

Participants' Selection Process for Training Programs

EEA currently has 4,000/ + member s for whom an open invitation/call to participate in a given training is dispatched for in the Associations website; Associations face book page; and also via their individual email addresses. The criteria for selection of participants among the member applicants are:

- Priority for member applicants who have not participated in other training programs provided by EEA before. In the case where all member applicants have participated in training programs before, those who have attended the least number will be prioritized accordingly. Those members who are active participants in the Associations various Assemblies are also given priority. Being an active member also serves as one criterion of selection.
- Member applicants educational background relatedness to the thematic concept of the training program- although this is a major criteria in the selection process, this is the most problematic area where participants are found to be struggling to grasp the theme of the training program due to lack of prior concept or less educational back ground relatedness to the given theme or due to the fact that their

current work being different from their educational background which has led them to forget the theme.

- At times, participants may be requested to write short expression of intent explaining the reason why they would like to attend the provided training program with the aim of identifying/selecting those participants who are more likely to apply the knowledge, skill and ability obtained as result of the attending the training program in an efficient and effective manner.
- On other occasions, some training programs more specifically calls for academicians as most eligible participants with the objective of transferring knowledge in other similar training stages facilitated by these academicians' in their designated work domain in the future. It is aimed at 'training the future trainers' and paving the way for further knowledge transfer to take effect smoothly.

Determining the Benefit Obtained from Specific Training Program of EEA

According to the responses of key informants, there exists an immediate evaluation form that the trainees will have to fill for both the trainers and for the training provided. These evaluations forms are later on interpreted by Research Staff Members.

The Association also has individual members and academia members (who are university lectures) who participate in the training programs and who later on go to their designated universities and teach the students. These academicians later on produce publications by use of the KSA's acquired from the training programs provided by EEA which serves as the major indicator of the fact that they have indeed benefited from the provided training programs. One way of finding this out is via the 'call for paper/research' by EEA. The applicant who will present on the workshop, conference, etc for which a call has been made for ends up being a previous trainee. This factor indicates that most are benefitting from the provided training programs especially if the participant selection was done with no or minimum bias.

The call for paper/research is made not only regionally but also internationally. The presenter from the regions present on the workshops which will be carried out in their designated regions. Currently there are five active regional Chapters- Amhara, Debub- Hawasa, Harrar- Haramaya, Diredawa- Jijiga, and Tigray.

Challenges Faced by EEA in Achieving Objectives of Training Programs

EEA regards lack of proper HR allocation, policy problems and financial constraints as the major bottlenecks for providing training programs which satisfies the demand for/request of government and non-government organizations from the capital and regional localities as well as the request from financial/banking sector. Due to these factors, EEA is unable to meet/satisfy the demand for training programs within the country. In trainings which require the use of 'online' services, poor internet connection also becomes a challenge- another nationwide problem.

There are two sets of staffs in EEA- (1) Research and (2) Admin staffs. The current composition of research staff are between 10-15, which are small in number to carry out the yearly intended number of training programs which are about 5. The research staffs become over utilized at times and get fed up which will result in reduced performance from their side. There are rare cases where volunteers come in from elsewhere who provide refreshment courses voluntarily, otherwise the rest of the training programs are given by the existing research staffs.

Lack of independently designated specific HR for the Economics and Business Training Institute (EBTI), which is the training wing of EEA, is the major challenge of effecting long-term training activities as planned. The problem of obtaining an operational license for this training wing continues to be another major challenge of attaining the goals of EEA with regards to long term training programs.

Efforts of Solving Challenges Faced by EEA

The effort made in the attempt of solving the challenges faced by EEA can be divided into two:

- External efforts- related to the aspects of government policy whereby an affirmative action is sought for by EEA's Executive Committee in the process of attaining license through the successful accomplishment of related paper works.
- Internal efforts- prominent need for restructuring and redesigning with regards to HR allocation in EEA. Internally determining motivational schemes and more conducive incentives with the aim of enabling EEA to appeal more competitively competent in the existing labor market.

