ST. MARY'S UNIVERSITY

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AN ASSESSMENT OF TRAINING PRACTICES AND ITS IMPLICATIONS TO EMPLOYEES' PERFORMANCE: THE CASE OF ETHIOPIAN REVENUES AND CUSTOMS AUTHORITY (HEAD OFFICE)

BY

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An Assessment of training practice and its implication to employees' performance

(The case of Ethiopian revenues and customs authority head quarter)

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DECLARATION

I, the undersigned, declare that this thesis is my original work, developed under the guidance of Dr. Terefe Feyera. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted for any degree.
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ENDORSEMENT

This thesis papers is submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisor.

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List of Acronyms

Acronyms	Expressions
HRM	Human Resource Management
TNA	Training Needs Analysis/Assessment
ERCA	Ethiopian Revenues and Customs Authority
HR	Human Resource

Abstract

This study aims to explore the current training practices and its counter implication on employees' performance within Ethiopian revenues and customs authority head quarter. It is an exploration of the issues concerning training practices in terms of how training needs are assessed, how training is delivered, how training program evaluated, how training methods and techniques implies on the performance of employees); exploring the director and training team leader attitudes towards the training practice in improving employees and organizational performance. The research has adopted a mixed approach. The design used was descriptive type. The data were gathered through a combination of both interviews with human resource director and training team leader and a questionnaire addressed to the randomly selected clerical staff members of the organization. A simple random sampling method was used in choosing the participants of this study. In total, 105 respondents were involved .The study found that conditions for training were not considered during need assessment the organization conduct training during employee's recruitment, introduction of new technology and based on departments needs. Also the study found that the organization practice more on the job than the off the job training method. But the organization does not have training evaluation up on the completion of the training given. Correlation between methods of training and employees perceived performance was significant. But on the job training has a stronger correlation with employee perceived performance than off the job training. Regarding the delivery technique, orientation and computer based training have strong relationship with employee performance. While seminars and demonstration have no correlation with employees perceived performance. The regression analysis also shows that the on the job training has more significant implication than that of the off- the job training. With regard to delivery techniques job rotation and orientation would bring a significant impact on employees' performance while seminar and demonstration have insignificant implication on employees' perceived performance. It was recommended that the effective practice of TNA and training evaluation along with combination methods of training and delivery techniques would serve to improve employee performance.

Key words*: Training, Employee performance*

CHAPTER ONE: INTRODUCTION

1.1. Background of the study

Human resource management (HRM) is the strategic and coherent approach to the management of an organization's most valued assets; the people working there individually and collectively contribute to the achievement and objectives of the business (Armstrong2006). Organizations therefore need to design its HRM in a ways that it fit into the organization's structure as this it will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills and, to enhance commitment.

The employee performance depends on various factors. But the most important factor of employee performance is training. Employees who get more on the job experience have better performance because there is an increase in the both skills and competencies because of more on the job experience. Training is the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992, 235).

Training consist organization's planned efforts to help employees acquire job-related knowledge, skills, abilities, and behaviors, with the goal of applying these on the job (Noe, Hollenbeck, Gerhart,Wright, 2011). Therefore employee training is one of the crucial human resource practices and is the process whereby people acquire capabilities to aid in the achievement of organizational goals. It involves planned learned activities designed to improve an employee's performance at his/her current job. Training refers to the methods used to give new or present employees the knowledge, skill and ability they need to perform their job.

A range of organizational changes has contributed to providing circumstances making the development of HRM both pertinent and possible (Wilson, 1999). The provision of quality goods

and services to customers of an organization has necessitated that the employees give out their best and the organization can rely on their commitment. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs.

It's has been shown that employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of work output (Kreitner, 1995). The anticipation is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do. The survival of a company can be achieved through training and development of their employees (Al Khayyat and Elgamal, 1997). Training is, basically, a practical education through which knowledge and skills develop experience and inefficiencies are overcome and closer approximation can be achieved. It is mostly related to the current job and the ongoing situation.

Training is the planned and systematic modification of behavior through learning events, programs and instruction that enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2006).It is a key component in employee motivation. Employees who feel they are developing their skills tend to be happier in their jobs, which results in increased employee retention. To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment (Elnaga& Imran, 2013).

Employees are the most valuable asset of every organization as they can make or break an organization's reputation and adversely affect service quality. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential.

In order to enhance effective utilization of resources ERCA sets out its strategic theme prioritizing human resource development and management as the first theme in order to build strong and committed development oriented workforce that could handle tax administration system effectively and efficiently. Thus, in light of utilizing the benefit of Training, ERCA incorporated a training team coordinator engaged in such activities under direct supervision of Director Human Resource management. Though it is necessary to explore the training practices with its implication on employees' performance in the case of the mentioned organization, this study is to examine the training and development practices which is training need assessment, implementation and evaluation of its practice in line with its implication on employees performance. Training and developing employees of the organization is an input in achieving distinctive capabilities which helps it to assure sustainable performance and achieving organizational goals and objectives.

1.2 Statement of the problem

Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions. Therefore, a continual need for the process of staff development, and training fulfils an important part of this process (Sultana,Irum,Ahmed and Mehmood, 2012).

Training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning (Armstrong, 2006). This tells us that training practices are the planned, continuous effort by an organization to improve employee competency levels and performance.

Training which is referred to as a course of diet and exercise for developing the employees' effective, cognitive and psychomotor skills assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani&Oladele, 2013).

Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006).Due to fast pace & global and technological development the firms are now facing new changes as well as challenges. Technological advancements have increase the need of capabilities and competencies required to perform a particular task. Thus, to cope with these challenges, more improved and effective training programs are required by all organizations.

Employee performance depends on many factors like job satisfaction, knowledge and management but there is relationship between training and performance (Amisano, 2010).This shows that employee performance is important for the performance of the organization therefore training and development is beneficial for the employee to improve its performance.

Employees' performance can be measured using different indicators against a target or required level of performance established for a particular control measure. According to (Boselie and Dietz, 2003) on their research showed that productivity, financial measures, product and service quality, reduced absenteeism and improved retention appear to be the most popular performance indicators in HRM and performance.

In ERCA the balanced scorecard states four perspectives. One of the perspectives is the learning and growth in which implies different trainings, skill building, and equipping employees with the current technologies, systems and procedures. After enhancing employees, their performance is measured using different measurements regarding with employees' performance these are the revenue collection for a certain period of time, the percentage of customer complaints, the growth of customer satisfaction and the growth of support and follow up of customers are some of the indicators of employees' performance. Based on the performance indicators in ERCA the last five years support and follow up, customers' satisfaction and the percentage of the collected revenue in line with its plan have been fluctuating throughout the strategic year.

Various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, where not directed towards achieving any specific objectives (Healy, 2001). This is

merely significant financial resources, time and effort were wasted in training programs that were not well-designed, inefficient and had no prior analysis to identify the gaps in the knowledge and experience the public servants.

The selected topic for research study may seem quite repetitive; however, it is not, because the area of training covers many aspects that need exploration in order to clearly understand how training practice affect employee performance.

The success of any organization may be challenged unless training practices implemented effectively and employees' performance is enhanced in the organization. In this case, training plays a very important role and should be given due emphasis by organizations. This study therefore, majorly conducted with initiation of identifying and solving the fluctuation in performance of employees and with the intention of investigating the training practices and to forward the recommendation to align it with acceptable standards in ERCA by posing the following hypotheses that training practice affect the performance of employees as a null hypothesis and training practice has no effect on the employee's performance as an alternative hypothesis.

1.3 Research questions

The study investigates the training practices in ERCA by posing the following questions:-

- How far employees' performance could be affected by the type of training delivered?
- To what extent the training and development of the organization based on systematic need assessment?
- To what extent the training and development of the organization based on systematic evaluation of training?
- Do the delivery techniques that are designed to train employees affect the employees' performance?

1.4. Objective of the study

1.4.1 General objective

The broader goal of the study is assessing the effect of training practices on employees' performance.

1.4.2. Specific objective

The specific objectives of this study are:

- To Assess the impact of the type of training performed on employees performance
- To identify the practice of assessing and prioritizing training needs
- To assess how the effective transfer of training and development practice evaluated
- Assess the delivery techniques that are designed affect employees performance

1.5. Definition of terms

Assessment: - in this study an assessment refers to the process of gathering and identifying information about practices of employees training and development in ERCA.

Employee training and development: - increasing the capacity of employees through various training methods and education to introduce knowledge and new skills which strengthen their competency.

Employees' performance: -is everything about the performance of employees in a firm or a company or an organization.

Employees: - refers to workers employed by ERCA.

Director: - refers to the individual who is assigned by the organization to organize and control the work of the Department.

Organization: - refers to ERCA.

Training Methods: - refers to a way of providing training and development programs in a planned way for employees of the bank.

1.6 significance of the study

This research is important for the organization by showing its strength and weakness of its training practice. The study also provides information about various training practices that enable employee's better performance which is useful to the organization regarding with designing the

training policy. It is also forwards recommendations and solutions for problems associated with training of employees. Moreover the findings of the study initiate other researchers by performing better and depth study with regard to the implication on employees' performance.

1.7. Scope and Limitation of the study
1.7.1 Scope of the study
The scope of this study was limited to the practice of Training and development activities and its implication to employees' performance of ERCA. Moreover, the study entirely concentrated on the prevailing practice in relation to the Training practices by excluding other human resources activities of the organization. Besides, the study was made on representative samples of taken from head office out of 32 Branches of the organization.

1.7.2 Limitation of the study
With regard to limitation, the researcher faced with the following limitations during the process of conducting the research: Based on the time allotted to this research, the time was not sufficient to conduct data collection but the researcher tries to use even non-working days and any other convenient times. Getting especially the respondents at work place was also another problem but the researcher tries to get the respondents based on their availability and convenient time in their work place.

1.8. Organization of the study
This study was categorized in to five major sections as shown below;

Chapter 1 introduction, statement of the problem and its approach

Chapter 2 Literature Review

Chapter 3 Research Design and Methodology

Chapter 4 Data Presentation and Analysis

Chapter 5 summary, Conclusion and Recommendations

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This part presents the body of organizational literature containing the base theory and relevant other theories used in the study. The chapter is divided in to eight sections including: overview of Training and Development, Benefits of Training and Development, the process of training and development, employee performance, training and employee performance, empirical findings of training on employee performance, theoretical framework of training and employee performance

2.1 Overview of Training and development

Training plays an important role in the effectiveness of organizations and to the experiences of people at work. Training has implications for productivity, health and safety at work and personal development, therefore all organizations employing people need to train and develop their staff. Most organizations are cognizant of this requirement and invest effort and other resources in training and development. According to Cole (2002) training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Furthermore, Manpower services commission (1981) as cited by MousaMasadeh (2013) defined training as "A planned process to modify attitude knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, on the work situation, is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization." Whilst Cole's definition is concise, the definition given by the manpower services commission gives a better insight to training by not only explaining what training is but also giving the reason for training practices to be implemented. Sometimes there is confusion between the terms "Education" & "Training" because there is a degree of inter-relationship. This relationship can be best understood by considering education as dealing with the imparting of knowledge whereas training is directed towards changing of behavior and attitude.

