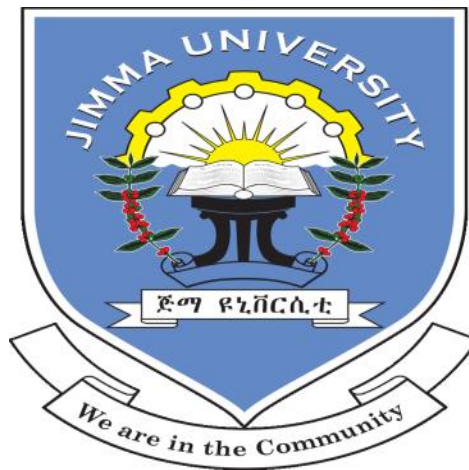


**Challenges & Prospects of Employees' Training
Transfer: In the Case of Ethiopian Electric Power
(EEP) Headquarter Office, Addis Ababa**

By

Assefa Megenta



Jimma University

College of Business and Economics

Nov., 2020

Jimma University, Ethiopia

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By

Assefa Megenta

Main-Adviser: Taye Amogne

Co-Adviser: Debebe Alemu



Jimma University

**A Research Submitted to College of Business and Economics
in Partial Fulfillment for the Requirements of MBA Degree
in Business Management**

Nov., 2020

Jimma University, Ethiopia

Declaration

I the undersigned declares that this study entitled, “Challenges & Prospects of Employees’ Training Transfer: In the case of Ethiopian Electric Power (EEP) Headquarter office, Addis Ababa” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the study have been duly acknowledged.

Researcher name:

Sign

Date

Assefa Megenta

Statement of Certification

This is to certify that the thesis prepared by Assefa Megenta entitled: Challenges & Prospects of Employees' Training Transfer: In the case of Ethiopian Electric Power (EEP) Headquarter office, Addis Ababa, submitted to Jimma university, College of Business and Economics for the award of degree of Master of Business Administration under our guidance and supervision compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

Main advisor's Name:	Date	Sign
<u>Taye Amogne</u>	_____	_____
C o- advisor's Name:	Date	Sign
<u>Debebe Alemu</u>	_____	_____
Internal Examiner's Name:	Date	Sign
<u>Belay;bbelaycheek06@gmail.com</u>	_____	_____
External Examiner's Name:	Date	Sign
<u>Dr;abeldegu@gmail.com</u>	_____	_____

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Acronyms and Abbreviations

ASTD: American Society of Training and Development

KSA: knowledge Skills and Abilities

CSA: Central Statistics Agency

EEP: Ethiopian Electric Power

FGD: Focus Group Discussion

ILO: International Labor Organization

SPSS: Statistical Package for Social Science

TD: Training & Development

Abstract

The purpose of this research was to assess the challenges and prospects of employees' training transfer in Ethiopian Electric Power headquarters' office, Addis Ababa. To achieve the intended objective, this study employed a survey research design through collecting a quantitative data. The findings of the study show that the level of employees' personality to transfer employees' training in their organization is high; however, they are not adequately motivated. Leaders/ trainers in Ethiopian Electric Power headquarter office rarely apply (behavioral model, error management and learning goal-setting) as training strategy. In the same sprite, employees' negatively perceive the work- environment (transfer climate, support and opportunity to perform) of Ethiopian Electric Power headquarter office to transfer employees' training in their work place; however, when seen individually, employees perceived transfer climate of their organization as positive to transfer training in their work place. This study also identified that lack of employees' motivation, employees' support & employees' opportunity to perform and employees' training strategy as major challenges in headquarter office, whereas, employees' ability & commitment to transfer training as well as their positive perception & high value for training utility are identified as a potential opportunity for headquarter office that may increase the success of training transfer. Finally, it is recommended those leaders, employees' trainers and personnel. They need to foster strong effort on their employees' motivation through providing rewards in the form of allowance, positive & timely feedback, and support. The researcher suggests that employees' training should be designed based on employees' training need assessment and it needs to be similar with their actual work.

Key words: Employees' training transfer, employees' personal characteristics, Training strategies and work- environment.

CHAPTER ONE

Introduction

This chapter deals with Background of the study, Statement of the problem, Objectives of the study, Operational definitions of key terms, Significance of the study, Delimitation of the study and Organization of the study.

1.1. Background of the Study

The world of work is undergoing rapid and deep changes brought about by technological development, demographics and globalization change (World Bank, 2018). These trends are affecting the composition of employment, the nature of the tasks carried out at work and the skills required in organizations. They are also putting enormous pressure on traditional training systems, calling for improved quality and new approaches for skill development mechanism. Skills, knowledge and ability of employees contribute to productivity increases and are instrumental in enabling both employees and organizations to benefit from this productivity (ILO, 2017a; and World Bank, 2018).

To this end, organizations hope that their employees will be able to learn and acquire something new in the events of training and effectively transfer the training skills and Knowledge back into the workforce (Nikandrou, et al., 2009). Here according to Nikandrou, et al., (2009) training transfer is the effective application of the learned knowledge and skills on the job. However, the consequences of training transfer could be positive, negative or zero. Positive transfer is the state to which trainees effectively apply the learning processes from training to the job performance (Sabir, et al., 2014). That is to say, employees are able to apply the knowledge, skills and attitude learned from the training to the workplace. Negative transfer is a consequence that conceivably upgrades transfer concerning the Negative outcomes that trainees may encounter when not utilizing new knowledge, skills and aptitudes on the job after training. Zero Transfer of Training is the consequences of transfer concerning the resistance to change at the working environment to which transfer of training occurs between two different tasks is often minimal and may be so small that it is called zero transfer (Sabir, et al., 2014).

Regarding this, a number researchers strongly suggest that, despite of using considerable sum of money (investment) on employee training programs, organizations need to identify factors that challenges (hinders) and/or prospects (opportunities) training transfer based on their work environment (Kirwan , & Birchall ,2006).

In line with this, when we come to our country Ethiopia, Ethiopian Electric Power utility is one of the biggest public organizations that play a vital role in the economy of the country by executing many mega projects in the power generation sector in Ethiopian (EEP, 2013).To increase the performance of organization, Ethiopian Electric Power invested a considerable amount of resource to train its employees (Ibn).

Despite the fact that the organization's huge amount of investment for delivery of training opportunity for employee to achieve high performance , however, World Bank (2018) evaluated the EEP's achievement as poor performance to fulfill the growing demand for electric power, customer satisfaction, and quality of service delivery of the headquarter office is still poor. Therefore this puzzle like problem of the office under investigation motivated the researcher to conduct this study.

1.2. Statement of the Problem

Employees' training transfer is a very crucial variable in an organization because it directly affects the firm's performance (Sabir, et al., 2014). In line with this, organizations need to identify factors that hinders or enhancers of employees' training transfer based on their work environment (Kirwan , & Birchall ,2006).

Previous human resource scholars around the world tried to identify factors that challenge/influence the employees' training transfer based on the context of their organizations. For instance, Cromwell &Kolb (2014) provide information regarding how work environment factors influence transfer of training. They examined the relationship between three work environment related factors (transfer climate, support, and opportunity to perform) on the transfer of training. They reported particularly; managers, supervisors and peer support as becoming powerful factors of effective training transfer. In this regard,

a number of recent researchers like, Zhang, (2015); Aminudin, et al. (2016); and Bhatti & Kaur, (2018) supported that supervisors, colleagues and peers are the three major factors in enhancing training transfer.

On the other hand, Tsai (2015) emphasized on training strategies of the organization and suggested that training methods can impede/facilitate the employees' training transfer in an organization. Moreover, according to Khalid, Eldadak, & Puteh (2017), personal characteristics such as, cognitive ability and motivation are the most influential factor that positively or negatively affects the effective transfer of training in a work place.

Although a huge number of literatures exist on the challenges/problems to transfer employees' training in their organizations, however, a Google search by the researcher yield that, in Ethiopia, there is a lack of research in the area. As staff members of Ethiopian Electric Power (EEP) headquarter office, Addis Ababa, for more than a decade, there is no previous study conducted on the challenges and prospects of employees' training transfer in the study area. Due to this reason, we know nothing about workers' personal characteristics (ability, motivation) to transfer training into practice in their work place. In addition to this, leaders' have limited knowledge on whether the training strategy and the work environment of the headquarter office are challenging or opportunity to transfer employees' training. Therefore the researcher believes that this research may shade light on the gap of literature and knowledge in the area. To this end, this study tried to identify the major challenges and prospects (opportunities) of employees' training transfer in Ethiopian electric power (EEP) with special emphasis to the headquarter office, Addis Ababa. In this study, the researcher tried to answer the following four basic research questions.

1.3. Research questions

This study had the following four basic research questions.

1. What is the level of employees' personal characteristics (cognitive ability, motivation and perceived utility) to transfer employees' training in the study area?
2. How often do leaders/ trainers apply (behavioral modeling, error management and learning goal-setting) as training strategies in EEP headquarter office?

3. How do employees perceive the work-environment (transfer climate, support and opportunity to perform) of EEP headquarter office in relation to employees' training transfer?
4. What are the major challenges/problems and opportunities/prospects of employees' training transfer in EEP headquarter office of the study area?

1.4. Objective of the research

1.4.1. General objective

The overall objective of this study was to describe and assess challenges and prospects (opportunities) of employees' training transfer in Ethiopia electric power (EEP) with special emphasis to the headquarter office, Addis Ababa.

1.4.2. Specific objectives

In order to achieve the general objective, this study was guided by the following four specific objectives.

1. To describe the level of employees' personal characteristics to transfer training in EEP headquarter office.
2. To assess the application of (behavioral modeling, error management and learning goal-setting) as training strategies in EEP headquarter office.
3. To investigate employees' perceptions on the work-environment of EEP headquarter office in relation to training transfer.
4. To identify the major challenges and prospects of employees' training transfer in EEP headquarter office, Addis Ababa.

1.5. Significance of the Study

The findings of this study may have importance resource for the following groups. It may provide a possible ways for leaders/managers, particularly for human resource personnel and trainers of employees to reduce challenges that impede the transfer of training and may start to utilize the existing opportunity to maximize the success of employees' training transfer of their organization. In addition, it may aid the EEP headquarter office to identify

challenges/problems and existing opportunities particularly, in areas like human resource (employees), training strategies and work environment of their organization. Moreover, it may serve as a stepping stone for those who are interested to conduct advanced research works in employees' training strategy and training transfer in work place.

1.6. Delimitation of the study

This study was geographically delimited to Addis Ababa headquarter office of the Ethiopian electric power, the study did not consider all branches located in Addis Ababa city administration. Therefore, any conclusion that was drawn from this research was based on the above circumstances. Regarding to its content, this study was delimited to assess and describe challenges and prospects (opportunities) of training transfer in the study area.

1.7. Limitation of the study

This study faced different limitations associated with its design and coverage. This is to mean that, the study did not include all sorts of data such as document analysis, interview and FGD with staff members of EEP headquarter instead the study was limited to quantitative data through survey instrument because of its time constraints and mainly due to the incident of Corona virus (covid-19). In addition to these while distributing the questionnaires some respondents were not interested to fill the questions and even those who were given the questions were not willing to respond on time. The other main constraint was getting the leaders and a management body for the purpose of data collection was a series challenge. Due to this and other reasons the findings of the study would not fully reflect the situations in EEP headquarter office of the study area.

1.8. Definition of key terms

Employees' motivation: is refers as an individual's inspiration towards something or his conduct on the matter.

Employees' personal characteristics: refers to personal characteristics or personality traits such cognitive, motivation and perceived utility as of a trainee.

Employees' training transfer: Training transfer is the process through which knowledge, skills, and abilities acquired in a training program are applied by an individual, thereby resulting in a sustained change in the way work is performed (Blume, et al. ,2010).

Training strategies: is the process or systematic approach in developing training programs and delivering for trainees (Noe, 2013).

Work environment: refers to the perceived (managers', supervisor's' and peer support) and consequences in an organization which either hinder or promote the application and usage of behaviors or skills learned from training back to the workplace (Cromwell, & Kolb, 2014).

