



**ST. MARY'S UNIVERSITY COLLEGE**

**SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT OF TRAINING PRACTICES AND CHALLENGES IN  
CUSTOMS COMMISSION: THE CASE OF ADDIS ABABA KALITY  
CUSTOMS BRANCH OFFICE**

**BY**

**TESFAY LUEL TEWOLDE**

**June 2020**

**ADDIS ABABA, ETHIOPIA**

**ASSESSMENT OF TRAINING PRACTICES AND CHALLENGES IN  
CUSTOMS COMMISSION: THE CASE OF ADDIS ABABA KALITY  
CUSTOMS BRANCH OFFICE**

**BY**

**TESFAY LUEL TEWOLDE**

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY COLLEGE, SCHOOL  
OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS  
ADMINISTRATION.**

**JUNE 2020**

**ADDIS ABABA, ETHIOPIA**

**ST. MARY'S UNIVERSITY COLLEGE**

**SCHOOL OF GRADUATE STUDIES**

**FACULTY OF BUSINESS**

**ASSESSMENT OF TRAINING PRACTICES AND CHALLENGES IN  
CUSTOMS COMMISSION: THE CASE OF ADDIS ABABA KALITY  
CUSTOMS BRANCH OFFICE**

**BY**

**TESFAY LUEL TEWOLDE**

**APPROVED BY BOARD OF EXAMINERS**

-----

**Dean**

-----

**Advisor**

**Chalachew Getahun (PhD)**

**External Examiner**

**Maru Shete (PhD)**

**Internal Examiner**

-----

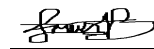
**Signature and date**

-----

**Signature and date**



**Signature and date**



**Signature and date**

## **DECLARATION**

I declare that the research entitled “An Assessment of Training Practices and Challenges in Customs Commission Addis Ababa Kality Customs Branch Office” is my original work, prepared under the guidance of Goitom Abraham (Asst. Professor). All sources of material used for the research have been duly acknowledged.

---

**Name**

**St. Mary’s University,**

---

**Signature**

**Addis Ababa June, 2020**

**Endorsement**

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

---

**Advisor**

**St. Mary's University,**

---

**Signature**

**Addis Ababa, June, 2020**

## Table of Contents

Table of Contents .....	V
ACKNOWLEDGEMENTS.....	VIII
LIST OF ABBREVIATIONS/ACRONYMS.....	IX
LIST OF TABLES.....	X
List of figures.....	XI
APPENDIXES .....	XII
ABSTRACT .....	XIII
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the Study.....	1
1.2. Background of the organization.....	3
1.3. Statement of the Problem .....	4
1.4. Research Questions .....	5
1.5. The Objectives of the Study .....	6
1.5.1 General Objective of the Study .....	6
1.5.2 Specific Objectives of the Study.....	6
1.6 Scope and Limitations of the Study.....	7
1.7. The Significance of the Study .....	7
1.8. Definition of terms .....	7
1.9. Organization of the study .....	8
CHAPTER TWO .....	9
REVIEW OF RELATED LITERATURE .....	9
2.1. Theoretical Literature Review.....	9
2.1.1. Overview of training .....	9
2.1.2. Definition and concept of training .....	9
2.1.3. Reasons for training of employees .....	11

2.1.4. Processes of training.....	12
2.1.5. Training methods.....	21
2.1.6. Challenge of training and development .....	26
2.2. Empirical Literature Review .....	28
2.2.1 Studies outside Ethiopia .....	28
2.2.2 Studies in Ethiopia.....	28
2.3. Conceptual Framework.....	30
CHAPTER THREE .....	31
RESEARCH DESIGN AND METHODOLOGY .....	31
3.1. Research Design and Approach.....	31
3.2 Population, Sample Size and Sampling Techniques.....	31
3.2.1 Population .....	31
3.2.2 Sample size.....	32
3.2.3. Sampling technique .....	32
3.3 Types of data and methods of data collection.....	32
3.3.1. Procedures of Data Collection .....	32
3.4. Methods of Data Analysis .....	33
3.5 Ethical issues.....	33
3.6. Reliability and Validity of Instruments.....	33
3.6.1 Reliability .....	33
3.6.2 Validity .....	34
CHAPTER FOUR .....	35
DATA ANALYSIS AND INTERPRETATION.....	35
4.1 Response Rate .....	35
4.2 Respondents' Profile .....	35

4.3 The Training Practices.....	37
4.4. Challenges of training practices in Kality Customs Commission .....	62
CHAPTER FIVE:.....	64
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....	64
5.1 Summary of major findings .....	64
5.2 Conclusions.....	66
5.3 Recommendations.....	67
References.....	69
Appendix ‘A’ .....	73
Appendix ‘B’ .....	78



## **ACKNOWLEDGEMENTS**

First and foremost, I would like to thank God for His grace, mercy and provision. My sincere appreciation goes to my advisor Goitom Abraham (Asst.Professor) for his unreserved comments and constrictive guidance to bring this thesis to reality. My heartfelt gratitude goes to my family and friends who helped me while I was working on this thesis. Finally, I would also like to thank the staff and management of Kality Customs Commission for their kind cooperation during data collection.

## **LIST OF ABBREVIATIONS/ACRONYMS**

ERCA: The Ethiopian revenues and customs authority by know customs commission

HRM: Human resource management

JIT: Jobs instruction training

KSA: Knowledge, Skill, Ability

OJT: On the job training or off-the job training

TNA: Training Need Assessment

## LIST OF TABLES

<b>Table</b>	<b>page</b>
Table 3.6: Reliability table.....	34
Table 4.1: Gender, Age and educational status of the respondents.....	36
Table 4.2: Respondents' opinion on training needs assessment practices.....	38
Table 4.3: Indicators considered by the organization to assess training needs.....	40
Table 4.4: Respondents' views on training program design practices of the organization.....	43
Table 4.5: Respondents' opinion on training program implementation.....	47
Table 4.6: Respondents' views on the training methods employed the organization.....	49
Table 4.7: Respondents' observation on training program outcomes follow up and evaluation practice.....	51
Table 4.8: Employees' perception on effectiveness of training programs attended.....	54
Table 4.9: Employees' opinion on linkage between training policies and strategies.....	59

## List of figures

Figure 2.3.1 Conceptual frame work of the study-----30

## **APPENDIXES**

Appendix A: Questioner prepared for non-management employees of customs commission kality customs branch office.

Appendix B: Interview question prepared for management member of customs commission kality customs branch office.

## ABSTRACT

*Training of employees ensures that the organization has effective employees to meet the demand of its dynamic environment. The study aims at assessing the overall training practices and challenges of customs commission the case of Addis Ababa kality customs branch office. It looks through how training need assessment is conducted, how training is designed, how it is delivered and evaluated, and finally to find out the major challenges of the training. Out of 680 employees 157 of the population is selected for the sample by using probability method which is simple random sampling technique, specifically lottery method. The data were gathered through a combination of both unstructured interviews with higher level managers and a questionnaire addressed to the employees of the organization. The data received were analyzed by using narration and descriptive statistics. Thus, the qualitative data were analyzed through narration, whereas the quantitative data were analyzed by employing descriptive statistics. The findings of the research revealed that training programs are conducted in the organization without following the basic steps which are assessing training needs, designing training programs, delivering training and evaluating the outcomes of training. Lack of designing clear training programs, failing to conduct training need assessments, improper implementation of training and evaluation of training, lack of proper training plan, time constraint and lack of professional trainers are the main factors in the custom that hinder training programs from becoming successful. Due to the above problems, the following recommendations were forwarded. The Kality Customs Commission must have a proper written training plan and policy, conduct effective need assessment, the implementation of the training should be based on the designed program, the evaluation of training program shall be done at each level and on a regular basis and create strong linkage between training policies and strategies with the organization objective and training programs. Generally, Kality Customs Commission must be careful in minimizing the main training challenges of the custom which are lack of training need analysis and employee involvement in identifying training gaps, lack of proper training plan, time constraint and lack of professional trainers.*

**Keywords:** *Training Need Assessment, Training Objective, Training Design, Training Delivery, Training Evaluation, Training Challenges*

# CHAPTER ONE

## INTRODUCTION

### **1.1. Background of the Study**

Every organization strives to be the strongest company in its industry. This competitive edge is dependent upon the availability of resources and their most effective usage. Organization assets may fall in various categories, like physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can be exploited with the proper use of human resources (Anderson, (2000)).

Human resource is the most valuable asset of any organization, with the machines, materials and even the money; nothing gets done without man-power. People, the human resources are considered by many to be the key and most important resources of an organization. The effectiveness and success of an organization therefore, lies on the people who form and work within the organization. So, human resource of an organization is the determinant for the realization of its goals. At the same time, simply having this resource (human) is not guarantee for the organization to be successful unless and until the organization improves the performance of the people time to time (Noe & Colquitt, (2002)).

In doing so, training and development programs are crucial. Training and development activities are designed for the employees' and organizational development to cope with the challenges of the recent age. It aims to increase and refine the knowledge and skills of employees' for better performance. Training has direct relationship with the employees' performance. Training focuses on formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience (Armstrong, 2000). This clearly shows training has acquired a strategic value for the organizations and service quality depends on employee customer care effectiveness. So organizations must reduce the gap between desired and actual performance (Sahinidis and Bouris, 2008). So, from this we can understand that like education, training is essential for improving performance. Organizations make heavy investment to upgrade employee skills in order to attain job performance, job satisfaction and job

involvement. These skills can be improved by providing necessary technical/non-technical training and coaching (Abbas and Yaqoob, 2009). Similarly, it is reported that cognitive-behavioural training has a positive effect on employee well-being, job satisfaction and productivity.

Even though training and development practices are crucial to provide sustainable competitive advantage in the rapid globalization, organizations have presented countless challenges to training and human resource development professionals. For example, the organizational structure of global business has been flattened in ways that demand higher levels of leadership and managerial skills from more employees. Against this background of complexity and change in the nature of work, organizations have recognized that the key to a sustainable competitive advantage is a knowledgeable, highly skilled work force. As a result, the provision of training has become a critically important means of continuous learning and adoptions (Bate, (2007)).

Ethiopian Customs Commission is one of the government institutions which are responsible to collect the national revenue to accommodate fast economic growth of the country- Ethiopia. To effectively achieve this responsibility, the Commission focuses on the motivation of the employees to have skills, knowledge, attitudes and talents to serve the tax payers as they needed. In doing so, the institution takes initiative to give training and development for its employees as strategic manner (Kality Custom's strategic plan; 2017, p: 12). However, in providing these training practices, there are observable challenges such as time constraints, lack of professional trainers, post training evaluation and selection problems to the training. This results in the provision of low quality service to the customers or taxpayers.

This clearly shows, giving high priority for training programs is not the only guarantee that employee's performance is improved through increase in productivity. The important issue is whether or not the need is assessed, an objective is established, appropriate methods and time are selected, the program is well implemented and close evaluation and follow up is carried both during and after the program (Dessler, (2009)).

Related to this study, many studies are conducted mostly in banks. The main aim of these studies was to assess post training evaluation problem and the findings of the studies show that there are



post training evaluation problems in the sector. However, the studies failed to see the absence of well-established training policy, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, trying outdated training methods, well training practices, lack of close supervision and follow up which are some of the major problems that most organizations in Ethiopia are facing. Failing to conduct the training at the right time, at the right place and by the right person and on the right way which affects the normal activity of the Custom which leads to delaying the Customs clearing process and this is the focus of this study.

## **1.2. Background of the organization**

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

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

Therefore, to bridge the gap in skill or knowledge and to achieve the success of the organization mission and goal training is crucial program of the commission. Training should be carefully planned to fit with the strategic plan of the organization. Consequently training programs should go in line with employees and organizational needs. Training should be conducted continuously in planned manner (Kality customs Strategic plan, 2017).

In five year strategic plan the organization puts staff training and development as a priority agenda because the employees are lacking of operational knowledge, ability, and skill in tax administration and custom management (ibid). The authority recruits new college graduates and provides induction training to make them aware for the organization objectives and goals and the expected responsibility in the tax administration and other related tasks (Ibid). It also provides short daily trainings like one to five discussion i.e., one employee top experienced , two

employee medium experienced and two fresh employees to be successful in managing tax system of the country.

Generally, the commission is struggling to achieve the national vision which is “in 2025 Ethiopia become democratic state, economically stable and socially justice by the active participation of the society”. Based on this national vision the commission clearly states its vision, mission, values and objectives in its strategic plan as follows.

#### **VISION**

➤ To become a model in Africa by building modern and fair tax administration system and cover all our expenditures by our earnings by the year 20 25.

#### **MISSION**

➤ We are committed to create willing tax payer society by building professionals who respect the law and collecting the national revenue in well manner by providing modern tax administration systems.

#### **VALUES**

- Quality and customer based service
- Respecting the law
- Ethical working environment
- professionalism
- secure the societies social and economic affairs
- improve youth and women’s participation

### **1.3. Statement of the Problem**

Customs Commission Kality Customs branch office is one of the government institutions which are responsible to collect the national revenue to accommodate fast economic growth of the country, Ethiopia. To effectively achieve this responsibility, ERCA focuses on the motivation of the employees to have skills, knowledge, attitudes and talents to serve the tax payers as they needed. Now-a-days the institution takes initiative to give training and development for its employees as strategic manner (Kality Custom’s strategic plan; 2017, p: 12).

However, in providing these training practices there are observable challenges such as time constraints, lack of professional trainers, post training evaluation and selection problems to the training. This results to the low quality service to the customers or taxpayers. These problems lead the institution to the inefficiency and less effectiveness in revenue collection. In general, the complaints of customer increases and the motivation of employees to perform their job is declining because of the challenges of training activities. This would have a big impact for the organization to achieve both the short term and long term growth and development plans.