According to Armstrong (1999), there are three broad approaches to training open to organizations. Some adopt a lassie-faire approach believing that employees will find out what to do for themselves or through others. (E.g. If skill shortages were to be encountered, they would rectify the situation by poaching staff from other organizations that invest in training). Secondly other organizations may invest in training in good times, but in bad times training budgets will be

the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposition. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to also realize that organizations are showing an act of faith by creating opportunities for further education and enhancement of their skills. This is the proactive approach rather than reactive approach designating training as a continuous and on-going process within the organization.

2.2 The benefits of training and development

Armstrong *et al*. (1999) states that the fundamental aim of training is to help organizations achieve their purpose by adding to their key resources i.e. the people they employee. Investing in training means that employees will be able to perform better and empower themselves to make use of their natural abilities. The main objectives of training are to:

- Develop competencies of employees to improve their performance.

- Help people to grow within the organization in order that as far as possible,   its future Human resources can be met from within.

- Reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent.

2.3. The process of training and development

The systematic approach to training should not be confounded with the systems perspective, although both can co-exist within the same organization. According to (Armstrong et al, 2014), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. Therefore training in an organization must have a systematic approach and here the organization does an assessment of its objectives and strategies.

The combination of the various steps involved in planning, implementing and evaluating training has often been referred to as the "Training Cycle". McManus, McManus and Hayes Williamson (1994) suggest a simple structured methodology (called Training Loop) which consists of four steps: 1)

Assess; 2) Design; 3) Deliver; 4) Evaluate. The final step (evaluate) feeds back to the departing point (assess) and thus impacts future training activities. Although various other systematic training models have been developed, they usually build on what Noe (1999) calls the instructional design process and contain some form of the following six steps: 1) Conduct need assessment; 2) Ensure employee readiness for training; 3) Create a learning environment; 4) Ensure transfer of training; 5) Select training methods; 6) Evaluate training program.

In the training cycle, the outcome of the assessment phase can be considered to be the foundation on which the whole training initiative will be based. All following steps will build on the information provided in the assessment phase. One important use of this information is the development of criteria to be used in evaluation in order to determine the success of the training intervention. The cycle perspective does not necessarily consider the assessment phase to be the beginning, since information gained in the evaluation phase of a previous training program may also give the impetus for a new need assessment initiative. It is important to note once again in this context that the need assessment phase may also reveal that training is not the most appropriate option to close performance gaps.

2.3.1 Training needs assessment (TNA)

Training and development can help in supporting company's competitiveness by increasing the company's value through contributing to its intangible assets. However, in designing effective training and development programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, improperly and incorrect training needs assessments can lead to disastrous effects.

According to Cole (2002), if an organization has to justify its training expenditure, it must surely do so on the basis of organizational needs and based on the organizational analysis; the organization can assess the level of growth over a defined period of time and then determine the shortfalls and problems in order to help determine the required training programs. Also in identifying the training needs from the employees' perspective, the organization can measure the performance of individual employee. This can be measured by analyzing the efficiency of the individual employees against the required standards set by the organization through frequent performance appraisals.

According to Asare-Bediako (2002), the purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap. Training need arises where there is the need to improve or adapt or adjust to changes and solve problems in order to improve on both employee and organizational performance. The difference in the organization and employees actual results expected as well as feedback from customers and shareholders of the organization all can help identify training needs.

According to Bees (1994), assessing training needs is playing a very important role in identifying individuals who need to be trained, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. The training needs assessment is a critical activity for the training and development function. Whether you are a human resource generalist or a specialist, you should be adapting at performing a training needs assessment.

Kaufman, (1993) define need assessment as a process for identifying and prioritizing gaps between current and desired results. Molenda, Pershing and Reigeluth (1996) adopt a similar view and describe need assessment as a method of finding out the nature and extent of performance problems and how they can be solved. Both definitions indicate that potential solutions to close the performance gap emerge during the process. These remedies may or may not include training. Wright and Geroy (1992) suggest that up to 90% of productivity improvement can be found in the work environments or cultures and conclude that a needs analysis tied exclusively to training is often ineffective.

According to Wognum, (2001) training and development needs may occur at three organizational levels namely; (1) *strategic level* where needs are determined by top management while considering organizations goals, mission, strategy and problems, which need to be resolved or fixed *(2) tactical level* where needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units and *(3) operational level* where needs

are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject. To determine T&D needs and objectives there are three dimensions for the assessment process: organizational needs, task needs and individual needs (Goldstein, 1993; Armstrong, 2003; Stone, 2002).

A. Organizational analysis

It is the process of identifying job related knowledge and skills that are needed to support the organization short range and long range goals. An organization can be effective if it pays attention to clearly identify its weakness and strengths. Consequently, trainings must be seen as a tool that enforces the strong sides and reduces the weak points of the organization. Training needs can be diagnose through analyzing organizational outcomes. Organizational analysis involves a comprehensive analysis of organizational structure, objectives, culture, and a process of decision making, future objectives and goals. It looks training needs in light of the organization's strategy, resources available for training and managements support for training and development activities and answers questions like what, when, where, why, who, and how about the way the organization is functioning now and is expected to function in the future. Finally organizational analysis involves determining: the appropriateness of training, given the business strategy resources available for training support by managers and peers for training.

B. Task analysis

This is the process of identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks. Task analysis should only be undertaken after you have determined from the organizational analysis that the company wants to devote time and money for training this approach refers to the determination of skill and knowledge the job requires. It also examines tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. Therefore, task analysis should only be undertaken after you have determined from the organizational analysis that the company wants to devote time and money for training.

C. Individual analysis

This type of analysis focuses on individuals and how they perform their jobs. Individual needs analysis according to Stone (2002) and Brown (2002) examines employees' performance and compares it with the established Standards, in order to determine the training needs for each employee. The most common approach for making this individual analysis is to use performance appraisal data.The other way of assessing individual training needs is to survey both managerial and non managerial employees about what training is needed. In similar way individual needs assessment can be readily identified by analyzing the physical and mental characteristics, background, education and training, experience, knowledge, skills, motivation, past and current performance of employees. Another way of training and development need analysis approach is person analysis. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill acquired by the employee.

The results of the needs assessment allows the training manager to set the training objectives by answering two very basic questions: who, if anyone, needs training and what training is needed. Sometimes training is not the solution. Some performance gaps can be reduced or eliminated through other management solutions such as communicating expectations, providing a supportive work environment, arranging consequences, removing obstacles and checking job fit.

Once the needs assessment is completed and training objectives are clearly identified, the design phase of the training and development process is initiated.

2.3.2 Methods of training

There are different methods of training is used to train employees. DeCouza,(1996) categorized training methods into two groups (i) on the job training and (ii) off-the job methods there are a variety of training approaches that managers can use.

On the job training

Is a training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site – and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to

teach a set of skills that have been specified in advance. On the job training looks at methods that are applied in the workplace, while the employees are actually working. On-the-job training is the most common and popular training employees get when they first join an organization and in some cases that is the only training available.

Off the job training

It is a form of employee training at site away from the actual work environment. It often utilizes lectures, presentations, case studies, role playing and simulation.

2.3.3 Delivery Techniques of on the job training

According to DeCouza(1996), **on the job training** includes the following;

Orientation Training: this is a means of providing new employees with basic information about the employer and this training program is used to ensure that the new employee has the basic knowledge required to perform the job satisfactorily. Orientation programs not only improve the rate at which employees are able to perform their jobs but also help employees satisfy their personal desires to feel they are part of the organization's social fabric. The Human Resource department generally orients newcomers to broad organizational issues and fringe benefits and supervisors complete the orientation process by introducing new employees to coworkers and others involved in the job.

Apprentice Training: according to Dessler (2008) apprenticeship is "a structured process by which people become skilled workers through a combination of classroom instruction and on-the-job training. This is usually under the tutelage of a master craftsperson. This method of training is usually done in crafts, trades and in technical areas. It is the oldest and most commonly used method, if the training is relatively for a longer period. Here a major part of training is spent on the job productive work as each apprentice is given a program of assignments according to a pre-determined schedule, which provide for efficient training in trade skills. Most companies have adopted an apprenticeship approach to training which involves giving the employee the opportunity to understanding and identify problems as well as providing efficient and effective solutions for the problems.

Coaching and Understudy method: is the most common on-the-job training method. This is all about "having experienced worker trains the employee learns by observation or having the trainer showing the employee the basic procedures of what is done in the organization" (Dessler, 2005). In some organizations, each manager gets the opportunity to have a face to face or telephone coaching from a qualified life coach.

Mentoring: is having a more experienced staff member who provides help and support to a less experienced colleague to improve his or her job performance (Landale, 2000). Coaching and mentoring provides an internal answer to employee and individual training needs since it can be personalized and there is more validation if the coach or mentor is the employee's immediate boss or superior Laird, (2003). Also, Johnson, (2005) states that coaching and mentoring is used to "support self-development and they are important skills for individuals if their organization's strategies are changing and developing constantly".

Job Rotation: is also a form of on-the-job training method which involves movement from one job to the other at planned intervals (Dessler et al., 2008). Job rotation helps the employee to develop, become multi-skilled and be able to take over any of the jobs in the work area (Rae, 2000). Therefore Organizations must give employees the opportunity to multi-skilled and multi-tasked by rotating them within different department and areas normally for about seven to eight months.

Special Assignment: on the other hand gives the employee firsthand experience and opportunity to work on actual problems, finding solutions to those problems. It also helps the individual to acquire the desired skill and knowledge.

Distance and Internet based Training: involves various forms of training which includes tele-training, videoconferencing and internet-based classes.

Lectures and Seminars: Is another way that most organizations train it staff and employees which last for one to three months. This is a simple and quick way to impact knowledge to a large group of employees (Dessler et al, 2005). It involves having an instructor or teacher who

lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

2.3.4 Delivery Techniques of off the job training

According to DeCouza et al (1996), **off the job training** includes the following:

Vestibule Training: this training method attempt to duplicate on-the-job situation in a company classroom. It is a classroom training that is often imported with the help of the equipment and machines, which are identical with those in use in the place of work. This type of training is efficient in training semi-skilled personnel, particularly when many employees have to be trained for the same kind of work at the same time. It is often used to train – underwriters, investigators, machine operators, typists etc. In this, training is generally given in the form of lectures, conferences, case studies, role-play etc.