1.9. Organization of the study

This research paper was organized in to five chapters in chronological order; the first chapter was an introduction for the overall study. This part consisted of background of the study, statement of the problem, objectives, significance, delimitation, operational definitions of key terms, and organization of the study. The second chapter totally devoted to the review of related literatures particularly the bases of this study (i.e. theoretical and conceptual framework).In this chapter, results of previous studies, general concepts and definitions of basic issues(training transfer) and empirical evidences about the challenges and prospects of employees' training transfer were critically reviewed. This chapter was concluded by introducing the conceptual framework of this study. Chapter three outlined research design, the study site and population, sample size and sampling techniques, sources of data, instrument for data collection, reliability analysis of survey instrument, data collection procedures, data analysis procedure and ethical consideration. Chapter four presented data analysis and interpretation. In Chapter five summaries of the main findings, discussion of the results with the previous studies and conclusions as well as recommendations were forwarded. Finally, the necessary information like, references and appendices were attached at the end of this paper.

CHAPTER TWO

Review of Related Literature

Introduction

This chapter consisted several issues related with challenges and prospects of training transfer in five sections. In the first section, the definitions and concept of training transfer were reviewed. The second section presented the theoretical framework of the study. This section critically reviewed related literatures consistence with theory of training transfer. The third section highlighted the challenges and prospects of training transfer from existing related theoretical literatures. The fourth section of this chapter deals with the review of previous empirical literatures and in the fifth section the conceptual framework of the study was introduced.

2.1. Concepts of Training transfer

The term training transfer is defined in different ways by different scholars based on various theories. The following are some of the definitions and terms of training transfer explained by scholars.

According to Baldwin and Ford (1988), transfer of training is the application of training for the jobs and its maintenance of the acquired skills, knowledge and abilities at the workplace. Undeniably, transfer of training is deemed vital for the effectiveness of training (Haywood, 2012). Gegenfurtner, et al. (2009) defined training transfer as the extent to which trainees conclude and apply knowledge, skills and abilities to their jobs. Transfer of training implies the degree of application of learning acquired during training process at workplace (Ibn).

Researchers like, Blume, et al. (2010) defined training transfer as the process through which knowledge, skills, and abilities acquired in a training program are applied by an individual, thereby resulting in a sustained change in the way work is performed. Others focus not only on definition of training transfer but also achieving the aims of transfer may contribute to resolution of the transfer of training problem, for example, for these scholars training

transfer may be viewed as the effective application, generalizability and maintenance of new knowledge, skills and abilities to the workplace (Haywood, 2012).Therefore establishing conditions for effective transfer is therefore fundamental (Nizam ,&Yusof ,2011).

To sum up, almost all of the above definitions of training transfer intertwine under the application of training for the jobs and its maintenance of the acquired skills, knowledge and abilities at the workplace, however, others, add the effective application of knowledge, skills and abilities to the workplace, for this reason, they suggest establishing conditions for effective transfer is therefore fundamental.

2.2. Theoretical framework of the study

This section focuses on a discussion of the literary works of various scholars investigated the factors that influence training transfer. Different researchers have utilized varying model to identify factors that challenge or facilitate the transfer of training. This study anchor on Baldwin &Ford's (1988) model that categorized these factors as primary input such as employee' characteristics, training design and work environment.

2.2.1. Employees' personal Characteristics

Research has shown that the personal characteristics or personality traits of a trainee have a direct effect on the training process, as well as training transfer of the individual (Blume, et al., (2010). Baldwin and Ford (1998) identify the following key personality traits, which have been shown to have the strongest and most consistent relationships with training transfer. These are; cognitive ability, motivation and perceived utility of training.

2.2.1.1. Cognitive ability

Cognitive ability refers to an individual's overall intelligence, which reflects on their ability to learn from experiences, understand complicated ideas, adapt to various environments and engage in various logical forms of reasoning (Noe, et al. , 2011).

2.2.1.2. Motivation

Motivation is defined as the process that makes up a person's deliberate intention, direction, and persistent effort exerted towards achieving an objective (Boardman, & Sundquist ,2012). Further to the initial findings of the Baldwin and Ford (1998) model, motivation as a training input has recently been identified as one of the significant contributors to training transfer (Baldwin, et al. , 2009). This means that for training transfer to occur, trainees must be in a mind state to believe that they have the ability to learn, that their learning efforts will improve their performance and that this performance improvement will ultimately lead to valued and desirable outcomes (Boardman, & Sundquist ,2012).

2.2.1.3. Perceived Utility

The trainee's perceived utility or value correlated with taking part in the training program can also influence training transfer (Salas & Grossman, 2011). According to Blume, et al.(2010)training utility is highest when trainees can link valued outcomes, such as improved performance, to the training program. In a study by Noe, et al. (2011), their findings were that managers are more likely to apply the skills and knowledge learned in training, if they believed in the value of the outcomes, or utility, of the training program. Chimote (2010) also found that trainees who had higher degrees of immediate skill application were those who perceived that the training was relevant.

2.2.2. Training strategy

The way training programs are designed and delivered has a significant impact on learning, which ultimately affects transfer outcomes (Salas & Grossman, 2011). Training effectiveness rises when trainees find that the content of the training program is similar to the actual work they perform (Salas, et al., 2012). Salas, et al. (2012) proposed that in addition to ensuring that the training content is similar to actual work, trainers also need to give the trainees adequate time to apply and practice their newly acquired skills. In a study by Nikandrou, et al. (2009) it was highlighted that there's more than the nature of training content to be considered, adding that the instructional design as well as the trainees may also have an effect on training transfer .According to Salas, et al. (2012) there are certain

factors which have shown to have a strong influence on training transfer. These are behavioral modeling, error management and learner goals which shall be elaborated further below.

2.2.2.1. Behavioral Modeling

Behavioral modeling training has emerged as one of the most effective, widely used, highly regarded and well researched psychology-based training strategies (Salas & Grossman, 2011). The approach is based on the Social Learning Theory by Bandura (1977). Behavior modeling training is clearly differentiated from other training strategy because it emphasizes on the significance of using all of the following five components, instead of applying just a few of them. These are; (a) describing a set of clearly-outlined behaviors or skills to the trainees, (b) provision of certain models which display the effective usage of the behaviors, (c) giving the trainees opportunities to practice the use of those behaviors, d) giving feedback to the trainees after practicing the behaviors and (e) taking the necessary steps to ensure maximum transfer of the learned behaviors to the actual job setting (Punia, & Kant, 2013).

Dessler (2013) described the behavior models used in Behavioral Modeling Theory as either positive (where they demonstrate the desired skill or behavior to the trainees) or negative (demonstrating the undesired skill). He further argued that the use of mixed models in training is more effective in helping trainees in grasping the learning points, as opposed to using positive models only.

Behavioral modeling theory strongly emphasizes transferring the acquired learning back to the workplace. Therefore, researchers have identified certain ways which can be applied to enhance training transfer (Dessler, 2013). According to Salas and Grossman (2011), behavior modeling is indeed an effective strategy in promoting training transfer since trainees are given opportunities to observe how a desired skill is performed (modeling) and practice is thereafter (behavioral rehearsal), which then improves their ability to learn, apply and retain the newly acquired information.

2.2.2.2. Error Management

Error management training is a method of training in which learners are encouraged to explore and even make mistakes (errors) while being trained, in order to learn from them (Keith, & Frese, (2008). This method assumes that errors are an outcome of the natural process of active learning, and can even be beneficial to the learner because they highlight the areas where they need to improve on their knowledge and skills. Error based training amplifies the perceived utility of the content of training programs because it shows the undesired, negative outcomes that could happen if they were to fail to acquire the training skills that they are being taught (Keith, & Frese, (2008).

2.2.2.3. Learning Goals

According to Noe (2013), communicating the specific desired behavioral objectives of the training program to the learners is one of the basic strategies used to arouse positive transfer of training. These clearly defined objectives play an important role to the learners as they inform them of what is expected in terms of performance, the suitable conditions whereby the required improved performance is anticipated to take place in the work environment, and the standards of satisfactory performance (Noe, et al., (2011). The importance of goal-setting is that it assists in regulating the trainees' behavior by directing their attention to the desired outcome and motivating them to come up with the necessary strategies to attain those goals, which eventually leads to positive transfer of training (Ibn).

2.2.3. Work Environment

After employees have completed the training program and returned to their offices, one of the factors that significantly influence their ability to apply their learning is the work environment (Cromwell, & Kolb, 2004). Training programs may be well designed with relevant content and effectively delivered to the trainees but, if the work environment does not nurture or promote the use of newly acquires skills and behaviors, and then there will be little or no training transfer. According to Cromwell, & Kolb (2004) the most essential elements of the work environment factors that influence training transfers are transfer climate, support and opportunity to perform.

2.2.3.1. Transfer Climate

Transfer climate refers to the perceived conditions and consequences in an organization which either hinder or promote the application and usage of behaviors or skills learned from training back to the workplace (Sarah, & Arokiasamy, 2009). Researchers have found that these conditions affect training transfer directly or indirectly in two ways; as a moderator between transfer and personal or organizational factors (Cromwell, & Kolb, 2004) Generally, when the perception of trainees is that there is a positive transfer climate, they have a tendency to apply the newly acquired behaviors and skills more readily at the workplace (Salas et al., 2006).

Sarah & Arokiasamy (2009) identified certain key characteristics that indicate a positive transfer climate. They were categorized as situational cues and consequences, which are; (a) signals that alert the trainees to use the new skills, (b) repercussions for the trainees when they apply the new skills correctly, as well as remedial actions when they use them incorrectly or fail to use them at all and (c) social support given to the trainees from their supervisors and other colleagues.

2.2.3.2. Support

Support is considered to be one of the most consistent and salient factors in explaining the relationship between work environment and the transfer of knowledge and skills from training programs by employees (Ellström, 2012). Support from both supervisors and peer has a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace. Studies by a number of researchers have revealed several elements of behaviors by supervisors and peers that make up this critical support function (Salas, & Grossman, 2011).

Some of the behaviors constituting managerial or supervisory support that were acknowledged by trainees to be the most effective in influencing positive training transfer include holding discussions about the new learning and receiving feedback from their managers (Salas and Grossman, 2011) posited that trainees can also receive support from

their supervisors by way of giving them praise and recognition, encouraging them, use of rewards and mentoring or coaching trainees on how to use or apply the learned skills on the job. Ellström (2012) highlighted that support activities such as sharing of information, giving direct feedback, and providing the relevant tools and resources required, will have a strong direct effect on successful training transfer.

2.2.3.3. Opportunity to Perform

Various studies have consistently shown that in order to apply the newly acquired skills and knowledge back to the workplace, trainees must be given the opportunities to do so in order to maximize training transfer (Punia, & Kant, 2013). Limited opportunity to apply and perform new skills on the job has been identified as one of the strongest obstructions to the successful transfer of training (Robinson, 2009). Conversely, Noe, et al., (2011) found that trainees rated the opportunity to perform as the most influential form of support they could get at the workplace to motivate them to apply their new learning. By extension, one of the critical factors in creating these opportunities to perform is time (Punia, & Kant, 2013). According to these researchers time has been proven to be a significant hindering factor to training transfer.

2.3. Challenges and Prospects of training transfer

2.3.1. Challenges

Training is said to be effective if the knowledge and skills learned on training can be transferred to the workplace and can be connected in the setting of the employment. It ought to likewise be kept up over the long period and can be generalized across context (Baldwin and Ford, 1988). However, (Nizam, & Yusof, 2011) argued that little of the training program content really gets transferred to the workplace. In addition to this, the consequences of training transfer could be positive, negative or zero. Positive transfer is the state to which trainees effectively apply the learning processes from training to the job performance (Nikandrou, et al., 2009). That is to say, employees are able to apply the knowledge, skills and attitude learned from the training to the workplace.

Sabir, et al. (2014) labeled the positive consequences of training transfer as Personal Outcomes-Positive and defined these as the degree to which application of training on the job leads to positive outcomes or payoffs for the individual. Negative transfer is a consequence that conceivably upgrades transfer concerning the negative outcomes that trainees may encounter when not utilizing new knowledge, skills and aptitudes on the job after training. Zero Transfer of Training is the consequences of transfer concerning the resistance to change at the working environment, which has been defined as the degree to which predominating group norms are seen by employee to resist or to oppose the utilization of skills and learning gained in training.

The degree to which transfer of training occurs between two different tasks is often minimal and may be so small that it is called zero transfer (Sabir, et al., 2014). Organizations hopes that their employees will be able to learn and acquire something new in the events of training and effectively transfer the training skills and Knowledge back into the workforce (Kirwan , & Birchall ,2006). Learning generally is not merely considered as only a vital expense, is presently viewed as a weapon in the fight for competitive advantage (Raliphada , et al.,2014). Thus, organizations would obtain huge benefits if employees had the capacity to effectively transfer training to the workplace.

