

ST. MARY'S UNIVERSITY
FACULTY OF BUSINESS
DEPARTMENT OF MANAGEMENT

***AN ASSESSMENT OF TRAINING AND
DEVELOPMENT PRACTICE IN ETHIOPIAN
REVENUE AND CUSTOMS AUTHORITY
(ERCA)***

BY
ADDISALEM BEKELE

JUNE, 2014
SMU
ADDIS ABABA

***AN ASSESSMENT OF TRAINING AND
DEVELOPMENT PRACTICE IN ETHIOPIAN
REVENUE AND CUSTOMS AUTHORITY
(ERCA)***

***A SENIOR ESSAY SUBMITTED TO THE
DEPARTMENT OF MANAGEMENT***

***FACULTY OF BUSINESS
ST. MARY'S UNIVERSITY***

***IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF BACHELOR OF
ARTS IN MANAGEMENT***

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ACKNOWLEDGEMENTS

First and foremost I thank God for He is always besides me in all my trouble times.

My gratitude goes to my advisor Ato Terefe Feyera for his advice and constructive comments towards the preparation of this paper.

My gratitude also goes to Ato Aweke Berihun for his encouragement and support. And also I would like to thank my husband, my son as well as my families who gave me strength to learn and build my capacity.

Finally, I would like to thank the community of ERCA for providing all information needed for the study.

TABLE OF CONTENTS

Title	Page
ACKNOWLEDGEMENTS	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF ABBREVIATION/ACRONYMS.....	v
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study.....	1
1.2 Statement of the Problem	2
1.3 Research Question	4
1.4 The Objectives of the Study	4
1.4.1 General Objective of the Study.....	4
1.4.2 Specific Objectives of the Study	5
1.5 Delimitations/Scope of the Study	5
1.6 The Significance of the Study	6
1.7 Research Design and Methodology.....	6
1.7.1 Research Design	6
1.7.2 Population, Sample Size and Sampling Techniques	7
1.7.3 Types of Data Collected.....	7
1.7.4 Method of Data Collection.....	7
1.7.5 Method of Data Analysis	8
1.8 Limitation of the Study	8
1.9 Organization of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE	9
2.1 Training and Development Theoretical Framework	9
2.1.1 Overview of Training and Development	9
2.1.2 Reasons for Training of Employees.....	10

2.2	Training and development process	11
2.2.1	Training Needs Assessment	11
2.2.2	Formulation of Training Objectives	13
2.2.3	Designing the Training.....	14
2.2.4	Determining Training Methods	14
2.2.5	Implementing Training Program.....	16
2.2.6	Evaluation of Training program	16

CHAPTER THREE:

DATA PRESENTATION, ANALYSIS AND INTERPRETATION	19
3.1 Respondents' Profile	20
3.2 Training Needs Assessment and Planning.....	21
3.3 Trainees' Selection	23
3.4 Impact of Training Program.....	24
3.5 Evaluation Practices.....	26

CHAPTER FOUR:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	32
4.1 Summary of Major Findings	32
4.2 Conclusions	35
4.3 Recommendations	37

Bibliography

Appendix – 1

Appendix – 2

LIST OF TABLES

Table 1: Respondents' Profile	20
Table 2: Training Needs Assessment and Planning.....	22
Table 3: Trainees' Selection.....	23
Table 4: Impact of Training	25
Table 5: Evaluation Practices.....	27

LIST OF ABBREVIATION/ACRONYMS

ERCA Ethiopian Revenue and Customs Authority

BPR Business Process Reengineering

HRM Human Resource Management

CGPA Cumulative Grade Point Average

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

The Ethiopian revenues and customs authority (ERCA) is a unilateral organization established in 2008 with proclamation No. 587 merging the former three revenue collection sector namely Ministry of Revenue, Federal Inland Revenue Authority and Ethiopian Customs Authority.

ERCA is a unilateral institution responsible to collect revenue that the economy generates. The head quarter and its affiliated branch offices including the Addis Ababa city administration require qualified personnel to run the day to day activity of the authority. However, current trend indicate that there is a big gap in skill and knowledge to provide efficient service.

Training is important to achieve the success of the organization mission and goal. The employee is the most important asset of an organization, and investing on people is the greatest capital. Training takes place fundamentally to satisfy training needs that problem, challenges or new and pressing problems Eddie D. (2008). Training should be carefully planned to fit with the strategic plan of the organization. Consequently training programs should go in line with employees and organizational needs. Training should be conducted continuously in planned manner. The ERCA is one of the public sectors that are constantly transforming its working procedure to collect revenue that the economy generates.

In five year strategic plan the organization puts staff training and development as a priority agenda because the employees are lacking of operational knowledge, ability, and skill in tax administration and custom management (ERCA Strategic plan, 2003). The authority recruits new college graduates and provides induction training to make them aware for the organization objectives and goals and the expected responsibility in the tax administration and other related tasks (ERCA personnel department, 2004). It also provides short tailored made trainings for employees to be successful in managing tax system of the country.

1.2 Statement of the Problem

Training should be designed as part of a policy and strategy. The training strategy is an essential reference for the annual training plan and sets all training activity squarely in the context of strategic goals and organizational needs. The training policy and strategy must meet the expectations of the senior management team. The training function or training manager must know and understand the expectation and develop a training strategy that meets them. Otherwise it is unlikely that senior management support for, or belief in training will be sustained. The training function needs to help the organization develop a strong training culture, which positions training and development as an important resource to the organization (Antony, 2004).

According to Antony (2004), project type of model will be needed to:-

- Raise awareness of training and development and their benefits,
- Create interest in training as a way of addressing and meeting business problems and needs such as competitiveness,

- Convince managers and workforce that training and development are valuable to them and the organization,
- Encourage individuals to value the learning opportunities presented by training,
- Develop culture of continues learning and development.

The appropriate design work can be carried out by members of the organization or training team or by outside training provider or consultant. The choice of who carries out the design work will depend on the type of training required, the target audience, the resource available and the time. To design effective training, the organization also needs to ensure that it has the relevant subject matter expertise and also needs to ensure that it has the necessary skills. This include training analysis skills, being able to determine the most effective project type of model which emphasize for training design skills and knowing how to evaluate training results and outcome (Williams, 2004).

However, ERCA is one of the government institutions which is responsible to collect the national revenue to accommodate fast economic growth of the country, Ethiopia. To effectively achieve this responsibility, ERCA focuses on the motivation of the employees to have skills, knowledge, attitudes and talents to serve the tax payers as they needed. The institution takes initiative to give training and development for its employees as strategic manner since 2008 G.C.

However, there are observable problems on the performance of employee's and lack of confidence in making decisions which results low quality service to the customers or taxpayers. These problems lead the institution to the inefficiency and less effectiveness in revenue collection. In general, the complaints of customers' increases and the motivation of employees to perform their job become declining. This will have a big

impact for the country to achieve both the short term and long term growth and development plans.

The researcher has been focused whether the training given by ERCA increase the performance of employees' and reduce lack of confidence in making decisions. Thus, this study entails to assess the whole training and development program of ERCA.