Failing to conduct the training at the right time, at the right place, with the right method and by the right person affects the normal activity of the custom which leads to delaying the customs clearing process. In this condition importers are exposed to pay more warehouse payment and become out of market competition because goods are not released on time and delayed to arrive at market. Therefore, it is true that the importers and other customers become dissatisfied and enforced to go in to contraband and other illegal works. Besides, the one to five training is aiming at helping each other about work, but practically the employees are criticizing each other personally.

Generally, absence of well-established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated training and development methods, lack of close supervision and follow up are some of the major problems that the Ethiopian organizations are facing (Tamrat, 2010). But these generalizations are not supported with research evidences that Kality Customs Commission is facing with such problems. As stated in the five years strategic plan of the commission lack of skilled, knowledgeable, and motivated human resources with the right attitude are the key weaknesses of the organization. Therefore, this study mainly deals with investigating the actual training practice of the organization, identifying the challenges faced and to forward a recommendation that helps to solve the problems.

#### **1.4. Research Questions**

The main intention of this study to examine does training produce a return to the commission as expected on its training expenditures (all resources consumed) for improving employees'

performance and achieving organizational goal. In doing so, the researcher tried to address the following research questions:

1. To what extent are training programs initiated by the organization planned based on training needs assessment results?
2. How are training programs designed in the organization?
3. How are training programs implemented?
4. What methods are used to evaluate the effectiveness of training programs organized by the organization?
5. To what extent are training programs guided by training policies?
6. What are the main challenges that the organization encountered in practicing training programs?

## **1.5. The Objectives of the Study**

### **1.5.1 General Objective of the Study**

The general objective of the study is to assess the training practices and challenges of Customs Commission Kality Customs Branch Office.

### **1.5.2 Specific Objectives of the Study**

The specific objectives of the study include the following:

- To investigate whether training programs are planned by the organization based on training needs assessment results,
- To determine how training programs are designed in the organization,
- To assess how training programs are implemented in the organization,
- To determine the methods used to evaluate the effectiveness of training programs which are organized by the organization,
- To assess whether training programs organized by the organization are guided by training policies, and
- To identify the main challenges that encountered the organization in practicing training programs.

## **1.6 Scope and Limitations of the Study**

Although, ERCA or customs commission has 32 branch offices located in different geographical areas of the country, the study is confined with the assessment of training practices and challenges at kality customs branch office. The time span of the study covers two year, from 2018-2020. The study focuses on both off-the job and on-the job training practices and their challenges. It tries to assess how the steps followed in the training process are carried out. The study is also delimited to five units. Besides, the study used descriptive research type with mixed approach and 157 respondents which are selected through simple random sampling.

While conducting the study the researcher faced difficulties like;

- Late response and unreturned questionnaires by the participants
- Access to the management teams at work place
- Access to some reports and documents

Though these and other minor problems were some limitations, the researcher tries to exploit any options that help to curb the problems.

## **1.7. The Significance of the Study**

The study would try to assess training practices and challenges in customs commission kality customs branch office. So, the study may serve as an input for Addis Ababa kality customs branch office for better utilization of training practices to increase employees' performance and to provide quality service to customers which helps to collect reasonable and satisfactory revenues.

On the other hand, other researchers may use the finding of this study as a base or reference to conduct further research in training and development practice related issues. Besides, the study is helpful for the researcher to develop his ability to conduct scientific research.

## **1.8. Definition of terms**

**Challenges:** For this study challenges are obstacles or impediments that hinder effectiveness of human resource development practices in the selected sector bureaus.

**Customs commission:** Is a public institution which is responsible to collect taxes from import and export activities.

**One-to-five network:** It is used as meeting, as training and as peer to peer discussion. But for this study it deals with short and regular training.

**Training:**-an activity that is designed and implemented to help employees acquire and apply knowledge, skills, abilities and attitudes in their respective organization by providing the required skills and Knowledge.

### **1.9. Organization of the study**

The study is organized in to five chapters. The first chapter introduces background of the study, statement of the problem, research questions, objectives of the study, scope/delimitation of the study, significance of the study, and definition of terms. In the second chapter, different related theoretical and conceptual literatures are presented to create in-depth understanding towards the subject under study. Chapter three is concerned with the methodological part of the study. The analysis and discussions of major findings are indicated in the fourth chapter. In the fifth chapter conclusions, recommendations and implications of the study are made. Lastly, the references and appendices sections are attached.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Theoretical Literature Review**

##### **2.1.1. Overview of training**

Training is a function of human resource management which helps to increase knowledge, skills and attitudes of employees in the organization. Therefore, human resource planning is planned continuous effort by management to improve employee competence levels and organization performance through training, education and development program. As Cole clearly states training also understood as any learning activity, which is directly towards the acquisition of specific knowledge and skills for the purpose of occupation or task (Cole, 2000).

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010). Training in a work of organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organizations employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York,2000). Therefore, organizations should develop its employees according to the need of that time so that they could compete with their competitors by acquiring core competencies (Carlos A. P. Braga, 1996).

##### **2.1.2. Definition and concept of training**

According to Mathis and Jackson (2008), training is the processes whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have

efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few. It is a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment. Other scholars view training as, “a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in any activity or range of activities” (Beardwell and Holden, 2001). Its purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. 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).

According to Tyson (2006), training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managers, HR and training staff working in collaboration, or by external agents acting on their behalf. Training offered to employees, may help them reduce their anxiety or frustration, brought on by work demands, that they are not familiar with, and they are lacking the skills to handle effectively (Sahinidis and Bouris, 2008). From a company perspective, training of company employees is essential for organizational operation and organizational advancement. From an employee perspective, these same factors are both crucial and critical for skill development and for career advancement (Acton and Golden, 2003).

In addition to that, Kennedy (2009) found that the frequency of training received has an impact on job performance. After analyzing data from employees of the Judicial Service of Ghana, he reported that many employees associated frequent in-service training with improved job performance. Similarly, Singh & Mohandy (2012) found a significant relationship between frequent on-the-job training and employees’ performance.



### **2.1.3. Reasons for training of employees**

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(Meyer, P.J. and Smith, A.C. 2000) Employees can make or break their organizational reputation and profitability. And they are responsible for the bulk of the activities which can affect client satisfaction, the quality of the product and event. According to Beard well and Holden, training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively .A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. 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.

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

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

#### **2.1.4. Processes of training**

Training and development is continuous and cyclical activity. In training and development programs, there should be a number of processes involved to make the training and development program more effective to raise performance, improve morale and increase organizational potentials. It consists of a series of inter related and interdependent functions that are practically linked together and integrated in to the whole system of the organization (Gomez et.al, 1997). Designing training and development process have to be arranged in logical manner. Designing a training development program involves a sequence of steps that can be grouped in to four phases: need assessment, design, and implementation and evaluation. Training and development processes include: assessment phase, implementation phase and evaluation phase. Even though the phases which are suggested by different authors are different, the components which are included in different phases remains similar. Therefore, this study uses the following sequential phases of the systems approach in managing the training and development process. The study will also focus in assessing practice of training and development of the selected institution in relation to these important training and development phases.

##### **2.1.4.1 Need assessment**

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Mathis and Jackson (2008) the first step in creating effective training programs is to determine what training employees need. Training Needs Assessment is the process of gathering data to determine what training needs employee have so that training can be developed to improve the effectiveness of employees and thereby help the organization meet its business objectives.

While each of the four stages in the training process is important, assessment aims the entire process in the right direction (Furjanic & Trotman, 2000). The assessment phase provides the information necessary to design the training program (Goldstein & Ford, 2001).

Conducting a training need assessment helps an organization to design the necessary program as per the individual competency profile focusing on the performance difficulties. There are various

approaches on analyzing needs, the two most traditional being a problem-centered approach or matching the individual's competency profile with that for the job that person is filling. According to Torrington et al. (2005) the problem-centered approach focuses on any performance problems or difficulties, and explores whether these are due to a lack of skills and, if so, which. The profile comparison approach takes a much broader view and is perhaps most useful when an individual, or group of individuals, are new to a job.

The first step in training needs assessment is analyzing what training might be necessary. According to Salas et al. (2012) training needs analysis is conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system. Mathis and Jackson (2011) classified the analyzing phase in three; organizational analysis, person analysis and task analysis.

### **Organizational analysis**

Training needs can be identified by analyzing organizational outcomes and looking at gaps of future organizational needs. Organizational analysis comes from various operational measures of organizational performance.

### **Person analysis**

The second means of diagnosing training needs focuses on individuals and how they perform their jobs. This is done through Performance appraisals, Skill tests, Individual assessment tests, Records of critical incidents, Assessment center exercises, Questionnaires and surveys, Job knowledge tools or Internet input. This procedure determines who needs the training and what they need to be trained on.

### **Jobs/Task analysis**

The third way of analyzing training needs, according to Mathis and Jackson (2011) is to review the jobs involved and the tasks performed in those jobs. This can be done either by comparing the requirements of jobs with the KSAs of employees, training needs can be identified or to survey employees and have them anonymously evaluate the skill levels of their peers and estimate the skill levels necessary to be successful. Salas et al. (2012) also pointed out that with a particular training target in mind, this component of TNA specifies the critical work functions of

a job and outlines the task requirements as well as the competencies needed to complete these tasks.

TNA identifies the list of skills/knowledge an employee need in order to achieve organizational goals. Therefore, training need assessment will be a great input to be able to plan, design and implement a training program that helps direct resources to the areas of utmost need, those that closely relate to accomplishing the organizational goals and objectives, and will also improve productivity of the organization work force.

#### **2.1.4.2. Planning of the training**

The second step in training needs assessment is establishing training objectives and priorities by a “gap analysis,” which specifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are then determined to close the gap. Mathis and Jackson (2011) three types of training objectives can be set:

- **Attitude:** Creating interest and awareness of the importance of something (e.g., sexual harassment training)
- **Knowledge:** Imparting cognitive information and details to trainees (e.g., understanding how a product works)
- **Skill:** Developmental behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation)

After training objectives are identified, the design phase of the training process is initiated:

- Select the internal/external person or resource to design and develop the training
- Select and design the program content
- Select the training techniques used to facilitate learning
- Select the appropriate setting
- Select the materials to be used in delivering the training
- Identify and train instructors (if internal).

Training design begins with the decisions made in the needs analysis process and ends with a model for the training program. Using learning objectives as a guide, trainers must determine what content to include in the curriculum, how detailed the content should be and how it is to be presented.

#### **2.1.4.2. 1. Selecting the trainer**

Selection of trainer: who actually conducts the training depends on the types of training needed and who will be receiving it. On-the job training is conducted mostly by supervisors. Off-the job training by either in-house personnel or outside instructors. In –house training is the daily responsibilities of supervisors and employees. Supervisors are ultimately responsible for the production and therefore the training of their subordinates. The trainer needs to have both subject matter knowledge and knowledge of training principle and techniques used in training and developing employees (Meyer...et.al, 2000). According to Kenny (2009), the trainer or instructor can be thought of as learning leader who assists trainees by structuring learning opportunities for them and by offering guidance at appropriate time. The trainer acts as a mediator between the learner and the complexities of the job and must be sensitive to the intricacies of the work involved and to the learning difficulties facing trainees. The approaches used by trainers to assist learning depend on the learning objectives, the trainees and on the time and other resources available.

#### **2.1.4.2.2. Selection of the trainees**

Once you have decided what training is necessary and what it is needed the next decision is who should be trained? Training on employee is expensive, especially when he or she leaves your firm for better job. Therefore it is important to carefully select who will be trained. Training program should be designed to consider the ability of the employee to learn the material and to use it effectively and make the most efficient use of resources possible. A well designed training program alone cannot produce the required result, if the trainers are poorly qualified and did not follow the training principles appropriately. More over selection of trainee is another important factor that influences the effectiveness of training and development program. In selecting the appropriate trainees attention should be given to the responsibility and level of trainees.

Educational backgrounds, work experiences, openness to new ideas and perceived need for self improvement are very important (Rae, 1999).

#### **2.1.4.2.3. Selecting appropriate training environment**

The trainer must have the appropriate equipment to transfer the subject matter to the trainee (learner). This appropriate environment includes computer room, adequate class rooms, spaces and other related to this. The well planned training environment plays an indirect and direct role in the achievement of the goals.

#### **2.1.4.2.4. Preparing a lesson plan**

To translate program objectives in to an executable training session, the development of a lesson plan is recommended. A lesson plan is a trainer's guide for the actual delivery of the training content. Creating a lesson plan requires the trainer to determine what is to be covered and how much time to devote each part of the session. It is also very important to think about the location of T&D programs within the organization or off-site; also, to decide whether it will be in the organization, either on –the –job or off-the-job, or relying on specific training or specific training institutions. Some authors argue that external training programs generally meet organizations requirements; they are likely to be cheaper and more convenient than in the case where the organization spends time, effort and cost in developing its own training programs. In addition, external training programs are mostly managed by professionals and there is an opportunity for participants or trainees to mix with other people from the same or different organizations .However the disadvantage of these programs according to Gomez (1995) is that they may be not readily transferred to the specific organizations culture “that is all very well in theory, but may not work in ready in reality”. However, developing in-house organizational T&D programs is very important if the organizations requirements continue for a long period of time, if the organization has unique requirements that could not be met by external programs or if the organization needs to develop some unique and specific skills which it needs not to be imitated by its competitors, who might use the same external training sources. Also, informal training can be more easily integrated in to the organizations every day activities; it can be

undertaken in modules over short time periods and can be synchronized closely with the organizations production cycle; it can be more easily focused closely on the workers specific individual and work role needs (Biramham,1994).