Lecture: lecture is a verbal presentation of information by an instructor to a large audience. The lecture is presumed to possess a considerable depth of knowledge of the subject at hand. A virtue of this method is that it can be used for very large groups, and hence the cost per trainee is low. This method is mainly used in colleges and universities, though its application is restricted in training factory employees. Limitations of the lecture method account for its low popularity. The method violates the principle of learning by practice. It constitutes a one-way communication.

Demonstration and Example: with this type of training method, the trainer describes and displays something, as and when he teaches an employee, how to do something, as and when he teaches an employee, how to do something by actually performing the activity himself and going on explaining why and what he is doing. This method is very effective in teaching because it is much easier to show a person how to do a job than tell him or give him instruction about a particular job. This training is done by combination of lectures, pictures, text materials etc.

Case Study: the case study is based upon the belief that managerial competence can best be attained through the study, contemplation and discussion of concrete cases. When the trainees are given cases to analyze, they are asked to identify the problem and recommend tentative

solution for it. In case study method the trainee is expected to master the facts, be acquainted with the content of the case, define the objective sought in dealing with the issues in the case, identify the problem, develop alternative courses of action, define the controls needed to make the action effective and role play the action to test its effectiveness and find conditions that may limit it. Based on the above techniques organization should select appropriate techniques for employees based on their experience, skill, knowledge in line with their performance in their job based on their effectiveness and efficiency and also it should consider the organization goals to achieve in the strategic year.

2.4 Evaluation of training

According to Robert and John (2010) evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Hence, training evaluation helps to collect all the descriptive and judgmental information required to make effective training decisions. According to Kirpatrick*et al,* (2006) behavior change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. According to Armstrong *et al.* (2003) that training and development program should be monitored continuously to ensure that they are proceeding according to the plan and within the agreed budget. In order to check the managerial results, training should be evaluated after each event. The authors try to argue that evaluation In essence, it is the comparison of objectives with outcomes to answer the question of how far the event has achieved its purpose The evaluations will serve two purposes: first, should verify that employees have achieved the learning objectives; second, trainers' performance and method of presentation problems are identified and resolved.

For an effective evaluation process, Burrow and Berardinelli (2003) suggest many things need to be taken into account:

- evaluation must be objective and targeted as an important outcome, including individual, job and organizational improvement

- evaluation should be accomplished relating to the agreed evaluation criteria improved in developing and designing T&D program phase

- evaluation should be matched with the organization's philosophy, culture and objectives; what is relevant to one organization may not be relevant to another

- Evaluation procedures should be reasonable, which means that evaluation should be able to be conducted within the structure and resources and the training program by the people responsible for the program.

According to Armstrong (2014)suggested by Kirkpatrick, there are four different levels which are linked and build on each other, but must be considered individually as they relate to different outcomes of a training program.

1) Level one: Reaction - How trainees felt about the training program

2) Level two: Learning – The increase in knowledge, skills or ability

3) Level three: Behavior – How behavior changes as an outcome of the training program

4) Level four: Results – Organizational outcomes as a result of changed trainee performance

The model assumes that each level is positively correlated with the next highest. While levels one and two are relatively straightforward to evaluate, for example through questionnaires and tests, levels three and four are more complex as the direct impact of training is often more difficult to determine. First, more time may have to pass until consistent behavioral changes or organizational improvements can be confirmed. Second, during this time, other influences unrelated to the training program may have an impact on the criteria. Nevertheless, the information from the upper levels of evaluation is considered to be the more valuable. As the fundamental reason for conducting training is to achieve results, the ultimate objectives of a training program should be stated in terms of level four.

According to Bramley and Kitson (1994), that to carry out an effective evaluation process; it should be conducted on all evaluation levels: reaction, learning gain, behavior change and result, because each level provides different kinds of evidence (At each level there are different T&D outcomes. For example, the reaction level resulted in a happy and motivated workforce, while the learning gains level gives an indication of the extent of the learned skills, facts, attitudes and knowledge. The behavior level indicates the extent to which on-the-job performance is improved

as a result of the learned skills and knowledge. Finally, the result level gives the most crucial evidence of training effectiveness through linking T&D to the overall organizational performance criteria, such as quality, customer satisfaction, productivity, and so on.

2.5 Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong *et al.* 2000). Kenney, (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja, 1992) as briefly explained hereafter.

Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured.

According to (Krietner (1995) that it argues no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared workforce understanding about what is to be achieved at an organizational level. Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard.

2.6 Training and Employee performance

According to Wright &Geroy (2001) that employee competencies change through effective training programs. It, therefore, not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for their future job. According to Swart(2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance.

It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (Rahman, Sambassivian, Wong, 2013). This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

2.7 Empirical findings of training practice on performance

Empirical findings are one of the important components of literature review in the research study of any type. This type of literature contribute a lot to effectiveness of the investigation understudy by revealing the gap what the researcher wants to find out and how the researcher undertake the study which helps the researcher by providing insight about what and how assume the investigation he/she stands for. In general organizations should manage their workforce effectively and efficiently and they should also give greater attention for the training and learning of employees to meet the goal of the organization and to achieve the best result. So that the researcher reviews some important issues which are directly related to the investigation under study.

According to franklin, Richard, Anis (2014) on their research they try to evaluate the impact of training on employee performance by taking a sample respondents and on their study they found that 77% of participants agreed that training have an impact on employees performance in which they found that individuals become effectively committed to the organization when they perceive that the organization is providing proper training for its employees. Falola,Osibanjo,Ojo (2014) on their study they found that training and development affects employees' performance and organizational effectiveness, which implies that effort must be made to ensure that employees' skills and knowledge are fully utilized through adequate and timely training design and implementation and also Employers of labor and decision makers should endeavor to create enabling training environment and favorable training policies that will give every worker opportunity to attend training. Management should also take into consideration the training need of each workers and act as appropriate. Elenga and Imran (2013) on their qualitative research found that effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It supports to fill the gap between what performance if required and what performance is happening, i.e. gap between desired performance and actual employee performance in addition to this it develops skills, competency, and ability and ultimately improves employee performance and organizational productivity.

Also the result of khan (2011), conduct a research study on similar issue impact of training and development on organizational performance. The study was to understand the effect of training and development, on the job training, training design and delivery style on organizational performance. The study is based on secondary data comprised with literature review. Fourhypotheses are developed to see the impact of all the independent variable on organizational performance. results show that training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance. We can understand that organizational performance is the result of employees' performance and employee performance is the result of effective training i.e. training affect employee performance as a result organizational performance affected. Moreover, the result of the study of Sultana,Irum,Ahmed and Mehmood (2012), conducted on the training practices of telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was

8.58 that explain training is good predictor of employee performance based on this they conclude that training enhances skills competency, ability and in general performance and productivity in the organization.

2.8 Theoretical framework of training and performance

To implement the study the following theoretical framework was developed that demonstrates the independent variable training practice (methods of training and delivery techniques) and dependent variables (employees' perceived performance) which is developed by Elnaga and Imran (2013) and modified by the researcher for the purpose of convenience.
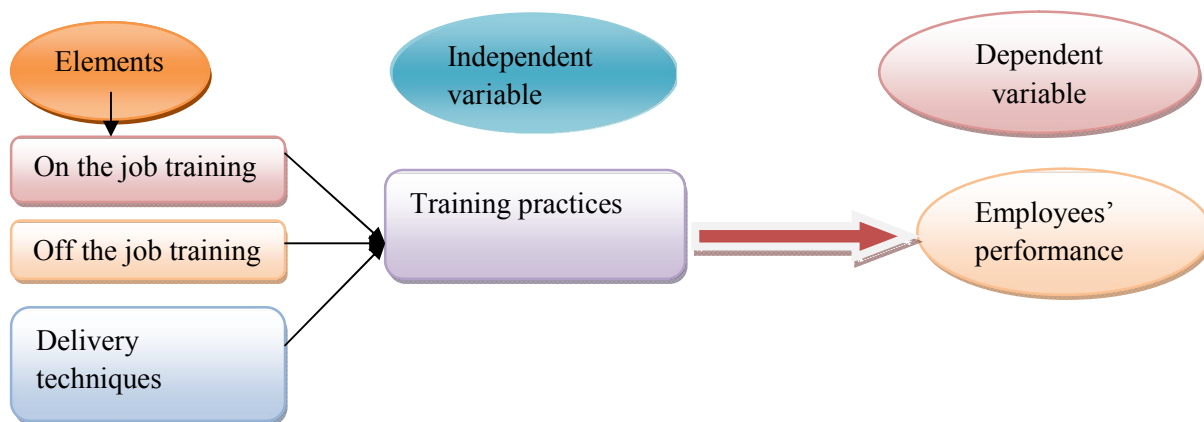
Figure 1: Effect of training practice and employee performance
Source: - Elnaga and Imran 2013, and modified by the researcher

CHAPTER THREE: RESEARCH METHODOLOGY

In this chapter, the research methods of the will be discussed, how the data was collected and the content of the research also talked. In the final part there will be a validity and reliability analysis.

3.1. Research Approach

According to Scott and Deirdre (2009, p.8) employing both qualitative and quantitative approach is important because, each approach has its own advantages and disadvantages. The approach adopted in this study was the mixed research approach both qualitative and quantitative because both approaches will offset the weakness one by the other strength.

3.2 Research Design

The study is a descriptive type of survey method which is concerned with the present situation and attempts to determine the status of the phenomena under investigation. Descriptive type of research is chosen because it helps to: Identify present conditions and point to present needs, Study immediate status of a phenomenon, Fact findings, Examine the relationships of traits, characteristics, trends and patterns (Singh, 2006, PP105).As the purpose of this study is to asses the current practices of training and its implication on employees performance in ERCA the descriptive design is appropriate for this study.

3.3 Data source and Research Instrument

In order to get sufficient data, the research employed both primary and secondary sources. The primary data was collected using closed ended questions in which five point Likert ordinal scales are applied throughout the questionnaire. The respondents were asked to indicate the degree of agreement or disagreements with each statement included in the questionnaire, or indicate the degree of frequency of using some related issues. An in-depth interview also conducted with a human resource director and the training and development team coordinator. Secondary data also

collected from the organization records, reports, research articles and journals which have been conducted with related to the topic under the study.

3.4 Procedures of data collection

The researcher used self-administered survey questionnaire to collect data from employees of ERCA clerical staff members. The questionnaires were distributed physically in person to the targeted samples and collected from each employee by the researcher and also interview was made with the HR director and team leader in the form of formal discussion.

3.5 Sample Design

The target populations of the study are employees of the ERCA headquarter. The populations of the study are 547 employees working in different directorates of the organization.

The selection of the respondents was carried out using probability sampling technique and specifically stratified sampling technique by distributing the questionnaires for those who are above junior officer which are available on their workplace. There are four divisions with different activities, each of them is considered as stratum.