1.3 Research Question

To examine the aforementioned problems, the researcher tried to address the following research questions:

1. How does ERCA conduct training needs assessment?
2. How does ERCA qualify candidates for different training and development programs?
3. How do employees perceive the impact of training and development program on their behavior?
4. How does ERCA conduct a training and development program evaluation?

1.4 The Objectives of the Study

1.4.1 General Objective of the Study

It is to assess training and development practice of Ethiopian Revenues and Customs Authority.

1.4.2 Specific Objectives of the Study

In its attempt to address the research questions stated above the study entailed to achieve the following specific objectives:

1. To know how training needs assessment has been conducted by the organization.
2. To examine the extent to which ERCA uses objective criteria to qualify candidates for different training and development programs.
3. To understand perception of employees about training and development.
4. To examine the evaluation system of training and development program conducted by ERCA.

1.5 Delimitations/Scope of the Study

The study is delimited to training and development practice of ERCA. Although, ERCA has 32 branch offices located in different geographical areas of the country, the study is confined with the assessment of training and development practice of employees at the head office. Furthermore, the study covers five consecutive years starting from 2008-2013 (2000-2005 midyears). Since, the organization has been structured in the new format with introduction of Business Process Reengineering (BPR) in 2000 E.C. Due to this all the employees of ERCA were assigned in the new way with different position so that during that time training and development is a mandatory job. So the training continues with this aspect of until now. These five years are the years in which training practice was conducted by the institution.

1.6 The Significance of the Study

In countries like Ethiopia, utilization of economic resources in effective and efficient manner is one of the major issues that demand critical attention to alleviate the existing problem and bring sustainable growth in the national economy. The student researcher believes this situation calls for investigation, and reassessment of scheme on training and development at organizational level for the following significance.

- The researcher hopes that the study will provide several advantages (to evaluate weak and strong employees, for rewarding purpose, budget allocation for future plane) for ERCA top management may aware for the real effects of training and development;
- The study may serve as an input for ERCA to better utilization of training and development to increase performance;
- In future other researchers may use the finding of this study as a base or reference to conduct further research in training and development; and
- This research improved my skill on preparing researches and to achieve the requirements to get my BA degree in management.

1.7 Research Design and Methodology

1.7.1 Research Design

The researcher used descriptive statistics method because descriptive method deals with the collection and calculation of measures which describe the data in various ways.

1.7.2 Population, Sample Size and Sampling Techniques

ERCA has 9036 employees in Addis Ababa and out of Addis Ababa. But the research focuses on Addis Ababa's staff which has a population of 1021 in the head office. Out of this 20% (204) has been taken as a sample. To select the 204 respondents from this sampling simple random sampling technique, specifically lottery method was used.

1.7.3 Types of Data Collected

In order to get sufficient and relevant information about the study, both primary and secondary data were used. Primary data was obtained from employees, human resource management (HRM) directorate and education and communication directorate. Whereas, secondary data was gathered from organizational documents, books, and other relevant sources.

1.7.4 Method of Data Collection

The two methods were used to collect data. For the primary data collection purpose, the researcher used questionnaire and structured interview method. The questionnaire was distributed to employees of ERCA and the interview was conducted with HRM directorates and education and communication directorate. And the secondary data was gathered from organizational documents, books and other relevant sources.

1.7.5 Method of Data Analysis

The data obtained from a close-ended form of the questionnaire was analyzed using tables and percentage. Moreover, the qualitative data gathered through interview method and the open-ended form of the questionnaire was summarized and presented in the form of narrations.

1.8 Limitation of the Study

The study had some limitations, among the major ones are:-

- ✓ Lack of willingness to fill and return the questionnaires on time.
- ✓ The study faced shortage of documents from ERCA's human resource management due to confidentiality issue.

Finally the research is concluded in well-organized manner keeping the limitations.

1.9 Organization of the Study

This research paper organized into four chapters. The first chapter contains background of the study, statement of the problem, objective of the study, delimitation/scope of the study, significance of the study, research design and methodology of the study, limitation of the study and organizations of the study. The second chapter deals with the review of related literature on the basic concepts and definitions of training and development practice. The third chapter describes about the presentation, analysis and interpretation of the data. The fourth chapter consisted of summary of major findings, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Training and Development Theoretical Framework

Nowadays in the world, organization providing and updating knowledge, skills, and attitudes of the employees is important to give quick response for competitors in the market. It is common function of human resource management. Because, recruiting, selecting, orienting and then placing employees to the institution and their jobs do not ensure success. In most cases, there may be a gap between employee knowledge and skills and what the job demands (Scarpello et.al., 1988).

Training and development offers competitive advantage to a firm by removing deficiencies, making employees high retention, minimizing accident scraps, and damages and meeting employees need.

Training can be defined as systematic development of the attitude knowledge, skills and behavior pattern of required by an individual to perform adequately given tasks or jobs (Subha, 201, PP.26).

2.1.1 Overview of Training and Development

Training and development as a function of human resource management to be one aspect to increase knowledge, skills and attitudes of employees in the organization. Human Resource Development, therefore, is planned, continuous effort by management to improve employee competence levels and organization performance through training,

education and development program (Mondy et.al., 1999). Training, on the other hand, is understood as any learning activity, which is directly towards the acquisition of specific knowledge and skills for the purpose of occupation or task (Cole, 2000).

2.1.2 Reasons for Training of Employees

Training and development of employees is an important function of human resource management. The major purpose of human resource development programme is to improve performance by matching employee's knowledge, skills and attitude to the job requirements. Recruiting, selecting, orienting and then placing employees to the organization and their jobs do not ensure success. In most cases, there may be gap between employee knowledge and skills and what the job demands. The gap must be filled through training programmes. Hence, employee training and retraining is one of the major ways that work organizations attempt to maintain the competency levels of their human resources and increase their adaptability to changing organizational demands (Scarpello & Ledvinka, 1988).

The knowledge, skills and experience of staff have a direct impact on organization's contribution to achieve goals. It is, therefore, essential that organizations upgrade the job functions of their workforce through practical training. Training can bring tangible benefits to both the organization and the employees. Training is largely skill based. The benefit of training is to increase the ability of operating staff to do their jobs for achieving results.

2.2 Training and development process

Training is a process in which it starts from need assessment and completes evaluating the training program.

2.2.1 Training Needs Assessment

Training needs assessment is one of the first steps in the training cycle. It serves as the basis for planning and designing a capacity-building programme. It helps us to identify the current training needs of the prospective participants, as well as the problems they face and the root causes of these problems. The training needs should be prioritized according to urgency and importance.

Moreover, Rothwell and Kazanas (1998) suggested that the needs assessment plans should set up objective, identify the target audience, select sampling procedures, decide on appropriate data collection methods, specify instruments, choose methods of data analysis and describe how decisions will be made based on data. Training needs can be identified and analyzed using three approaches. These are organizational, task/job, individual analysis (Bernardin 2003).