#### **2.1.4.2.5 Determining contents of the training programs**

Usually there comes a question “what is to be learned?” before the beginning of any training program. In establishing the content of training program, the scope of the organizations operations, its budget, limitations and philosophy trainees to focus their attention on a specific and limited subject area and allows them to digest closely interrelated ideas at one time. The proper organization of the subject matter in to units that provide the building blocks to acquire knowledge and skills are very much required for acceptable job performance. Furthermore, the careful sequencing of topics to be taught can serve purpose beyond assuring the logical presentation of concepts (Rae, 1999). Rae recommends the training program content should include: identifying the topic areas that should be covered to reach the stated objectives; specifying key points and specific concepts and thinking processes that should be learned; determining the emphasis that should be given to each topic and the specifics within each topic; sequencing the topics that they fit together in a logical progression and build on one another to form a systematic whole and establishing a learning place that is stimulating and impactful.

In selecting training system content, it is important to follow the following steps which include all the major knowledge and skills required achieving the specific performance, submit the topical outline to subject matter experts for a check of completeness and accuracy, revise the topical out line in accordance with the recommendation of the subject matter experts, develop a detailed content out line for each topical out line or performance objective, eliminate unnecessary duplication within the detailed points to be taught and compare the refined content out line with performance work cards.

#### **2.1.4.2.6. Sequencing the content**

Sequencing the process by which the content and learning experiences are placed in the configuration that will produce the most learning in the shortest possible time (Tracy, 1984). Some methods of sequencing the contents are simply more appropriate than others depending on the performance objectives, the learners and the learning environment (Rae, 1999). They further suggest the importance of sequencing the content for learners will be systematically introduced to work activities and the situations or conditions in which they must learn. Proper sequencing of training content can have a significant impact on the efficiency and effectiveness of training programs. With regard to the approaches of sequencing indicates the following points.

Chronological Sequencing: - The content is arranged by time sequence with the presentation of later events preceded by discussion of earlier ones; topical sequencing: - when the content are sequenced topically, learners are immediately impressed in the middle of a topical problems or issue to see how the problem is originated; whole –to – part sequencing learners are first presented with a complete model or a description of the full complexities of physical object, abstraction or work duty and then to different parts; part-to-whole sequencing:-just the opposite of whole to part sequencing; known to unknown sequencing: learners are introduced to what they already know and are gradually led into what they do not know; unknown to known sequencing: learners are deliberately disoriented at the outset of step-by –step sequencing; Learners are introduced to a task or duty around each necessary step; part- to- part sequencing: learners are treated to a relatively shallow introduction topic, move on to another topic that is also treated superficially, and eventually return to the original topic for a more in depth exposure, and so on and general –to- specific sequencing: - all learners are introduced to the same foundation of knowledge of the same skills, later however, each learner specializes.

As a general rule, it is a good approach to start from existing knowledge, skill and attitude preferable to put the whole learning in the context, then introduce parts, and use link between learning (Truelove.2000).



#### **2.1.4.2.7. Selecting training equipments**

The fundamental criterion for judging the appropriate aid use of training aid is their relevant to the training programs. As regard to this Bell (1997) explains that training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding. He further points out that certain objectives of learning are archived if we use appropriate training aids although research shows most aids can perform most instructional functions. When training aids are properly used, they can stamp realism and meaning in the training program. In agreement to this (ibid) explains that when considering the choice of aids to satisfy a particular learning objective, the physical attributes of the aids are less consequence than psychological or function attributes: the way in which learners interact with the aids.

According to Tysion (1995), training designers take several steps to select, modify or design training materials. The steps are: Preparing the working out line; this includes a working out line that summarizes the contents of the planned learning experiences. This out line is based on the training strategy and on measurable sequenced performance objectives that were written previously. An outline is useful because it reminds training designers of what they are doing and helps them how will address each objective; conducting research; this is carried out to identify materials available inside or outside an organization. Training designers should be not waste precious time staff and money preparing these materials if they can be obtained from sources inside or outside the organization; examining existing training materials: here during debating whether to use existing training materials, one has to be sure they are performance objectives established for planned learning experience; arranging or modifying existing materials: when existing training materials are appropriate to use it may be necessary to secure copy right permission and arrange or modify the materials in ways appropriate for satisfying the objectives; preparing tailor –made-training materials: this step to use or modify existing materials from inside or outside the organization. When approaching the task of designing tailor- made training materials, think in terms of developing a complete training package and selecting or preparing a learning activity: materials selected from other sources will usually have learning activities included tailor-made training activities. Learner should be given the

opportunities to discover or demonstrate what they have learned, and activities are intended for the purpose.

#### **2.1.4.2.8. Setting training time**

Time is an important factor in the training implementation. Because without it the achievement of training program objectives through the instruction of training content cannot be done. This requires practice and repetition of the material. Communication must be done in a qualified way, and over enough time to allow it to be observed. The training program designer should add up the time required for the implementation of the program. After arranging all the components since the efficiency is concerned with the time required to deliver training to the level of agreed effectiveness.

#### **2.1.4.3. Implementing the training program**

Once completing the design phase, the training is ready for implementation: schedule facilities, classes and participants, schedule instructors to provide trainings, prepare materials and deliver according to the schedule. Employees need to be aware of the objectives and have the necessary information about the training. In terms of carrying out the training, it is important to ensure that the employees concerned are fully aware of the objectives before they start and that they have the necessary information regarding the training itself.

There is no distinct cutting-off point between planning and implementing the training. Inherent within the planning process is the decision on a number of issues:

- should the training take place on-the-job or off-the-job?
- should training be held in the company or outsourced to a training provider?
- Which techniques should be used?

There are different ways of delivering training. According to Goldstein and Ford (2001) training delivery can be either traditional or emerging. The traditional approach refers to those trainings that are instructive-led by trainees presented in a classroom setting, self-directed learning

programs and simulated work settings where trainees can watch instructors demonstrate skills, obtain practice and receive immediate feedback.

#### **2.1.4.4. Evaluating the training program**

Evaluation of training compares the post-training results to the pre-training objectives of managers, trainers, and trainees. Too often, training is conducted with little thought of measuring and evaluating it later to see how well it worked (Mathis and Jackson, 2011). Kirkpatrick (2009) identified four levels at which training can be evaluated;

**Reaction:** Organizations evaluate the reaction levels of trainees by conducting interviews with or administering questionnaires to the trainees.

**Learning:** Learning levels can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes.

**Behavior:** Evaluating training at the behavioral level means measuring the effect of training on job performance through observing job performance.

**Results:** Employers evaluate results by measuring the effect of training on the achievement of organizational objectives.

#### **2.1.5. Training methods**

A careful use of training methods can be a very cost-effective investment in the sense of using the appropriate method for the needs of a person or group (Beardwell et al., 2004). Training methods and locations can be discussed under three broad headings, i.e. training at the workplace, training at organizational or external centers (off-job training) and a combination of training in the workplace and training centers (Tyson, 2006).

##### **2.1.5.1. On the job training**

Cannell (1997) defines OJT as 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 the 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.

Learning on the job provides trainees with experience which is a combination of work-based knowledge and the development of skills. As the trainee gain experience, the range or complexity of skills which he/she undertakes without guidance increases. It is appropriate where immediacy and realism are essential. Its advantages is that, it provides instant entry into the job, the trainees work, learn and develop expertise at the same time, they can see the results of their actions and they can usually be effectively supervised while they are learning.

There are at least four identifiable OJT techniques, including jobs instruction training (JIT), job-rotation, coaching and mentoring and apprenticeship (Anderson, (2000)).

### **A. Job instruction training**

It is a Step by step (structured) on the job training method in which a suitable trainer (a) prepares trainee with an overview of the job, its purpose, and the results desired, (b) demonstrates the task or the skill to the trainee, (c) allows the trainee to show the demonstration on his or her own, and (d) follows up to provide feedback and help. The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us:

- a. To deliver step-by-step instruction
- b. To know when the learner has learned
- c. To be due diligent (in many work-place environments)

### **B. Job rotation**

Job rotation is a technique under which trainees are periodical rotated on different but related assignment. Job rotation can be in non-supervisory work situation, managerial training passion; middle level passion .job rotation enables the employee to get experience of different job in organization (Abrham, 2012, p.199)

### **C. Coaching and mentoring**

The other forms of on the job training, coaching and mentoring, also involve one-on-one instruction. Coaching typically occurs between an employee and that person's supervision and focuses on examining employee performance and taking actions to maintain effective performance and correct performance problems (Anderson, (2000)).

The effectiveness of supervisory assistance depends in part on whether the supervisor creates a climate where mutual confidence can flourish, provides opportunities of growth, and effectively delegate tasks (Schuler, (1998)). In mentoring a senior manager is paired with a more junior employee for the purpose of giving support, helping the employee learn the ropes, and preparing the employee for increasing responsibility (Anderson, (2000)).

#### **D. Apprenticeship training**

Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters. The object of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training. The apprentices are paid remuneration according to the apprenticeship agreements.

#### **F. Understudy**

In this method, a superior gives training to subordinate as his understudy like an assistant to a manager or director (in a film). The subordinate learns through experience and observation by participating in handling day to day problems. Basic purpose is to prepare subordinate for assuming the full responsibilities and duties.

#### **2.1.5.2. Off the job training**

Most people are familiar with formal methods of training centers and many organizations use centers or hire hotel and conference accommodation for central events (Tyson, 2006).

Yet off-the-job training is sometimes necessary to get people away from the hustle and bustle of the work environment. This enables the trainee to study theoretical information or be exposed to new and innovative ideas (Beardwell et al., 2004). It can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without the fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released into the real working situation. Some of the off-the – jobs training methods are:

### **1. Lectures and conferences:**

Lectures and conferences are the traditional and direct method of instruction. Every training program starts with lecture and conference. It's a verbal presentation for a large audience.

However, the lectures have to be motivating and creating interest among trainees. The speaker must have considerable depth in the subject. In the colleges and universities, lectures and seminars are the most common methods used for training.

### **2. Vestibule training:**

Vestibule Training is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. An attempt is made to create working condition similar to the actual workshop conditions. After training workers in such condition, the trained workers may be put on similar jobs in the actual workshop. This enables the workers to secure training in the best methods to work and to get rid of initial nervousness. During the Second World War II, this method was used to train a large number of workers in a short period of time. It may also be used as a preliminary to on-the job training. Duration ranges from few days to few weeks. It prevents trainees to commit costly mistakes on the actual machines.

### **3. Simulation exercises:**

Simulation is any artificial environment exactly similar to the actual situation. There are four basic simulation techniques used for imparting training: management games, case study, role playing, and in-basket training.

#### **(a) Management Games:**

Properly designed games help to ingrain thinking habits, analytical, logical and reasoning capabilities, importance of team work, time management, to make decisions lacking complete information, communication and leadership capabilities. Use of management games can encourage novel, innovative mechanisms for coping with stress. Management games orient a candidate with practical applicability of the subject. These games help to appreciate management concepts in a practical way. Different games are used for training general managers and the middle management and functional heads – executive Games and functional heads.

(b) Case Study:

Case studies are complex examples which give an insight into the context of a problem as well as illustrating the main point. Case Studies are trainee centered activities based on topics that demonstrate theoretical concepts in an applied setting. A case study allows the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice, encourage active learning, provides an opportunity for the development of key skills such as communication, group working and problem solving, and increases the trainees' enjoyment of the topic and hence their desire to learn.

c) Role Playing:

Each trainee takes the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. It emphasizes the "real- world" side of science and challenges students to deal with complex problems with no single "right" answer and to use a variety of skills beyond those employed in a typical research project.

In particular, role-playing presents the student a valuable opportunity to learn not just the course content, but other perspectives on it. The steps involved in role playing include defining objectives, choose context & roles, introducing the exercise, trainee preparation/research, the role-play, concluding discussion, and assessment. Types of role play may be multiple role play, single role play, role rotation, and spontaneous role play.

(d) In-basket training:

In-basket exercise, also known as in-tray training, consists of a set of business papers which may include e-mail SMSs, reports, memos, and other items. Now the trainer is asked to prioritize the decisions to be made immediately and the ones that can be delayed.

**4. Sensitivity training:**

Sensitivity training is also known as laboratory or T-group training. This training is about making people understand about themselves and others reasonably, which is done by developing in them social sensitivity and behavioral flexibility. It is ability of an individual to sense what others feel and think from their own point of view.

It reveals information about his or her own personal qualities, concerns, emotional issues, and things that he or she has in common with other members of the group. It is the ability to behave suitably in light of understanding.

A group's trainer refrains from acting as a group leader or lecturer, attempting instead to clarify the group processes using incidents as examples to clarify general points or provide feedback. The group action, overall, is the goal as well as the process.

### **5. Transactional analysis:**

It provides trainees with a realistic and useful method for analyzing and understanding the behavior of others. In every social interaction, there is a motivation provided by one person and a reaction to that motivation given by another person. This motivation reaction relationship between two persons is known as a transaction. Transactional analysis can be done by the ego (system of feelings accompanied by a related set of behaviors states of an individual).

#### **2.1.5.3. Combination (off the job and on the job methods)**

The combination of workplace and central methods of training, broadly speaking, takes two forms: a series of modules; and open and distance learning methods (Tyson, 2006). The use of a series of modules has proved to be a very effective means of providing training for complete subjects such as management and training of trainers. While open and distance methods of learning are familiar to most people through correspondence courses and the Open University.