The wide research interest toward the subject can be clarified by the measures of cash put by organizations in employees' training programs and the way that learning obtained through training is not regularly transferred into managed workplace performance (Baldwin & Ford, 1988). In line with this, using considerable sum of money (investment) on training and knowing its criticalness, there is confirmation that the assessment of training programs is frequently conflicting or missing (Kirwan , & Birchall ,2006). It is assessed that just about 10% to 20% of training really transfer to the work setting when no activities are made by the organization to upgrade training transfer (Salas, et al., 2012).

A study led by the American Society of Training and Development (ASTD) demonstrated that, though, most vast organizations recorded trainees' responses to training programs, just 10% of the organizations researched whether training encouraged changes in employment

conduct (Nikandrou, et al., 2009). In this way, most organizations do not have an acceptable thought whether the amount of money they use on training is advantageous. Furthermore, the ASTD's findings propose that the transfer of skills learned in training is not a priority for organizations, as not very many organizations really measure it. Consequently, training transfer continues to be a challenge for organizations seeking to maximize training effectiveness.

Generally, to achieve organizational goals and enhance employee performance, training program should be designed in such a way that they create a win-win situation for both organization and employees. Organizations and employees can accomplish their objectives if knowledge is transferred successfully to the work environment (Nikandrou, et al., 2009). Ensuring that training investments yield performance improvement continues to be a puzzling problem for organizations (Sarah, & Arokiasamy, 2009). When trainees neglect to utilize their new knowledge to enhance performance, resources devoted to training are wasted and business results go undiscovered. Such outcomes are unwelcome to organizational management administrators requesting a positive return on investment (Scaduto, et al., 2008).

2.3.2. Prospects of training transfer

Training transfer is one of the important elements in the training effectiveness criteria which help the employees and organizations to improve their performance (Sabir, et al.,2014).Organizations need to investing strongly in training programs with a specific end goal to benefit from their investments in training, organizations requires their employees to apply what they have learned to the job setting (Boardman, & Sundquist ,2012).Consequently, the engagement of employees with training activities can be increased by motivating them and making them acknowledge how training can help them in improving their performances and organizational productivity (Scaduto,et al. ,2008).

Transfer of training should therefore be considered essential for training programs to be effective and efficient, and intended return on investments in training programs will only be achieved to the extent that training is transferred (Nikandrou, et al., 2009). Transfer occurs when the trainee exits training and applies what he has learned directly or indirectly to

work. According to Scaduto, et al. (2008) they stressed that organizations invest significant amount of money in HR development and it is important for organizations facing global competition to enhance employees' knowledge, skills, abilities and attitudes. Accordingly, researchers and training experts have concentrated on the variables influencing the transfer of training to the workplace, for example, content validity, self-efficacy, transfer design, the employee's reaction towards training, and training transfer motivation. Transfer of training has been used to acknowledge the different category of learning that is required by the contemporary workplace (Kirwan , & Birchall ,2006).

Gegenfurtner, et al.(2009) demonstrated that transfer of training can enhance employees' flexibility, gainfulness and willingness to act and also their remuneration and capacity to find a better job, while it can help organizations expand their output, efficiency and productivity, and reduction expenses, non-attendance and the number of work-related competencies (Kirwan , & Birchall ,2006).

Similarly, organizations can enhance transfer of training by guaranteeing that trainees accept that they have the capacities to effectively learn the new material and use their new knowledge, skills and abilities (KSAs) on the job. This can be improved by showing trainees that different employees who have gotten the training have effectively enhanced their job performance. It has been comprehensively realized that the transfer of training is of most extreme importance to build performance and return on investment to an organization (Sabir, et al., 2014).

2.4. Empirical Literature review

2.4.1. Employees' Personal motivation and Training transfer

According to Khalid, Eldadak, & Puteh (2017), individual motivation is the most influential factor that affects training transfer among employees. This is because motivation is a behavior that should be acquired by all employees during the training to achieve the goals of the organization and maintain the productivity as well as the brand image of the company itself. The other researcher stated that individuals who have low motivation are less likely to adapt to a new situation. A high motivated person is likely to view

himself/herself as a person that has the right to get an extrinsic reward from the training program and has an opportunity to apply the skills and knowledge (Boardman, & Sundquist ,2012). It is very important for the employees to have high motivation because they will have the confidence to perform all their duties in the company and have high interest to learn new skills, which they will apply at the workplace. It can be concluded that motivation has an impact on training transfer among employees in the organization Ibn).

2.4.2. Training Strategy and Training transfer

Recent scholars like Raliphada, et al. (2014) substantiated in their study, that high practical relevance of training, for example by including real-world examples, practice-oriented tasks or case studies, has a significant influence on transfer of training. Bate et al. (2010) study has previously demonstrated that the contents of a training measure should correspond to the demands of the practical work in order to foster a positive transfer of training. Furthermore, the study of Raliphada, et al. (2014) showed that transfer orientation of the training program, which reflects the extent to which the training resembles the real work situation, has a positive influence on transfer of training.

The findings of Madagamage, et al. (2014), who substantiated in an experimental control-group design that training designs with a constructivist orientation which follow the principle of situated learning lead to a higher transfer performance amongst participants. Several studies have examined the connection between the setting of learning goals as an element of training and transfer of training. These have shown the setting of learning goals to have a significant positive impact on transfer of training (Ling, et al., 2011).

2.4.3. Work environment and training transfer

In their study, Madagamage, et al., (2014) differentiates in accordance with framework of organizational cultures, between humanistic and achievement cultures. Humanistic organizations are marked by being person-oriented, which means that members of an organization support and help each other. The focus of members of an organization is teamwork, involvement and empowerment. An achievement culture orientation, on the other hand, is marked by standards of excellence. Members of an organization are expected

to set themselves targets, and to achieve these. The author substantiates that both have a significant positive influence on transfer of training.

In their study, Ling, et al., (2011) have substantiated a significant positive influence of the construct organizational climate on transfer of training. According to Ling, et al., (2011) this construct contains organizational determinants such as reactions to change, learning support, and opportunities for transfer, and feedback from colleagues. Moreover, Martin (2010) has examined the working climate, specified by the author as the management's attitude towards the training program. He was able to demonstrate that participants whose management has a positive attitude towards the training program achieve a higher rate of transfer of training (Martin, 2010).

According to Aminudin, et al. (2016), peer support is one of the factors that affect training transfer. Peer support is needed when the job needs interaction as well as when the job needs or implements work teams. Support from peers has a positive relationship with motivation and also affects training transfer. It is found that peers have a big influence on the motivation of the employees to attend training in teams (Bhatti & Kaur, 2010). Reinforcement and support from peers can provide trainees with the excitement to use the new skills on the job, and they could probably teach their peers the skills that they have learnt from the training (Zhang, 2015).

Peer support can increase training transfer, leading to greater performance achievement of the employees and better productivity of the organization itself. Peer encouragement to apply the new skills is positively related to the motivation of the employees at the department level as well as helps the organization to achieve their goals (Bhatti & Kaur, 2010).

Martin (2010) found that support from peers can help employees to improve their self-efficacy by always getting positive feedbacks from peers and coaching them with the new skills and knowledge. Furthermore, skill transfer can be developed through the sharing of ideas and communication among employees.

Zhang (2015) has determined that the influence of social support on transfer of training is also influenced by the company-identification of the participants. In his conclusion, Zhang (2015) suggested that social support is the most examined determinant in the context of transfer of training on the organizational level.

2.5. Conceptual frame work of the study

Based on the preceding discussion of the theoretical literatures, the following conceptual framework is proposed.

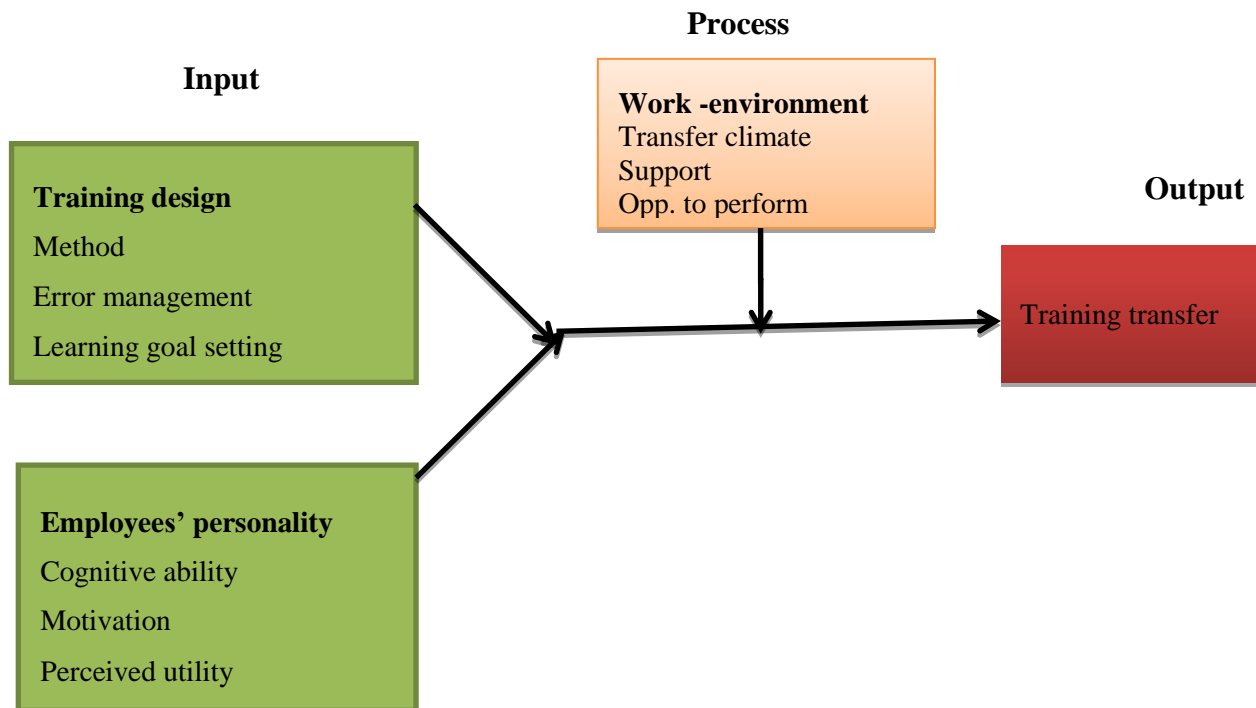


Fig.1: Research framework of the study

Source: Baldwin and Ford (1998) model

CHAPTER Three

Research Methodology

Introduction

This chapter was organized as research approach, research design, sources of data, the study site and population, sample size and sampling techniques, instrument for data collection, validity and reliability reports of survey instrument, data collection procedures, data analysis procedure and ethical consideration.

3.1. Research Design

In order to achieve the objective of the study and to address the basic research questions; the researcher employed a quantitative research approach. Based on the approach of the study, the researcher employed a survey research design. From a survey research design types a cross sectional survey type was utilized. The strong reason behind this is that, a cross sectional survey design is a cost effective because it can enable researcher to collect quantitative data within short period of time (Creswell, 2012). This research design helped the researcher to collect the necessary quantitative data without staying there for a long period of time in this difficult time (Covid-19).

3.2. Sources of data

Based on the design of this research, the relevant quantitative data was collected from primary data source. In this study, a primary data source was employed to obtain reliable information about the challenges and prospects /opportunities of employees' training transfer. To this end, the sources of primary data was Ethiopian electric power corporation head offices' employees who are currently (2020) working in the headquarter office, HR personnel, as well as office head and vice head.

3.3. The study site and Population

3.3.1. The study site

The study was carried out at the EEP headquarters` Offices in Addis Ababa. Addis Ababa headquarters` Office was purposively selected because the headquarter office of the EEP in the country and expected that employees` policies are designed there. The results from this study are expected to give concussive evidence on the implementation of the training policy at EEP.

3.3.2. Target Population of the Study

The target population of this study comprised all staff (121) members at EEP headquarter office in Addis Ababa. Therefore, all staff (121) members who are currently working in the office were a targeted population in this study.