How well is EEA accomplishing its Desired Goals of Training programs?

About 82% of EEA's annual training program objectives have been achieved between the 2009/10-2015/16 financial years. The training activities of EEA have been weak for the 2016/17 financial year due to issues related with the process of attaining operational license. Nonetheless, EEA has survived thus far without the actual operational license.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary of Major Findings

The purpose of this study was to assess the existing practice of training programs in EEA and identify the challenges associated with the provision of training programs in EEA; identify the effect of training programs on trainees performance and competence; to identify the existing challenges associated with acquiring knowledge, skill, and ability (KSA) through undertaking training programs as well as identifying challenges associated with the implementation of acquired KSA resulting from undertaking training programs as per the trainees perception.

Consequently, in order to address the research problem, the study focused on answering the below major research questions.

1. What is the existing practice of training program in EEA?
2. What are the challenges faced by EEA in accomplishing intended/desired objectives from provision of the training program?
3. What effect did the training acquired brought forth to the trainees' with regards to improving performance according to their personal perception of the effect?
4. What effect did the training acquired resulted on the trainees' with regards to enhancing competencies/KSA according to their personal perception of the effect?
5. What are the challenges faced by the trainees in acquiring competencies resulting from training programs and while implementing the acquired competency?

Descriptive statistical analysis was carried out along with narrative description in attempting to answer the research questions of this study. The concurrent, identical sampling design- generated through the joint use of probability (simple random) and purposive techniques were employed for selecting sample respondents. The targeted sample size were 169, out of which only 135 fully completed respondents were obtained, hence 79.88% of response rates were included in the data

analysis of the study. Moreover, two key informants were identified through use of key informants sampling to conduct the interview. The data collected from the questionnaire were analyzed by SPSS version 20 whereas the interview results had been discussed in narration.

In EEA, training programs are determined on the basis of current prevailing socio-economical and political factors, as per the request of governmental and non-governmental bodies as well the request from its members. Training programs are planned yearly based on available budget. According to EEA, the exiting trainers are well capacitated in carrying the subject matter of the training programs. During selection of participants for attending a training program, member applicants are given priority over non-member applicants. EEA is also able to determine whether trainees have benefited from a particular training program through use of its evaluation forms thereby ensuring the attainment of intended objects of the training program and take corrective measures accordingly. Lack of independently designated specific HR for the Economics and Business Training Institute (EBTI); the problem of obtaining an operational license for this training wing continues to be another major challenge of attaining the goals of EEA with regards to long term training programs; and financial constraint are the major challenge factors faced by EEA and concluded accordingly. A two-fold mechanism of resolving the existing challenged are being exerted by EEA: External and internal effort. Externally, an affirmative action is sought for by EEA's Executive Committee in the process of attaining license and internal major restructuring process of equipping the research wing of EEA with adequate manpower.

Greater numbers of total respondents (94.1%) have agreed that training programs improves performance. This finding of the survey for the variable associated with computing the possible effect training on performance, the survey result confirms that training programs have a positive effect on trainees' performance thereby improving and increasing their performance level accordingly. On the similar note, trainees' were requested to identify which particular aspects of their performance (task accomplishment; conceptual know-how; ease of task; and technical proficiency) have been most increased or increased. Consequently, the findings of this data set variables indicates that the highest number of respondents (N=60) have identified the level of technical proficiency to have 'increased' where as N=56 respondents have identified task accomplish as their aspect of performance which has 'increased'

In the attempt of finding out the whether training programs bring about additional competence/KSA, the computed descriptive statistical analysis result indicated that more than

half of the respondents, 86.7%, agree with the perception that training programs results in additional competence/KSA thereby enhancing trainees competence/KSA. Similarly, trainees' were requested to identify which particular aspects of their competence (knowledge, skill, technical ability, and experience) have been most increased or increased. Consequently, the findings of this data set variables indicates that the highest number of respondents (N=58, M=2.15) have identified the level of skill of concept to have 'increased' where as N=51, M=2.06 respondents have identified knowledge of concept as their aspect of competence which has 'increased'.