#### **2.1.6. Challenge of training and development**

A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomiz-Mija, 1995). It has been increasingly recognized that peoples endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies' participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are



become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (ibid). However, human resource training and development programs might hampered by different factors. Among others the following are the major ones.

**Management capacity and attitude:** The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development programs one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program. Managers at all level particularly top management should provide real support for training and development of the organization. In addition managers should be committed to involve in the HRD process which are curial in integrating the training and development activities to the strategic process (ibid).

**Availability of resources:** The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

**Financial problem:** financial problem is the major constraints that hamper the implementation of and effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. With regards to this Biramham (1994) states the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. In addition, the implantation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training

and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis& Jackson, 1997).

## **2.2. Empirical Literature Review**

### **2.2.1 Studies outside Ethiopia**

A study by Kiweewa and Asilimwe (2014) on the implication of training on employee performance in regulatory organizations in Uganda was conducted using a sample size of 80 respondents out of the expected 108 (response rate of 81%). The study showed a significant relationship between training and employee performance in regulatory organization in Uganda. The findings showed the majority of the respondents (54.4%) mentioned that training benefited both the organization and the employees. They have also mentioned that organizations improved in performance due to the skills acquired by employees. Eighty point seven percent of the respondents indicated that the company was satisfied with their performance after training because performance gaps in the identified areas had been met. The study also conducted person correlation in order to know the relationship between the variables and the result is 0.433.

In general training and performance have positive relationship. In general, literature on training and development is scarce and most available are not conducted in line with the training practice challenge aspects. Most of the studies also conducted in banks. This research tries to assess training practices and challenges in customs commission Addis Ababa kality customs branch office.

### **2.2.2 Studies in Ethiopia**

Studies which were conducted in our country raised various issues related to employees' training practices and their challenges. The study which was written by Edom Frew(2016) conducted a study "The Assessment of training practices and challenges at management sciences for health Ethiopia". The study need to made a research on the influence of training on employees' job and presented various related issues for training .Some issues which were discussed in the study are employee training and productivity, effect of employee training on productivity and performance and effectiveness of employees' productivity, challenges of training practices...Etc. On her findings she observed that employees' believe that there was no effective training method that allows increasing the company productivity and them respond that the training was not prepared

based on the requirements of the job being performed. The study also made conclusion which shows there were no formal training need assessment, unavailability of funds, lack of proper training planning, inappropriate trainee election and training result evaluation problem. Besides she suggested that the factory should provide a comprehensive range of trainings programs to all staff aimed specifically to meet their needs and to develop their skill and training must be systematic and aimed at producing changes.

Another thesis by Estifanos Gedlu (2017) titled “Assessment of training and development practices at berhan international bank s.c.” made an assessment on current training practice of the bank, training objective of the bank , training method of the bank and effects of training on employees`

Performance and to have better understanding he used questionnaire to employee and responses shows that the training have an impact on the performance of employees` with regards to their job and majority of participants were in need of further training and the researcher give a suggestion on findings as, knowledgeable supervisors needed to identify training opportunities and he also suggested that the company should provide appropriate evaluation method to improve the benefit that got from training.

### 2.3. Conceptual Framework

This framework highlights the drivers which compel managers to train and develop their employees in this era of competition. In practicing training various methods are used to impart necessary skills and knowledge to the employees. For instance, on the job training and off the job training methods are applied to train employees. In fact an employee who gets the necessary skills benefits the organization and customers by contributing towards achieving organizational goals. Training and development is then evaluated by using various approaches to see whether the employees have changed their behavior and whether they are contributing towards achieving organizational goals. In the long run it will lead to organizational effectiveness. However, in implementing training there are many challenges which lead to delay customs clearing process. As a result customers are dissatisfied and organizational goal may not achieve.

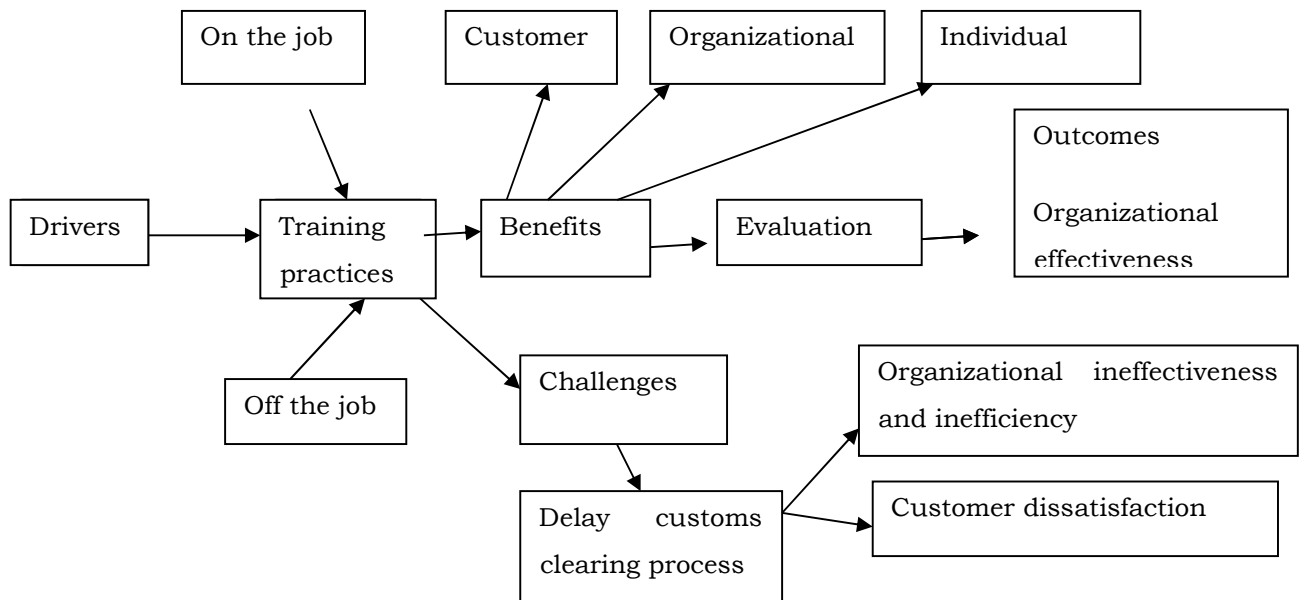


Figure 2.3.1: Conceptual frame work of the study

Source: Developed by the researcher

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

Research design and methodology is a concept which deals with how to conduct the study. So, this chapter discusses research design, research approach, population, sample size and sampling techniques, types of data and methods of data collection, procedures of data collection, reliability and validity of measures, research ethical issues and methods of data analysis.

#### **3.1. Research Design and Approach**

The researcher used descriptive research design. As the name implies, descriptive research includes surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present (Kothari 2004). Hence, this approach enables the researcher to assess and describe the existing practices, processes and methods and challenges of training at customs commission Addis Ababa Kality Customs branch office in depth. It also allows the use of different data collection techniques at various divisions using questionnaires, structured and unstructured interviews. In this study mixed research approach particularly concurrent triangulation method was adopted. The reason behind selecting the mixed method is because it gives author and data triangulation. The study gives equal weight to both qualitative and quantitative approaches and integrated them at the interpretation stage.

#### **3.2 Population, Sample Size and Sampling Techniques**

##### **3.2.1 Population**

The population for this study include the employees of Addis Ababa kality customs branch office which has a strength of 680 (350 females and 330 males) as clearly stated in the human resource department. The population of the study includes examiners, assessors, auditors and managers.

The sampling frame of this study includes the list of permanent employees found in the human resource department with the sample unit of the existing examiners, assessors, auditors and managers who at list spent one year and above in the study area.

### **3.2.2 Sample size**

Sample size is the target number of respondents selected from the total population. The greater is the sampling size, the more accurate the results that can be obtain for the research. The sample size would be about 157 by using the following formula.

$$n = \frac{N}{1+N(e^2)}$$

Where, n=number of samples

N=number of population=680

e=error=0.07

### **3.2.3. Sampling technique**

The researcher would take the total sample size of 157 out of 680 permanent employees. To give equal chance to all employees the researcher used probability method which is simple random sampling technique, specifically lottery method to select each sample from the total population.

## **3.3 Types of data and methods of data collection**

In this study the researcher used both the primary and secondary types of data. The primary data were gathered with the help of questionnaire developed by the researcher and by interviewing employees who work in human resources department and higher level managers.

The questionnaire method was used as instrument of data collection, because it provides wider coverage to the sample and also facilitates collection of a large amount of data. And as a measurement tool, a 5 point Likert scale was utilized. The secondary data were taken from varied reports of the organization and other documents like strategic plan of the organization.

### **3.3.1. Procedures of Data Collection**

To get full support in collecting data on training practices and challenges, first contact was made with the HR manager of the kality customs branch office. Following this, respondents who filled

out the questionnaire from the permanent employees of the commission would be identified. Then, the respondents would be informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, clarifications for some questions and interpretation were also given to the respondents so as to avoid confusions. Then the questionnaire was distributed to the respondents. Finally the filled out questionnaire would be collected and interviews were conducted to HR manager of kality custom using interview guides. In addition to this, relevant document like plan and delivery reports of training and development program of the institution would be reviewed.

### **3.4. Methods of Data Analysis**

The quantitative data collected through the questionnaire were analyzed employing descriptive statistics using frequency count, percentage and mean. The findings are discussed in relation to the research questions and the literature reviewed. In addition to this, the information gathered through interview is utilized to elaborate major factors related to training practices and challenges of the organization and the results are presented in the form of a summary and narration.

### **3.5 Ethical issues**

The research is carried out by announcing for customs commission Addis Ababa kality customs management that the result of research is highly confidential and it is used for the academic purpose only. And also the researcher acknowledges the management and employees of the custom who were participated in responded the questionnaires and interviews. Besides, in conducting the study, the researcher analyzed the data and concluded based on the frame of the data not based on own perceptions. The data were collected anonymously and kept confidential. This was clearly communicated to the respondents at the cover page of the questionnaire.

### **3.6. Reliability and Validity of Instruments**

#### **3.6.1 Reliability**

The test of reliability is another important test of sound measurement. A measuring instrument is reliable if it provides consistent results (Kothari, 2004). Any research must possess an acceptable level of reliability or consistency of measurement. According to Lombard (2010), Coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some indices. The researcher would

be utilized the Cronbach's Alpha model installed within the SPSS to ensure reliability and by tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore the whole items are 0.895 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.8 or greater are acceptable in most situations

Table 3.6.1: Reliability Table

Cronbach's Alpha	No_ of Items
0.895	43

Source: Own survey, 2020

### 3.6.2 Validity

Validity refers to the data must be true and accurate. In this study, validity took into consideration. Because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs and advisors comment in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure. Related literature review in the study area and internationally accepted questionnaires developed by different institutions related to this topic was conducted carefully before taking on the research. This enabled theories and the questions in the questionnaire to be identified Questionnaires which are not correctly filled were dropped in order to draw right conclusions



## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

This chapter deals with presentation, analysis and interpretation of the data collected for the study. The chapter has three parts which include: response rate, the demographic profile of the respondents, and analysis of the qualitative and quantitative data collected to assess the training practices and challenges of the target organization.

#### **4.1 Response Rate**

Out of the total number of 157 questionnaires distributed, 143 of them were returned and used for the study. So the response rate can be indicated as 91.1%.  $((143/157)*100)$  which increases the representativeness of the samples

#### **4.2 Respondents' Profile**

Before going to the detail analysis of the data collected for the study, it is essential to show the demographic background of the respondents. Accordingly, Table 4.1 below presents, the gender, age and educational status of the respondents.

**Table 4.1: Gender, age and educational status of the respondents**

Description of respondents		Frequency	Percent
<b>Gender</b>	Male	68	47.5
	Female	75	52.5
	Total	143	100
<b>Age</b>	<25years	4	2.8
	25 to 30 years	89	62.2
	31to35 years	48	33.6
	>35 years	2	1.4
	Total	143	100
<b>Educational status</b>	High school complete		
	Diploma holders	8	5.6
	First degree holders	129	90.2
	Second degree holders	6	4.2
	Total	143	100

Source: Own survey, 2020

The above Table 4.1 indicates 52.5% of the respondents were female and 47.5 % were male, which shows the majority of the respondents are females. The total number of female employees in the organization is greater than male, which makes the representation of the responses is fair in terms of gender. Regarding to age the above table clearly shows 2.8% falls on below 25 years, 62.2% falls between 25to 30, 33.6% falls between 31 to35 and the rest 1.4% falls on above 35 years. This implies that most of the employees are young and trainable. Beside to this the above

Table shows that 5.6% of the respondents have diploma degree, 90.2% of the respondents have first degree and 4.2% of the respondents have second degree. This indicates that most of the employees in the organization are well educated. And since the majority of respondents are educated, it can be concluded that almost all employees are capable of understanding and answering the questions of the questionnaire.

### **4.3 The Training Practices**

The analysis of the data is organized based on the employees' views on the following thematic areas: training needs assessment (TNA), training program design, implementing of training programs, training methods employed, training follow up and evaluation, linkage of training activities with training policies and finally the training challenges of the organization. The details are presented below.