According to Eddie D. (2008), training need assessment has the following five steps.

1. Identify Problem or Need

A good place to start is to take a look at the organization's statements of vision, mission, values, and goals. Ask to look at the strategic plan. If these organizational data do not exist, suggest that these statements and documents be developed before addressing any training issues.

Because the purpose of training is to help solve organizational problems, it is a must to have a clear understanding of what the business problems are. The first step is to identify the problem or need. Find out what the problem is costing the organization in errors, turnover, loss business, or additional help.

2. Determine Needs-Assessment Design

To determine the true causes, not just the symptoms, of the problem or need, employ several investigative tools and techniques, including interviews, surveys, questionnaires, observation, and document examination. Therefore, it is good to select investigative or data-collection instruments on the basis of their appropriateness to the problem. Of course, choosing the proper instruments will depend on different criteria such as time, cost, or available resources.

3. Collect Data

Many methods are available for conducting needs assessment. Among the major ones, interviews, questionnaires, attitude surveys, observation and tests of proficiency can be mentioned. Therefore, using the appropriate methods for the situation, the required data for the need assessment can be collected.

4. Analyze Data

Data analysis can be simple or quite complex, depending on the methods chosen. For qualitative data, such as individual or group interviews, as well as open-ended questionnaires and observation, do a content analysis, sorting information into categories. The goal of the content analysis is to categorize and quantify the data as much as possible with

minimal interpretation. For quantitative data (survey instruments and close-ended questionnaires), do a statistical analysis.

During the analysis phase, one will add to his or her perceptions of the problem through qualitative data such as interviews and focus groups. One can verify his or her own perceptions with survey results and other quantitative data. After categorizing the data, the next step will be identifying the priorities. The prioritization process is extremely important since the needs assessment will probably result in a long list of training needs. According to the analysis and discussions of the information or data, it will be appropriate to formulate the preferable recommendations for specific trainings and development interventions.

5. *Provide Feedback*

After the data have been collected and analyzed, identify the area(s) of need, design an action plan or strategies, and communicate conclusions and recommendations to key personnel. This feedback should be delivered in both a written and an oral format. As one prepare to communicate his or her findings and recommendations, keep in mind that the goal is to get approval for his or her proposal. Moreover, a strategy should be planed for presenting the information in a positive light.

2.2.2 Formulation of Training Objectives

The training needs identified in the need analysis phase determine the training objectives that should be set. Clearly stated objectives help to design appropriate training programs and to measure its effectiveness. Training objective is one of the most important parts of training program. In defining training objectives, Clark, (2000) said that it is a statement of

what the learners will be expected to do once they have completed a specified course of instruction. He further explains that the training objective describes conditions, behavior (action) and standard of the performance for training. Without well constructed learning objectives, as Kelly, (1990) mentions trainers don't know why they are paying for training.

2.2.3 Designing the Training

Well-designed training and development programs are linked to agency goals and to the organizational, occupational, and individual skills and competencies needed for the agency to perform effectively. Once these skills and competencies are identified, agencies need to determine how a skill or competency gap can best be addressed, whether through a specific training or development program or other interventions.

2.2.4 Determining Training Methods

Variety of training methods are available and used by training agencies and organizations (Saiyadain; 1995). As Foot and Hook (2005) explained, once a decision has been made about the training is to take place, it is also important to decide on the most appropriate training method (technique) to use. The trainer or organizations can employ a wide variety of training methods. However, the choice made will depend on different criteria (Covling and Mailer, 1983; Saiyadain, 1995 and Foot and Hook, 2005). The training methods used must be chosen to be appropriate for the particular training need that has been identified. However, it is important to note that no one method is inherently superior to others, but the different methods are suitable for different sets of circumstances (Marchington and Wilkinson, 2000).

Different authors classified these methods in to two broad categories. The most popular categories used by organizations are off-the job and on-the-job training methods.

A. Off-the-job training

Off-the-job training program take place outside the managerial and non-managerial employees work environment (Mondey, et al. 2009). This program can be given for the employees for those who are low in job skills, knowledge, ability and performance to increase their performance on their job.

The most common types of off-the-job training includes (Lynton and Pareek, 2000), lecture method, case study, conference method, management games and in basket exercises.

B. On- the-job training

On-the-job training is a training method in which the principle of learning is learning by doing. An employee is placed in a new job and is told how it is to be performed. It aims at developing skills and habit of employees in the organization. On-the-job training is conducted on the actual job to develop the skills of managerial and non-managerial employees (Mondey etal.1999). The employee is placed in to the real work situation and shown the job and the procedure is conducted by experienced worker or the supervisor.

According to Olaniyah and Ojo(2008) on-the-job training includes the following steps:

- 1) The trainee receives an overview of the job, its purpose, and its desire outcomes, with an emphasis on the relevance of training;

- 2) Trainers demonstrates the job to give the employee a model to copy;
- 3) The employee is allowed to imitate the trainer's example. Demonstrations by trainer and practiced by the trainee are repeated until the job is mastered;
- 4) The employee perform the job without supervision.

The most common methods of on-the-job training include (Saiyadain, 1995), coaching, job rotation and apprenticeship.

2.2.5 Implementing Training Program

Implementation of training means the process of actualizing or realizing the training programs designed with some necessary adjustments. Here, the employees (trainees) are assisted to acquire the skills and knowledge they need in the most efficient manner i.e. instruction is given by trained staff in the training area or school (off-the-job training) and at the work place (on-the-job training).

Implementing trainings involves many activities like organizing the training environment and facilities, registration and selection of trainees, training for trainers and preparation of instructors, conducting training, records are also kept on the trainees' progress for control and feedback purpose, etc.(Mondey,1999).

2.2.6 Evaluation of Training program

Evaluation of the training and development program helps determine the results of the training and development program, with an aim to obtain feedback about the results or outputs of training and development, and to use this feedback to assess the value of the training, with a view to

improvement, where necessary. Organizations should first determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs (Mondey et al.1999).

Purposes of Training Evaluation: The main purposes of evaluating the training program are to determine if they are accomplishing the desired training objectives, to ensure that any changes in trainee capabilities are due to training program and not due to any other conditions, Training programs should be evaluated to determine their cost effectiveness, Evaluation is useful to explain program failure and credibility of training and development is greatly enhanced when it is proved that the organization has benefited tangibly from it (Armstrong, 2006).

Principles of Evaluation: Evaluation of the training program must be based on the following principles as evaluation specialists must be clear about the goals and purposes of evaluation, continuous, specific, provide the means and focus for trainers to be able to appraise themselves their practices, and their products, based on objective methods and standards(Kenny, 1983).