As stated by *Singh et.al (*2006, p.94) "descriptive research typically uses larger samples; it is sometimes suggested that one should select 10-20 per cent of the accessible population for the sample." Accordingly, the study utilizes the maximum which is 20% of the population size. The sample size (n) consist a total of 110 employees from the total number (N) of 547 employees of the organization and it is believed that the sample is a good representative of the population and increases the validity of the research. The interview question was administered for human resource director and the training team coordinator.

Based on the above data the strata was as follows:

Division	Population (N)No.	Proportion No.	Sample(n)
Domestic tax	139	0.25	28
Customs	57	0.10	11
Law enforcement	155	0.28	31
Change and modernization	196	0.36	39
Total	547	1.00	110

3.6 Data Presentation and Analysis

The collected data was analyzed and interpreted by using both qualitative and quantitative techniques. The data collected by interview questionnaires was analyzed qualitatively using content analysis technique through categorizing responses based on the question. While closed ended questionnaires were analyzed quantitatively through percentages, weighted means, correlation and regression by using SPSS version 20 software and analyzed data was presented in figures and tables.

3.7 Validity and Reliability

To validate the study free from bias, the questionnaires were developed and forwarded for Ten subject matter experts in the organization and also the advisor comments on the content as well the measurement incorporated were reliable and valid enhance reliability and validity. The study also utilized the Cronbach's Alpha model installed with the SPSS version 20software applications determined the value as follows:

List of items	Cronbach's Alpha	N of Items
Delivery techniques	0.772	7
Employees perceived performance	0.822	7

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This section of the study deals with presentation, analysis and interpretation/discussion of the data gathered through questionnaires as well as through interview. A total of 110 copies of the questionnaire were distributed to the respondents, of which 104 questionnaires were properly filled-in and returned resulting in 94.55 rate of return. The results are organized into two parts namely the respondents' characteristics and the analysis of the findings of the study.

4.1 Characteristics of the respondents

Table 4.1 Summary of respondents' characteristics

ITEM	Category	frequency	percentage
Gender	Male	33	31.7
	Female	71	68.3
	Total	104	100
Age	Less than 30	33	31.7
	31-40	66	63.5
	41 -50	5	4.8
	Above 50	-	-
	Total	104	100
Qualification	Master degree and above	4	3.8
	First degree	92	88.5
	College diploma	8	7.7
	Certificate	-	-
	Total	104	100
Work Experience	Less than 2 years	5	4.8
	3 to 5 years	64	61.5
	6 to 10 years	28	26.9
	More than 10 year	7	6.7
	Total	104	100

Source: own survey, 2017

The tables 4.1 depicted 68.3 % of the respondents were female while the remaining 31.7% of them were male. The instrument administered categorized the age of respondents in to four major categories namely: 30 and less, 31 to 40, 41- 50 and above 50. Accordingly, the results were 31.7 %, 63.5 %, 4.8 % and 0 % respectively. The majority of the respondents fall under the age group of 31- 40. Thus, it can be implied that the randomly selected respondents were matured enough which can incline the value of the study. With regard to the educational qualification, 88.5% of the respondents were first degree holders and 7.7% were college diploma holders, while 3.8% of the respondents' were master's degree holders and above. This implies ERCA has got a skilled manpower and further enhances the quality of expected responses that ultimately increase the quality of the study.

The table shown above indicated that 4.8% have a work experience of 2 years and less, 61.5% of the respondents have served for 3 to 5 Years, 26.9% have been serving from 6 to 10 years, and 6.7% of the respondents served the organization for more than 10 Years. The composition of work experience of the representative samples may have a positive effect on the quality of the finding of the study as it incorporates the views of each group.

4.2 Analysis of the Data Related to the Current training and development Practices in ERCA

Three parts are included in this section: training needs assessment (TNA); training delivery methods; and training evaluation and follow up stage.

4.2.1. Training Needs Assessment (TNA)

This sub-section deals with how TNA was conducted in terms of frequency of conducting TNA; the methods used in determining training needs; the indicators for TNA and the conditions under which training was provided to the employees.

4.2.1.1 Conducting TNA

Figure 4.2.1.1 frequency of conducting formal need assessment in the organization

How often the organization made TNA
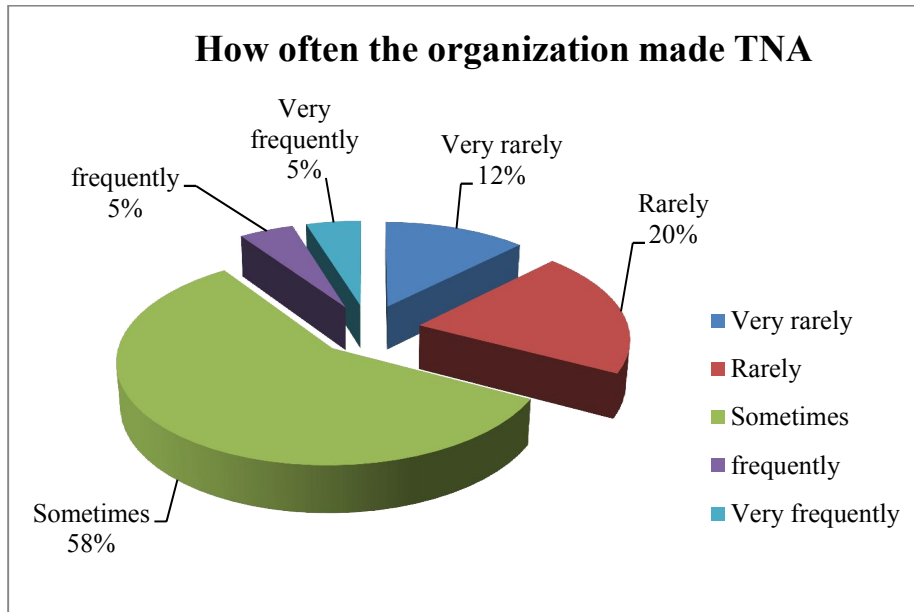
Source: own survey, 2017

From the figure 4.2.1.1, 12.5 % of the participants responded that the organization does conduct formal need assessment very rarely; 20.2 % of the participants responded that the organization conduct need assessment rarely; while the majority 57.7 % of the participants argued that the organization conducts need assessment sometimes. Few (4.8%) of the respondents argued, the organization conducted need assessment frequently and very frequently which means on regular basis. From this we can understand that the TNA was not conducted in the regular basis, it depends on different situations this implies that the organization doesn't give full consideration for training need analysis.

4.2.1.2 Techniques for identification of TNA

Table 4.2.1.2 Need assessment methods

	Weighted mean	Ranking
Techniques that the organization uses for TNA		
Survey Questionnaires	4.88	1st
Personal face-to-face interviews with employees	3.10	4th
Group interviews with managers and supervisors	2.73	5th
Direct observation	2.57	6th
Performance appraisal information or results	4.02	2nd
Through a job descriptions	3.68	3rd

Source: own survey, 2017

Weighted mean = sum of **(**weight for each rank × no. of frequencies)/total no. of respondents

The above table 4.2.1.2 showed that the weighted mean of 4.88 of the overall participants ranked the 1st level that the organization uses questionnaire most of the time for training need analysis. The participants ranked performance appraisal 2nd level (4.02), Also 3.68 mean of the participants ranked that the 3rd level in assessing training need is through job descriptions. While 3.10, 2.57 and 2.73 mean of the respondents ranked that the organization uses face to face interviews with employees, group interviews with managers and supervisors and direct observation in the 4th, 5th and 6th level respectively. This shows that the organization most of the time for training need assessment uses survey questionnaires performance appraisal results and job description during need analysis where as other types of techniques are practiced rarely.

4.2.1.3 Schedules when training needs is analysis conducted
Figure 4.2.1.3 Duration on making TNA

Duration on making TNA

Every4-5 years
5%

Every2-3 years
3%

5 years and more
6%

Every half year
26%

- Every half year
- annually
- Every2-3 years
- Every4-5 years
- 5 years and more
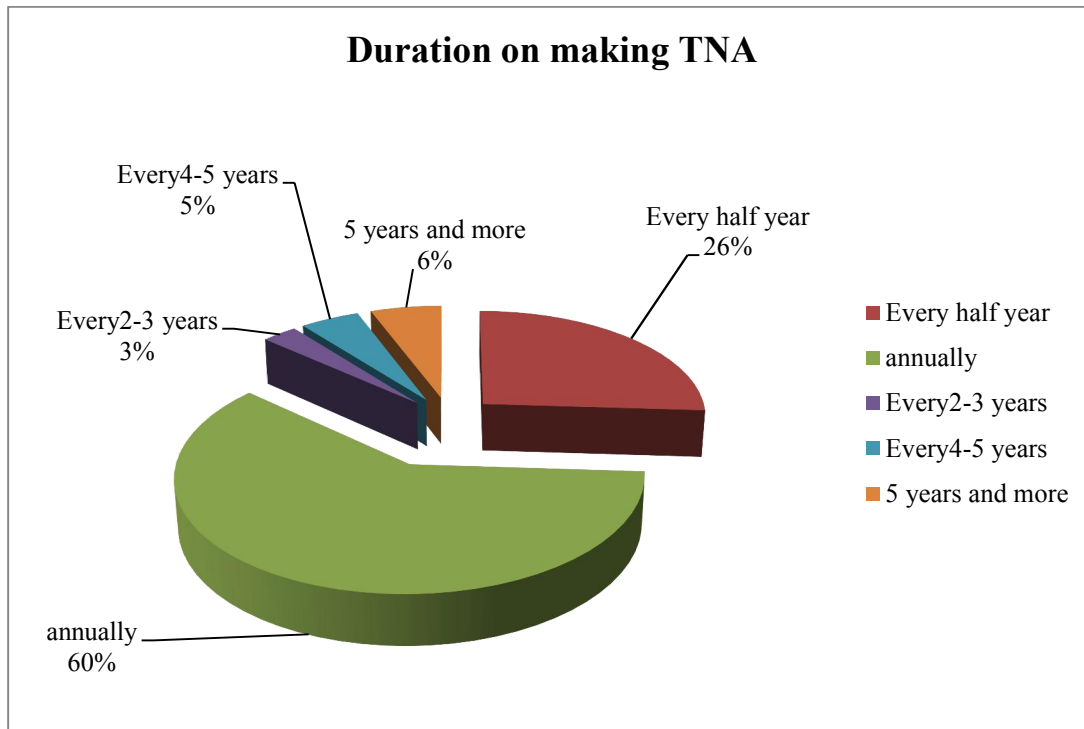
annually
60%

Source: own survey, 2017

From the figure 4.2.1.3, 26 % of the participants declared that the organization conducts need assessment every half year while 60.6 % agreed that the organization conducts TNA annually. In sum, almost 13.5 % of the participant declared that the organization conducts between 2 to 5 years and more. From this, it can be seen that the organization performs training need analysis most of the time in annual basis where as from table 4.2.1.1 that it shows that there is fluctuation on performing training need analysis that is performed occasionally so from this we can understand that need analysis doesn't get due consideration while performing training.