Finding of the study revealed that there are challenges associated with the acquisition of additional KSA during undertaking training programs as well as while implementing/sharing acquired KSA. From among the listed possible challenges of acquiring KSA from training programs in EEA, the survey indicated that 'short time allocation of training program' is the prominent challenge perceived by trainees as evidenced by the highest number of respondents (N=54). The least prominent challenge aspect of KSA acquisition according to the respondents is 'trainer's competence and capacity'. The finding also indicates that the prominent challenges of implementing acquired KSA resulting from training programs of EEA are those related with the 'process of transferring/sharing KSA' as the most prominent aspect and that of the 'conduciveness of personal work environment' as the second prominent aspect of challenge associated with implementing acquired KSA.

In the attempt of identifying the main effect of the existing relationship of training programs in increasing performance and increasing competence/KSA of trainees, the GLM-multivariate test of MANOVA indicates that the main effect of interaction between these variables is significant with $p< 0.05$. Wilks' lambda was the selected test of significance found to be most appropriate for testing the relationship of the study's variables. Wilks' lambda ranges from 0 to 1, and the lower the Wilks' lambda, the more the given effect contributes to the model. The result of the study indicates that training programs results in increasing performance of trainees at a very significant level (S=.189) as well as in enhancing the competence/KSA of trainees at an acceptable level of significance (S=.974).

5.2 Conclusions

From the overall assessment of the interview results, the study concludes that the existing practice of training programs of EEA are good and planned well in advance although it has faced major constraints hindering the effective and efficient accomplishment of desired goals of the research wing. In order to ensure that trainees have benefited from the provided trainings, an evaluation form will be circulated for trainees at the end of the training programs, which enables EEA to improve the defects of its training programs based on trainees' feedbacks.

Based on trainees' responses, we can conclude that the major aspect of performance that has increased as result of training programs is the aspect related with technical proficiency whereas the second highest aspect of performance increase is related to task accomplishment aspect consecutively. According to trainees' responses, it can be concluded that training programs of EEA results in additional competence/KSA on the trainees. Additionally, it can be concluded that the major aspect of performance, which has increased as result of training programs, is the aspect related with technical proficiency whereas the second highest aspect of performance increase is related to task accomplishment aspect consecutively.

Regarding the possible KSA acquisition challenge faced by trainees while undertaking training programs, it can be concluded that short-timeframe allocated to the training programs of EEA posses to be the most prominent challenge factor whereas the least prominent challenge factor of acquiring KSA is trainer's competence and capacity of delivering the training programs as per the results of the findings. Moreover, we can conclude that there is insignificant challenge when it comes to trainer's competence and capacity. When it comes to the challenges associated with the implementation of acquired KSA, it can be concluded that trainees perceive the process of transferring/sharing KSA and the conduciveness of personal work environment as the most prominent challenge aspect related according to the findings.

In identifying the existing relationship between the independent and dependent variables, the result of the study indicates that training programs results in increasing performance of trainees at a very significant level (S=.189) as well as in enhancing the competence/KSA of trainees at an acceptable level of significance (S=.974). As a result, it can be concluded that training programs do have a positive relationship with performance and competence/KSA.

5.3 Recommendations

The effects of training programs on the perceived performance and competence of trainees of Ethiopian Economic Association (EEA); and the associated challenges of acquiring and implementing competence/KSA from the perspectives of both participants (trainees and EEA) were investigated in this study. A total of 135 trainees (who had taken the training programs of EE in Addis Ababa only) participated and responded to the survey tool of the study. Additionally, two key informants from EEA had participated in answering interview guides of the study.