Criteria for Evaluation: In evaluating the worth of specific programmes, sets of measurement criteria should be identified, as reaction. Participants react to the learning experience by forming opinion and attitude about the instructor, the methodology, participation in the learning session and how well he liked the program, learning-evaluation requires the measurement of what participant has learned as a result of his/her training i.e. the new knowledge and skill he/she has acquired or the change in attitude, job behaviors-evaluation is concerned with

measuring the extent to which participant has applied his/her learning back on the job, organizational impact-this evaluation attempts to measure the effect of change in the job behavior of the trained employees on the functioning of the organization and the behavior of other employee. The changes may be ascertained in such terms as improvements in service delivery, productivity or reduction in costs and Ultimate value-Here evaluation aims to measure how the organization as a whole has benefited from the training in terms of goal achievement, survival or growth (Glueck, William F., 1978).

Techniques of Training and Development Evaluation: Techniques used in evaluating training and development programs are the use of experimental and control groups-in this method, two groups of employees are evaluated on actual job performance. One group (the experimental group) will participate on the training and development program. The other group (the control group) will not participate and will continue doing their jobs. After completion of the training and development program, the two groups will be reevaluated on their job performance. If the program is effective, the performance of the experimental group should be better than those who haven't participated in the program and longitudinal or time series analysis: In this method, an employee is evaluated on actual job performance before and after the training program. Then, comparison of performance ratings the participant received before and after the Training and development program will be made. If improvements did occur, we may attribute them to the training and development program (Mondey et al.1999).

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation, analysis, and interpretation of data collected through questionnaire and interviews. The main objective of this study is to assess training and development practices of Ethiopian Revenues and Customs Authority. For this purpose questionnaire was prepared and distributed to 204 employees of ERCA. Of the 204 questionnaires distributed, 185 were returned, resulting in a response rate of about 90.1%. Therefore, the presentation and analysis of data is based on the 185 questionnaires returned and interviews conducted with HRM directorates and education and communication directorate of ERCA.

3.1 Respondents' Profile

Table 1: Respondents' Profile

Items/Questions	Frequency	%
Sex		
Male	88	47.6
Female	97	52.4
Total	185	100
Age		
Under 20	-	-
21-30	86	46.5
31-40	37	20.0
41-50	33	17.8
51 and above	29	15.7
Total	185	100
Years of service in the organization		
Less than One	20	10.8
1-5	65	35.1
6-10	29	15.7
11-15	22	11.9
16-20	15	8.1
21-25	16	8.6
26 and above	18	9.7
Total	185	100
Educational qualification		
High School Graduate	-	-
Technical school Graduate	12	6.5
College Diploma	22	11.9
BA/BSC Degree	124	67.0
Other	27	14.6
Total	185	100

Table 1 depicts the general characteristics of respondents: sex, age, service years and educational background. It has been found out that the majority of the respondents 97(52.4%) are females; the age of the majority of the respondents 123(66.5%) is between 21 to 40 years; of the total respondents, about 100(54%) have above 5 years service within the organization; and the majority of the respondents 124(67%) are first degree holders.

3.2 Training Needs Assessment and Planning

Table 2: Training and Needs Assessment

No	Items/questions	Frequency	%
1	How often does the organization conduct need assessment before conducting training?		
	Very often	-	-
	Often	19	10.3
	Sometime	56	30.3
	Rarely	64	34.6
	Very rarely	46	24.9
	Total	185	100
2	If need assessment has been conducted, to what extent the assessment is appropriate to identify the gap in skill, knowledge and competence between the desired and the actual performance (behavior) levels?		
	Very high	12	6.5
	High	28	15.1
	Medium	69	37.3
	Low	46	24.9
	Very low	30	16.2
	Total	185	100
3	“ERCA has the practice of planning a training program before conducting it.”		
	Strongly agree	5	2.7
	Agree	81	43.8
	Neutral	41	22.2
	Disagree	49	26.5
	Strongly disagree	9	4.9
	Total	185	100

Table 2, above, shows the attitude of employees towards the training needs assessment and planning practices of ERCA. As can be seen from the table, about 64(34.6%) of the respondents indicated that the organization rarely conducts training needs assessment, and 46 (24.9%) pointed out that training needs assessment conducted very rarely.

The fact that about 110(60%) of the respondents rated the organization's practices of conducting needs assessment either rarely or very rarely implies that most of them are not happy with the organization's performance with this regard. This implies the absence of regular needs assessment practices each time the organization plans a training program.

In the open-ended question the respondents were also asked to state briefly about the assessment conducted. The majority of the respondents mentioned that needs assessment were conducted about Standard Integrated Government Tax Administration System (SIGTAS) and tax audit, Business Process Reengineering (BPR), and customer service. In item 2 of table 2, respondents rated the appropriateness of the needs assessment in identifying the gap in skill, knowledge and competence between the desired and the actual performance levels at the time when it was conducted. Accordingly, about 46(24.9%) as low and about 30(16.2%) as very low. This indicates the organization is poor performance in conducting appropriate needs assessment.

Item 3 of the same table reveals that the majority 81(43.8%) of the respondents indicated ERCA has the practice of planning a training program before conducting it. However, the planning was not based on needs assessment. This implies that the condition also affected the quality of a training program as well as specialization of job becomes a problem.

3.3 Trainees' Selection

Table 3: Trainee Selection

Items/questions	Frequency	%
To what extent the criteria used to select trainees are based on the objectives stated thereon the training program?		
Very high	6	3.2
High	25	13.5
Medium	70	37.8
Low	54	29.2
Very low	30	16.2
Total	185	100

Table 3 presents the responses of employees about the criteria used to select trainees. The respondents rated the extent to which trainees selection criteria were based on the objectives of the training program. Accordingly, the majority of the respondents 84(45.4%) rated trainees' selection criteria based on the objectives of the training program as low and very low; and about 70(37.8%) of the respondents indicated as medium. However, about 25(13.5%) and 6(3.2%) of the respondents rated the selection criteria based on the objectives of the training program as high and very high, respectively. This implies that the criteria used to select the trainees based on the objectives are poor.

In the open-ended question the respondents were also asked to state briefly why they rated the extent of the selection criteria based on the objectives of the training program as low or very low. The majority of the respondents stated that trainees are selected on the following basis:

Random selection:- a process of selecting trainees randomly from the target employees. I can be from the list (by taking their ID number, alphabetically or using probabilistic methods).

Ruling party affiliation:- Means the selection process from the target employees is made by the party members which causes personal abuse. This results the selection of only party member or they sided to those persons. This affects the general trainee selection process.

Partiality:- This is to say, the relationship with selecting members, born or managers affect the selection process.

Lack of transparency:- When the selection process is conducted in secret or in hidden ways, it causes complain among the selected trainees.

Absence of needs assessment:- It is the absence of planning and designing a capacity-building programme. It also indicate not identify the current training needs of the prospective participants.