4.2.1.4 TNA Indicators

Table 4.2.1.4 indicators for making TNA in ERCA

Items (indicators to assess training needs)	Ratings									
	Very Low		Low		Medium		High		Very high	
	freq	%	freq	%	freq	%	freq	%	freq	%
Lack of knowledge	19	18.3	13	12.5	18	17.3	21	20.2	33	31.7
Lack of skills	20	19.2	17	16.3	20	19.2	9	8.7	38	36.5
Poor performance	31	29.8	21	20.2	36	34.6	15	14.4	1	1.0
Introduction of new work methods	33	31.7	19	18.3	40	38.5	3	2.9	9	8.7
Customer dissatisfaction	39	37.5	30	28.8	32	30.8	2	1.9	1	1.0
Poor service quality	28	26.9	36	34.6	36	34.6	3	2.9	1	1.0
Low Revenue collection	38	36.5	26	25.0	36	34.6	3	2.9	1	1.0
High turnover	34	32.7	34	32.7	32	30.8	3	2.9	1	1.0
Frequent employees transfer to other divisions	33	31.7	28	26.9	31	29.8	11	10.6	1	1.0
Low employees morale	21	20.2	24	23.1	32	30.8	19	18.3	8	7.7
High absenteeism	34	32.7	24	23.1	28	26.9	7	6.7	11	10.6

Source: own survey, 2017

Identifying needs properly is obviously a very important part of the training cycle. The content of the training should be related to work contexts of the participants (Armstrong, 2006). Based on the above table 4.2.1.4 customer dissatisfaction, low revenue collection, high turnover, frequent employees transfer to another division and high absenteeism representing respectively, 37.5% , 36.5%, 32.7%, 31.7% and 32.7% were considered as the least important indicators taken into account when assessing training needs while poor service quality and high turnover representing 34.6 % was considered to small extent. However, poor performance, introduction of new work

methods, poor service quality and low employees morale were, 34.6%, 38.5%, 34.6% and 30.8% respectively were considered as the indicators that were taken into account to a considerable extent. Poor service quality represents 34.6% considered as both low and to considerable extent. Lack of skills and lack of knowledge, representing respectively, 36.5% and 31.7%, were considered as the most important indictors as a very great extent taken into account when assessing training needs. Based on the table during training need analysis there was low consideration for introduction of new work methods, customer dissatisfaction, low revenue collection, high turnover, frequent transfer of employees to other departments and high absenteeism within the organization while performing training need analysis.

4.2.1.5 Conditions for providing training for employees

Table 4.2.1.5 Conditions under which T&D is provided

When training is provided	Ratings									
	Never		Rarely		Sometimes		Frequently		Very frequently	
	freq	%	freq	%	Freq	%	freq	%	Freq	%
When employees are newly recruited	19	18.3	13	12.5	18	17.3	21	20.2	33	31.7
When employees need training on new technologies, equipment and new working methods	20	19.2	17	16.3	11	10.6	9	8.7	47	45.2
When performance appraisal assessment show some gap	39	37.5	30	28.8	32	30.8	2	1.9	1	1.0
When employees are upgraded to fill new positions	28	26.9	38	36.5	34	32.7	3	2.9	1	1.0
When a departments request it	19	18.3	23	22.1	22	21.2	6	5.8	34	32.7
When the employees request it	25	24.0	33	31.7	28	26.9	7	6.7	11	10.6

Source: own survey, 2017

The above table 4.2.1.5 shows that 37.5% of the participants agreed that T & D is never provided when performance appraisal shows some gap. While 36.5% and 31.7% of the participants show that when employees are upgraded to fill new positions and when employees request it, training

is provided rarely. And also 30.8% and 32.7% of the participants agreed that sometimes training is performed when performance appraisal assessment and when employees are up graded to fill new positions. However, 47%, 34% and 33% of the participants agreed that T & D very frequently when employees need training on new technologies, when departments request it and when employees are newly recruited. From this it can be understood the organization most of the time provides training when there are new entrants While, performance appraisal results, when employees are upgraded to fill new positions, when departments and employees request training are less considered for the requirements of providing training in the organization.

4.2.2 Training practicing Methods and delivery techniques Used by ERCA

This part of the analysis is related to part two of section one in the questionnaire, which is the delivery methods and techniques which is practiced in the organization.

Table 4.2.2 Forms of Training Used by ERCA

Forms of T&D Used by ERCA	Very low		Low		Medium		High		Very high	
	Freq	%	freq	%	freq	%	freq	%	freq	%
On the job training										
Orientation	4	3.8	27	26.0	25	24.0	37	35.6	11	10.6
Job rotation	11	10.6	28	26.9	37	35.6	17	16.3	11	10.6
Coaching	13	12.5	31	29.8	31	29.8	22	21.2	7	6.7
Seminars	10	9.6	13	12.5	20	19.2	54	51.9	7	6.7
Off the job training										
Lecture	8	7.7	19	18.3	33	31.7	31	29.8	13	12.5
Demonstration & examples	8	7.7	28	26.9	29	27.9	26	25.0	13	12.5
Computer based	9	8.7	21	20.2	17	16.3	37	35.6	20	19.2

Source: own survey, 2017

The above table 4.2.2 shows that 51.9%, 35.6% and 35.6% of the respondents agreed that among the on-job training seminar, orientation and computer based training highly practiced in the

organization, whereas job rotation, lecture and demonstration 35.6%, 31.7% and 27.9% representing respectively that training practiced in medium level. While 29.8% of respondents replied that coaching is practiced in the minimum level. According to Kumar (2012) on the job training type is most effective for operative, personnel and given training at work place under the supervision and guidance of trained worker or instructor. People learn from their practical experience much better as compare to give their employees on the job training because it is a cost effective and time saving (Khan, 2011). The above data shows that most of the time the organization practiced seminar, orientation, coaching, lecture and computer based types trainings, which mean that most of on- the job training delivery techniques are practiced in the organization. In off the job training method, the trainees have to leave their workplace and devote their entire time to the learning. In this method the trainee can place his entire concentration on the learning rather than spending his time on performing it (Kumar, 2012).On the other hand, based on the respondents, there was less practice of off the job training for the performance of employees so that the organization is not practicing both techniques equally with the behaviors of employees that make them concentrate on their training.

4.2.3 The Frequency of Training Evaluation

Figure 4.2.3 how often training is evaluated in ERCA
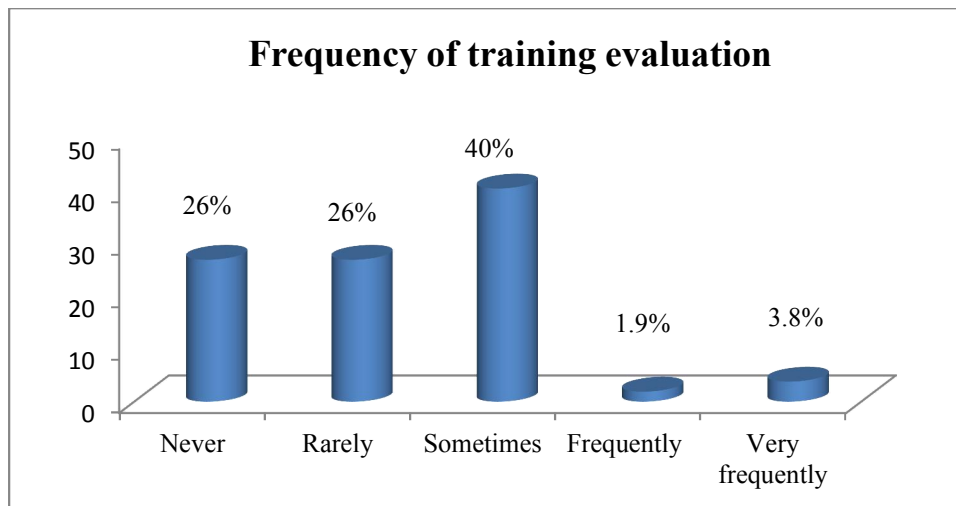
Source: own survey, 2017

The above figure 4.2.3 shows that 40.4 of the participants reveal that the organization evaluates its programs on occasional basis respectively. However, 26.9%, 26.9% of the participants agree

that the organization never and rarely evaluates its training programs and 3.8, 1.9% of respondents replied that training is evaluated very frequently and frequently. Based on this it can be understand that the organization most of the time doesn't evaluate training regularly after it is provided for employees in which mean that it evaluates on the occasional basis.

4.2.3.1 Training evaluation tools and techniques used in ERCA

Table 4.2.3.1 Evaluation tools and techniques

	Ratings									
	Very low		Low		Medium		High		Very high	
Training Evaluation tools and techniques	freq	%	freq	%	freq	%	freq	%	freq	%
Asking employees to fill a questionnaire at the end of the programs	19	18.3	26	25.0	22	21.2	30	28.8	7	6.7
Interviewing the trainees at the end of each training programs	31	29.8	34	32.7	29	27.9	6	5.8	4	3.8
Testing the trainees before and after the training programs (pre and post test)	27	26.0	28	26.9	31	29.8	11	10.6	7	6.7
Asking the trainees' managers or supervisors for their assessment of the trainees' learning.	39	37.5	30	28.8	32	30.8	2	1.9	1	1.0

Source: own survey, 2017

The above table 4.2.3.1 shows that 28%, 25%, 21.2%, 18.3, 6.7% of the respondents reply that after training the organization asks employees to fill questionnaire at the end of the program high, low, medium, very low and very high respectively. While 32.7%, 29.8%, 27.9%, 5.8% and 3.8% of the respondents agreed that the organization tests trainees before and after training practiced low, very low, medium, high and very high respectively. In the other hand 29.8%, 26.9%, 26%, 10.6% and 6.7% of the respondents replied that the organization uses pre and post tasting trainees in medium, low, very low, high and very high respectively. Whereas 37.5%, 30.8%, 28.8%, 1.9% and 1.0% of the respondents agree that asking the trainees managers or supervisors for their assessment of the trainees learning very low, medium, low, high and very

high respectively. Therefore most of the time the organization uses the questionnaire technique to evaluate the training program while other techniques are practiced rarely and moderately in the organization,

4.3 Perceived impact of training on employees performance
This section, relating to section two of the questionnaires, presents and analyses the collected data regarding the perceived impact of training on employees performance.

4.3.1 Perceived impact of Training on employees' efficiency
Table 4.3.1 Training and employees' efficiency

Training increase efficiency on the work	frequency	percent
Strongly disagree	4	3.8
Disagree	37	35.6
Neutral	25	24.0
Agree	27	26.0
Strongly agree	11	10.6
TOTAL	104	100.0

Source: own survey, 2017

Based on the above table 4.3.1, 35.6% of the respondents disagree that the training practice performed by the organization is doesn't increase their efficiency while 26% agree that it increases their efficiency. 24% percent of the respondents neither agree nor disagree, whereas 10.6% and 3.8% of the respondents strongly agree and disagree with regard to the training practice on their efficiency. Based on this most of the respondents replied that the training practice that is performed in the organization doesn't increase their efficiency.