3.4. Sample size and Sampling Techniques

3.4.1. Sample size

According to Best &Kahn (2006) the ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize. However, small enough to be selected economically-in terms of subject availability and expense in both time and money. There is no fixed number or percentage of participants that determines the size of an adequate sample. It may depend on the nature of the population of interest or the data to be gathered and analyzed (Ibn).

So taking into account the design of this study and the suggestion offered by scholars through literature, the researcher decided the sample size for this study. To determine the sample size of participants from 121staff members, the researcher employed the assumption of (Best &Kahn, 2006) ” sample size is a matter of judgment as mentioned earlier but mathematical precision formula-driven approaches make it clear.” To this end, the simplified sample size formula, $n = \frac{N}{1+N(e)^2}$, developed by Yemane (1967) mathematical formula was utilized.

Applying this simplified sample size formula, $n = \frac{N}{1+N(e)^2}$, at 95% confidence level, where, e is the level of precision=0.05, N = is the population size(number of staff), n is the required sample size, and was calculated as:

Based on Yemane (1967) to find out the sample size of the participants, if N = 121, the number of population then,

$$n(\text{sample size}) = \frac{N}{1+N(e)^2}, \text{ Where, } N = 121 \text{ and } e = 0.05 \Rightarrow n = \frac{121}{1+121(0.05)^2} \text{----- by}$$

substitution.

=> n=93-----by simplification.

Therefore, the sample size for this study was, n=93.

3.4.2. Sampling techniques

Table 1: Sample size and sampling techniques in the Study

Participants	Population	Sample size	%	Sampling Techniques
Staff members	121	93	76.8%	Simple random(lottery method)

The researcher employed a probability sampling technique to identify the required size (number) of participants for this study. Among a probability sampling techniques a simple random sampling technique (lottery method) was used to identify 93 respondents from a total of 121EEP head quarter office staff members. The basic reason to employ a simple random sampling technique was, it provides equal chance (free from personal bias) for participants in the study and enhances the representativeness of the large population of the study area (Best &Kahn, 2006 and Cohen et al., 2007). Total populations, sample size and sampling techniques were displayed in (Table 1) above.

3.5. Instruments for data collection

The data collection instrument for this study was close ended standardized questionnaires that was developed and utilized by different previous researchers. This questionnaire was used to

measure three major variables in the study, such as; Employees' personal characteristics developed by (Zhang, 2015), Training strategies developed by (Profijt & Zhang, 2015) and Work-environment by (Madagamage, 2014).The instrument was contextualized by the researcher without altering its basic meaning. To sum up, this survey instrument had a total of 42 items and arranged in five sections. Specifically: (a) 5 demographic questions (b) 10 items employees' personal characteristics(c)11 items on training strategies and(d) 16 items on work-environment.

3.6. Validity and Reliability analysis of a survey instrument

As mentioned earlier, the survey instruments of this study were utilized in various researches, this fact supports the possibility that the survey instrument was valid and reliable. However due to the contextualization, the researcher conducted a validity and reliability analyses (Cohen et al., 2007).

3.6.1. Validity test

To ensure validity of the instrument, its content was checked by reviewing the existing literature in terms of clarity, wording and sequences of questions. In addition to this, before administering the questionnaire to the sampled participants, a pilot was conducted in EEP south west district office, Jimma city. Because Jima city shares a number of similarities with headquarter office, the researcher believed that a better pilot test result could be obtained. For this purpose, a pilot test was carried out through participating fifteen (15) staff members of the district to pre-test the instrument. As a result, based on the feedback from these participants, three (3) items were cancelled from the instrument due to their redundancy in terms of meaning.

3.6.2. Reliability

To this end, a reliability test was conducted for a survey instruments through Cronbach's alpha (Cohen et al., 2007). An inter-correlation test for construct validity of each of these components was computed for the survey instrument. For this purpose, the Pearson's Product Moment Correlation (Pearson's r) test was employed (Cohen et al., 2007).

Table 2: Reliability test result for variables in the study

No	Major variables	Measured in terms of	No. of items	Cronbach alpha
1	Employees' personal characteristics	Employees' cognitive ability	3	0.790
		Employees' motivation	4	0.860
		Employees' perceived utility	3	0.841
		Average reliability	10	0.830
2	Training strategies	Behavioral modeling	6	0.892
		Error management	3	0.872
		Learning goal-setting	2	0.880
		Average reliability	11	0.881
3	Work-environment	Transfer climate	5	0.785
		Employees' support	6	0.846
		Opportunity to apply	5	0.830
		Average reliability	16	0.820
		Total items	37	0.843

A reliability test result was displayed in (Table 2) above. As seen in Table 2, the Cronbach alpha reliability coefficient for the total instrument was 0.843 indicating the instrument was reliable. Since analysis of data for this study involved categorizing the instrument items into subscales, reliability coefficients were also found for the subscales. These reliability coefficients ranged with employees' personal characteristics at 0.830, training strategies at 0.881, and work-environment at 0.820. Recently; Gay, Mills & Airasian (2016) highlighted that the minimum acceptable level of reliability differs among test types, however in general, the closer the reliability coefficient is to 1.0, the more reliable the test is. The employees in the pilot study were chosen because they had a similar background and knowledge to the target population about the issues being investigated. Generally, the pilot test provided an advance opportunity for the researcher to check the questionnaires with objective whether or not the items included in the survey instrument. Then after necessary corrections were made from the pilot test; the final questionnaires were duplicated and distributed to all respondents, with instructions and orientation by the researcher.

3.7. Data collection Procedures

In order to get a high return rate, the researcher assigned one person at each department in advance to act as the contact person. The researcher distributed the survey questionnaires for 93 employees' of headquarter office. The contact persons in each department encouraged each participant as a result the participants filled the survey instrument and responded on time. Finally at the end of the day the researcher of this study awarded a verbal appreciation for contact persons and respondents.

3.8. Technique of data analysis

To effectively handle the objective of this study, the data collected from participants was analyzed using descriptive statistical techniques (frequencies and percentages) through SPSS version 20 and Excel sheet.

3.9. Data analysis procedure and Interpretation

In this study, the challenges and prospects of employees' training transfer was analyzed and interpreted at the organization level. The researcher followed a serious of procedures to analyze the collected data using three a five-point Likert types scales to measure each variables in the study.

To this end, to measure the first variable (employees' personal characteristics) item scores for each category were arranged under five rating scales. The range of rating scales were; very low=1, low=2, moderate=3, high=4 and very high=5. For the purpose of analysis, the above 5rank responses of the questionnaire were grouped and labeled into three categories i.e. low, moderate and high. In categorizing the rating scales, the descriptive statistics (frequency and percentage) results of "very low" and 'low' were combined in to " low" and the results of "Very high" and "high" combined into "high".

In the same way to measure the second variable (training strategies) item scores for each category were arranged again under five rating scales. The range of rating scales were; never=1, rarely=2, sometimes=3, frequently=4 and very frequently =5. For the sake of

simplicity, the above 5 rank responses of the questionnaire were grouped and labeled into three categories i.e. rarely, sometimes and frequently. In categorizing the rating scales, the frequency and percentage results of “never ”and ‘rarely’ were combined into “rarely’ and the results of “Very frequently ”and “frequently ”combined into “frequently ”.

Again to measure the third variable of the study (work-environment), item scores for each group were organized under five rating scales. The range of rating scales such as; 1 = strongly disagree; 2 = disagree; 3 =undecided; 4 = agree; 5 = strongly agree, were grouped and labeled into three categories i.e. disagree, undecided and agree. In categorizing the rating scales, the frequency and percentage results of “st. disagree ”and‘ disagree’ were combined into“ disagree’ and the results of “st. agree” and “agree ”combined into “agree ”.

The interpretation was done based on respondents’ range of rating scales for variables in the study. As discussed above, for employees’ personal characteristics, low was assumed as negative whereas moderate or high was positive. In the same sprite rarely and disagree responses were assumed as negative for variables such as training strategies and work-environment respectively. The overall average score for each major variable in the study were obtained after taking each of the averages of variables that in turn measured the major variable through a number of items.

3.10. Ethical consideration

The researcher obtained permission by summiting official letter of collaboration from Jimma university college of Business and Economics department of management to EEP headquarter office, Addis Ababa and collected the necessary data for this study.

In order to collect data successfully, the researcher created a friendly climate with the participants. To this end, the researcher showed respect for each of the participants and explained the purpose of the study briefly, the reason why they were selected, the amount of time that they need to spend and their responsibilities to respond for the survey instrument genuinely. The collected data was interred in to the SPSS and analyzed without any modification and the result was reported with great care.

CHAPTER FOUR

Data Presentation, Analysis & Interpretation

Introduction

In order to achieve the specific objectives of this study, the chapter was organized into two major sections. The first major section of this chapter was devoted on presenting the general information about the participants in the study. To this end, the section further divided into two sub-sections. In the first sub-section, basic data, such as survey instruments distributed and its rate of return as well as participants sampled and attended for interview as well as group discussion were presented. In the second sub-section of the first section, demographic characteristics data of participants of this study were analyzed and interpreted in couples of paragraph. The second major section was totally devoted to achieve the specific objectives of the study. To this end, the collected data was analyzed and interpreted from a descriptive statistics such as frequency and percentage.

4.1. General information

4.1.1. Response rate

Table 3: Response rate of survey instrument in the study

Respondents	Response Rate		Percentage (%)
	Distributed	Returned	
EEP headquarters` staff members	93	85	91.3%

The participants in this study were 93 staff members at EEP headquarters` Office in Addis Ababa. As shown in the Table 3 above, for all of 93 (100%) of the participants the survey instrument was distributed. However, mainly due to Covid-19 and other related personal problem, the return rate of the survey instrument was found 91.3% (85). As a result, the

responses of a total of 85 respondents were analyzed and interpreted in this study. The essential data of respondents was displayed in (Table 3) above.

4.1.2. Demographic Characteristics of Respondents

The demographic characteristics of the participants were presented in (Table 4) below and the analysis as well as its interpretation was given in the subsequent paragraphs.

Table 4: Demographic characteristics of respondents in the study

Type	Demographic characteristics	Number of participant	Percentage (%)	Remark
Gender	Male	54	64	
	Female	31	36	
	Total	85	100	
Age	21-30	47	55	
	31-40	36	42	
	41-50	2	8	
	≥ 51	0	0	
		85	100	
Qualification	Diploma	22	26	
	BA/BSC	45	53	
	MA/MSC	18	21	
	Total	85	100	
work experience	0-5	11	13	
	6-10	21	25	
	11-16	30	35	
	≥17	23	27	
	Total	85	100	

As described in (Table 4) above, from a total of 85 respondents, 54 (64%) were males and 31 (36%) of them were females. Regarding age distribution, more than half 47 (55%) of total respondents were between 21-30 years old and 36 (42%) were between 31-40 years old, only 2 (8%) of respondents had age above 41 years. These may indicate that, most of the employees in EEP head quarter office of the study area are hot blooded and found in productive age.

As depicted in (Table 4) above, regarding level of education, about 22 (26%) of participants in the study had diploma, majority of them 45 (53%) were B.A/B.Sc. degree holder and 18 (21%) of them were M.A/MSc degree holders. This may signify that the participants in this study had enough knowledge to read and fill the data collection instrument prepared in English language.

One of the demographic characters displayed in (Table 4) above was about the participants' service year. As described in the table above, about 11 (13%) of them had total years of service between 0-5yrs, 21 (25%) had 6-10yrs, 30 (35%) of them had 11-16yrs and about 23 (27%) of participants in this study had service years greater than or equal to 17. To sum up, as mentioned above, not less than 52 (73%) of the participants in this study had total years of service less than or equal to 16yrs. This may indicate that the majority of employees in EEP head quarter office of the study area are young.

4.2. Level of employees' personal characteristics

4.2.1. Level of employees' cognitive ability

Table 5: Respondents' response on employees' cognitive ability

No	Items	N	Very low		Low		Moderate		High		Very high	
			F	%	f	%	f	%	f	%	f	%
			1	My ability to understand the concept of any relevant training programs.	85			6	7.1	30	35	49
2	My ability to transfer the new skills learned from training programs.	85			3	3.53	14	16.5	44	51.8	24	28.2
3	My intelligence to understand and transfer my knowledge and skill back to the work place.	85			5	6	19	22	30	35	30	35.29
	Average score on employees' cognitive ability	85			5	6	21	25	41	48	18	21

As it can be seen in (Table 5) above, respondents were asked to rate their level of agreement with the given positive statements. Accordingly, about their ability to understand the concept of any relevant training programs, the largest groups 49 (58 %) of respondents agreed that they have high ability to understand the concept of any relevant training programs while others 30 (35%) rated their ability as moderate, signifying that they are able to understand the concept of any relevant training programs. The rest, negligible number of respondents 6 (7%), rated at low, implying that they are not able to understand the concept of any relevant training programs. From this we can infer that, employees in EEP headquarter office of the study area have high ability to understand the concept of any relevant training programs.