3.4 Impact of Training Program

Table 4: Impact of Training

No	Items/questions	Frequency	%
1	How often does the organization conduct impact assessment on the effectiveness of its training and development program?		
	Very Often	5	2.7
	Often	21	11.4
	Sometimes	30	16.2
	Rarely	64	34.6
	Very rarely	65	35.1
	Total	185	100
2	If you took any training within the past few years, how do you see its impact towards improvement of your performance on jobs?		
	Very high	15	8.1
	High	34	18.4
	Medium	84	45.4
	Low	32	17.3
	Very low	20	10.8
		Total	185
3	If you took any training within the past few years, to what extent is it connected to your job?		
	Very high	12	6.5
	High	35	18.9
	Medium	77	41.6
	Low	41	22.2
	Very low	20	10.8
	Total	185	100

Table 4 shows the perception of respondents towards the impact of the training programs of ERCA. As can be seen from item 1 of the table, the majority of the respondents 129(69.7%) asserted that the organization rarely and very rarely assessed the impact of the training programs conducted. In addition, the majority of the respondents 84(45.4%) indicated the impact of the training programs towards improvement of their job performance as medium (moderate), about 52(28.1%) of the respondents indicated that the impact of the training as low and very low, whereas about 49(26.5%) of the respondents rated the impact as high and very high. However, the majority of the respondents 77(41.6%) indicated that the trainings provided are moderately connected to their assigned jobs, about 61(33%) of the respondents asserted that the link between the training provided and their job is low and very low, whereas about 47(25.4%) of the respondents rated the link as high and very high. These indicate that there is weak link between employee job and the trainings offers and the insignificant contribution of the training towards the improvement of employee job performance.

3.5 Evaluation Practices

Table 5: Training Evaluation

No	Items/questions	Frequency	%
1	Is there any training and development evaluation practice in ERCA?		
	Yes	53	28.6
	No	132	71.4
	Total	185	100
2	If your response is “yes” for question no. 1, how often are you involved in the evaluation of the training and development program of the organization?		
	Very Often	2	3.8
	Often	2	3.8
	Sometimes	9	17.0
	Rarely	24	45.3
	Very rarely	16	30.2
	Total	53	100
3	If you have been involved in the evaluation of the training and development program of the organization, how do you rate the objectiveness of the evaluators (raters)?		
	Very high	0	0
	High	13	12.5
	Medium	49	47.1
	Low	27	26.0
	Very low	15	14.4
	Total	104	100
4	What is your overall rating of training and development program of ERCA?		
	Very poor	47	25.4
	Poor	68	36.8
	Excellent	4	2.2
	Good	57	30.8
	Very good	9	4.9
Total	185	100	
5	How far does the organization links the different trainings offered to employees future development?		
	Very high	12	6.5
	High	18	9.7
	Medium	55	29.7
	Low	63	34.1
	Very low	37	20
Total	185	100	

Table 5 presents the attitude of employees towards the training program evaluation practices of ERCA. As can be seen from item 1 of the table, the majority of the respondents 132(71.4%) pointed out the absence of training evaluation practices in the organization, and 53(28.6%) of the respondents said that there is training evaluation practice. However, the majority of those who were involved in the evaluation of training program 40(75.5%) rated the extent of their involvement as rarely and very rarely. And about 49(47.1%) of this same group of respondents indicated the objectiveness of the evaluators as medium.

In item 4 of the same table, the majority of the respondents 115(62.2%) consider the training and development program of ERCA as poor and very poor. In addition, about 100(54.1%) of the respondents pointed out that the relation between training offered in the organization and employees' future development is low and very low.

Lastly, in the open ended question, respondents were asked to forward their comments with regard to the training and development program of ERCA. The majority of the respondents stated the following:

- ✓ The trainings provided should be relevant to employees' job performance
- ✓ Lack of sufficient trainings
- ✓ Most of the time trainings are given to new employees
- ✓ Absence of needs assessment practices before providing trainings
- ✓ Training and development program must include short, medium and long-term plans.

Result of Interviews

In addition to the questionnaire, interview has been conducted with HR directorate and education & communication directorate. The respondents were asked five structured questions. The responses along with the interpretation of the results are presented as follows:

The first issue raised was related to types of training and development program that the participants were asked to identify. According the interviewees reflected that on-the-job training is predominantly used types of training.

The second question was related to needs assessment. The respondents were asked to explain how the organization conducts needs assessment before actually conducting needs assessment. To this end, it has reflected that needs assessments are usually collected from branches and directorate through questionnaire. On the other hand the education and communication directorate indicated that when new employees are employed, there is an induction training focusing on policy and strategy issues of the country (eth.) and institution specific provided by ERCA. Then after, operational or department specific trainings will be for those new employees in relation to their job assignment.

For training to be effective, it has to be need based. For this gathering the training needs of staff at least at the end of each year for the upcoming year is well done. With respect to the induction training, need assessment may not be done since the need to familiarize new employees to the policies of strategies in obvious.

The third question raised was related to the trainees selection criteria. The interviewees were asked to explain the criteria used to select trainees. Accordingly, the following criteria were mentioned.

With regard to employee selection for foreign training (training in foreign countries), the following criteria are used.

Performance evaluation:- This selection criteria considers the current performance of the employee who participate on this training.

Educational level and type and CGPA:- this one of the selection criteria which focus of the employee Certificate whether its related to the training field as well as his/her cumulative grade point (CGPA).

Year of experience:- For how long worked in ERCA is set as the minimum number of two years set by authority during announcement.

Employee ethics:- the ethics of employees on job checked by the authority to be trainee.

For in house training /on the job training/ training the criteria are the training type, the nature of employee job and ethics. For example if the training is on tax audit, the employees who works on tax audit positions will be selected. However, the education and communication directorate indicated that the criteria for employee selection are based on round basis.

The criteria for training in abroad and in Ethiopia are found to be different. However in principle the criteria should be similar irrespective of the place of training.

For abroad training, the criteria being based on performance evaluation has an effect of motivating employees to perform well on their duty. Ethical status also has the same effect of determining employee's behavior from acting unethically in their work positions. High performer with two years and above experience in ERCA, and ethical employees will have the capacity to bring relevant issues from training and collecting best practices of others.

However, if the criteria is on a round basis, as the education and communication directorate said, employees will not be worried about their performance in their job and ethical behavior rather will keep waiting their round (turn). In addition those without a training need are attending a training just for nothing. It shall be reconsidered by ERCA since it has no value addition.

The fourth issues was related to the impact of training and development program. The interviewees were asked to explain how they evaluate the impact of training and development in the organization. Accordingly they stated that it has positive impact because every training and development program has been given to the right person and the concerned work process. Accordingly the outcome has been reflected in employees' attitudinal changes, increase in efficiency and productivity.

As a result of training, impact assessment of attaining is necessary. To this end the outcome and impact of training is found good. It is founds has no impact, either the training topic, trainee or trainer has to be changed.

Lastly, the interviews were asked to explain the focus areas of the training evaluation. The directorates indicated the following as the focus areas of the training evaluation:-

Man-task relationship:- It is to the determination of skill and knowledge, the job requires its use as an input in to training decision and establish relationship between the worker and his job.

Employee confidence and moral:- It is build with better knowledge and skills, the employee approaches his job with great confidence and moral.

Availability of resource:- is one of the most important tools for any training and education program in the organization. If the resources not available properly cannot bring tangible benefits.