4.3.2 Perceived impact of Training on employees' effectiveness

Table 4.3.2 Training on employees' effectiveness

Training increases effectiveness

Strongly agree
13%

Strongly disagree
6%

Disagree
18%

Neutral
29%
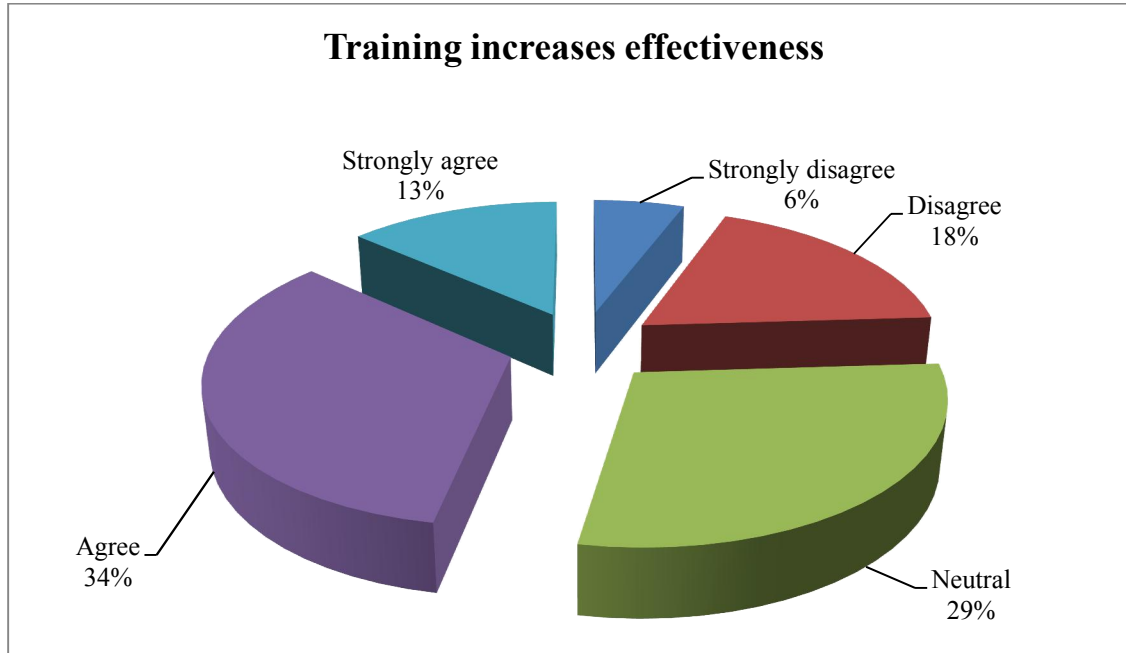
Agree
34%

Source: own survey, 2017

Based on the above figure 4.3.2, 33.7% of the respondents agree that the training practice performed by the organization enhance their effectiveness 28.8% percent of the respondents neither agree nor disagree while 18.3% disagree that the training practice doesn't enhance their effectiveness, whereas 13.5 % and 5.8 % of the respondents strongly agree and strongly disagree with regard to the training practice on their efficiency. Based on this most of the respondents agree that the training practice performed by the organization increases their effectiveness on their work.

4.3.3 Perceived impact of Training on employees' self confidence

Figure 4.3.3 Training and employees' self confidence

Source: own survey, 2017

Based on the above figure 4.3.3, 43.3% of the respondents agree that the training practice performed by the organization increase their self confidence and enhance their interaction. 24% percent of the respondents neither agree nor disagree while 15.4% disagree that the training practice doesn't increase their self confidence, whereas 11.5 % and 5.8 % of the respondents strongly agree and strongly disagree with regard to the training practice on their self confidence. Based on the above data training practice that is performed in the organization increases employee self confidence.

4.3.4 Perceived impact of Training on employees' accuracy

Table 4.3.4 Training and employees' accuracy

Training helps performing work accurately	frequency	percent
Strongly disagree	5	4.8
Disagree	29	27.9
Neutral	17	16.3
Agree	25	24.0
Strongly agree	28	26.9
Total	104	100.0

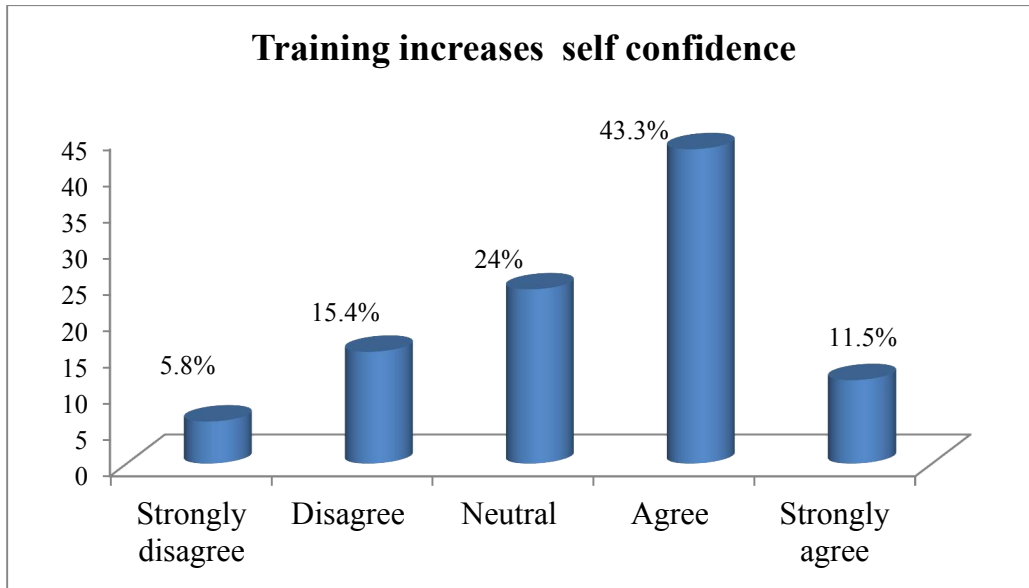Source: own survey, 2017

Based on the above table 4.3.4, 27.9% of the respondents disagree that the training practice performed by the organization doesn't make them to perform their work accurately. 26.9% percent of the respondents strongly agree that training with regard to their accuracy. While 24 % agree that the training practices have an impact on their accuracy, whereas 16.3 % and 4.8 % of the respondents neither agree nor disagree and strongly disagree with regard to the training practice on their self confidence. From the above data it can be concluded that 50% of the respondents agree that the training practice performed in the organization enable them to perform their work accurately while the other 50% of the respondents are indifferent with the help of training on their accuracy. So from this we can understand that the training practice performed by the organization is not clearly address the accuracy of employees in terms of performance.

4.3.5 Perceived impact of Training on employees' commitment

Table 4.3.5 Training and employees' commitment

Training enables to increase commitment	frequency	percent
Strongly disagree	11	10.6
Disagree	28	26.9
Neutral	37	35.6
Agree	17	16.3
Strongly agree	11	10.6
Total	104	100.0

Source: own survey, 2017

Based on the above table 4.2.5, 35.6% employees' respond that they are neither agree nor disagree with regard to their training practice on their commitment. While 26% and 10.6% of employees disagree and strongly disagree that its implication on their performance, whereas 16% and 10.6% of employees agree and strongly agree that training practice have an effect on their commitment based on this most of the respondents replied that the training practice performed by the organization doesn't increase their commitment which mean that the training practice performed by the organization would not increase employees commitment

4.3.6 Perceived impact of training on minimizing customer complaints

Table 4.3.6 Training and employees' minimizing customer complaints

Training helps to minimize customer complaints	frequency	percent
Strongly disagree	10	9.6
Disagree	39	37.5
Neutral	32	30.8
Agree	16	15.4
Strongly agree	7	6.7
Total	104	100.0

Source: own survey, 2017

Based on the above table 4.3.6, 37.5%, 9.6% of employees disagree and strongly disagree that the training practice that is performed in the organization doesn't help them to minimize

customer complaints. While 30.8% of the respondents neither agree or disagree that the training practice with regard to minimizing customer complaints whereas 15.4%,6.7% agree and strongly agree that the training practice performed by the organization help them to minimize customer complaints. From this it can understood that the training practice performed by the organization is not enabling them to minimize customer complaints while providing the service.

4.3.7 Perceived impact of Training on employees' teamwork

Table 4.3.7 Training and employees' teamwork

Training helps to participate highly in teamwork	frequency	percent
Strongly disagree	13	12.5
Disagree	31	29.8
Neutral	31	29.8
Agree	22	21.2
Strongly agree	7	6.7
Total	104	100.0

Source: own survey, 2017

Based on the above table 29.8%, 12.5% of employees disagree and strongly disagree that the training practice that is performed in the organization is not helping them to participate in the teamwork. While 29.8% of the respondents neither agree or disagree that the training practice with regard to team work whereas 21.2%,6.7% agree and strongly agree that the training practice performed by the organization help them to participate in teamwork .From this we can understand that most of the organization's training practice doesn't increase their participation in team work.

4.4 correlations

The Pearson's product moment correlation coefficient was computed for the purpose of determining the relationship between 1) the delivery techniques (orientation, job rotation, coaching, seminar, lecture, demonstration and computer based) and the employee's perceived performance. 2) The training methods (on the job and off the job) and employees' performance. The study analyzes the result using the correlation rule that explain if correlation coefficient is 1

variables are perfectly positively correlated and -1 perfectly negatively correlated. If it is between (1, 0.3] the correlation is positive, (-1,-0.3] negatively correlated and (-0.3, 0.3) no correlation between variables.

Table 4.4.1 correlation of the delivery techniques and the employee's perceived performance.

Delivery techniques	Employee perceived performance	
	Pearson correlation	Sig. 2 tailed
Orientation	.410**	0.00
Job rotation	.261**	.008
Coaching	.177	.073
Seminars	.143	.148
Lecture	.226*	.021
Demonstration & examples	.065	.509
Computer based	.330**	.001

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

From the above table 4.4.1, orientation, computer based training have significant relationship with that of employees performance (r=.410 and r=.330 sig at 0.000 and 0.001). While job rotation, lecture, coaching have weak relation with that of employees perceived performance (r=.261, r=.226, r=177, sig at 0.008, 0.021 and 0.073). Seminar and demonstration have insignificant relationship with that of employees' performance (r=.143, r=.065, sig at 0.143 and 0.509). It means that the increase and decrease in the practice of orientation and computer based training types will bring more corresponding change in employees performance.