In item 2 of (Table 5) above, on employee's ability to transfer their new skills learned from training programs, majority groups of respondents 44 (51 %) and 24 (28 %) rated at high and very high respectively. The other group of respondents, about 14 (16%), rated at moderate, implying that they are able to transfer the new skills learned from training programs and very small number of respondents, 3 (3%), confirmed that their ability is low to apply the new skills learned from training programs. Therefore, we can say that employees in EEP headquarter have high ability to transfer their new skills learned from training programs in the study area.

As observed in (Table 5) above, for item 3, majority of respondents, 60 (70%) rated equivalently (35% high and 35% very high). Signifying that their level of intelligence to understand and transfer their knowledge and skill back to the work place is high. The rest of respondents 19 (22%) rated the given statement at moderate, implying that they have the right intelligence to understand and transfer their knowledge and skill back to the work place. However, very small group 5 (6%) of respondent rated the given statement at low level. Therefore, from this argument we can conclude that employees in EEP headquarter office have high overall aptitude to transfer their new skills learned from training programs in the study area.

As it can be seen in the last row of (Table 5) above, the average score on employees' cognitive ability indicated that, majority of respondents (69%) rated the statements that deal about their cognitive ability at high level. Therefore, from this result we can conclude that employees in EEP headquarter office has high level of cognitive ability to transfer their new skills learned from training programs in the study area.

4.2.2. Level of employees' motivation

Table 6: Respondents' response on employees' motivation

No	Items	N	Very low		Low		Moderate		High		Very high	
			f	%	f	%	f	%	f	%	f	%
			4	I feel that I have a sense of belongings in my organization.	85	33	38	37	43	20	31	5
5	I am motivated to transfer my knowledge and skills I obtained from training program.	85	13	15	37	44	26	31	9	11		
6	I am committed to transfer my knowledge, skill and ability in workplace.	85			20	24	33	39	28	33		
7	I am personally inspired to apply what I learn in training back to the workplace.	85	16	19	29	35	26	31	14	16		
	Average score on employees' motivation	85	16	19	31	36	26	30.5	26	30.5		

As shown in (Table 6) above, regarding item 4, respondents were inquired to rate how much they feel a sense of belongings in their organization. Consequently, majority of respondents 71% (38% and 43%) agreed they sense low level of belongings in their organization. However, 31% of the respondents rated a moderate sense of belongings and from a total of respondents only about (6%) of the respondents agreed that their sense of belongings is high. Therefore, it can be concluded that employees do not feel a sense of belongings in their organization.

As displayed in (Table 6) above, respondents were probed to rate on their level of motivation to transfer their knowledge and skills they obtained from training programs, as a result, most of them 59% (44% and 15%) rated low and very low respectively. About 31% of respondents rated moderate, they are motivated and only (11%) from the total respondents affirmed that their level of motivation to transfer their knowledge and skills they obtained from training programs is high. Therefore, this revealed that employees in EEP headquarter office are not sufficiently motivated to transfer their knowledge and skills in their workplace. However, recent researchers like Khalid, Eldadak, & Puteh (2017) suggest that individual motivation is the most influential factor that affects training transfer.

As we observe from (Table 6) above, respondents were invited to rate their level of commitment to transfer their knowledge, skill and ability in workplace. Accordingly, about 24% of respondents of the questionnaire were rated the given statement at low and relatively large group (39%) at moderate. While (33%) of employees confirmed that their commitment to transfer their knowledge, skill and ability in workplace is high. From this it is possible to generalize that employees in EEP headquarter are committed to transfer their knowledge, skill and ability in workplace.

As depicted in item7of (Table 6) above, respondents were entreated to rate their level of personal inspiration to apply what they learned from training programs back to work place. As a result, majority of respondents 45 (54%) were rated the given statement at low level, implying that they are not personally inspired to apply what they learned from training programs back to workplace. However, the rest 26 (31%) and 14 (16%) of employees agreed that they are moderately and highly inspired to apply what they learned from training programs back to workplace respectively. Therefore, it can be concluded that employees in EEP headquarter are not adequately inspired to transfer their knowledge, skill and ability back to workplace.

As it was illustrated in the last row of (Table 6) above, the average score on employees' motivation indicated that, only (30.5%) of respondents agreed that they are highly motivated to transfer training in their work place. However, majority of respondents (55%) rated the given positive statements at low level. This concludes that employees in EEP

headquarter office are not sufficiently motivated to transfer training in their work place. This result contradicts with Boardman, & Sundquist (2012) that suggest employees to have high motivation in order to perform all their duties in the company and have high interest to learn new skills, which they will apply at the workplace.

4.2.3. Level of employees’ perceived utility of training

Table 7: Respondents’ response on employees’ perceived utility of training

No	Items	N	Very low		Low		Moderate		High		Very high	
			f	%	f	%	f	%	f	%	f	%
8	I believe that if I attend training program my job performance at work place will be improved.	85			10	11.5	20	24.5	35	41.35	20	24.5
9	I value the training program of my organization.	85			4	5	19	22.4	35	41.2	27	31.8
10	I believe that training is significant to improve my knowledge, skill and ability.	85			5	6	21	25	46	54.1	12	14.1
	Average score on employees’ perceived utility	85			6	7	20	24	39	46	20	24

As depicted in item 8 of (Table 7) above, for the given statement, majority of respondents 66% (41.4% and 24.5%) rated high and very high respectively. The other group , about 24.5% of respondents rated at moderate, implying that they believe the argument in question and only (11%) of respondents rated low, implying that, this group of respondents don’t believe that attending training programs will improve their job performance. From this it can be possible to conclude that employees in EEP headquarter office highly believe that, if they attend training programs, their job performance will be improved.

With regard to item 9 of (Table 7) above, respondents were bid to show their level of agreement on how much they value the training programs of their organization. Consequently, from a total of respondents, majority of them 72.8% rated they highly value the training programs of their organization. About 22% of employees rated moderate, implying that this group of respondent values the training programs of their organization, however, the rest (5%) of respondents rated at low level, which signifies that they don't value the training programs of their organization. From this it is possible to generalize that employees in EEP headquarter have high value about the training programs of their organization.

Regarding item10 of the same table above, only 5 (6%) of respondents rated the given statement at low level, implying that this group of respondents do not believe training is useful to improve their knowledge, skill and ability. About 21 (25%) of employees were agreed that they believe training is beneficial to improve their knowledge, skill and ability because this group of respondent rated the given positive statement at a moderate level. Majority of respondents, 58 (68%) rated the given statement at high and very high level. This conclude that employees in EEP headquarter highly believe that training is useful to improve their knowledge, skill and ability.

As it was illustrated in the last row of (Table 7) above, the average result revealed that, majority 59 (70%) of respondents rated at high and very high the given statements that deal about employees' perceived utility of training. Therefore we can concluded that employees in EEP headquarter office highly perceive the utility of training in their organization. This agree with a study by Salas & Grossman (2011) that suggest, employees are more likely to apply the skills and knowledge learned in training, if they believed in the value of the outcomes, or utility, of the training programs.

To sum up, as presented in (Table 8) below, the summary result described that majority of respondents (56%) rated their personal characteristics at high level. Therefore, from this we

can safely conclude that the level of employees' personal characteristics to transfer training in EEP headquarter office of the study area is high.

Table 8: Summary of respondents' response on employees' personal characteristics

No	Items	N	Very low		Low		Moderate		High		Very high	
			f	%	f	%	f	%	f	%	f	%
			I	Employees' cognitive ability	85			5	6	21	25	41
II	Employees' motivation	85	16	19	31	36	26	31	26	31		
III	Employees' perceived utility	85			6	7	20	24	39	46	20	24
	Average score on employees' personal characteristics	85	5.3	6	14	16	22	27	35	41.5	13	15

4.3. Training strategies

The second specific research objective of this study was to describe the frequency that leaders/ trainers apply (behavioral modeling, error management and learning goal-setting) as training strategies in the study area. For this purpose, the aggregated descriptive statistics such as frequency and percentage from SPSS were displayed in (Table 9) below.

4.3.1. Application of behavioral modeling as training strategies

As the information displayed in (Table 9) below, on item 11, respondents were invited to rate how often trainers describe a set of clearly-outlined behaviors or skills to the trainees. To this end, only 5 (6%) of employees agreed that trainers frequently describe a set of clearly-outlined behaviors or skills to the trainees whenever they begin training programs and about 19% of respondents rated this statement sometimes. The rest, majority of respondents, 74% (23.4% and 51%) rated the statement at never and rarely respectively.

Therefore, this concludes that trainers do not describe the behaviors or skills to the trainees during training sessions.

Table 9: Respondents' response on the application of behavioral model as training strategy

No	Items	N	Never		Rarely		Sometimes		Frequently		Very frequently	
			f	%	f	%	f	%	f	%	f	%
			11	Leaders /managers describe a set of clearly-outlined behaviors or skills to the trainees.	85	20	23.5	43	51	16	19.5	5
12	Leaders /managers concern to design training based on training need assessment.	85	11	13	23	27	37	44	14	16		
13	In my organization, trainings are taught using practical examples.	85	17	20	28	32.9	26	30.6	13	15.3	1	
14	Leaders /trainees communicate the purpose of training earlier before the actual training session.	85	11	13	30	35.3	32	37.6	12	14.1		
15	In my organization, trainers prepare themselves in advance before offering training.	85	17	20	25	29.4	23	27.1	18	21.2	1	
16	In my organization, training content is similar with my actual work.	85	10	11.8	16	18.8	37	43.5	22	25.9		
	Average score on training strategies.	85	14	16	26	31	30	35	15	18		

According to item 12 of (Table 9) above, respondents were invited to reflect their level of agreement on how often leaders/managers concern about employees' training need assessment before designing training programs. Accordingly, about (16%) of employees agreed that leaders/managers often concern to design training based on training need assessment however, about 40% (13% and 27%) of respondents contend the given statement by rating never and rarely respectively. The rest, majority of respondents, 44%

rated the statement sometimes. From this, we can conclude that leaders/trainers in EEP headquarter occasionally conduct employees' training need assessment whenever they design employees' training.

As depicted in item 13 of (Table 9) above, respondents were asked to rate their level of agreement on how often trainings are taught using practical examples. As a result, majority 52.9 % (20% and 32.9%) of them rated at never and rarely respectively and about (30.6%) rated the statement at sometimes. The rest, only (15.3%) of employees agreed that in their organization, trainings are frequently taught using concrete examples. Therefore, it is fair to conclude that in EEP headquarter office; employees' trainings are not adequately taught using practical examples in the study area. However, researchers like, Raliphada ,et al. (2014) substantiated in their study that high practical relevance of training, for example by including real-world examples, or practice-oriented tasks has a significant influence on transfer of training.

As shown in (Table 9) in the previous page, with item14, small group (13%) of respondents agreed that trainers never communicate the purpose of training earlier before the actual training session whereas; about (35.3%) agreed that trainers communicate rarely. However, relatively a large group (37.6%) of respondents said sometimes and the rest (14.5%) of respondents agreed that trainers frequently communicate the purpose of training earlier before the actual training session. From this, we can conclude that, trainers in EEP headquarter office; occasionally communicate the purpose of training before the actual training session.

Regarding item 15 of (Table 9) above, respondents were requested to rate their level of agreement on how often, trainers prepare themselves in advance before offering employees' training. As a result, relatively majority 25 (29.4%) of them agreed that in their organization trainers rarely prepare themselves in advance before offering employees' training and about 17 (20%) of respondents replied that trainers never prepare themselves. About 23 (27.1%) of respondents agreed that in their organization, trainers sometimes prepare themselves before offering employees' training and 18 (21.2%) of employees

confirmed that trainers frequently prepare themselves before presenting training for trainees. Therefore, from this, we can conclude that in EEP headquarter office; trainers do not adequately prepare themselves in advance before presenting employees' training.