**Table 4.2 Respondents' opinion on training needs assessment practices**

Statements	SDA	DA	N	A	SA	mean
The organization conducts training need assessment at the organizational level.	14 (9.79%)	20 (13.99%)	30 (20.98%)	56 (39.16%)	23 (16.08%)	3.364
The organization conducts training need assessment at the task level to identify the skill, knowledge or ability required to perform the job.	24 (16.7%)	48 (33.57%)	35 (24.48%)	26 (18.18%)	10 (6.99%)	2.657
The organization conducts training needs assessment at the personal level to clearly identify the required training that employees' need to perform their job.	21 (14.69%)	57 (39.86%)	36 (25.17%)	24 (16.78%)	5 (3.5%)	2.552
Training programs are organized based on training needs assessment results.	33 (23.08%)	41 (28.67%)	37 (25.87%)	28 (19.58%)	4 (2.8%)	2.503

Source: own survey, 2020

Training need assessment is the first phase and backbone to conduct training. Training need assessment is usually conducted at the organizational level, task level and personal level, to identify the existing knowledge and skill gap of the organization. As can be seen from Table 4.2 item one above, majority of the respondents, that is, about 55% agree that training need assessment is conducted at the organizational level. On the other hand, about 21% of the respondents said that they are not sure whether training need assessment is conducted at the

organizational level. The remaining, that is, about 24% of the respondents on the other hand confirmed that training need assessment is not conducted at the organizational level. What can be inferred from the data is that majority of the respondents seem to agree that training need assessment is conducted at the organization level, when planning training programs. However, it should be also noted that quite considerable number of respondents (about 45%), have reservations. Thus, it is difficult to safely conclude that training need assessment is consistently conducted by the organization whenever training programs are initiated.

Item two of Table 4.2 also assesses whether training need assessment is conducted at the task level. Accordingly, about half of the respondents (50%) said that training need assessment is not conducted at the task level. On the other hand, about 25% of the respondents said that they don't have information about whether training need assessment is conducted at the task level or not. Moreover, the same percentage of respondents (25%) revealed that training need assessment is conducted at the task level. Therefore, it can be concluded from the data that task level training needs assessment is not consistently carried out by the organization when organizing training programs, as confirmed by majority of the respondents.

Item three of On the other hand, Table 4.2 above assesses whether training programs are implemented based on the results of training needs assessment conducted at the individual/personal level. As can be observed from the data, majority of the respondents, that is, about 55% confirmed that training need assessment is not conducted at the personal level. About 25% of the respondents also disclosed that they are not sure whether training need assessment is conducted at the personal level. But, about 20% of the respondents said that training need assessment is conducted at the personal level. Therefore, it can be can be deduced from the data that, training need assessment is not consistently conducted at the individual employee level, to clearly identify the required training that employees need to undergo in order to perform their jobs effectively. The implication is that if training programs are planned and implemented without considering the knowledge and skill gap of participants, they are unlikely to meet their goals or overcome the performance deficiency of employees.

Finally item four of Table 4.2 investigates whether overall, training programs are organized based on training need assessment results. Accordingly, about 52%, 26%, and 22% of the respondents said that training programs are not organized based on training need assessment results, they are not sure whether training programs are organized based on training need assessment results, and training programs are organized based on training need assessment results, respectively. Thus, it is possible to safely conclude from the data that training programs are most often organized by the organization without conducting training needs assessment. It is difficult to expect training programs organized without identifying the knowledge and skill gaps to meet their goals.

In summary, as can be seen from the data in Table 4.2 above, though it seems that respondents are on the agreement that training need assessment is conducted at the organizational level, it appears to be rarely conducted at the task and at the personal level. The data collected through interview also reveal the same information. What can be concluded from the data is, therefore, the effort made by the organization to organize training programs based on training need assessment results is limited.

**Table 4.3 Indicators considered by the organization to assess training needs**

<b>Indicators</b>	<b>SDA</b>	<b>DA</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
Knowledge gap	12(8.4%)	51(35.66%)	34(23.77%)	39(27.27%)	7(4.9%)	2.84
Skills gap	19(13.3%)	43(30.07%)	28(19.58%)	36(25.17%)	17(11.88%)	2.92
Poor performance	9(6.29%)	22(15.38%)	38(26.57%)	53(37.06%)	21 (14.7%)	3.38
Introduction of new work methods	10(6.99%)	23(16.09%)	24(16.78%)	67(46.85%)	19(13.29%)	3.43
Low employees Morales	26(18.18%)	45(31.47%)	40(27.97%)	22(15.39%)	10(6.99%)	2.61

Source: own survey, 2020

Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. . As can be seen from Table 4.3

item one above, majority of the respondents, that is, about 44% not agree that knowledge gap is the main indicator that considered by the customs commission to conduct training need assessments . On the other hand, about 23.77% of the respondents said that they are not sure knowledge gap is an indicator which used by the customs commission to conduct training need assessments. The remaining, that is, about 32.17% of the respondents on the other hand confirmed that knowledge gap is the main indicator that used by the customs commission to conduct training need assessments. What can be inferred from the data is that majority of the respondents seem to not agree that knowledge gap is the main indicator that used by the customs commission to conduct training need assessments. However, it should be also noted that quite considerable number of respondents (about 56%), have reservations. Thus, it is difficult to safely conclude that knowledge gap is not an indicator that used by the customs commission to conduct training need assessments.

Item two of Table 4.3 also assesses whether skills gap is the main indicator that considered by the customs commission to conduct training need assessments. Accordingly, the majority about 43% of the respondents said, skills gap is not the main indicator that used by the customs commission to conduct training need assessments. On the other hand, about 20% of the respondents said that they don't have information about whether training skills gap is the main indicator that used by the customs commission to conduct training need assessments or not. Moreover, the remaining respondents (37%) revealed that skills gap is the main indicator that used by the customs commission to conduct training need assessments. Therefore, it can be concluded from the data that skills gap is not the main indicator that used by the customs commission to conduct training need assessments, as confirmed by majority of the respondents.

Item three and four of on the other hand, Table 4.3 above, the majority of the respondents (51.76%and 60.14 %,) respectively said, poor performances and Introduction of new work methods are the main indicators that considered by the customs commission to conduct training need assessments. On the other hand, about27%and 17 % respectively said, that they don't have information whether poor performances and Introduction of new work methods are the main

indicator that used by the customs commission to conduct training need assessments or not. The rest respondents about 22% and 23 % respectively revealed that poor performances and Introduction of new work methods are not the main indicator that used by the customs commission to conduct training need assessments. Therefore, it can be concluded from the data that the commission conducts the training need assessment when there is performance gap or to introduce new work methods. All the interviewees also said the same idea regarding this issue.

Finally item five of Table 4.3 investigates whether low employees moral is the main indicators that used by the customs commission to conduct training need assessments. Accordingly, about 50%, 28%, and 22% of the respondents said, low employees moral is not the main indicator that used by the customs commission to conduct training need assessments, they are not sure whether low employees moral is the main indicator that used by the customs commission to conduct training need assessments, low employees moral is the main indicator that used by the customs commission to conduct training need assessments, respectively. Thus, it is possible to safely conclude from the data low employees moral is not the main indicator that considered by the customs commission to conduct training need assessments.

In summary, as can be seen from the data in Table 4.3 above, though it seems that respondents are on the agreement poor performances and Introduction of new work methods are the main indicators that considered by the customs commission to conduct training need assessments, knowledge gap, skill gap and low employees moral are rarely considered as an indicator to conducted training need assessments. The data collected through interview also reveal the same information. What can be concluded from the data is, therefore, the consideration of indicators made by the organization to conduct training need assessments is limited.



**Table 4.4 Respondents' views on training program design practices of the organization**

Statements	SDA	DA	N	A	SA	mean
The organization has well planned written training programs	22 (15.38%)	48 (33.57%)	39 (27.27 %)	26 (18.18%)	8 (5.6%)	2.65
Training contents are clear, and well structured	17 (11.89%)	51 (35.66%)	40 (27.97% )	25 (17.48%)	10 (7%)	2.72
All employees have equal chance to participate in the training	21 (14.68%)	62 (43.36%)	26 (18.18%)	24 (16.78%)	10 (7%)	2.58
Training methods and techniques are clearly designed.	19 (13.29%)	69 (48.25%)	22 (15.38%)	22 (15.38)	11 (7.7%)	2.559
The training program of the custom also clearly designs the type, level and place of the training activity.	16 (11.19%)	54 (37.76%)	41 (28.67%)	20 (13.99%)	12 (8.39%)	2.7
The objectives of the trainings are known to all employees	18 (12.59%)	53 (37.06%)	35 (24.48%)	30 (20.98%)	7 (4.89%)	2.685
The trainers are well trained and prepared on the subject matter	19 (13.29%)	55 (38.46%)	35 (24.48%)	25 (17.48%)	9 (6.29%)	2.755
Budget estimation is prepared at the training program designing step	18 (12.59%)	41 (28.67%)	40 (27.97%)	30 (20.98%)	14 (9.79%)	2.867
The organization prepare training schedule to successfully conduct training program.	14 (9.79%)	48 (33.57%)	39 (27.27%)	33 (23.08%)	9 (6.29%)	2.825

Source: own survey, 2020

As can be seen from Table 4.4 item one above, majority of the respondents, that is, about 50% is not agree that the organization has well planned written training programs. On the other hand, about 27% of the respondents said that they are not sure the organization has well planned written training programs. The remaining, that is, about 23% of the respondents on the other hand confirmed that the organization has well planned written training programs. What can be inferred from the data is that majority of the respondents seem to not agree that the organization has well planned written training programs. However, it should be also noted that quite considerable number of respondents (about 50%), have reservations. Thus, it is difficult to safely conclude that the organization has well planned written training programs.

Item two of Table 4.4 also assesses whether training contents are clear and well structured. Accordingly, the majority about 48% of the respondents said, training contents are not clear and not well structured. On the other hand, about 28% of the respondents said that they don't have information about whether training contents are clear and well structured or not. Moreover, the remaining respondents (24%) revealed that training contents are clear and well structured. Therefore, it can be concluded from the data that training contents are not clear and not well structured, as confirmed by majority of the respondents.

Item three on the other hand, Table 4.4 above assesses whether all employees have equal chance to participate in the training. As can be observed from the data, majority of the respondents, that is, about 58% confirmed that all employees have not equal chance to participate in the training. About 18% of the respondents also disclosed that they are not sure whether all employees have equal chance to participate in the training. But, about 24% of the respondents said that all employees have equal chance to participate in the training. Therefore, it can be can be deduced from the data that, all employees have not equal chance to participate in the training. This leads to low employees moral towards their job which results low efficiency and ineffectiveness.

Item four of Table 4.4 also assesses whether training methods and techniques are clearly designed. Accordingly, the majority about 62% of the respondents said, training methods and techniques are not clearly designed. About 15% of the respondents also said that they are not sure training methods and techniques are clearly designed. The remaining, 23% of the respondents said that training methods and techniques are clearly designed. Therefore, it can be concluded from the data that, training methods and techniques are not clearly designed. This results improper implementation of training and the training goal is not well achieved.

Item five on the other hand, Table 4.4 above assesses whether the training program of the custom clearly designs the type, level and place of the training activity. As can be observed from the data, majority of the respondents, that is, about 49% confirmed that the training program of the custom is not clearly designs the type, level and place of the training activity. About 29% of the respondents also disclosed that they are not sure whether the training program of the custom clearly designs the type, level and place of the training activity. But, about 22% of the respondents said that the training program of the custom clearly designs the type, level and place of the training activity. What can be inferred from the data is that majority of the respondents seem to not agree that the training program of the custom clearly designs the type, level and place of the training activity. However, it should be also noted that quite considerable number of respondents (about 51%), have reservations. Thus, it is difficult to safely conclude that training program of the custom is not clearly designs the type, level and place of the training activity.

Item six of Table 4.4 also assesses whether the objectives of the trainings are known to all employees. Accordingly, the majority about 50% of the respondents said, the objectives of the trainings are not known to all employees. About 24% of the respondents also said that they are not sure whether the objectives of the trainings are known to all employees or not. The remaining, 26% of the respondents said that the objectives of the trainings are known to all employees. Therefore, it can be concluded from the data that, the objectives of the trainings are not known to all employees.

Item seven on the other hand, Table 4.4 above assesses whether the trainers are well trained and prepared on the subject matter. Accordingly, more than half of the respondents (52%) said that the trainers are not well trained and prepared on the subject matter. On the other hand, about 24% of the respondents said that they don't have information about whether the trainers are well trained and prepared on the subject matter or not. Moreover, the same percentage of respondents (24%) revealed that the trainers are well trained and prepared on the subject matter. Therefore, it can be concluded from the data that the trainers are not well trained and prepared on the subject matter, as confirmed by majority of the respondents.

Item eight of Table 4.4 also assesses whether budget estimation is prepared at the training program designing step. Accordingly, the majority about 41% of the respondents said, budget estimation is not prepared at the training program designing step. About 28% of the respondents also said that they are not sure whether the budget estimation is prepared at the training program designing step or not. The remaining, 31% of the respondents said that the budget estimation is prepared at the training program designing step. What can be inferred from the data is that majority of the respondents seem to not agree that budget estimation is prepared at the training program designing step. However, it should be also noted that quite considerable number of respondents (about 59%), have reservations. Thus, it is difficult to safely conclude that budget estimation is not prepared at the training program designing step.

Finally item nine of Table 4.4 investigates whether the organization prepare training schedule to successfully conduct the training program. Accordingly, about 44%, 27%, and 29% of the respondents said the organization is not prepare training schedule to successfully conduct the training program, they are not sure whether the organization prepare training schedule to successfully conduct the training program, the organization prepare training schedule to successfully conduct the training program, respectively. Thus, it is possible to conclude from the data the organization is not prepared training schedule to successfully conduct the training program.

