

St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MBA PROGRAM



**THE EFFECT OF TRAINING ON EMPLOYEES' PERFORMANCE IN
ETHIOPIAN CUSTOMS COMMISSION AT KALITY BRANCH**

BY

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ST. MARY’S UNIVERSITY

**SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

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ABBREVIATIONS

EP	Employee performance
HR	Human Resource
M	Mean
SD	Standard Deviation
SPSS	Software Packages for Social Sciences

ABSTRACT

This study tried to examine the effect of training on employee performance in Ethiopian Customs commission Kality Branch Office. To collect the appropriate data as a population, the study selected employees who have taken training for the last three years. The sample size of the study is 87. In this study both primary and secondary data sources were used. To collect the necessary data, interview and survey questionnaires were applied as the methods of data collection. The questionnaires were rated using five point Likert Scale. To analyze the collected data, both descriptive and inferential analysis were applied. Based on this survey research analysis, training need assesment, pre-training materials provisions and pre-training communication with the employees were very weak. The trainers don't use effective and realistic examples and exercises in the time of training. In addition, the branch office has no objective or scientific tool for measuring the effect of the training on employees. Based on this, as recommendations, this study put the followings: Firstly, the branch office shall give attention for training need assesment, training design. The branch office shall also select appropriate objective tool for evaluation of its training effectiveness. There must also have measuring of post training effects on the employees. The human resource management shall give due attention for evaluating the effect of training every time .

Key Words: Training practices, Pre training assesment, Delivery technique and Employee Performance.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Organization having much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. 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. Organizational assets may fall in various categories, like physical, financial and human resources. Among these, 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 (Ahmed et al., 2010).

The environment in the twenty-first century is very challenging and dynamic. Organizations are giving high considerations to resources in order to create competitive advantage against competitors. Organizational resources are divided in to two parts namely tangible and intangible resources. Human resources are among the intangible resources since they are less visible and more difficult for competitors to understand, purchase, imitate, or substitute for competitors and the only source of sustainable competitive advantage (Hitt et al., 2007). Beattie (2002) claimed that people are the basic sources of differentiation and sustainable competitive advantage to business institutions.

Human resources are the main asset at modern organizations. The skill mastered by employees is an important factor in determining the current situation as well as the future of an organization. The current and the future situations of an organization are impacted by the performance of the human resources. The way an organization trains its staff can influence its efficiency (Iqbal et al., 2014 & Elanga & Imran, 2013).

Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organization as a whole. This means that training practices can be the main factor for the success of a firm, which justifies their evaluation through researches. Influence of human resources management and training practices on organizational performance has been an important topic of research recently (Manning, 2015; Jayakumar & Sulthan, 2014; Treven et al., 2015).

On the other hand, several advantages such as commitment, collective empowerment and the enhancement of job satisfaction can be achieved through training (Voegtlin et al., 2015; Ajibade & Ayinla 2014; Sung & Choi, 2014).

Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006). In addition, effective training programs help employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform a particular job and to void on the job errors and mistakes (Robert, 2006).

Amongst the important function of human resource management, one of the crucial functions is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena, 2000). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability (Champathes, 2006). Thus, this study tried to assess effect of training on employees' performance at Kality Customs Branch Office for the last three years (2021-2024).

1.2. Statement of the Problem

Organizational goals and objectives can be effectively achieved with an active and responsible contribution of its employees (Falola et al., 2014). This author stated that employees are the indispensable asset and key element of gaining competitive advantage of any organization. For the actualization of it and to develop effective employee, employee training is essential tool. This means that training and development are believed to be indispensable strategic tools for effective individual and organization's performance.

In the current world, there are many empirical studies (i.e. Githinji, 2014; Ndibe, 2014 and Stella, 2015) which have focused on employee training and its impacts on employee performance and organizational performance of a given organization. In addition, in relation to training effect

on employee performance, in Ethiopia a few studies (for example: Mengistu, 2011; Alemayehu, 2017 and Assefa, 2016) have been carried out in the last 10 years. Although the aforementioned studies have attempted to state inputs for human resource management and proffer pertinent contributions and revealed important role of employee training towards the employee performance, according to the researcher knowledge still little or no study that has comprehensively tried to assess the effect of employee training on employee performance at Kality Customs Branch Office.

In addition, there were no studies that have undertaken the enquires and reports the effect of employee training on employee performance by using one of the relevant training evaluation tools called Kirk Patrick model in the selected branch office. As the information from the office, because of lack of ineffective training evaluation tools, the importance of employee training for effective employee performance was not duly assessed for the last three years. This means that the effect of training on the work force productivity is not well understood by the branch office.