In item16 of the same table above, about 10 (11.8%) of employees agreed that training content is never similar with their actual work and16 (18.8%) of respondents rated the statement at rarely. Majority 37 (43.5%) of employees agreed that, in their organization, training content is sometimes similar with their actual work and about 22 (25.9%) rated that the training content is often similar with their actual work. This concluded that, in EEP headquarter; training content is occasionally similar with their actual work. However, the existing literature strongly suggest that, training transfer effectively occurs when trainees find that the content of the training program is similar to the actual work they perform (Salas, et al., 2012).

As shown in the final row of (Table 9) above, the average result on the application of behavioral model as training strategy indicated that, about 30 (35%) of respondents rated at sometimes and majority 40 (47%) of respondents rated at rarely. Implies that this group of respondents claims that behavioral model is not applied as training strategy in the study area. Therefore, from this, we can concluded that in EEP headquarter office behavioral model is not sufficiently applied as training strategy.

4.3.2. Application of error management as training strategy

Table 10: Respondents' response on the application of error management as training strategy

No	Items	N	Never		Rarely		Sometimes		Frequently		Very frequently	
			f	%	f	%	f	%	f	%	f	%
17	In my organization, I am allowed to explore, question and make mistakes during training.	85	14	16.5	27	32	31	36.5	12	14.1		
18	In my organization, error is considered as a beneficial indicator to improve our knowledge and skills.	85	8	10	30	35	29	34	17	20		

19	In my organization, trainers encourage me when I make mistake.	85	17	20	27	32	23	27	18	22		
	Average score on application of error management		12	14	28	33	29	32	16	19		

As indicated in (Table 10) of item17 above, respondents were asked to indicate their level of agreement on how often they are allowed to explore, question and make mistakes during training, accordingly, majority 48.5% (16.5% and 32%) of respondents rated the statement at never and rarely respectively and about (36.5%) agreed that they are sometimes allowed to explore, question and make mistakes during training. The rest, only (14.1%) of employees agreed that in their organization, they are often allowed to explore, question and make mistakes during training session. Therefore from this, we can conclude that, in EEP headquarter; employees are not adequately allowed to explore, question and make mistakes during training. However, error management is a method of training in which learners are encouraged to explore and even make mistakes (errors) while being trained, in order to learn from them (Keith, & Frese, 2008).

As shown in (Table 10) above in item18, about 30 (35%) of respondents agreed that in their organization, error is rarely considered as a beneficial indicator to improve our knowledge & skills and about 8 (10%) of respondents replied that error is never considered as a beneficial indicator to in their organization. However, 29 (34%) and 17 (20%) of respondents agreed that error is sometimes and often considered as a beneficial indicator to improve our knowledge and skills respectively. Therefore from this, it is fair to conclude that, in EEP headquarter; error is occasionally considered as a useful indicator to improve our knowledge and skills. In this regard, literature in the area reminds that errors are an outcome of the natural process of active learning, and can even be beneficial to the learner because they highlight the areas where they need to improve on their knowledge and skills (Keith, & Frese, 2008).

The result of item 19 displayed in (Table 10) above, showed that, about 18 (22%) of the respondents agree that trainers frequently encourage them when they make mistake during training and 23 (27%) of the respondents agreed that they are sometimes encouraged when

they make mistake during training programs. However, relatively large group (32%) of the respondents claim that they are rarely encouraged and about 20% of the total respondents hold that they are never encouraged when they make mistake during training in their organization. Therefore, this concludes that, in EEP headquarter office; employees are not sufficiently encouraged when they make mistake during training programs.

As can be seen in the final row of (Table 10) above, the average result revealed that, majority 40 (47%) of respondents rated at rarely and the other group 29 (32%) rated sometimes and small group respondent16 (19%) rated at frequently the given statements that deal about the application of error management as training strategy. Therefore we can concluded that in EEP headquarter office error management is not adequately applied as training strategy.

4.3.3. Application of learning-goal setting as training strategy

Table 11: Respondents’ response on the application of learning goal-setting in training strategy

No	Items	N	Never		Rarely		Sometimes		Frequently		Very frequently	
			F	%	f	%	F	%	f	%	f	%
			20	In my organization, trainers introduce a clearly defined learning goal for trainees.	85	8	9.41	19	22.4	31	36.5	26
21	In my organization, trainers/mentors communicate the specific desired objectives of the training topics.	85	10	12	22	25.9	36	42.4	17	20		
	Average score on learning goal setting	85	10	12	21	25	34	40	19	23		

As illustrated in item 20 of (Table 11) above, respondents were requested to indicate their level of agreement on how often trainers introduce a clearly defined training goal. As a result, about 19 (22.4%) of respondent agreed that in their organization, trainers rarely

introduce a clearly defined training goal for trainees & 8 (9.41%) of respondents claim that in their organization, trainers never introduce a clearly defined training goal for them. However, relatively a large 31 (36.7%) of respondent agreed that in their organization, trainers sometimes introduce a clearly defined training goal and about 26 (30.6%) of respondents witnessed that their trainers frequently introduce well-defined training goal for trainees. Therefore from this, we can conclude that, in EEP headquarter; trainers occasionally set a well-defined training goal for trainees before presenting the actual lesson. This contradicts with the finding of Ling, Woon, & Ven (2011) that suggest the setting of learning goals need to be sustainable to have a significant impact on transfer of training.

In item 21 of (Table 11) above, majority 36 (42.4%) of employees agreed that, in their organization, trainers/mentors sometimes communicate the specific desired objectives of the training program and in the same sprit 17 (20 %) of respondents affirmed that trainers/mentors sometimes communicate the specific desired objectives of the training program in their training session. However, about 22 (25.9%) and 10 (12%) rated that trainers/mentors rarely and never communicate the anticipated specific objectives of the training program respectively. Therefore from this, we can conclude that, in EEP headquarter office; trainers/mentors irregularly communicate the specific desired objectives of the training program. However, Noe (2013) suggest that communicating the specific desired behavioral objectives of the training program to the learners is one of the basic strategies used to arouse positive transfer of training.

As illustrated in the last row of (Table 11) above, the average result revealed that, about 31 (37%) of respondents rated at rarely. Relatively large group 34 (40%) rated at sometimes and small group respondent 19 (23%) rated at frequently. From this, we can conclude that in EEP headquarter office learning goal setting is occasionally applied as training strategy. Several studies have examined the connection between the setting of learning goals as an element of training and transfer of training (Ling, et al., 2011).

To sum up, as illustrated in (Table 12) below, the summary result revealed that majority of respondents (43%) rated the frequency of the application of (Behavioral model, Error management and Learning goal setting) as training strategy in EEP headquarter office at never

and rarely. About 36% of respondents rated at sometimes and 20% rated at frequently. Therefore, from this it is fair to conclude that leaders/trainers do not adequately apply (Behavioral model, Error management and Learning goal setting) in training strategies as required in EEP headquarter office of the study area.

Table 12: Summary of the application of (Behavioral model, Error management and Learning goal setting) as training strategies

No	Items	N	Never		Rarely		Sometimes		Frequently		Very frequently	
			f	%	f	%	f	%	f	%	f	%
			I	Behavioral model as training strategy	85	14	16	26	31	30	35	15
II	Error management as training strategy	85	12	14	28	33	29	32	16	19		
III	Learning goal setting as training strategy	85	10	12	21	25	34	40	19	23		
	Average score	85	12	14	25	29	31	36	17	20		

4.4. Employees’ perception on work-environment

4.4.1. Transfer Climate

Respondents were given various statements on transfer climate of EEP headquarter office and were requested to indicate the extent to which they agree with each statement and the results were presented in (Table 13) below.

Participants of this study were invited to rate their perception on whether their work environment is favorable to apply their skills learned from training, as observed in (Table 13) below, although 15% of the respondents agreed, however, relatively a large group (47 %) of them disagreed with the item stated above. The others (38%) of the respondent had no idea about the work environment of their organization. Therefore from this, we can generalize that,

the work environment in EEP headquarter office; is not sufficiently favorable for employees to apply their skills and knowledge learned from training programs.

Table 13: Respondents' response on transfer climate of their organization

No	Items	N	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			f	%	f	%	f	%	f	%	f	%
22	In my organization there is a favorable work environment to apply skills learned from training back to the workplace.	85	15	18.6	25	29	32	38	13	15		
23	There are enough tools and equipment to use in applying the new skills I learned to practice new skills.	85	8	10	30	35.5	29	34.5	18	22		
24	After training, my manager/supervisor gives me opportunities to practice what I learned.	85	11	13	22	25	28	33	22	26		
25	In my organization there exist a sound policies and regulations that guide me to apply my new skills and knowledge learned.	85			8	9.41	35	41.2	24	28.2	18	21.2
26	In my organization I have sufficient time to apply the new skills and knowledge we have learned on the job.	85			7	8	12	14	42	49	24	28
	Average score on transfer climate		7	8	18	21	27	32	24	28	8	10

Regarding item 23 of (Table 13) above, about 22% of the respondents agreed that in EEP headquarter office there are enough tools / equipment to apply their new skills learned from training. On the contrary relatively majority group of respondents 45% (10% and 35%) rated strongly disagree and disagree and others (34%) rated undecided, implying that this group of respondents are unsure whether there exist enough tools / equipment in their organization or not. Therefore, from this it is fair to conclude that, in EEP headquarter

office; there is no adequate tools/equipment for employees to apply their new skills learned from training programs.

Regarding item 24 of (Table 13) in preceding page 43, about 38% (13% and 25 %) of participants of this study rated the questionnaire strongly disagree and disagree respectively. On the opposite 14.5% of them confirmed that after training, manager/supervisor give them opportunities to practice what they learned back in their organization. And the rest 33% rated the statement undecided; signifying that they are not sure whether their manager/supervisor gives them opportunities to practice what they learned back in their work place. Therefore from this, it can be concluded that, in EEP headquarter office; manager/supervisor do not give employees a sufficient opportunity to practice what they learned back in their work place.

In the same table above, respondents were asked to rate their agreement on whether there exist sound policies and regulations that guide them to apply their new skills and knowledge, as a result, majority (49%) of respondents approved the statement whereas about 41.2% of them rated at undecided. The remaining, 9% of the respondents disagree about the existence of policies and regulations that guide them to apply their new skills and knowledge in their organization. This concludes that, in EEP headquarter office; there are policies and regulations that guide employees to apply their new skills and knowledge.

As illustrated in item 26 of (Table 13) above, most of the respondents 77 % (49% & 28%) confirmed that they have sufficient time to apply their new skills and knowledge they have learned in their organization. However, small groups of respondents such as 14% and 12% rated the given statement as undecided and disagree. This concludes that, in EEP headquarter office; employees are given sufficient time to transfer their new skills and knowledge they have learned.

The average result in the last row of (Table 13) above indicated that, majority 32 (38%) of respondents rated at agree. The other group 27 (32%) rated undecided and small group respondent 25 (29%) rated at disagree. From this, we can deduce that transfer climate of

EEP headquarter office is helpful for employees to apply their new skills and knowledge they have learned from training programs in their work place.

4.4.2. Employees' support

Table 14: Respondents' response on employees' support

No	Items	N	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			f	%	f	%	f	%	f	%	f	%
			27	Managers and supervisors support me in applying new knowledge and skills acquired from training.	85	4	4.7	15	17.6	48	56.47	18
28	My colleagues help and support me in applying new knowledge and skills I learn from training programs.	85	17	20	21	24.7	29	34.1	18	21.2		
29	I obtain feedback from my manager/supervisor.	85	8	9.4	10	13	40	47.1	25	30.6	2	
30	I get feedback, guidance and support from my peers.	85	13	15.3	27	31.8	25	29.4	19	22.4	1	
31	Managers and supervisors use rewards and mentoring on how to use or apply the learned skills on the job.	85	17	20	31	36.5	22	25.8	14	16.4	1	
32	In my organization I get every support to transfer my knowledge and skills in my work place	85	9	11	21	25	32	38	19	20	4	
	Average score on employees' support	85	11	13	21	25	33	39	19	22	1.3	

Respondents were requested to rate on whether managers and supervisors actively support their employees in applying new knowledge and skills acquired from training. As indicated in (Table 14) below, majority 48 (56.47%), of respondents rated the given statement at

undecided. Whereas small groups of respondents, such as 4 (4.7%) and 15 (17.6%) rated as strongly disagree and disagree. The rest 18 (21.18%) of agreed they are supported by their managers and supervisors in applying their new knowledge and skills they acquired from training. Therefore, this generalizes that, in EEP headquarter office; managers /supervisors are inactive to support employees in transferring their new knowledge and skills they acquired from training programs.