In summary, as can be seen from the data in Table 4.4 above, though it seems that respondents are on the agreement the organization has not written training programs. Due to this training content, training method and techniques are not clearly structured and designed and the type, level and place of the training activity are not clearly stated. Beside to this all employees have not equal chance to participate in the training and the objective of the training is not known to the employees. The last but not list that we can understand from the above table is that the trainers are not well trained and not prepared on the subject matter. Regarding this issue, almost all interviewees said training programs are always designed by the head office and it leads to weak training program design which is not consider the existing condition and training need of the branch office. Especially, they said that the trainers are not professionals rather than political placement officers. Therefore, this clearly shows that the training program design of the commission is limited

**Table 4.5 Respondents’ opinion on training program implementation**

Statements	SDA	DA	N	A	SA	Mean
The organization conduct the training activity based on the designed program.	18 (12.9%)	56 (39.16%)	40 (27.97%)	26 (18.18%)	3 (2.1%)	2.58
The process of training or progress of training program is monitored properly.	13 (9.09%)	45 (31.47%)	39 (27.27%)	39 (27.27%)	7 (4.9%)	2.87
Active learning method is used by trainers	10 (6.99%)	46 (32.17%)	42 (29.37%)	38 (26.57%)	7 (4.9%)	2.9

Source: own survey, 2020

Table 4.5 presents the opinion of employees on the training program implementation practice of the organization. As can be seen from Table 4.5 item one above, majority of the respondents, that is, about 52% not agree that the organization conducts the training activity based on the

designed program. On the other hand, about 28% of the respondents said that they are not sure the organization conducts the training activity based on the designed program. The remaining, that is, about 20% of the respondents on the other hand confirmed that the organization conducts the training activity based on the designed program. What can be inferred from the data are that majority of the respondents seemed to not agree that the organization conducts the training activity based on the designed program. Thus, it is possible to conclude from the data the organization is not conducts the training activity based on the designed program.

Item two on the other hand, Table 4.5 above assesses whether the process of training or progress of training program is monitored properly. Accordingly, majority of the respondents (41%) said that the process of training or progress of training program is not monitored properly. On the other hand, about 27% of the respondents said that they don't have information about whether the process of training or progress of training program is monitored properly or not. Moreover, the remaining respondents (32%) revealed that the process of training or progress of training program is monitored properly. What can be inferred from the data is that majority of the respondents seem to not agree that the process of training or progress of training program is monitored properly. However, it should be also noted that quite considerable number of respondents (about 59%), have reservations. Thus, it is difficult to safely conclude that the process of training or progress of training program is not monitored properly.

Finally item three of Table 4.5 investigates whether active learning method is used by trainers. Accordingly, about 39%, 29%, and 32% of the respondents said the trainers are not used active learning methods, they are not sure whether the trainers are used active learning methods and the trainers are used active learning methods, respectively. Thus, it is possible to conclude from the data active learning method is not used by trainers.

In summary, as can be seen from the data in Table 4.5 above, though it seems that respondents are not on the agreement that the organization conducts the training activity based on the

designed program, the process of training or progress of training program is monitored properly and active learning method is used by trainers. The data collected through interview including the HR manager also revealed the quality customs commission designs training program in 2011E.C, but still it is paper value. What can be concluded from the data is, therefore, the effort made by the organization to practice the training based on designed program is limited.

**Table 4.6 Respondents' views on the training methods employed the organization**

Training methods		SDA	DA	N	A	SA	mean
On-the-job training technique	Coaching	10(7%)	26(18.18%)	39(27.27%)	53(37.06%)	15(10.49%)	3.26
	Mentoring	6(4.2%)	36(25.17%)	40(27.97%)	50(34.97%)	11(7.69%)	3.17
	Structured job instruction						
	Job rotation	12(8.39%)	13(9.09%)	20(13.99%)	94(65.73%)	4(2.8%)	3.45
Off-the-job training technique	Lecture method	6(4.2%)	11(7.69%)	24(16.78%)	97(67.83%)	5(3.5%)	3.59
	Discussion method						
	Conference	6(4.2%)	9(6.29%)	25(17.48%)	97(67.83%)	6(4.2%)	3.6
	Simulation						

Source: own survey, 2020

As can be seen from Table 4.6 item one above, majority of the respondents, agree that the organization used on-the-job training techniques to conduct the training. Accordingly, about 99%, 48%, and 43% of the respondents said Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization, respectively. On the other hand,

about 14%, 27% and 28% of the respondents said that they are not sure Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization, respectively. The remaining, that is, about 17%, 25% and 29% of the respondents confirmed that Job rotation, coaching and mentoring are on-the-job training techniques which are not widely used by the organization, respectively. What can be inferred from the data is that majority of the respondents seemed to agree that Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization. Thus, it is possible to conclude from the data the organization is used on the job training methods to conduct the training.

Finally item two of Table 4.6 investigates whether the organization used off-the-job training techniques to conduct the training. Accordingly, the same percentage about 72%, 17%, and 11% of the respondents said, conference and lecture method are off-the-job training techniques which are widely used by the organization, they are not sure whether conference and lecture method are off-the-job training techniques which are widely used by the organization and conference and lecture method are off-the-job training techniques which are not widely used by the organization, respectively. Thus, it is possible to conclude from the data the organization is used off-the-job training methods to conduct the training

In summary, as can be seen from the data in Table 4.6 above, though it seems that respondents are on the agreement that to conduct the training the organization uses both training techniques which are on-the-job and off-the-job training techniques. Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization. Among the off-the-job training techniques conference and lecture method are also widely used by the organization. All the interviewees also agree with the response of the above respondents' which is using on-the-job and off-the-job training techniques provides method and technique triangulation.



**Table 4.7 Respondents’ observation on training program outcomes follow up and evaluation practice**

<b>Statements</b>	<b>SDA</b>	<b>DA</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
The organization evaluates the reaction of trainees on the training contents, methods and aids used.	30 (20.97%)	65 (45.45 %)	28 (19.58%)	18 (12.59%)	1 (0.7%)	2.27
The organization follows up and evaluates trainees learning at the end of training by conducting tests and quizzes.	32 (22.38%)	68 (47.55%)	31 (21.68%)	12 (8.39%)	0 (0%)	2.16
The organization follows up and evaluates behavioral change of trainees after training, when back to their work place.	14 (9.79%)	64 (44.75%)	46 (32.17%)	19 (13.29%)	0 (0%)	2.49
The organization evaluates the effectiveness or result of the training after trainees are back to their job.	19 (13.29%)	66 (46.15%)	30 (20.97%)	26 (18.18%)	2 (1.4%)	2.48

Source: own survey, 2020

Training represents an expensive investment that organizations make in their human resources and therefore, it is important for organizations to evaluate the effectiveness of their training effort. Training evaluation involves the collection of information on whether trainees were satisfied with the program, learned the material, and were able to apply the skills back on the job (Bernardin, (2010)). Having this in our mind the above table 4.7 is about follow up and evaluation of training practices. As can be seen from Table 4.7 item one above, majority of the respondents, that is, about 66% agree the organization is not evaluate the reaction of trainees on the training contents, methods and aids used. On the other hand, about 20% of the respondents said that they are not sure whether the organization evaluates the reaction of trainees on the training contents, methods and aids used or not. The remaining, that is, about 14% of the

respondents on the other hand confirmed that the organization evaluates the reaction of trainees on the training contents, methods and aids used. Thus, it is possible to safely conclude from the data the organization is not evaluate the reaction of trainees on the training contents, methods and aids used, as confirmed by majority of the respondents.

Item two of Table 4.7 also assesses whether the organization follows up and evaluates trainees learning at the end of training by conducting tests and quizzes. Accordingly, the majority about 70% of the respondents said, the organization is not follows up and evaluates trainees learning at the end of training by conducting tests and quizzes. On the other hand, about 22% of the respondents said that they don't have information about whether the organization follows up and evaluates trainees learning at the end of training by conducting tests and quizzes. Moreover, the remaining respondents (8%) revealed that the organization follows up and evaluates trainees learning at the end of training by conducting tests and quizzes. Therefore, it can be safely concluded from the data that the organization is not follows up and evaluates trainees learning at the end of training by conducting tests and quizzes.

Item three on the other hand, Table 4.7 above assesses whether the organization follows up and evaluates behavioral change of trainees after training, when back to their work place. Accordingly, majority of the respondents (55%) said that the organization is not follows up and evaluates behavioral change of trainees after training, when back to their work place. On the other hand, about 32% of the respondents said that they don't have information about whether the organization follows up and evaluates behavioral change of trainees after training, when back to their work place or not. Moreover, the remaining respondents (13%) revealed that the organization follows up and evaluates behavioral change of trainees after training, when back to their work place. Thus, it is possible to safely conclude from the data the organization is not follows up and evaluates behavioral change of trainees after training, when back to their work place, as confirmed by majority of the respondents.

Finally item four of Table 4.7investigates whether the organization evaluates the effectiveness or result of the training after trainees is back to their job. Accordingly, about 59%, 21%, and 20%

of the respondents said that the organization is not evaluates the effectiveness or result of the training after trainees is back to their job, they are not sure whether the organization evaluates the effectiveness or result of the training after trainees is back to their job, and the organization evaluates the effectiveness or result of the training after trainees is back to their job, respectively. Thus, it is possible to safely conclude from the data that the organization is not evaluates the effectiveness or result of the training after trainees is back to their job. It is difficult to expect goal achievement without evaluating training results.

In summary, as can be seen from the data in Table 4.7 above, though it seems that respondents are on the agreement that the organization is failing to evaluate the four basic issues which are reaction, learning, behavioural change and result of the training. Regarding follow up and evaluation, surprisingly most of the interviewees said there is no pre and post evaluations. This implies that, the effort of the organization in evaluating training results to check goal achievement is not as such.

**Table 4.8 Employees' perception on effectiveness of training programs attended**

<b>Statements</b>	<b>SDA</b>	<b>DA</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
Training activities met training objectives	8 (5.6%)	21 (14.69%)	81 (56.64%)	30 (20.98%)	3 (2.09%)	2.9
The training increase my knowledge and skills	8 (5.59%)	19 (13.29%)	35 (24.48%)	63 (44.05%)	18 (12.59%)	3.4
The training and development program helped me to adopt new Working methods and technologies	8 (5.6%)	26 (18.18%)	29 (20.28%)	71 (49.65%)	9 (6.29%)	3.5
The managers or supervisors follow up the trainee' learning	8 (5.59%)	61 (42.66%)	34 (23.78%)	32 (22.38%)	8 (5.59%)	2.6
The training increases my effectiveness and efficiency	7 (4.9%)	17 (11.89%)	31 (21.68%)	73 (51.04%)	15 (10.49%)	2.6
Employees were evaluated in a fair test of their skills and knowledge.	21 (14.69%)	47 (32.87%)	36 (25.17%)	35 (24.48%)	4 (2.79%)	3.2
The training helped me to improve my motivation to work	12 (8.39%)	19 (13.29%)	49 (34.27%)	52 (36.36%)	11 (7.69%)	3.3
The training helped me to change my behavior	6 (4.2%)	20 (13.99%)	13 (9.09%)	28 (19.58%)	76 (53.14%)	4
The training time table was suitable and not affected normal work schedule.	11 (7.69%)	61 (42.66%)	42 (29.37%)	25 (17.48%)	4 (2.8%)	2.6
The facilities and budget allocated for the training are appropriate	11 (7.69%)	56 (39.16%)	39 (27.27%)	30 (20.98%)	7 (4.9%)	2.7

Source: own survey, 2020

The need for training of employees is universally accepted and practical training in the form of information, instructions and guidance is given to all categories of employees. It is a must for raising efficiency of employees. Training is necessary in the present competitive and ever changing industrial world for The reasons, which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Beard well,et.al, 2004). The above Table 4.8 deals with employees' perception towards the effectiveness of training programs attended. As can be seen from Table 4.8 item one above, investigates whether training activities achieve training objectives. Accordingly, about 57%, 23%, and 20% of the respondents said that they are not sure whether training activities met training objectives, training activities met training objectives and training activities failing to met training objectives, respectively. Thus, it is possible to safely conclude from the data that the respondents are not sure whether training activities met training objectives or not. It implies that, training objectives are not known to all employees. Providing and attending training without having clear training objectives also results failing to achieve goals.

Item two of Table 4.8 also assesses whether the training increases the attendant's knowledge and skills. Accordingly, the majority about 57% of the respondents said the training increase the attendant's knowledge and skills. On the other hand, about 24% of the respondents said that they don't have information about whether the training increases the attendant's knowledge and skills. Moreover, the remaining respondents 19% revealed that the training is failing to increases the attendant's knowledge and skills. Therefore, it can be safely concluded from the data that the training increase the attendant's knowledge and skills. Other things remain constant; it implies that training is necessary to improve participant's levels of knowledge, skills, competencies and abilities to carry out their work effectively.

Item three on the other hand, Table 4.8 above assesses whether the training and development program helped training attendants to adopt new working methods and technologies. Accordingly, majority of the respondents (56%) said that the training and development program helped training attendants to adopt new working methods and technologies. On the other hand,

about (20%) of the respondents said that they are not sure whether the training and development program helped training attendants to adopt new working methods and technologies or not. Moreover, the remaining respondents (24%) revealed that the training and development program doesn't help training attendants to adopt new working methods and technologies. Thus, it is possible to safely conclude from the data the training and development program helped training attendants to adopt new working methods and technologies, as confirmed by majority of the respondents.

Item four of Table 4.8 also assesses whether the managers or supervisors follow up the trainee's learning. Accordingly, the majority about 48% of the respondents said, the managers or supervisors are not follow up the trainee's learning. About 24% of the respondents also said that they are not sure whether the managers or supervisors follow up the trainee's learning or not. The remaining, 28% of the respondents said that the managers or supervisors follow up the trainee's learning. Therefore, it can be concluded from the data that, the managers or supervisors are not follow up the trainee's learning.