Based on the summary of the findings and the conclusions made with respect to each finding, we can affirm that training programs have positive effect on the trainees' performance and competence. The general recommendations of the study are as follows:

- The study recommends that trainees should undertake training programs in order to improve their performance; gain additional KSA which enhances their competence; and be effective and efficient in task related activities of their respective jobs.
- The essentiality of training programs of EEA on the trainees' professional development is found to be very significant, therefore, EEA should continue to assess and reassess trainees (members) training needs and work towards the provision of efficient and effective training programs. On another note, the study recommends that trainees should aspire to enhance their knowledge, skill and ability through undertaking training programs which in turn increases their performance.
- Trainees should consider sharing/transferring the added KSA they have obtained as a result of undertaking training programs by working on reducing/illuminating hindrance factors in order to maximize the benefit of the added KSA thereby contributing to the improvement of the society as a whole.
- More effort should be applied in the attempt of minimizing and also illuminating selection biases in order to ensure that the participants are indeed the ones which will benefit from the training programs most and then later on be capable to give back to the society what they have acquired from the training programs. Sine one of the challenges aspect of acquiring KSA from the training program was found to be related to trainees' cognitive capacity, careful selection of appropriate trainees is recommended to confiscate this challenge aspect.

- More effort should be made to make the training wing (EBTI) more independent with its own designated HR to enhance its performance thereby strengthening the wider umbrella. Obtaining adequate number of manpower who is capable of delivering training programs as the need arises can improve and/or enhance the successful accomplishment of desired goals. One major aim of establishing EBTI is to produce a professional pool of economists that have state-of-the-art knowledge and skills to make a difference in economic research, policy formulation and development practice in Ethiopia. Hence, the study recommends EEA to exert more effort in capacitating the policy makers of this country with the appropriate skills and know-how's which in turn ensures the design and formulation of ultimate policies more beneficial to the state of condition of the country.
- The study also recommends that strengthening the training wing will also enable EEA to better meet the demands of training programs requests, especially those arising from the stakeholder's side. EEA should also consider the adequacy of allotted timeframe of its training program to effectively meet the training need of its members and achieve desired objectives.
- In order to motivate the existing manpower of the research team, the study recommends the application of more motivational incentives to be provided for the trainers- the availability of incentive based payment scheme should be pursued. By doing this, EEA can attract a new pool of skilled & adequately capacitated manpower needed for its research wing.
- The study finally recommends EEA to further analyze the additional identified challenges associated with the acquisition of additional KSA and take actions that may possibly reduce the extent of the effects of these challenges on its members (trainees) if possible.
- Lastly, the researcher suggests that other follow up research studies should be conducted to thoroughly examine the findings of this study by considering trainees who had undertaken training programs of EEA in other regions of EEA's chapters.

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APPENDIX I- QUESTIONNAIRES

ST. MARY'S UNIVERSITY

SCHOOL OF BUSINESS, MASTER OF HUMAN RESOURCE MANAGEMENT

Dear Respondents,

Thank you for taking part in this census survey conducted for the partial fulfillment for the requirements for the award of the degree of Master of Human Resource Management, School of Business at St. Mary's University. This study is conducted in collaboration with Ethiopian Economics Association (EEA) in Addis Ababa, Ethiopia. The responses you provide will primarily aid EEA in improving its future training and development programs and maintain the quality of the provided trainings and development programs in a more efficient and effective manner. Furthermore, your response will enable the study to better articulate the effect that EEA's training and development program has on the trainees' with regards to their performance, competence and overall career.

The general aim of the conducted census survey is to assess the overall process of training and development programs in EEA. More specifically, the questionnaire is conducted with the aim of identifying the effect of EEA's training programs on the trainees' as well as identifying the associated challenges on both the trainees' and on EEA. The collected data through this questionnaire will be used to determine whether or not EEA's training program increases trainees' performance and enhances their competencies. Additionally, the collected data will be used to identify the associated challenges of implementing acquired competencies from the trainees' side along with the challenges faced by EEA in the implementation process of training programs.

You are kindly expected to complete this questionnaire and provide your responses by Friday, 18 May 2018. The information that you provide will be used for statistical purposes only and is treated as strictly confidential thereby remaining with EEA only. Moreover, rest assured that the respondent's identity is kept anonymous.

This questionnaire is comprised of two kinds: structured and semi-structured. You are kindly required to provide your answers in the provided 'text boxes' under each question. Once you've completed the survey, kindly send it back via email as an attachment replying to the same email address you've initially received it from.