Feedback of the trainers:- It is essential for the focus areas because the strength and the weakness of availability of resources, capacity of the trainers, type of training, and others corrective action should taken on time and for the coming training and education program.

On topic relevance, clarity, content:- On the *relevance* of topics covered in the presentation means that as to whether or not the training topics are important to the trainees work positions. In addition is being currently up-to-date for implementation. *Clarity* means that being not vague or ambiguous to understand. *Content* also has to be reflecting relevance and clarity issues, being complete from introduction to conclusion.

On organization of the training program:- It implies that the facilities, training room adequacy, accommodation etc to be fit and proper to the trainees.

It is clear that evaluation will be conducted at the end of every training. Assessment information gathered through questionnaire type is being analyzed to know the exact feedback from trainees. The main focus areas of a training evaluation as on the clarity, content, relevance of training material is appropriate since these have a cause of effect relationship to the trainee's knowledge expected from the training. Even though the training room adequacy, accommodation and other facilities do not have a direct impact on the knowledge acquired by the trainees, it indirectly impacts that.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter of the study deals with the summary of the finding, conclusion and recommendation of the research.

4.1 Summary of Major Findings

The main objective of this study is to assess training and development practices of Ethiopian Revenues and Customs Authority. To achieve this objective questionnaire and interview were used to collect primary data. The collected data were analyzed using tables and percentages. Moreover, the interview results were presented in the form of narrations. Accordingly the major findings obtained are summarized hereunder as follows:

- For self administering question provided to respondents ERCA collects need assessment from branches and directorates through questionnaire before conducting training. From total respondents 110(60%) of them responded it is conducted rarely and very rarely. This result indicated the absence of regular needs assessment practice each time training is planned which has impact on effectiveness training.
- At the time the need assessments were conducted the appropriateness of the need assessments in identifying the gap in skill, competency, and knowledge between the desired and the actual level was found from the total respondents of 69(37.3%) give medium opinion and

- 76(41.1%) give opinion low and very low. This result indicates the inability of need assessment in identifying skill, knowledge and competence gaps.
- According to HRM and Education and Communication directorates, ERCA select employees for training based on performance appraisal, educational level and type, CGPA, experience, ethics, and also on round basis. However, the result of open ended question reflected that trainee selection criteria were not based on the objectives of the trainings to be provided but rather on the basis of ruling party affiliation, partiality, and random selection.
 - From total respondents 129(69.7%) responded training effectiveness assessment done rarely and very rarely. This result indicated the impact of training and development program of ERCA was not assessed regularly.
 - The HR directorate stated that the training and development program has positive impact on employees. The impact has been reflected in employees' attitudinal changes, increase in productivity and efficiency. However, from total respondents 84(45.4%) are give medium opinion about training and development impact on performance, where as 52(28.1%) responded low and very low. This indicates the contribution of the trainings towards the improvement of employee job performance was not significant.
 - From overall of respondents 77(41.6%) reflected that the link between the trainings provided and employee assigned jobs was not strong. In addition, 61(33%) of the respondents pointed out that the linkage between the trainings offered and employees' future development was low and very low. Therefore ERCA's training and development program lacks linkage with actual work of employees.

- From total of the respondents 132(71.4%) reflected the absence of training and development program evaluation practice with in ERCA. The rest of the respondents pointed out the presence evaluation practice although most of these respondents rarely participated in the evaluation practice. So ERCA is expected to re-evaluate its practice of training and development evaluation system. Because 40(75.5%) respondents rarely and vary rarely participate in evaluation of the training and development program. Besides those participated in evaluation of training and development program rate the objectiveness of the evaluators 49(47.1%) rated them medium where as 42(40.4%) rated them low and very low. So ERCA's evaluators have problem of objectiveness.
- According to respondents opinion the overall rating of training and development program of ERCA 115(62.2%) of them rate is poor and very poor. Therefore, ERCA overall training and development program has problem.
- From total respondents 55(29.7%) give medium opinion about the links between training offered to employees with future development. Whereas, 100(54.1%) of them rate is low and very low. So ERCA's training and development program have weak link with employee's future development.
- HRM, and Education and Communication directorates, as per the interview information, stated that the focus of the training evaluation were man-task relationship, employee confidence and moral, availability of resources, feedback of trainers, organization of the training... etc.
- The majority of the respondents indicated that on-the-job-training was the predominantly used type of training method.

4.2 Conclusions

- Determining training needs assessment is vital for any training program. Without a training needs assessment it is impossible to think of training. Needs assessment serves as the basis for planning and designing a training program, and determining training objectives. In the study, it was identified that ERCA collects needs assessment from branches and directorates through questionnaire. However, ERCA rarely conducted needs assessment at individual employee level each time training was planned. In addition the finding revealed there exists, improper need assessment when it was conducted. Thus, the organization fails to properly identify the actual training needs of employees (prospective participants or trainees), and set appropriate training objectives.
- Selecting trainees is one of the most important aspects of a training program. So, it is necessary to formulate selection criteria that promote the process of training by considering the objectives of the program and the desired behavior when the training is complete. According to HRM and Education and Communication directorates, ERCA select employees for training based on performance appraisal, educational level and type, CGPA, experience, ethics, and also on round basis. In contrast, the majority of respondents claimed that selection has not been made based on the objectives of the trainings but rather on the basis of ruling party affiliation, partiality, and randomly. Thus, a major discrepancy occurs between the different stakeholders (HRM and Education and Communication directorates, and employees) with regard to the selection criteria. This could be attributed to a failure to communicate clearly the selection criteria or absence of criteria which may affects the organization's ability to select trainable employees who can retain some sort of skill and

knowledge, and makes training program ineffective in achieving its objectives.

- Training and development is vital for the improvement of individual job performance and organisational goal attainment. In this study, the majority of respondents indicated that the contribution of the trainings towards the improvement of employee job performance was not significant even though the HR directorate stated the positive impact in increasing productivity and efficiency. As the finding revealed, this is the reflection of the poor linkages between the trainings provided and employee assigned jobs, and the absence of the practice of assessing the impact of training program.
- Training evaluation is an important aspect of a training program. It is a part of the planning process and is related to the objectives of the training. In the study it was also identified that there is a lack of a training evaluation practice in the organization. Even those mentioned as a focus areas evaluation were not related to the objectives of the trainings. Thus, the organization fails to determine the effectiveness of the trainings in achieving the desired objectives.

4.3 Recommendations

- ✓ The organization under study need to give due emphasis to need assessment. Needs assessment when conducted properly helps the organization to formulate appropriate training objectives, and fills the gap in skill, knowledge and competencies of its employees.
- ✓ Trainees are important ingredients of a training program. The criteria for selecting trainees should promote the process of training, and should be clearly communicated to prospective trainees. Therefore, ERCA needs to formulate trainee selection criteria based on objectives of the training program and the desired behavior when the training is complete, and make sure that its employees are aware of those criteria.
- ✓ ERCA need to link the trainings to the employees' job, and should determine if trainees are acquiring the desired skill and knowledge by conducting impact assessment to obtain feedback and make improvements where necessary. This enables to improve the performance and productivity of employees, and serves as a motivational tool.
- ✓ ERCA needs to give due emphasis to the evaluation aspects of a training program. Evaluation is a continuous process. It can be done during a training program and at the end of a training program. Therefore, the organization needs to evaluate each training session with regard to the topic, methodology, and other specific aspects of the training. In addition, evaluation should also be made at the end of the training to assess the impact of the training on the behavior of the employees, and to determine its effectiveness.