As can be seen from Table 4.8 item five above, investigates whether the training increases my effectiveness and efficiency. Accordingly, about 61%, 22%, and 17% of the respondents said that the training increases their effectiveness and efficiency, they are not sure whether training increases their effectiveness and efficiency and training doesn't increases their effectiveness and efficiency, respectively. Thus, it is possible to safely conclude from the data that the training is helpful to increase their effectiveness and efficiency. It implies that, even though the training conducts without following the basic processes of training, it is helpful to improve employee's effectiveness and efficiency.

Item six on the other hand, Table 4.8 above assesses whether employees were evaluated in a fair test of their skills and knowledge. Accordingly, majority of the respondents (48%) said that the employees were not evaluated in a fair test of their skills and knowledge. On the other hand,

about (25%) of the respondents said that they are not sure whether the employees were evaluated in a fair test of their skills and knowledge or not. Moreover, the remaining respondents (27%) revealed that the employees were evaluated in a fair test of their skills and knowledge. Thus, it is possible to conclude from the data the employees were not evaluated in a fair test of their skills and knowledge, as confirmed by majority of the respondents.

Like item five, Table 4.8 item seven and eight above, investigates whether the training helped them to improve their motivation to work and to change their behaviour. Accordingly, majority of the respondents (44% and 73%) said that the training helped them to improve their motivation to work and to change their behaviour, respectively. On the other hand, about (34% and 9%) of the respondents said that they are not sure whether the training helped them to improve their motivation to work and to change their behaviour or not, respectively. Moreover, the remaining respondents (22% and 18%) revealed that the training doesn't help them to improve their motivation to work and to change their behaviour, respectively. Thus, it is possible to safely conclude from the data the training helped them to improve their motivation to work and to change their behaviour, as confirmed by majority of the respondents. . It implies that, even though the training conducts without following the basic processes of training, it is helpful to improve employee's motivation to work and to change their behaviour.

Item nine on the other hand, Table 4.8 above assesses whether the training time table was suitable and not affected normal work schedule. Accordingly, majority of the respondents (51%) said that the training time table was not suitable and it affected normal work schedule. On the other hand, about (29%) of the respondents said that they are not sure whether the training time table was suitable and not affected normal work schedule. Moreover, the remaining respondents (20%) revealed that the training time table was suitable and not affected normal work schedule. Thus, it is possible to safely conclude from the data the training time table was not suitable and it affected normal work schedule, as confirmed by majority of the respondents. The data collected through interview also reveal the same information which implies failing to conduct the training

at the right time, at the right place, with the right method and by the right person affects the normal activity of the custom which leads to delaying the customs clearing process.

Finally item ten of Table 4.8 investigates whether the facilities and budget allocated for the training are appropriate. Accordingly, about 47%, 27%, and 26% of the respondents said that the facilities and budget allocated for the training were not appropriate, they are not sure whether the facilities and budget allocated for the training were appropriate and the facilities and budget allocated for the training were appropriate, respectively. Thus, it is possible to safely conclude from the data that the facilities and budget allocated for the training were not appropriate. This implies it is difficult to provide attractive training without allocation of enough facilities and budgets.

In summary, as can be seen from the data in Table 4.8 above, though it seems that respondents are on the agreement that the training helps them to increase their knowledge, skill, effectiveness and efficiency, to adopt new work methods, to improve their motivation to work and to change their behaviour. Generally, the employees believe that training helps them to update themselves and to fill the gap between skills needed for a job and the skill level of the employees have. However, the respondents also said, the training time table was not suitable and it affected normal work schedule and the facilities and budget allocated for the training were not appropriate. Due to that training objectives were not achieved as needed.



**Table 4.9 Employees' opinion on linkage between training policies and strategies**

Statements	SDA	DA	N	A	SA	mean
The organization has a written training policy.	12 (8.39%)	60 (41.95%)	34 (23.78%)	30 (20.98%)	7 (4.9%)	2.7
Training policy is linked with the organization objective.	6 (4.2%)	41 (28.67%)	56 (39.16%)	30 (20.98%)	10 (6.99%)	2.9
Training programs are aligned with the strategic plan of the organization.	5 (3.5%)	42 (29.37%)	52 (36.36%)	36 (25.17%)	8 (5.6%)	3
Training policy is developed with the participation of employees.	10 (6.99%)	52 (36.36%)	49 (34.27%)	26 (18.18%)	6 (4.2%)	2.7
The policy guides the design and execution of training programs	15 (10.49%)	33 (23.08%)	57 (39.86%)	31 (21.68%)	7 (4.9%)	2.8
The rules and procedures of the training activity are easy and clear.	10 (6.99%)	46 (32.17%)	47 (32.87%)	30 (20.98%)	10 (6.99%)	2.9

Source: own survey, 20120

Without clearly set objectives/goals, it is not possible to design a well planned training program which is to be executed and also evaluated for judging its effectiveness. This clearly shows the linkage of training policies and training strategies is crucial for the achievement of the goal.

The overall training objective is to fill in the gap between the existing and the desired pool of knowledge, skills and performance. Defining training objectives in a well manner is useful for designing, executing and also for evaluation of the training program. As can be seen from Table 4.9 item one above, majority of the respondents, that is, about 50% said that, the organization has not written training policy. On the other hand, about 24% of the respondents said that they are

not sure whether the organization has written training policy or not. The remaining, that is, about 26% of the respondents on the other hand confirmed that the organization has written training policy. What can be inferred from the data are that majority of the respondents seemed to agree that the organization has not written training policy. However, it should be also noted that quite considerable number of respondents (about 50%), have reservations. Thus, it is difficult to safely conclude that the organization has not written training policy to provide the training.

Item two on the other hand, Table 4.9 above assesses whether training policy is linked with the organization objective. Accordingly, majority of the respondents (39%) said that they are not sure whether the Training policy is linked with the organization objective or not. On the other hand, about (33%) of the respondents said that there is no linkage between training policy and objective of the organization. The remaining respondents (20%) revealed that the training policy is linked with the organization objective. Thus, it is possible to conclude from the data the respondents are not sure whether the Training policy is linked with the organization objective or not, as confirmed by majority of the respondents. Why the respondents are confused about the linkage of training policies and organizational objective implies that the objective of the organization is not clearly discussed to the employees.

Similarly, item three of Table 4.9 above assesses whether training programs are aligned with the strategic plan of the organization. Accordingly, majority of the respondents (36%) said that they are not sure whether the training programs are aligned with the strategic plan of the organization or not. On the other hand, about (33%) of the respondents said that there is no linkage between training programs and strategic plan of the organization. The remaining respondents (31%) revealed that the training programs are aligned with the strategic plan of the organization. Thus, it is possible to conclude from the data the respondents are not sure whether the training programs are aligned with the strategic plan of the organization or not, as confirmed by majority of the respondents. This implies that, the strategic plan of the organization is not known to the employees.

Item four also, Table 4.9 above assesses whether training policy is developed with the participation of employees. Accordingly, majority of the respondents, that is, about 43% said that, the training policy of the organization is not developed with the participation of employees. On the other hand, about 34% of the respondents said that they are not sure whether the training policy is developed with the participation of employees or not. The remaining, that is, about 23% of the respondents on the other hand confirmed that the training policy is developed with the participation of employees. What can be inferred from the data are that majority of the respondents seemed to agree that the training policy of the organization is not developed with the participation of employees. It implies that the organization is limited in developing participatory training policy.

Item five on the other hand, Table 4.9 above assesses whether the policy guides the design and execution of training programs. Accordingly, majority of the respondents (40%) said that they are not sure whether the policy guides the design and execution of training programs or not. On the other hand, about (33%) of the respondents said that the policy doesn't guides the design and execution of training programs. The remaining respondents (27%) revealed that the policy guides the design and execution of training programs. What can be inferred from the data are that majority of the respondents seemed to agree that the respondents are not sure whether the policy guides the design and execution of training programs or not.

Finally item six of Table 4.9 investigates whether the rules and procedures of the training activity are easy and clear. Accordingly, about 39%, 33%, and 28% of the respondents said that the rules and procedures of the training activity are not easy and clear, they are not sure whether the rules and procedures of the training activity are easy and clear and the rules and procedures of the training activity are easy and clear, respectively. Thus, it is possible to conclude from the data that the rules and procedures of the training activity are not easy and clear. This implies it is difficult to provide effective training without developing clear training activity rules and procedures.

In summary, as can be seen from the data in Table 4.3.8 above, though it seems that respondents are on the agreement that the organization has not written training policy and due to that they are confused or neutral to answer whether training policy is linked with the organization objective and training programs are aligned with the strategic plan of the organization or not. Beside to this most of the respondents said that training policy is not developed with the participation of employees and the policy didn't guides the design and execution of training programs of the organization. Finally, most of the respondents were confused whether the rules and procedures of the training activity are easy and clear or not and most of them said the rules and procedures of the training activity are not easy and clear. Regarding this issue, most interviewee including the HR manager of the organization said, training programs are designed to achieve the overall objective of the organization, however, simply it is paper value or it has limitations in implementation. As they said, the training policies and programs are designed by the head office of the customs commission and the kality branch facilitates by selecting and sending trainees. Generally, it implies that the linkage of training policies and strategies is limited.

#### **4.4. Challenges of training practices in Kality Customs Commission**

According to managers interviewed, the main challenges of training practices in Kality Customs Commission are;

- ✓ Lack of training need analysis and employee involvement in identifying training gaps are the main challenges of the custom. Identifying the training needs of an organization is the first step in the systematic training process. All training activities should be related to the specific needs of the organization and also of the individual employees. The training should start only after careful assessment of the training needs, failing which training process will be misdirected and positive benefits will not be available. Training can be relevant and viable if the three types of analysis which are organizational analysis, task analysis and personal analysis are carried on continuously. However, the Kality Customs Commission is failing to conduct task and personal analysis. This clearly shows the training is not effective.
- ✓ Availability of resources like time constraint and lack of professional trainers are also key challenges which affects the effectiveness of the training program. The trainers are not professionals' rather political placements, i.e. they haven't both subject matter knowledge and knowledge of training principle and techniques used in training and developing employees. The

training time is designed without considering the normal work time and leads to both ineffective training and delay training clearing process.

- ✓ The implantation of the customs training also influenced by lack of proper training plan. Establishing training objectives and priorities by a “gap analysis,” which specifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are then determined to close the gap. However, the training plan of Kality Customs Commission is developed by head office without considering the existing training need and challenges of the branch office.
- ✓ The one to five training is aiming at helping each other about work, but practically the employees are criticizing each other personally. Due to this the normal activity of the custom is affected and the customs clearing process is delayed. In this condition importers exposed to pay more warehouse payment and become out of market competition because goods are not released on time and delayed to arrive at market. Therefore, it is true that the importers and other customers become dissatisfied and enforced to go in to contraband and other illegal works.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Summary of major findings**

The main purpose of the study was to assess training practices and challenges in kality customs commission and based on the data gathered and analyzed the following findings were obtained:

- ✓ Most of the respondents are on the agreement that training need assessment is conducted at the organizational level, it appears to be rarely conducted at the task and at the personal level.
- ✓ Poor performances and Introduction of new work methods are the main indicators that considered by the customs commission to conduct training need assessments. Knowledge gap, skill gap and low employees moral are rarely considered as an indicator to conducted training need assessments.
- ✓ Regarding to training program designs the kality customs commission has not written training programs.
- ✓ Training content, training method and techniques are not clearly structured and designed
- ✓ The type, level and place of the training activity are not clearly stated.
- ✓ All employees have not equal chance to participate in the training and the objective of the training is not known to the employees.
- ✓ The trainers are not well trained and not prepared on the subject matter, i.e. they are not professionals rather than political placement officers.
- ✓ Training programs are always designed by the head office and it leads to weak training program design which is not consider the existing condition and training need of the branch office..
- ✓ The implementation of the training in the customs commission is not based on the designed program.

- ✓ Majority of the respondents are on the agreement that to conduct the training the organization uses both training techniques which are on-the-job and off-the-job training techniques. Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization. Among the off-the-job training techniques conference and lecture method are also widely used by the organization.
- ✓ The organization is failing to evaluate the four basic issues which are reaction, learning, behavioural change and result of the training.
- ✓ Regarding to the perception of employees towards the training, the respondents and interviewees argues that the training helps them to increase their knowledge, skill, effectiveness and efficiency, to adopt new work methods, to improve their motivation to work and to change their behaviour.
- ✓ On the issue of the linkage of training policies and strategies, most of the respondents responded that the organization has not written training policy and due to that they are confused or neutral to answer whether training policy is linked with the organization objective and training programs are aligned with the strategic plan of the organization or not.
- ✓ Most of the respondents said that training policy is not developed with the participation of employees and the policy didn't guide the design and execution of training programs of the organization.
- ✓ The main challenges of training practices in kality customs commission are lack of training need analysis and employee involvement in identifying training gaps, lack of proper training plan, time constraint and lack of professional trainers are the key challenges employees face during the training practice.