If you have further inquires or wish to know more about this survey, please contact EEA.

Thanking you in advance for your kind cooperation in completing these survey questionnaires along with your timely response.

Sincerely Yours,

Hanna Mengiste

Hanna.mengiste@gmail.gov

1. What is your membership status in the Ethiopian Economic Association (EEA)? Kindly put **'X'** in the appropriate box.

   ☐ Full member ☐ Associate member ☐ Student member

   ☐ Institutional member

2. Have you had the opportunity of attending (benefited with) any of EEA's training program?

   If your answer is 'Yes', kindly indicate the number of rounds.

   ☐ Yes, ☐ ☐ No

3. Was the training program provided by EEA essential for your professional development?

   ☐ Yes ☐ No

4. Did the training program provided by Ethiopian Economics Association increase your performance according to your personal perspective? Kindly put **'X'** in the appropriate box.

   ☐ Yes ☐ No

5. If your answer to the above question is 'Yes', what was the level of increase in your personal performance? Kindly put **'X'** in the appropriate box.

   ☐ Extremely high ☐ Very high

   ☐ High ☐ Moderate

6. Which aspect of your personal performance increased as a result of EEA's training program? Kindly indicate by numbering the below possible aspect of performance you have developed/increased on the scale of **1-4** hierarchically, where '**1**' indicates the most increased,'**2**' increased, '**3**' minimal increased and '**4**' indicating the least.

   ☐ Efficient and effective task accomplishment

☐ Enhanced conceptual know-how of performance

☐ Timeliness and ease of task accomplishment

☐ Increased technical proficiency

7. Do you agree that EEA's training programs play vital role in improving/increasing trainees' performance in your opinion? Kindly put **'X'** in the appropriate box.

☐ Strongly Agree ☐ Neither Agree Nor Disagree

☐ Agree ☐ Disagree

8. If your answer to the above question is 'Disagree', please state your reason.

9. Did you acquire/ or enhanced any competency/knowledge, skill & ability (KSA) resulting from EEA's training program? Kindly put **'X'** in the appropriate box.

☐ Yes ☐ No

10. If your answer to the above question is 'Yes', what was the extent of the competencies/knowledge, skill & ability acquired or enhanced? Kindly put **'X'** in the appropriate box

☐ Very high ☐ Average

☐ High ☐ Minimum

11. If your answer to the above question is either 'Very high', 'High', or 'Average', number the below possible aspect of competence/knowledge, skill & ability you have developed/enhanced on the scale of **1-4** hierarchically, where '**1'** indicates the most enhanced, '**2**' enhanced, '**3**' minimal enhanced and '**4'** indicating the least.

☐ Increased knowledge of the concept

☐ Increased related skills of the concept

☐ Increased technical ability of the concept

☐ Enhanced overall experience of the concept

12. Do you agree that EEA's training programs play vital role in developing/enhancing trainees' competencies/KSA in your opinion? Kindly put **'X'** in the appropriate box.

☐ Strongly Agree ☐ Neither Agree Nor Disagree

☐ Agree ☐ Disagree

13. If your answer to the above question is 'Disagree', please state your reason.

14. Have you faced challenges while attending EEA's training program for acquiring competencies/KSA? Kindly put **'X'** in the appropriate box.

☐ Yes ☐ No

15. If your answer to the above question is 'Yes', number the below possible challenges you have faced on the scale of **1-4** hierarchically, where '**1'** indicates the most prominent challenge, '**2**' prominent challenge, '**3**' minimal challenge and '**4'** indicating the least.

☐ Venue and facilities of the T & D programs

☐ Mode of delivery

☐

Trainers' professional competency & capability to deliver the training

☐ Trainees' personal cognitive capacity

☐ Short time allocated for the training & development program

☐ The lectures were not delivered at the level where the trainees' could easily understand and follow

16. If your answer is different from the above listed challenges, kindly specify and briefly discuss.

17. Have you faced any challenges while implementing the acquired competencies/KSA personally? Kindly put **'X'** in the appropriate box.