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APPENDICES

Appendix – 1

St. Mary's University
Faculty of Business
Department of Management

Questionnaires to be filled by Employees of ERCA

The purpose of this questionnaire is to collect information on the practice of training and development in Ethiopian Revenues and Customs Authority (ERCA). The feedbacks from respondents will help to identify the existing gaps in the training and development program of ERCA and on this basis to forward recommendations for future improvements on how to give training and development in ERCA.

Dear respondent, I would like to assure you that the information you provide is used only for an academic purpose as the study is conducted as a **partial fulfillment of the requirements of B.A degree in Management**. To this end, you are kindly requested to give your genuine opinions, comments and suggestions genuinely. You do not need to write your name.

Thank you in advance!

Part I: General Instruction

Please give your response to all the questions either by putting a tick mark (✓) at the choice that best describes the question asked or by writing on the space provided:

1. Sex:

Male

Female

2. Your age:

- Under 20 21-30
 31-40 41-50 51 and above

3. Your years of service in the organization:

- Less than one 11-15 21-25
 1-5 16-20 26 years and above
 6-10

4. Educational qualification:

- High school graduate Technical school graduate
 College diploma BA/BSc Degree
Other please state _____

PART II: The training and development practice given in ERCA under.

1. To what extent does the organization conduct need assessment before conducting training?

- Very often Rarely
 Often Very rarely
 Sometime

2. If need assessments have been conducted, state briefly the assessment conducted. _____

3. If need assessment has been conducted, to what extent the assessment is appropriate to identify the gap in skill, knowledge and competence between the desired and the actual performance (behavior) levels?

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Very high | <input type="checkbox"/> Low |
| <input type="checkbox"/> High | <input type="checkbox"/> Very low |
| <input type="checkbox"/> Medium | |

4. How often does the organization conduct impact assessment on the effectiveness of its training and development program?

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Very Often | <input type="checkbox"/> Rarely |
| <input type="checkbox"/> Often | <input type="checkbox"/> Very rarely |
| <input type="checkbox"/> Sometimes | |

5. “ERCA has the practice of planning a training program before conducting it.”

- | | |
|---|--|
| <input type="checkbox"/> Strongly agree | <input type="checkbox"/> Disagree |
| <input type="checkbox"/> Agree | <input type="checkbox"/> Strongly disagree |
| <input type="checkbox"/> Neutral | |

6. To what extent the criteria used to select trainees are based on the objectives stated there on the training program?

- | | |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Very high | <input type="checkbox"/> Low |
| <input type="checkbox"/> High | <input type="checkbox"/> Very low |
| <input type="checkbox"/> Medium | |

7. If your answer for question no ‘6’ above is “low” or “very low”, what do you think the reason(s) is/are _____

8. If you took any training within the past few years, how do you see its impact towards improvement of your performance on jobs?
- Very high Low
 High Very low
 Medium
9. If you took any training within the past few years, to what extent is it connected to your job?
- Very high Low
 High Very low
 Medium
10. Is there any training and development evaluation method in ERCA?
- Yes No
11. If your response is “yes” for question no. 11, how often are you involved in the evaluation of the training and development program of the organization?
- Very Often Rarely
 Often Very rarely
 Sometimes
12. If you have been involved in the evaluation of the training and development program of the organization, how do you rate the objectiveness of the evaluators (raters)?
- Very high Low
 High Very low
 Medium
13. What is your overall rating of training and development program of ERCA?
- Very poor Good
 Poor Very good
 Excellent

14. How far does the organization links the different trainings offered to employees future development?

- Very high
- High
- Medium
- Low
- Very low

15. Write down any additional comments you want to raise on the training and development programs of ERCA. _____

St. Mary's University
Faculty of Business
Department of Management

***Interview Guide for an interview to be held with HRM
directorates and education and communication directorate***

- ✓ What type of training and development program does the organization use?
- ✓ How does the organization conduct needs assessment before conducting training?
- ✓ What are the criteria to select the employees for training and development program?
- ✓ How do you evaluate the impact of training and development program in the organization? How do you see its outcome?
- ✓ What is/are the focus areas of the training evaluation?

Appendix – 2

□ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

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□ □ □ □ □ □ □ □ □ □ □ □ □ □

የዚህ መጠይቅ ዋና ዓላማ በኢትዮጵያ ገቢዎችና ጉምሩክ ባለሥልጣን የሰው ሃይል ስልጠናና ልማት /Training and development/ አሰራር ልምድ ላይ መረጃ ለማሰባሰብ ነው። መጠይቁን ከሚሞሉት ሠራተኞች የሚገኘው ግብረ-መልስ አሁን በሥራ ላይ ያለው የሥልጠናና የሰው ልማት አሰራር ልምድ ለመለየትና ሥልጠናና የሰው ልማትን በተመለከተ ባለሥልጣን መ/ቤቱ አሰራሩን ለወደፊት እንዴት ማሻሻል እንደሚችል የመፍትሔ ሀሳብ ለመጠቀም ነው።

የተከበሩ የዚህ መጠይቅ መላሽ፡- እርስዎ የሚሰጡኝ መረጃ በማኔጅመንት የትምህርት ዘርፍ የመጀመሪያ ድግሪ (B.A degree) ለማግኘት እንደማሟያ ለሚፈለገው ጥናት ትልቅ ሚና ስለሚኖረው መጠይቁን ሲሞሉ ኃሳብዎን፣ አስተያየትዎንና ምክርዎን በሀቀኝነት እንዲሰጡ በትህትና እጠይቃለሁ። የመልስዎ ምስጢራዊነት በጥብቅ የሚጠበቅ መሆኑን ላረጋግጥልዎት እወዳለሁ። ሰዎዎን መግለጽ አይጠበቅብዎትም (አያስፈልግም)።

በቅድሚያ ጊዜዎን ሰውተው ይህን መጠይቅ ለመሙላት ስለተባሩኝ ምስጋናዬን አቀርባለሁ።

ክፍል አንድ፡ አጠቃላይ መመሪያ

እባክዎ ለቀረቡት ጥያቄዎች ሁሉ መልስ ይስጡ፤ ከተሰጡት ምርጫዎች የበለጠ ሃሳብዎትን ሊገልጽ ይችላል በሚሉት ባዶ ሳጥን ውስጥ የ(✓) ምልክት በማድረግ ወይም በተሰጠው ባዶ ስፍራ ላይ በመጻፍ ይመልሱ።