Table 4.4.2 correlation of training methods (on the job and off-the job) and the employee's
perceived performance.

	Employee perceived performance	
	Pearson correlation	Sig. 2 tailed
On the job	.465**	0.00
Off the job	.379**	0.00

**. Correlation is significant at the 0.01 level (2-tailed).

From the above table 4.4.2, both methods have significant relationship. But on the job training
have more significant relationship with that of employees performance in which r=.465, sig at
0.00 whereas off the job have also significant relationship with employees performance in which
r=.379, sig at 0.00. it means that the increase and decrease in the practice of on the job training
method will bring a more corresponding change than that of off the job training since most of the
time the organization applies on the job training to train employees.

4.5 Inferential statistics
In this section the results of inferential statistics techniques used in the study.

4.5.1 Linear regression
The study also conducted regression analysis to know by how much the independent variable
explains the dependent variable. On the basis of results obtained indicating a direct functional
impact between variables under consideration. 1) The method of training on employee perceived
performance 2) the delivery techniques on employees' perceived performance. The beta value is
a measure of how strongly predictor variable influences the criterion variable. The higher the
beta value the greater the impact of the predictor variable on the criterion variable. The results of
regression analysis can be seen in tables presented below.

1) **Regression of on-the job training on employees' perceived performance**
The regression analysis result on table **4.5.1.1 A** below shows that standardized beta coefficient
for on the-job training and employees perceived performance

Table 4.5.1.1A beta coefficient of on the job training & employees perceived performance

Model	Standard coefficients	Sig.
	Beta	
1.(constant) On the job training	.465	.000

A. Dependent variable: employee perceived performance

Table 4.5.1.1B R and R square of on- the job training and employees perceived performance

Model	R	R square	Durbin-Watson
1	.465	.216	1.688

A. Predictors: (constant) on the job training

B. Dependent variable: employees perceived performance

Source: Respondents questionnaire Date April, 2017

The beta coefficient result indicates that the percentage change in the predictor variable resulted in percentage change of in the criterion variable. Thus a change of percentage on the job training has 46% change of on employees' perceived performance. Whereas R square (R^2) is the measure of variation indicates the variance of employee perceived performance with the existence of on the job training. Hence R square =0.216 implies that based on this study based on the explained part of the study that out of 36% of employees perceived performance only 21.6% of employees perceived performance is described by on the job training that on the job training have high implication on employees performance.

2) Regression of off the job training on employees' perceived performance

The regression analysis result on table **4.5.1.2 A** below shows that standardized beta coefficient for off the job training and employees perceived performance

Table 4.4.1.2A   Beta coefficient of off the job training & employees perceived performance

Model	Standard coefficients Beta	Sig.
1.(constant) Off the job training	.379	.000

A. Dependent variable: employee perceived performance

Table 4.5.1.2 B   R and R square of on- the job training and employees perceived performance

Model	R	R square	Durbin-Watson
1	.379	.144	1.840

B. Predictors: (constant) off the job training
C. Dependent variable: employees perceived performance

Source: Respondents questionnaire Date April, 2017

The results of regression analysis off the job training against employees' perceived performance can be seen that the Beta coefficient of off the job training and employees perceived performance is 0.379 that describes a percentage change in off the job training has 37.9 % change in the employees perceived performance.

On the other hand according to table **4.5.1.2 B,** the R is 0.379 that explains the correlation between off the job training and employees perceived performance and R square becomes 0.144 that indicates 14.4% of employees' perceived performance is described by off the job training this implies that off the job training implication is lower than off the job training.

3. Regression of Delivery techniques and employee performance

Table 4.5.2.1 A   Beta coefficient of delivery techniques & employees perceived performance

Model	Standard coefficients Beta	Sig.
1.(constant)orientation	.336	.000
job rotation	.337	.000
Coaching	.213	.010
Seminar	.011	.895
Lecture	.287	.001
Demonstration	.122	.128
computer based	.262	.001

    A. Dependent variable: employee perceived performance

Table 4.5.2.2 B   R and R square of computer based training and employees perceived performance

Model	R	R square	Durbin-Watson
1	0.651	0.424	1.321

    A. Predictors:(Constant), computer based, job rotation, demonstration, coaching , orientation, lecture, seminar

    B. Dependent variable: employees perceived performance

Source: Respondents questionnaire Date April, 2017

As the above **Table** 4.5.2.1 A, indicates that orientation and job rotation have positive and significant impact on employee perceived performance in which the beta coefficient is 0.336 and 0.337 and the p value is 0.000 respectively. While coaching, lecture and computer based training moderate implication on employees' performance which is the beta coefficient is 0.213, 0.287 and 0.262 and the p value is 0.01, 001 and 0.001 respectively. Whereas seminar and demonstration have insignificant impact on employee perceived   performance in which the beta coefficient is 0.011 and 0.122 and the p value is 0.89 and 0.12 respectively. In addition **Table4.5.2.2B** illustrates the variation in the estimated sum of square explained by the model

since the R square is 42.6 %. And the unexplained part is due to the absence of variable that are not the focus of this study.

4.6. Interview analysis
The human resource director and the training team leader reveal that:

Is there a process to assess the organization future training needs? If yes how is the assessment carried out? Who participate?

There is a process of identifying need analysis practiced within the organization annually and the HR directorate distributes questionnaires for all divisions that in each division different directorates will fill the questionnaires for the training need analysis based on their employees needs, then the directorates return the filled questionnaires for the directorates.

Based on their request along with annual budget some of the requests will be executed but most of the time after the analysis most of the requested training need are off the job training types that may not be appropriate because of the urgency of the accomplishment of the job and also the scarcity in budget for the strategic year.

What type of training methods is used? Does the delivery method improve employee performance?

With regard to the methods of training Most of the time the on job training type is performed in the organization because the organization has scarce resources so that it have to execute on the job training type. The other is delivery method in some aspects has a positive impact for the organization because most of the trainings are within the organization the employee will not be away from the work place so that he may work and train in parallel. On the other hand this type of training may not provide positive impact for the organization because employees sometimes must train away from the work because they may not concentrate on the training because of the urgency of the work and also they may become bored In the training place because of the repetition in this type of training so that the organization failed to achieve its goals based on certain cases.

What type of training delivery techniques do you think that have an impact on employee performance?

The organization practices different techniques based on the resource availability and the working environment of the organization. Most of the time orientation, computer based training and seminar type of training techniques are practiced but with regard to performance of employees seminar, coaching, demonstration and job rotation have a strong impact on employees performance.

Are the results of training programs monitored and evaluated? If your answer is YES how it is monitored and evaluated if not why?

After training sometimes the results of the training program evaluated by asking trainers to fill questionnaire, but other types of evaluation techniques is not practicable because of scarce resource of man power within the directorate, so that in order to fully apply those training practices the directorate should be filled with skilled manpower.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. SUMMARY OF THE MAJOR FINDINGS

This part of the study aims to summarize the findings and results that have emerged from the data analysis presented in chapter four.

5.1.1 Training need assessment

The importance of conducting a training needs analysis is well accepted in the training literature. The interview response showed that the need assessment is made by the human resource specifically with the training team leader by distributing the questionnaire for the directorates and then Training team leader collects the questionnaire every year and then based on the specified budget and the urgency of work for a certain period of time the training will be executed.

But from the questionnaire the 58% respondents replied that the need analysis is conducted sometimes while 42% of respondents replied that other techniques like the data and the interview reveals that the budget constraint and the urgency of work would not make it frequently. And also 4.88 mean of the respondents replied that most of the time the need analysis performed through questionnaire whereas other techniques like personal face to face with employees, group interviews and direct observation accounts 3.10, 2.73, 2.57 mean respectively. Regarding with the duration 60% of the respondents replied that the need analysis is conducted annually whereas 26% of them said it is conducted every half year but 14% the respondents replied that the training need analysis is performed with two to five years.

Based on the respondents Most the indicators are not considered in the identification of training i.e. customer dissatisfaction, low revenue collection, high turnover, frequent employees transfer to another division and high absenteeism representing respectively, 37.5% , 36.5%, 32.7%, 31.7% and 32.7% were considered as the least important indicators taken into account when assessing training needs.

With regard to the conditions of training provided for employees performance appraisal results, when employees are upgraded to fill new positions, when departments and employees request training were considered a least which accounts 37.5%, 36.5% and 31.7% for the requirements of providing training in the organization.

5.1.2 Training methods and techniques

Based on the respondents the methods used to train employees are most of on the job training, also the interview made with the training team leader reveals that based on the resource availability and the working environment of the organization practiced the on the job training.

The correlation analysis shows that there is more relation with that of the on the job training than that of the off the job training. I.e. for on the job training r=0.465 and off the job training is r=0.379 for both the significance level is 0.00. The regression analysis also shows that 21.6% of employees' perceived performance is described by on the job training, while 14.4% of employees' perceived performance is described by off the job training.

Based on the respondents reply seminars, orientation and computer based training are highly practiced in the organization 51.9%, 35.6% and 35.6% respectively these shows that most of the time the organization practices on the job training. Based on the interview Regarding with the techniques the human resource training team leader says that seminar, coaching, demonstration and job rotation have an impact on employees' performance while based on the respondents the correlation analysis shows that there is moderate correlation with, coaching and job rotation i.e. r=0.177 and r=0.261, P value is 0.073 and 0.008. While insignificant relation with demonstration, seminars which is, r=0.065 and 0.143 that the correlation is insignificant, P value is 0.509 and 0.148. Whereas orientation and computer based training is strong correlation which is r=0.410 and 0.330 in which P value is 0.00 and 0.001 respectively, the regression analysis also shows that the beta coefficient of demonstration, seminar is 0.122, 0.011 and the p value is 0.12 and 0.89 respectively while orientation and job rotation have positive and significant impact on employee perceived performance in which the beta coefficient is 0.336 and 0.337 and the p value is 0.000 respectively. Whereas coaching, lecture and computer based training moderate implication on employees' performance which is the beta coefficient is 0.213, 0.287 and 0.262 and the p value is 0.01, 001 and 0.001 respectively.

5.1.3 The evaluation of training

Based on the respondents 40% of them replied that the training is evaluated sometimes while 53% of the respondents replied the training is evaluated rarely and very rarely, also from the interview most of the time the training outcome is evaluated sometimes. With regard to the evaluation tools and techniques 28.8% of the respondents replied that most of the time the organization uses Asking employees to fill a questionnaire at the end of the training program while other techniques are less practiced. Also the interview reveals that the directorate lacks skilled and adequate human resource in order to perform other techniques.

5.1.4 The perceived impact of training on employees' performance

With regard to perceived performance most of the respondents replied that the training practice that is performed by the organization have an impact on their performance. I.e. 35.6%, 37.5%, 47.1% and 42.3% of the respondents disagree and strongly disagree that the training is not increasing their efficiency, commitment, minimizing customer complaints and team work participation. Whereas 47%, 54.8% and 50.9% of the respondents agree and strongly agree that the training practice that is practice that is performed within the organization helps them to increase their effectiveness, self confidence and accuracy on their work.