☐ Yes ☐ No

18. If your answer to the above question is 'Yes', which aspect of implementation challenges were they related to? Kindly put **'X'** in the appropriate box.

☐ Professional status and personal capability

☐ Process of transferring/sharing acquired competencies/KSA

☐ Conduciveness of personal work environment

☐ Lack of personal motivation

19. If your answer to the above is related with other reasons, please specify.

The End, Thanks!

APPENDIX II- INTERVIEW QUESTIONS

20. Please explain the existing process of training programs in EEA.

21. What are the bases of determining specific training programs? Kindly indicate those which apply and thoroughly explain the process.

    a) Current prevailing socio-economical & political situations

    b) Request from different governmental & non-governmental organization

    c) Request from Association members and staffs

    d) All can be basis

    e) Others

22. How would you rate the professional capability of designated trainers for the training programs in EEA?

23. What mechanisms are used to ensure trainers' capability?

24. How are participants for the training programs selected? Kindly explain the criterions and entire process.

25. Is there any mechanism of determining whether trainees have benefited from a specific training program provided by EEA? If your answer is 'Yes', please explain the mechanism.

26. If your answer to the above question is 'No', kindly suggest possible mechanisms of determining whether trainees have benefited from the training program.

27. Has EEA faced challenges in achieving intended objectives of training programs?
28. If your answer to the above question is 'Yes', number the below possible aspects of challenge on the scale of **1-5** hierarchically, where '**1**' indicates the most prominent aspect and '**5**' indicating the least.

- [ ] Trainer’s availability, capacity and capability
- [ ] Selection process of training program participants
- [ ] Modality of delivery
- [ ] Financial constraints
- [ ] Government regulations & policy

29. If your answer is different from the above listed challenges, kindly specify and discuss.

30. What is being done to solve the challenges faced by EEA?
31. How well is EEA currently accomplishing its desired goals of training programs in your opinion?

32. Discuss the factors that are affecting (or which may affect) the successful accomplishment of desired goals of the training programs of EEA.

APPENDIX III- EVALUATION FORM OF EEA

Ethiopian Economic Association/Ethiopian Economic Policy Research Institute

Please honestly respond to the following questions in order to help the Association prepare similar trainings in the future that meet the needs of its members.

Training Place: Mekelle University

Training Name and Date: **Advanced Applied Micro-Econometrics with Application of STATA Software (*September 1-5, 2014*)**

I. Underline or circle the name of the organization you are affiliated

A) Governmental Org. B)Non-Governmental Org C) University D) Private Sector E) Other (specify)

S/N	A. Questions on the Delivery of Training	1. Strongly Agree 2. Agree 3. Strongly Disagree 4. Disagree
1	The training was essential for my professional Development	
2	I learned a great deal in this training	
3	The University choose the right topic for this training	
4	The computer exercise enhanced my understanding	
5	The lectures were delivered at a level that I could easily follow	
6	The training is relevant and related to my work	
7	The time allocated for the training is adequate	
8	The lecturer explained the material clearly and effectively	
9	The training facility is adequate (Room, computers and other training materials)	
10	The Association should offer similar trainings more frequently	
11	The training was difficult for me to follow.	
12	The level of the training was too easy for me.	
13	The level of the training was too difficult for me.	
14	The level was just right for my background	
15	The training should be repeated to other members and academia	
	B. General Question on the Perception of EEA's Products and Services	1. Poor 2. Satisfactory 3. Good 4. Very good 5. Excellent
17	How do you rate your satisfaction on access to EEA products and services	
18	How satisfied are you with the public image and standing of EEA in Ethiopia?	
19	How effectively is EEA contributing to the policy making process of the country?	
20	To what extent is EEA addressing the professional needs of its membership?	
21	To what extent do you think EEA has engaged its members in its different activities?	

Please outline any suggestions and comments you may have regarding the content organization of the training and the competence of the instructors in the space provided below.

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