As indicated in item 28 of (Table 14) above, large groups of respondents 38 (44.5%) such as (20% strongly disagree and 24.7 % disagree) with the item in question. About 34.1% of respondent rated undecided, however, small groups of respondents 18 (21.2%) agreed as they get support/help from their colleagues during the application of new knowledge and skills they acquired from training programs. Therefore, this concludes that, in EEP headquarter office; employees are not adequately supported/ helped by their colleagues during the application of new knowledge and skills they acquired from training programs. Martin (2010) found that support from peers can help employees to improve their self-efficacy by always getting positive feedbacks from peers and coaching them with the new skills and knowledge.

As illustrated in item 29 of (Table 14) above, regarding whether employees get feedback from their manager/supervisor about half of respondents, 40 (47%), were rated undecided. Signifies that these respondents are not sure whether they get feedback from their manager/supervisor or not. Among the respondents of this study, about 10% (3% strongly disagree and 7% disagree) with the given statement. And 30.6% of respondents confirmed that they obtain feedback from their manager/supervisor in their organization. Therefore, we can conclude that, in EEP headquarter office; employees obtain feedback from their manager/supervisor in their organization.

As indicated in item 30 of similar table above, 47 % (15% and about 32%) of respondents replied strongly disagree and disagree with the given statement. And 29.4% of respondents indicated they have no idea on whether they get feedback, guidance and support from their peers but from the total respondents, only 19 (22.4%) agreed that they get feedback,

guidance and support from their peers. Therefore, this concludes that, in EEP headquarter office; employees do not get feedback, guidance and support from their peers in their organization.

With regard to item 31 of (Table14) above, majority 48 (20% strongly disagree and 36.5% disagree) of employees disagree with the statement. About 22 (25.8%) of respondents said nothing on whether managers/ supervisors use rewards and mentoring on how to use or transfer the learned skills on the job and only 14 (16.4%) of employees agreed with the statement. Therefore, it can be concluded that, in EEP headquarter office; managers/ supervisors do not use rewards and mentoring on how to use or transfer the learned skills on the job in their work place.

Regarding item 32 of (Table14) above, about 36% (11% strongly disagree and 25% disagree) of employees disagree with the statement and 22 (25.8%) of respondents said nothing on whether they get support to transfer their knowledge and skills in their work place or not. And only 25 % (20% agree and 5% strongly agree) of employees agreed that they get support to transfer their knowledge and skills in their work place. Therefore, this concludes that, in EEP headquarter office; employees do not get sufficient support to transfer their knowledge and skills in their work place. In this regard, Salas & Grossman (2011) suggest that support from both supervisors and peers have a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace.

In (Table 14) above, the average score on employees support indicated that, majority 33 (39%) of respondents rated at undecided. The other group 32 (38%) of respondents rated these statements at disagree and small group respondent 18 (22%) rated at agree. From this, we can conclude that, in EEP headquarter office; employees do not get support to apply their new skills and knowledge they have learned from training programs.

4.4.3. Employees' opportunity to perform

Respondents were given several statements on whether they have opportunity to perform their knowledge and skills back to work in their organization and the result of their perception were presented in (Table 15) of the next page.

Table 15: Respondents' response on employees' opportunity to perform

No	Items	N	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			f	%	f	%	f	%	f	%	f	%
33	I have opportunities to apply and perform my new skills back to work.	85	13	15.3	27	31.8	28	32.9	16	18.8		
34	In my organization there exists a clear plan to offer chance for employees in the areas to practice in their jobs.	85	6	6	19	23	51	60	9	11		
35	In terms of applying my training to my current work, my organization is supportive.	85	6	7.06	27	31.8	42	49.4	10	12		
36	My leaders encourage me to apply what I learned at training at work.	85	9	10.6	22	25.9	38	44.7	16	18.8		
37	My colleagues cooperate with me to perform what I learned at training.	85	5	6	22	26	38	45	20	24		
	Average score on opportunity to perform	85	8	9	23	28	39	46	14	17		

Respondents were invited to rate their perception on whether they have opportunities to apply and perform their new skills back to work, as indicated in (Table 15) above, relatively, a large percentage of respondents 47% (15.3% and 31.8%) replied that they are strongly disagree and disagree respectively. And about 32.9 % of respondents rated at undecided. However small groups of respondents 16 (18.8%) agreed that they are given opportunities to apply and perform their new skills back to work in their organization.

Therefore, this generalizes that, in EEP headquarter office; employees are not given adequate opportunities to apply and perform their new skills back to work in their work place. However, literature strongly suggest that in order to apply the newly acquired skills and knowledge back to the workplace, trainees must be given the opportunities in order to maximize training transfer (Punia, & Kant, 2013).

As can be seen in item 34 of the same (Table 15) above, the majority 51(60%) of employees were unsure to show their agreement on the given item. However, 30 % (7% and 23%) of respondents responded they strongly disagree and disagree respectively about the existence of a clear idea to offer training chance for employees in their organization. Only 11% of respondents agreed with the existence of a clear plan of training chance for employees. Therefore, this concludes that, in EEP headquarter office; there is no clear plan to offer training chance for employees in the areas to practice in their jobs.

As illustrated in item 35 of the above table, about half, 42 (49.4%), of participants of this study were undecided to claim whether their organization is supportive to apply their new training idea in their current work or not. However, about 39 % (7% strongly disagree & 32% disagree) and only 10 (12%) of employees agreed that their organization is supportive to practice their new training idea in their current work. Therefore, this concludes that, EEP headquarter office is not supportive to practice new training idea in their work place.

As shown in (Table15) item 36 above, among the respondents of this study, 35% (10%and 25%) rated the given statement as strongly disagree and disagree respectively. However, relatively a large percent of respondents (44.7%) rated undecided, which implies they are not sure whether their leaders encourage them to apply what they learned or not. And the rest 16 (18.8%) of respondents agreed that their leaders encourage them to apply what they learned at training in work place. This concludes that, in EEP headquarter office; leaders do not adequately encourage employees to apply what they learned from training programs in their work place.

According to item 37 of (Table15) above, respondents were inquired to reflect their agreement on whether their colleagues cooperate with them to perform what they learned at training in workplace. Accordingly, only 20 (24%) of employees agreed and others about (32%) of respondents disagreed with the statement. However, a relatively large group of respondents 36 (45%) were ambiguous whether their colleagues cooperate with them or not to do what they learned at training back to workplace. Therefore, from this, we conclude that, in EEP headquarter office; employees do not sufficiently cooperate with each other to perform what they learned at training.

The average result in the last row of (Table 15) above indicated that, majority 39 (46.4%) of respondents rated at undecided. The other group 31 (37%) of respondents rated these statements at disagree and small group respondent 14 (16.9%) rated at agree. Others, about 40(47%) of are not sure to rate the given statements that deal about various employees' opportunities in their organization. From this, we can conclude that, in EEP headquarter office; employees are not sufficiently given opportunity to apply their new skills and knowledge they have learned from training programs. This result contradicts that, limited opportunity to apply and perform new skills on the job has been identified as one of the strongest barriers to the successful transfer of training (Robinson, 2009).

As seen below in (Table 16), the average score on work-environment revealed that, majority of respondents 33 (39%) rated at undecided and about 30(32%) of respondents negatively perceived the work- environment (transfer climate, support and opportunity to perform) at EEP headquarter office in relation to training transfer. However, the average score showed that, only 19 (22%) of respondents perceived positively. Therefore, from this we can conclude that, the work- environment at EEP headquarters office is not adequately helpful for employees to transfer their training in the study area.

Table 16: Summary of employees' response about work-environment

No	Items on	N	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
			f	%	f	%	f	%	f	%	f	%
			I	Transfer climate	85	7	8	18	21	27	32	24
II	Support	85	11	13	22	25	32	39	18	20		
III	Opportunity to perform	85	8	9	23	28	39	46	15	19		
	Average score on work-environment	85	9	7	21	25	33	39	19	22	2	3

4.5. Major challenges/problems to transfer employees' training in the study area

As has been discussed in the previous sections, this study identified a number of challenges that relate with employees' training transfer in the study area. These challenges were mainly categorized as: challenges related with employees' personal characteristics, training strategies and work-environment of the organization under study. In the next couple of paragraphs these challenges were discussed as follows.

4.5.1. Challenges related with employees' personal characteristics

Regarding challenges related with employees' personal characteristics to transfer employees' training in the study area, the major ones were discussed below.

Majority of employee in EEP headquarter office do not feel a sense of belongings in their organization. A sense of belongings of employees in the organization is very essential for organizations to achieve their goal. However, as identified in this study lack of a sense of belongings among employees is serious challenge in EEP headquarter office to transfer employees' training.

The other major challenge for EEP headquarter office is lack of motivation, particularly, extrinsic motivation. Because, majority of respondents that were participated in this study

revealed that they are not adequately motivated by managers/supervisors in the study area. Unless employees are motivated, it is difficult or even impossible to transfer their knowledge, skill and ability back to workplace.

4.5.2. Challenges related with training strategies

Scholars in the field of study reported that training strategies strongly correlate with employees' training transfer (Salas, et al., 2012). In order to transfer employees' training; they strongly suggest that behavioral modeling, error management and learning goal-setting need to be applied as training strategies. To this end, this study identified major challenges related with the issue under study and these challenges were presented as follows.

Regarding to behavioral modeling, trainers in EEP headquarter office do not sufficiently describe the behaviors or skills to the trainees during training sessions. This is challenging because, unless and otherwise the trainers label the behaviors or skills to the trainees that they acquire from training sessions, trainees may not pay attention for the training and this in turn negatively affects the transfer of training in their work place.

The other major challenges related with training strategy are, employees' trainings are hardly taught using practical examples, trainers do not sufficiently prepare themselves in advance before presenting employees' training and the training content is not sufficiently similar with their actual work. These are another head heck that need to be improved in EEP headquarter office because, the existing literature in the field of study strongly suggest that, training transfer effectively occurs when trainees find the training they are participating is beneficial to change their behavior and the content of the training program is similar to their actual work they perform (Salas, et al., 2012).

Regarding error management, in EEP headquarters; employees are not adequately allowed/ encouraged to explore, question and make mistakes during training. This is a serious problem in the study area because literature suggest that learners should be encouraged to explore and even make mistakes (errors) while being trained, and beneficial to the learner

because they highlight the areas where they need to improve on their knowledge and skills (Keith, & Frese, 2008).

4.5.3. Challenges related with work-environment

The result of this study has shown that the work-environment of EEP headquarter office is challenging for employees to transfer their knowledge and skill in their work place. Among these challenges the major ones are:

Regarding transfer climate, this study identified that there are lack of enough tools / equipment and lack of opportunities to practice and apply skills and knowledge learned from training programs are serious challenge for EEP headquarter office. The other challenges related with work-environment are; lack of support/help from their colleagues, lack of feedback, guidance and support from their peers and lack of rewards and mentoring on how to use or transfer the learned skills on the job in their work place. These are currently major challenges in the study area because scholars in the field of study, like Salas & Grossman (2011) suggest that support from both supervisors and peers have a significant effect on the tendency of trainees to apply the skills and knowledge acquired from the training program back to the workplace.

Regarding problems related with work environment; lack of opportunity to perform and apply their new skills back to work in their work place and lack of a clear plan to offer training chance for employees in the areas to practice in their jobs. However, literature strongly suggest that in order to apply the newly acquired skills and knowledge back to the workplace, trainees must be given the opportunities in order to maximize training transfer (Punia, & Kant, 2013).In addition to this, literature suggests that, limited opportunity to apply and perform new skills on the job has been identified as one of the strongest obstructions to the successful transfer of training (Robinson, 2009).

To sum up, in EEP head quarter this study identified a number of challenges that relate with employees' training transfer in study area. Among these the major challenges are summarized as: Lack of

- Employees' motivation particularly, extrinsic motivation.