1. ጾታ

ወንድ

ሴት

2. እድሜዎ

ከ20 ዓመት በታች

ከ31 - 40

ከ21 - 30

ከ41 - 50

51 እና ከዚያ በላይ

3. በተቋሙ ውስጥ የአገልገሎት ዘመን

ከአንድ ዓመት ያነሰ

11-15

21-25

1-5

16-20

ከ26 ዓመታት በላይ

6-10

4. የትምህርት ደረጃዎ

የሁለተኛ ደረጃ ትምህርት ያጠናቀቀ

የቴክኒክና ሙያ ምሩቅ

የኮሌጅ ዲፕሎማ

ቢ.ኤ/ቢ.ኤስ.ሲ ዲግሪ

ሌላ ከሆነ ይግለጹ _____

ክፍል ሁለት፡- በኢትዮጵያ ገቢዎችና ጉምሩክ ባለሥልጣን ስለሚሰጠው የሰው ኃይል ስልጠናና ልማት አጠቃላይ ዳሰሳ፤

1. ባለሥልጣን መ/ቤቱ ሥልጠና ከመስጠቱ በፊት በምን ያህል ጊዜ የሥልጠና ፍላጎት ዳሰሳዎ ጥናት ያካሂዳል?

በጣም በተደጋጋሚ

አልፎ አልፎ

በተደጋጋሚ

በጣም አልፎ አልፎ

አንዳንዴ

2. የፍላጎት ጥናት ተካሂዶ ከነበረ ስለተካሄደው ጥናት በሰፊው ቢያብራሩት፡-

3. የሥልጠና ፍላጎት ጥናት ተካሂዶ ከነበረ ጥናቱ (ዳሰሳው) በክህሎት፣ ዕውቀትና ብቃት አኳያ በሚጠበቀውና በአፈፃፀም መካከል ያለውን ክፍተት ከመለየት አንፃር የነበረው አስተዋጽኦ ምን ያህል ነው?

- በጣም ከፍተኛ
- ከፍተኛ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

4. ባለሥልጣን መ/ቤቱ በምን ያህል ጊዜ የሥልጠና እና ልማት ፕሮግራሙን ውጤታማነት ይገመግማል?

- በጣም በተደጋጋሚ
- በተደጋጋሚ
- አንዳንድ ጊዜ
- አልፎ አልፎ
- በጣም አልፎ አልፎ

5. “ባለሥልጣን መ/ቤቱ የሥልጠና ፕሮግራሙን ከማካሄዱ በፊት የማቀድ ልማድ አለው።”

- በጣም እስማማለሁ
- እስማማለሁ
- የምለው የለኝም
- አልስማማም
- በጣም አልስማማምበገ

6. በሥልጠናው ፕሮግራም በተገለፀው ዓላማ መሠረት ሰልጣኞችን ለመመልመል ባለሥልጣን መ/ቤቱ ምን ያህል ከአድልዎ የፀዳ መስፈርት ይጠቀማል?

- በጣም ከፍተኛ
- ከፍተኛ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

7. ለተራ ቁጥር “6” መልስዎ “ዝቅተኛ” ወይም “በጣም ዝቅተኛ” ከሆነ ምክንያቱ ምንድን ነው ብለው ያስባሉ? _____

8. ባለፉት ጥቂት ዓመታት ከተሰጡ ሥልጠናዎች አንዱን ቢያስቡ በአፈፃፀምና በሥራዎ ላይ ያመጣውን ተጽዕኖ እንዴት ያዩታል?

- በጣም አፍተኛ
- አፍተኛ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

9. ባለፉት ጥቂት ዓመታት ከተሰጡ ሥልጠናዎች የተወሰኑትን እንኳን ቢያስቡ ከሥራዎ ጋር የነበራቸው ተዛማጅነት ምን ያህል ነው?

- በጣም አፍተኛ
- አፍተኛ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

10. በባለሥልጣን መ/ቤቱ የሥልጠናና ልማት መመዘኛ ዘዴ አለ?

- አዎ
- የለም

11. ለተራ ቁጥር “10” መልስዎ “አዎ” ከሆነ በባለሥልጣን መ/ቤቱ በሰው ኃይል ስልጠናና ልማት ፕሮግራሙ ምዘና ስርዓትን በመዘርጋት ሂደት ውስጥ ምን ያህል ተካፍለዋል?

- በጣም በተደጋጋሚ
- በተደጋጋሚ
- አንዳንድ ጊዜ
- አልፎ አልፎ
- በጣም አልፎ አልፎ

12. በባለሥልጣን መ/ቤቱ የሥልጠናና ልማት ፕሮግራሙ ምዘና ስርዓት ላይ ተካፍለው የሚያውቁ ከሆነ የመዛኞቹን ከአድልዎ ነፃ በሆነ መልኩ መሥራት ምን ያህል ነው ይላሉ?

- በጣም አፍተኛ
- አፍተኛ
- መካከለኛ
- ዝቅተኛ
- በጣም ዝቅተኛ

13. የባለሥልጣኑን አጠቃላይ ሥልጠናና ልማት ፕሮግራም በርስዎ ምዘና እንዴት ያዩታል?

- በጣም ደካማ
- ጥሩ
- ደካማ
- በጣም ጥሩ
- እጅግ በጣም ጥሩ

14. ባለሥልጣን መ/ቤቱ ለሠራተኞች ስልጠናን ሲያዘጋጅ በተለያዩ ጊዜ የሚሰጡትን ሥልጠናዎች አሠራተኞች የወደፊት ዕድገት (ልማት) ጋር የማስተሳሰሩ ሁኔታ ምን ያህል ነው?

- በጣም አፍተኛ
- ዝቅተኛ
- አፍተኛ
- በጣም ዝቅተኛ
- መካከለኛ

15. በባለሥልጣን መ/ቤቱ የሥልጠናና ልማት ፕሮግራም ላይ የሚሰጡት ተጨማሪ አስተያየት ካለዎት ይግለጹ _____

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1. ባለሥልጣን መ/ቤቱ ምን ዓይነት የሥልጠና ልማት ፕሮግራም ይጠቀማል?
2. ባለሥልጣን መ/ቤቱ ስልጠና ከማካሄዱ በፊት ምን ዓይነት የሥልጠና ዳሰሳዊ ጥናት ያደርጋል?
3. ሠራተኞች ለሥልጠና ፕሮግራሙ የሚመረጡበት መስፈርት ምንድን ነው?
4. ባለሥልጣን መ/ቤቱ በሚያዘጋጀው የሥልጠና ፕሮግራም ስልጠናው ያመጣውን ለውጥ እንዴት ይገመግማል? የሥልጠናውንስ ውጤት እንዴት ያዩታል?
5. የሥልጠና ምዘናው ትኩረት ያደረገበት ቦታዎች ምን ላይ ነው?

Declaration

The candidate's declaration

I, the undersigned, declare that the study is my work and all source of materials used have been duly acknowledged.

Name _____

Signature _____

Date _____

Advisor's approval

This research paper has been submitted for examination with my approval as advisor.

Advisor's Name _____

Signature _____

Date of Approval _____