5.2 CONCLUSION

This part aims to discuss the findings and results that have emerged from the data analysis presented in chapter four. It presents interpretation and reflection of the quantitative and qualitative results presented in the previous chapter.

- **How is the organization training and development need assessment made?**

It could be understood that need assessment which is the basic step to identify deficiencies where training is needed and who needs training. The organization conducts TNA occasionally most of the time with the questionnaire method and the results of performance to some extent were mainly used every year. But other types of need analysis techniques are not combined uniformly. Form the respondents' argument we can conclude that during TNA most of the indicators and conditions for training are not considered in the organization. It can be concluded that formal TNA methods were rarely used in the organization.

The organization gives emphasis most of the time the indicators like lack of skills, lack of knowledge, poor performance, introduction of new work methods, poor service quality and low employees morale as indicators for performing training need assessment. Based on the study most of the pre conditions for training are not considered during need analysis the organization focuses on when employees are newly recruited, when there is new technology and based on departments request. Whereas other types of indicators are not considered as condition for training.

- **How far employees' performance could be affected by the method of training delivered?**

From the correlation analysis the study concludes that at ERCA there is significant correlation between methods of training and employees performance. But on the job training has a strong correlation with employee performance than off the job training, based on the interview since the organization prefer on the job training to train employees because of budget constraint and urgency of work than off job training method.

The regression analysis also shows that the increase on the job training has more significant impact than that of the off- the job training. It means that because of the increase in organization practice on on-the job training bring more change in the performance than that of the off-the job training. So that most of the time employees doesn't get off the job training chance because of the budget constraint and urgency of the work.

- **Do the delivery techniques that are designed to train employees affect employees' performance?**

Regarding with the delivery technique orientation, computer based training job rotation, lecture and coaching have strong and moderate relationship with employee performance. While seminars and demonstration have no correlation with employees perceived performance. Since the organization most of the time practices orientation, computer based and job rotation training and seminar techniques; the seminar type of training have no correlation with regard to the employees' perceived performance.

On the same manner the regression analysis of delivery techniques with the employees perceived performance show that the percentage increase of orientation, computer based, lecture, coaching and job rotation would bring a significant change on employees' perceived performance while seminar and demonstration training techniques doesn't have significant change on employees' perceived performance.

- **How does the organization evaluate the effectiveness of training?**

With regard to evaluation of training, according to its importance, impacts and outcomes the study reveals that training evaluation stage does not have fair attention. This may lead to doing things for nothing because evaluation helps the organization to see whether the training provided has met its objectives and likely to take corrections in the future. Generally, the extent of the organization to evaluate trainees' reaction, learning outcomes, behavior changes and results were not given attention.

Based on the interview the organization evaluates the outcomes of training rarely because the lack of skilled and adequate man power hinders the directorate to make the evaluation after the training program by combining different techniques for evaluation.

Finally the respondents expressed their agreement and disagreement on the performance indicator which is the positive implication of training practice on their effectiveness, self confidence and accuracy on their work while they disagree with its implication on the increment of their efficiency, commitment, minimizing customer complaints and team work participation.

5.3. RECOMMENDATION
Based on the conclusion of the study the following recommendations are forwarded:

- ✶ Assessing training needs is playing a very important role in identifying individuals who need to be trained, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. Therefore, the organization should conduct formal training program rather than simply practicing similar activities. It should also practice other types of need assessment

techniques that may address the feelings of the employees like personal face to face with employees, group interviews and direct observation.

★ The organization should give emphasis on indicators which are helpful and specific to the organization strategic themes i.e. customer dissatisfaction, low revenue collection, high turnover, frequent employees transfer to another division and high absenteeism and also the organization should focus on the pre conditions training like performance appraisal shows some gap, when employees are upgraded to fill new positions and when employees request for training should be considered for the better practice of training within the organization.

★ Most of the time the organization practices on the job training this may be good for the organization in terms of cost, time and sharing of experience but it may affect the interests of employees for those who wants to concentrate on their training without any frustration. So that the organization should combine both on the job and off the job training methods equally in order to make employees devote their entire time to the learning, concentration on the learning rather than spending their time on performing it.

★ Regarding with the delivery techniques the organization should increase the practice of the delivery techniques like orientation, computer based training and job rotation in order to get good result from the employees' performance while the concerned organ of the organization should examine the contents, appropriateness and the way it is practicing of seminars and demonstration type of training techniques.

★ Evaluation helps the organization to compare and contrast the training practice Behavior change brought about by the training like change of skill, change of knowledge and change of attitude. So the organization should give an emphasis on pretesting and post testing of the outcomes of trainings by using different techniques like asking the trainees managers or supervisors for their assessment of the trainees learning, interviewing the trainees at the end of the program training practiced.

★ Finally the concerned organ of the organization should give strong emphasis on the strengthening the directorate to have adequate skilled man power for the better practice of the training programs.

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Appendix A: Questionnaire to be filled by clerical staff members of Ethiopian Revenues and Customs Authority (ERCA)

Dear/sir/madam,

I am conducting a research study on training practice and its implication to employees' performance in Ethiopian Revenues and Customs Authority (ERCA) head quarter. This study is required as a partial fulfillment for the requirements of Masters Degree in Business Administration (MBA). To this effect, I kindly request your assistance in completing a questionnaire which I am using to collect data for my project study. Your assistance in completing this questionnaire is completely voluntary and will be highly appreciated. Since your response will be kept confidential, please give you're most thoughtful and honest answers.

Note that

- Writing your name is not required

- Close ended questions are answered by putting a tick mark ✔ in the boxes of your choice

Part one: Personal data

1. **Gender**   Male ☐   Female ☐

2. **Age Range**   Less than 30 ☐   31-40 ☐

 41 -50 ☐   Above 50 ☐

3. **Highest level of education?**

Master degree and above ☐   First degree ☐

 College diploma ☐   Certificate ☐

4. **Years of service in ERCA**

 Less than 2 years ☐   3 to 5 years ☐

 6 to 10 years ☐   More than 10 year ☐

Part two: Questions pertaining to assess training practice and its implications on employees' performance

Section one: Current Practices of training (about how T&D is conducted in your organization)

Part 1: Training needs assessment

l. How often your organization conduct formal training and development need assessment?

 [ ] Very rarely   [ ]   Rarely   [ ] Sometimes   [ ] frequently   [ ] Very Frequently

2. If the organization conducts needs assessment at least sometimes, which of the following methods are mostly used to determine training needs in your organization? (Please put in a ranking order by assigning 1st to the most desired and 6th to the least desired).

Items (methods of needs assessment)	Rank
Survey questionnaires	
Personal face-to-face interviews with employees	
Group interviews with managers and supervisors	
Direct observation	
Performance appraisal information or results	
Through a job descriptions	

3. How often   are you asked by the organization to reflect about your need for training and/or development?

[ ] Every half year [ ] annually [ ] every 2-3 years [ ] every 4-5 years [ ] 5 years and more

4. To what extent does the organization use the following indicators as inputs to assess the training needs? Please reflect your ratings as follows: 1= Vey Low; 2= Low; 3=Medium; 4= High; 5=Very High.

Indicators	1	2	3	4	5
Lack of knowledge					
Lack of skills					
Poor performance					
Introduction of new work methods					
Customer dissatisfaction					
Poor service quality					
Low revenue collection					
High turnover					
Frequent employees transfer to other divisions					
Low employees morale					
High absenteeism					

5. How often training is provided for employees in your organization in the following cases?

Please reflect on each item as follows: 1=Never; 2=rarely; 3=Sometimes; 4=Frequently 5=Very Frequently

Items (frequency of trainings)	1	2	3	4	5
When employees are newly recruited					
When new technologies, equipments and new working methods are introduced					
When performance appraisal assessment show some gaps					
When employees are upgraded to fill new positions					
When a departments request it					
When the employees request it					

Part two: Training methods

6. To what extent does ERCA implements the following forms or methods of training? Please reflect your ratings as follows: 1= Vey Low; 2= Low; 3=Medium; 4= High; 5=Very High.

Forms of training	1	2	3	4	5
On the job training					
Orientation (providing new employees with basic information)					
Job rotation (rotating from one department to the other)					
Coaching (by your senior showing you the procedures of work)					
seminars (quarterly training and evaluation)					
Off the job training					
Lecture (information by instructor for large audience)					
Demonstrations and examples (the trainer trains by examples)					
Computer based training (training on software like IFMIS,ASYCUDA, SIGTAS,etc.)					

Part 3: Evaluation of training

9. How often your organization does evaluate the effectiveness of its training and development programmes?

[ ] Never   [ ] Rarely   [ ] Sometimes   [ ] frequently   [ ] very frequently

10. If your organization evaluates its training and development program at least sometimes, to what extent the following tools and techniques are being utilized in this organization?

Reflect your rating as follows: 1=Very Low; 2=Low; 3=Medium4=High5=Very High

Items	1	2	3	4	5
Asking employees to fill an evaluation form at the end of the programme					
Interviewing the trainees at the end of each training programme					
Testing the trainees' skill/competence before and after the training programmes (pre and post test)					
Asking the trainees' managers or supervisors for their assessment ofthe trainees' learning outcome					

Section two: Perceived impact of trainings on employees' performance

To what extent do you agree with the following statements with regard to the perceived impact of the trainings you received on your performance? (Please rate your level of agreement as follows: 1=strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5= strongly agree)

Items	1	2	3	4	5
Training helps me to increase my efficiency to perform my work on a timely basis.					
Training helps me to be motivated and committed to my work					
Training helps me highly participate in teamwork					
Training helps me minimize customer complaints.					
Training helps me to acquire new technologies/software to enhance my effectiveness					
Training helps me to increase my confidence so as to interact with my subordinates and supervisors.					
Training makes me to perform my job accurately and precisely					

Thank you for your valuable assistance!!

Appendix B: An interview questions (Guide)

*(**To be conducted with human resource director, training and development team leader)***

Assessment of Training practices and its implication to employees' performance on ERCA head quarter.

Instruction: Hello I am conducting a research study on training practice and its implication to employees' performance. This study is required as a partial fulfillment for the requirements of Masters Degree in Business Administration (MBA). To this effect, I have some questions to forward regarding training practice of the organization. I kindly request your cooperation to answer the following interview questions.

1. Is there a process to assess the organization future training needs? If yes how is the assessment carried out? Who participate?

2. What type of training methods is used? Does the delivery method improve employee performance?

3. What type of training delivery techniques do you think that have an impact on employee performance?

4. Are the results of training programs monitored and evaluated? If your answer is YES how it is monitored and evaluated? If your answer is NO why not?