- Describing the behaviors or skills to the trainees during training programs.
- Using practical examples during employees' training session.
- Trainers' preparation before presenting employees' training.
- Permission for employees to explore, question and tolerance when they commit mistakes during training.
- Enough tools / equipment for employees.
- Opportunities for employees to practice their skills and knowledge.
- Support, feedback, guidance and from peers and rewards and mentoring from managers/supervisors.

4.6. Prospects /Opportunities of training transfer

The study on the subject has identified not only challenges but also existing potential opportunities for EEP headquarter office in relation to employees' training transfer. Here in the study the respondents were asked to rate on various statements in three major categories that deal about employees' personal characteristics, training strategies and work-environment in relation to training transfer in their organization. To this end, the researcher identified the existing opportunities for EEP headquarter office from the responses of respondents and presented in the next couple of paragraphs based on major categories as follows.

4.6.1. Opportunities related with employees' personal characteristics

As mentioned earlier, the results of this study has shown EEP headquarter office has many opportunities related with employees' personal characteristics that may aid employees' training transfer in the study area. Among these opportunities the major ones are:

This study revealed that EEP headquarter office has amazing opportunity in the area of human resource who have high level of ability to understand the concept of any relevant training programs and have high ability to transfer their new skills learned from training programs too. In addition to this, this study clarified that most employees in the office have high commitment to transfer their knowledge and skills in their work place that acquired from employees' training programs.

4.6.2. Opportunities related with training strategies

Regarding the application of behavioral modeling, error management and learning goal-setting as training strategies, in the next few paragraphs the major existing opportunities were presented as follows.

Regarding the application of error management as training strategy, even though it is not sufficient, however, starting to consider error as a useful indicator to progress knowledge and skills and setting a well-defined learning goal for trainees before presenting the actual lesson can be taken as opportunity for EEP headquarter office.

4.6.3. Opportunities related with work-environment in the study area

The results of this study shown that, the work-environment of EEP headquarter office has various opportunities to transfer employees' training. Among these ,the presence of policies and regulations that guide employees to apply their new skills and knowledge, sufficient time to apply, a conducive transfer climate and feedback from their manager/supervisor are existing potential opportunity for EEP headquarter office to transfer employees' training.

To sum up about the existing opportunities this study identified that, EEP headquarter office has highly committed employees with high level of cognitive ability to transfer training in their organization. Even though it is not sufficient, however, starting to consider error as a useful process, setting a well-defined learning goal for trainees, the presence of policies & regulations that guide employees & sufficient time to apply, a conducive transfer climate and feedback from their manager/supervisor are existing potential opportunity for EEP headquarter office to transfer employees' training in their work place.

CHAPTER FIVE

Summary, Conclusion and Recommendation

Introduction

This chapter was organized in to three major sections. In the first section a short summary of the major findings of this study were articulated in a couple of paragraphs. The second section was devoted to a conclusion based on these findings and in the final section of this chapter, the necessary recommendations were forwarded.

5.1. Summary of the major findings

This study has tried to assess the challenges and prospects /opportunities to transfer employees' training in EEP headquarter office, Addis Ababa. For this purpose, the study used standardized survey instrument to collect data on employees' personal characteristics, training strategy and work-environment of the study area. As described in the preceding chapter four, in this study, a descriptive data analysis with its interpretation was employed. To this end, a quantitative data from 85 respondents were collected and calculated through SPSS version 20 and Excel sheet.

The overall descriptive result from the perception of respondents revealed that the level of employees' personal characteristics measured in terms of (cognitive ability, motivation and perceived utility) in EEP headquarter office with relation to training transfer was found at high level. However, when seen individually, variables that measured employees' personal characteristics showed a varied result. Consequently, employees' cognitive ability and perceived utility were found at high level, however, employees' motivation was low in EEP headquarter office.

One of the major finding of this study revealed that leaders/trainers rarely apply (Behavioral model, Error management and Learning goal setting) as training strategies in EEP headquarter office of the study area. The other important finding in this study indicated that, employees negatively perceive the work- environment (transfer climate, support and opportunity to apply) of EEP headquarter office in relation to training transfer

when seen as a whole. However, among these variables, employees realized that only transfer climate of their organization as helpful to transfer training in their work place.

Furthermore, this study identified a number of challenges/problems and existing opportunities that relate with employees' training transfer at EEP headquarter office in the study area. According to this study, the major challenges of employees' training transfer are lack of employees' motivation particularly, extrinsic motivation. Inadequacy of applying behavioral modeling as employees' training strategies and lack of creating conducive work-environment to transfer employees' training are among major challenges/problems.

Meanwhile, this study also indicated the existing major opportunities such as highly committed employees with high level of cognitive ability to transfer training in their organization. Although it is not adequate, however, conducive transfer climate and manager'/supervisors' experience of feedback for employees and the existence of policies & regulations that guide employees & sufficient time for employees to apply their knowledge & skill are among the existing potential opportunities for EEP headquarter office to transfer employees' training in their work place.

5.2. Conclusion of the study

This study concludes that, the level of employees' personality to transfer employees' training in their organization is high. The other major conclusion of this study is that, leaders/ trainers in EEP headquarter office rarely apply (behavioral model, error management and learning goal-setting) as training strategy and employees have a negative perception about the work- environment of EEP headquarter office in relation to training transfer when considered as a whole. This study identified that lack of employees' motivation, employees' support & employees' opportunity to perform and employees' training strategy as major challenges in EEP headquarter office, whereas, employees' ability & commitment to transfer training as well as their positive perception & high value for training utility are identified as a potential opportunity for EEP headquarter office that may increase the success of training transfer.

5.3. Recommendation

On the basis of the findings and conclusions reached, the researcher would like to make the following recommendations.

EEP headquarter office need to foster strong effort on their employees' motivation through providing rewards in the form of allowance, positive and timely feedback, support & training based on the result of employees' training need assessment on activities and regular discussion on their training goal achievement.

Leaders /trainers need to improve their training strategies through adequately describing the behaviors or skills trainees are going to acquire during training sessions. They need to use adequate practical examples during employees' training session and should sufficiently prepare/rehears themselves before presenting employees' training. The researcher strongly suggests that trainers ought to make employees to explore, question and need to tolerate when they commit mistakes during training programs.

Leaders /managers need to improve their work-environment through searching for adequate tools / equipment for employees and as far as possible they need to afford sufficient opportunities for employees to practice their new skills and knowledge in their work place. The researcher suggest that, these top personals ought to create a working arena for their workers such as peer support, feedback, guidance ,rewards and mentoring from managers/supervisors.

The researcher also recommends that, EEP headquarter office leaders and trainers should become aware about their existing opportunities to maximize their prospects to transfer training in their organization. As mentioned earlier, EEP headquarter office has a potential existing opportunity such as employees that have high personal characteristics to transfer training in their work place. They need to nurture such opportunities and to aware the variables that more support training transfer. To this end, they can use the survey instruments used in this study or another.

They need to plan for further strategies to increase the success of training transfer through gathering update information (data) and conduct a scientific investigation. To this end, the researcher suggests the following future research. These may include:

1. To learn more about the challenges/problems related to training transfer, particularly, work- environment and employees' training strategies of the organization , a qualitative investigation could be conducted through participating employees, EEP headquarter office leaders/managers and supervisors in the study area.
2. A mixed research could be conducted to understand better about the challenges and to describe prospects that may aid the transfer of employees' training in EEP headquarter office. This can be easily achieved through participating stakeholders, like EEP clients, employees, managers and supervisors and office experts in the study area.

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Appendices

Jimma University

College of Business and Economics

Department Management

Thank You for your valuable response

This questionnaire will be filled by staff members of Ethiopian Electric power (EEP) head quarter office, Addis Ababa. Dear Respondents: I am post graduate (Master) student of Jimma University college of Business management. Currently I am carrying out a study on the topic: The challenges and prospects of employees' training transfer in EEP head quarter office, Addis Ababa. Thus, the main purpose of this questionnaire is only to collect relevant data to complete this research project. Therefore, you are, kindly requested to fill the questionnaire in order to give necessary information. The success of this study directly depends upon your honest and genuine response to each item. Each data you supply will be used only for the purpose of education.

Part I: Background Information

Please provide some basic background information on yourself for items 1-5, put a tick mark (✓) or write in where necessary.

1. Name of your organization _____

2. Gender: Female Male

3. Age: A. 21-30 B. 31-40 D. Above 50

4. Level of education: A. Diploma B. B.A/B.Sc. C.

M.A/M.Sc.

5. Service years: A) 0-5 B) 6- 10 C) 11- 16

D). 17 and above

Part II: Please honestly complete the following survey items. To do so, circle the number that corresponds to your level of agreement based on the following scoring.

I. Questionnaire related to Employees' personal characteristics

No		Very low	Low	Moderate	High	Very high
	Cognitive ability					
1	My ability to understand the concept of any relevant training programs.	1	2	3	4	5
2	My ability to transfer the new skills learned from training programs.	1	2	3	4	5
3	My intelligence to understand and apply my knowledge and skill back to the work place.	1	2	3	4	5
	Motivation					
4	I feel that I have a sense of belongings in my organization.	1	2	3	4	5
5	I am motivated to transfer my knowledge and skills I obtained from training program.	1	2	3	4	5
6	I am committed to transfer my knowledge, skill and ability in workplace.	1	2	3	4	5
7	I am personally inspired to apply what I learn in training back to the workplace.	1	2	3	4	5
	Employees' perceived utility of training					
8	I believe that if I apply my knowledge and skills, my job performance will be improved.	1	2	3	4	5
9	I value the transfer of knowledge, skill and ability in workplace.	1	2	3	4	5
10	I believe that my effort is significant to transfer training in workplace.	1	2	3	4	5

II. Questionnaire related to employees' training strategies

No		Never	Rarely	Sometimes	frequently	Very frequently
	Behavioral modeling					
11	Leaders /managers describe a set of clearly-outlined behaviors or skills to the trainees	1	2	3	4	5
12	Leaders /managers concern to design training based on training need assessment	1	2	3	4	5
13	In my organization, trainings are taught using practical examples	1	2	3	4	5
14	Leaders /trainees communicate the purpose of training earlier before the actual training session	1	2	3	4	5
15	In my organization, trainers prepare themselves in advance before offering training	1	2	3	4	5
16	In my organization, training content is similar with my actual work	1	2	3	4	5
	Error management					
17	In my organization, I am allowed to explore, question and make mistakes during training.	1	2	3	4	5
18	In my organization, error is considered as a beneficial indicator to improve our knowledge and skills.	1	2	3	4	5
19	In my organization, trainers encourage me when I make mistake.	1	2	3	4	5
	Learning goal setting					
20	In my organization, trainers introduce a clearly defined learning goal for trainees.	1	2	3	4	5
21	In my organization, trainers/mentors communicate the specific desired objectives of the training topics.	1	2	3	4	5

III. Questionnaire related to work-environment

No	Transfer Climate	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
22	In my organization there is a favorable work environment to apply skills learned from training back to the workplace.	1	2	3	4	5
23	There are enough tools and equipment to use in applying the new skills I learned to practice new skills.	1	2	3	4	5
24	After training, my manager/supervisor gives me opportunities to practice what I learned.	1	2	3	4	5
25	In my organization there exist a sound policies and regulations that guide me to apply my new skills and knowledge learned.	1	2	3	4	5
26	In my organization I have sufficient time to apply the new skills and knowledge we have learned on the job.	1	2	3	4	5
	Employees' Support					
27	Managers and supervisors support me in applying new knowledge and skills acquired from training.	1	2	3	4	5
28	My colleagues help and support me in applying new knowledge and skills I learn from training programs.	1	2	3	4	5
29	I obtain feedback from my manager/supervisor.	1	2	3	4	5
30	I get feedback, guidance and support from my peers.	1	2	3	4	5
31	Managers and supervisors use rewards and mentoring on how to use or apply the learned skills on the job.	1	2	3	4	5
32	In my organization I get every support to transfer my knowledge and skills in my work place	1	2	3	4	5
	Opportunity to perform					
33	I have opportunities to apply and perform my new skills back to work.	1	2	3	4	5
34	In my organization there exists a clear plan to offer chance for employees in the areas to practice in their jobs.	1	2	3	4	5
35	In terms of applying my training to my current work, my organization is supportive.	1	2	3	4	5
36	My leaders encourage me to apply what I learned at training at work.	1	2	3	4	5
37	My colleagues cooperate with me to perform what I learned at training.	1	2	3	4	5

Thank you for your valuable response!
Stay safe!!