## 5.2 Conclusions

The aim of this study has been to assess training practices and challenges of customs commission Addis Ababa Kality customs branch office. In order to assess the existing training practice and challenges the study emphasized on the designing training programs, conduct training need assessments, giving attractive training and evaluation of training concerning training practice of the customs commission. Based on the entire study the following conclusion are drawn

- ✓ The training need assessment practice of the customs commission did not identified the gaps properly because training need assessment is conducted at the organizational level, it appears to be rarely conducted at the task and at the personal level. Therefore, the effort made by the organization to organize training programs based on training need assessment results is limited.
- ✓ The customs commission considered poor performances and Introduction of new work methods to conduct training need assessments. Knowledge gap, skill gap and low employees moral are rarely considered as an indicator to conducted training need assessments. What can be concluded from the data is, therefore, the consideration of indicators made by the organization to conduct training need assessments is limited which implies the gaps did not identified properly.
- ✓ The kality customs commission has not written training programs because training programs are always designed by the head office and it leads to weak training program design which is not consider the existing condition and training need of the branch office. Due to that, the objectives of the training are not communicated to the employees and the practice of the training is not well.
- ✓ The implementation of the training in the customs commission is not based on the designed program. As a result the objective of the training is inefficient and ineffective.
- ✓ To conduct the training the organization uses both training techniques which are on-the-job and off-the-job training techniques. Job rotation, coaching and mentoring are on-the-job training techniques which are widely used by the organization. Among the off-the-job training techniques conference and lecture method are also widely used by the organization. So, it is useful to provide method and technique triangulation.



- ✓ The organization is failing to evaluate the four basic issues which are reaction, learning, behavioural change and result of the training. This implies that, the effort of the organization to determine the effectiveness of training is limited, i.e. failing to compare the post-training results to the pre-training objectives.
- ✓ The employees' perceive that training helps them to update themselves and to fill the gap between skills needed for a job and the skill level of the employees have. However, due to lack of proper need assessment, lack of good training program design, lack of well implementation and lack of professional follow up and evaluation, training activity results limited achievement of training objectives.
- ✓ On the issue of the linkage of training policies and strategies, the organization has not written training policy and due to that respondents are confused or neutral to answer whether training policy is linked with the organization objective and training programs are aligned with the strategic plan of the organization or not. It implies that training policy is not developed with the participation of employees and the policy didn't guide the design and execution of training programs of the organization.
- ✓ The main challenges of training practices in kality customs commission were lack of training need analysis and employee involvement in identifying training gaps, lack of proper training plan, time constraint and lack of professional trainers are the key challenges employees face during the training practice. This implies that its disadvantage may excide than its advantage.

### **5.3 Recommendations**

The following recommendations are forwarded based on the findings and conclusions of the study.

- ✓ It is not only a social but a moral responsibility of the organization to prepare their employees beyond their current roles and offer opportunities to learn and grow, for their career and social mobility. The customs commission training and development program shall be the mixture of knowledge, career development and goal setting. The program shall be designed in a way that is useful not only for the custom but also for the employees.

- ✓ The quality customs commission must have a proper written training plan and policy. In these regards, Human Resources and commission commissioners should play an important role in communicating professional development opportunities and training policy of the organization and identify performance gaps or training needs of staff under their supervision.
- ✓ For effective need assessment, the customs commission shall assess through organizational analysis, task analysis and performance analysis. This can be conducted through surveys, customer complaints, from the reports etc. Detailing employee job description and conducting analysis on the gap between required and current skill levels of employees can ease the need assessment process. Generally, the custom must conduct organizational, task and personal need analysis and training programs should be designed based on the training need assessment results.
- ✓ The implementation of the training in the customs commission should be based on the designed program. Training expert should be professional and well trained how to process training before they start to organize and conduct training.
- ✓ Evaluation is the most important means to determine the effectiveness of training. The evaluation training program in quality customs commission shall be done at each level and on a regular basis. This means, evaluate the four basic issues which are reaction, learning, behavioural change and result of the training which are the best method for evaluating the training effectiveness and widely accepted and followed by many organizations.
- ✓ The customs commission should create strong linkage between training policies and strategies with the organization objective and training programs. Besides, training policy should develop with the participation of employees and it guides the design and execution of training programs of the organization.
- ✓ Finally in order to have an effective training practice the Quality customs commission should have to conduct each and every process properly give more emphasize on the identification of employees skill, knowledge gaps before conducting training and evaluating the behavioural or skill changes that becomes the training. The existence of

training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each processes are interrelated they need to be conducted with due care.

### References

- Abbas, Q., & Yaqoob, S. (2009). Effect of Leadership Development on Employee Performance in Pakistan. *Pakistan Economic and Social Review*, 47(2), 269-292.
- Acton, T., & Golden, W. (2003), *Training the Knowledge Worker: A Descriptive Study of Training Practices in Irish Software Companies*. Jnl Euro Industrial Training Journal of European Industrial Training, 137-146
- Anderson, J.E (2000). Human resource development, 3rd USA: Prentice Hall Inc.
- Armstrong. M. (2001). *Handbook of Human Resource Management Practice* (8th Ed.). London: Kogan Page.

- Armstrong, M. (2006). *A Handbook of Human Resource Management Practice* (10th Ed.). London: Kogan Page.
- Beardwell, I., Holden, L. And Claydon, T. (Ed.), (2004), *Human Resource Management A Contemporary Approach*, (4th Ed.): Financial Times Prentice Hall
- Bedwell, W., & Salas, E. (2010). *Computer Based Training: Capitalizing on Lessons Learned*. International Journal of Training and Development, 239-249.
- Bell (1997), *Using Training Aids: Hand book of Training and Strategy*, Ariston Book Prentice-Hall Press.
- Bernatek, T.B. (2010). *Reference for business encyclopedia of business*. 2nd ed. Retrieved On
- Biramham, J (.1994) *Human Resource planning*\_(2<sup>nd</sup> ed), London: Institute of Personnel and Management.
- Brockbank, A. And Beech, N. (1999) ‘*Mentor blocks: guiding blight*’, *People Management*, Vol. 5, No. 9, 6 May, pp. 52–54.
- Carlos, A.P.B. (1995), *The Impact of the Internationalization of Services on Developing Countries*. Article based on a World Bank report, Global Economic Prospects and the Developing Countries Washington.
- Cannell, M. (1997) *Practice Makes Perfect*, *People Management*, Vol. 3 No. 5, 6 March, pp. 26–33
- Cole. G. A. (2002). Personnel and Human Resource Management. 5th ed. York Publishers.*
- Cole, G.A. (2000). *Personnel Management*. London: Ashford Color Press.
- Eddie, D. (2008). *The Training Mangers a Hand Book*. (1st ed). New Delhi: Crest publish house.
- Edom Frew (2016). Assessment of training practices and challenges at management science for health-Ethioia. Addis Ababa
- Estifanos Gedlu (2017). Assessment of training and development practices: the case of Berhan international bank. Addis Ababa
- Ethiopian Revenues and Customs Authority. (2017), *Strategic plan*. Addis Ababa:
- Furjanic, S., & Trotman, L. (2000). *Turning Training into Learning How to Design and Deliver Programs that Get Results*. New York: AMACOM.
- Gomez –Mejia (1995)\_*Managing Human Resource*, New Jersey Pearson Education, press Hall

- Goldstein, I.L., and J.K. Ford. 2001. *Training in Organizations: Needs Assessment, Development and Evaluation* (4th Ed.). Belmont, CA: Wadsworth.
- Kennedy, J. (2009), *The Impact of Training and Development on Job Performance – A Case Study of the Judicial Service of Ghana*, A Thesis Submitted for Commonwealth Master of Business Administration degree.
- Kirkpatrick, D., & Kirkpatrick, J. (2009). *Fast Fundamentals Implementing the Four Levels of Training Evaluation*. San Francisco: Berrett-Koehler.
- Kiweewa, S., & Asiimewe, S. (2014). Does Training Influence employee performance in regulatory organization in Uganda. *Merit Research Journal of business and management*, 22, 21-29.
- Kulkarni, P., (2013). A Literature Review on Training & Development and Quality of Work Life. *International Refereed Research Journal*, IV (2), pp.136–143.
- Mathis, L. R., and Jackson, H. J. (2008). *Human resource management*. 8th ed. West Publishing Company.
- Mathis, R. L., and Jackson, J. H. (2006). *Human Resource Management* (11th ed.).New Jersey:Thomson South-Western.
- Mathis, R., & Jackson, J. (2011). *Human Resource Management* (13th Ed.). Mason, OH: Thomson/southwestern.
- Matthew Lombard. (2010).Practical Resources for Assessing and Reporting Intercoder Reliability in Content Analysis Research Projects.
- Meyer. (2008), *Employees training and development practices in South Africa* (2<sup>nd</sup> e.d).Boston McGraw-Hill.
- Mondy, R.w (1990), *Human Resource Management* (4<sup>th</sup> ed).Boston: Allyn and Bacon.

- Rae, Leslie (1999) " Training aids: *A Complete Resource Kits for Training and Development*. London: Logan and Page.
- Rao, P. Subba (1990) *Personnel on Human Resource* New Delhi New ,Konarck, publisher, pvt, ITD
- Salas, E., Tannenbaum, S., Kraiger, K., & Smith-Jentsch, K. (2012). *The Science of Training and Development in Organizations: What Matters in Practice*. *Psychological Science in the Public Interest*, 74-101.
- Sahinidis, A., & Bouris, J. (2008). *Employee Perceived Training Effectiveness Relationship to Employee Attitudes*. *Jnl Euro Industrial Training Journal of European Industrial Training*, 63-76.
- Singh, R. & Mohanty, M. (2012). *Impact of Training Practices on Employee Productivity: A Comparative Study*, *Inter science Management Review*, Vol. 2, (2).
- Scarpello, V.G. & Ledvinka, J. (1998). *Personnel/Human Resource Management*. Boston: Pws-kent Publishing Company.
- Tyson. (1995). *Human Resource Strategy towards a general theory of Human Resource Management*. London pitman
- Torrington, D., & Hall, L. (2005). *Human Resource Management* (6th Ed.). Harlow, Truelove (1999) *Administration of training* (3rd. ed) Sanfrancisco .Jossey Bass publishers. England: FT Prentice Hall.
- Wexley, K., & Latham, G. (2002). *Developing and Training Human Resources in Organizations* (3rd Ed.). Upper Saddle River, N.J.: Prentice Hall.
- Yamanne, Taro. 1967. *Statistics: An Introductory Analysis*, 2nd Ed, New York: Harper and Row

**Appendix 'A'**

**Questionnaire distributed to employees**

**St .marry University**

**MBA general management**

**A) Questioner**

Dear respondents:-





NO	Questions	1	2	3	4	5
<b>Training needs assessment</b>						
1	Your organization conducts training need assessment at the organizational level.					
2	The organization conducts need assessment at the task level to identify the skill, knowledge or ability required to perform the job.					
3	The organization conducts training needs assessment at the personal level to clearly identify the required training that employees' need to perform their job.					
4	Training programs are organized based on training needs assessment results.					
<b>To what extent does your organization use the following indicators to assess your training needs</b>						
1	Knowledge gap					
2	Skills gap					
3	Poor performance					
4	Introduction of new work methods					
5	Low employees Morales					
<b>Training program design</b>						
1	The organization has well planned written training programs					
2	Training contents are clear, and well structured					
3	All employees have equal chance to participate in the training					

4	Training methods and techniques are clearly designed.							
5	The training program of the custom also clearly designs the type, level and place of the training activity.							
6	The objectives of the trainings are known to all employees							
7	The trainers are well trained and prepared on the subject matter							
8	Budget estimation is prepared at the training program designing step							
9	The organization prepare training schedule to successfully conduct training program.							
<b>Implementing training programs</b>								
1	The organization conduct the training activity based on the designed program.							
2	The process of training or progress of training program is monitored properly.							
3	Active learning method is used by trainers							
<b>Training methods</b>								
1	On-the-job training techniques	Coaching						
		Mentoring						
		Structured job instruction						
		Job rotation						
2	Off-the-job training techniques	Lecture method						
		Discussion method						
		Conference						

		Simulation							
<b>Follow up and Evaluation</b>									
1		The organization evaluates the reaction of trainees on the training contents, methods, aids used etc							
2		The organization follows up and evaluates trainees learning at the end of training by conducting tests and quizzes.							
3		The organization follows up and evaluates behavioral change of trainees after training, when back to their work place.							
4		The organization evaluates the effectiveness or result of the training after trainees are back to their job.							
<b>Employees perception towards the training</b>									
1		Training activities met training objectives							
2		The training increase my knowledge and skills							
3		The training and development program helped me to adopt new Working methods and technologies							
4		The managers or supervisors follow up the trainee' learning							
5		The training increases my effectiveness and efficiency							
6		Employees were evaluated in a fair test of their skills and knowledge.							
7		The training helped me to improve my motivation to work							
8		The training helped me to change my behavior							
9		The training time table was suitable and not affected normal work schedule.							
10		The facilities and budget allocated for the training are appropriate							
<b>Set training policies and strategies</b>									

1	The organization has a written training policy.					
2	Training policy is linked with the organization objective.					
3	Training programs are aligned with the strategic plan of the organization.					
4	Training policy is developed with the participation of employees.					
5	The policy guides the design and execution of training programs					
6	The rules and procedures of the training activity are easy and clear.					

**Appendix ‘B’**  
**INTERVIEW**

The following unstructured interviews administered to Human Resources Manager and section coordinators.

1. To what extent the organization training programs are linked with the organization strategic objectives?
2. How do you conduct a training need analysis? What factors are considered?
3. When does training provided for employees in your organization?

4. How well informed are the trainees about the training objective?
5. Is there a clear trainee and trainer selection criteria? If so, what are the major criteria?
6. Which training methods are mostly applied?
7. What methods do you use to follow up on the trainees, during the training programs?
8. Do you believe that trainees properly apply what they have learned on their job?
9. How is training evaluated?
10. What are the main challenges of training practices in your organization?
11. What is your suggestion to improve the current situation with regards to training in your organization?
12. Do you have any other comment?