Taking this into consideration together with the fact that training of human asset and timely evaluation of its impact on employee performance is one of the most important but least studied aspects of human resource management in the mentioned branch office. Therefore, the given branch office and the current study area has got due attention by the researcher. Thus, this study tried to assess the effect of employee training on employee performance at Kality Customs Branch Office.

1.3. Objectives of the Study

In this study there are objectives such as general and specific research objectives.

1.3.1. General Objective

The main objective of the study was to investigate the effect of employee training process on employee performance at Kality Customs Branch Office.

1.3.2. Specific Objectives

The specific objectives of the study are:-

- ✓ To evaluate perceived influence of training processes on employee performance;
- ✓ To assess the practices of training in Kality Customs Branch Office and

- ✓ To evaluate the training delivery techniques in the given branch office.

1.4. Research Questions

In addressing the problem mentioned above, the researcher develops the following research questions to be answered by this study.

- ✓ To what extent training processes affect employee performance?
- ✓ How about the pre training Practices in Kality Customs Branch Office? and
- ✓ What about training delivery techniques in the given branch office?

1.5. Significance of the Study

This study was investigated the effect of training practice on employee performance at Kality Customs Branch Office. The outcomes of this research work were expected to serve various purposes. The findings of the study provide inputs to improve or develop the training programs. It also enables the management to ensure an appropriate process of training programs throughout the branch office. Also the result of the study will serve as an input for the organizations to re-examine the previous training effectiveness which targets towards improving the performance of the workforce. It can also serve as a secondary source of data for those who want to conduct further investigation in this area. Therefore, it will be one of the sources of the information for the planners and policy makers of the authority.

1.6. Scope of the Study

This study addressed issues related with the impact of training on employee performance in one of the branches of Ethiopian Revenues and Customs Branch Offices; named Kality Branch Office. From the total population of the office, this study covered employees who served more than three years in the branch office. However, the sample was included all types of gender, age group and experiences. The researcher also considered managers and human resource team leader for the interview purpose in the study. In addition, the study was delimited on the data which was obtained from Kality Customs Branch Office. In this study, only some representative variables are considered.

1.7. Limitations of the Study

This study was subjected to some limitations. One important limitation was related with the representativeness of the selected sample population. This means that the sampled research population was not necessarily representative of the all population employed in all branches of Ethiopian customs commission. This was because the current study was mainly focused on only one branch of the Ethiopian Customs Commission called Kality customs branch office. Secondly, the respondents for the questionnaires might have rated the branch office more favorably giving less attention for the real information on the ground. The considered variables are not all inclusive and representative for all branch offices.

1.8. Definitions of Operational Terms

Employees: - refers to workers employed at Kality customs branch office.

Employee training and development: - increasing the capacity of employees through various training methods and education. This introduces knowledge and new skills.

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

Organization: - refers to Ethiopian customs commission Kality customs branch office

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

1.9. Organization of the Study

This study comprises five chapters. The first chapter was all about introduction, background, problem statement, objectives, hypothesis, significance, scope, and limitations of the study. The reviews of related literatures were reviewed and presented in chapter two. Chapter three of this study presented relevant elements of research methodology. Chapter four presented survey results, data analysis and interpretation of the results. The last chapter dealt with conclusions and recommendations. The appendixes were attached at the end of the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURES

This study mainly focused on assessing the effect of training on employee performance in Kality Revenues and Customs Branch Office. In this study three research questions have been raised and thereby three specific objectives were targeted. With this view, the purpose of the current chapter mainly was to review both theoretical and empirical literatures in the area of employee training and its effect on the employee performance. This review work established the framework for the study and helped in clearly identifying the gap of this study.

2.1. Theoretical Literature

2.1.1. Definitions of Training

Armstrong (2001) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. According to this author, training is the process of equipping the workforce with the necessary knowledge, skills and attitude thereby to tackle the job responsibilities.

Beard well and Hidden (1994) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities as cited in Amadi (2014). It also refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farah bakhsh, 2010).

According to Mathis et al. (2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. It is a systematic development of knowledge, skills and attitudes required by employees so that to perform a given task or job in the given organization effectively (Olaniyan et al., 2008).

Beach (2000) defines training as the organized procedure by which people learn knowledge and/or skill for a definite purpose. According to the author, it refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization. According to Flippo (2007) 'training is the act of increasing the skills of an employee for doing a

particular job'. From all these definitions, it can be summarized that training is the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity.

According to Cole (2002), training is a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore, investment in training and development is regarded as good management practice to maintain appropriate expertise on the job now and in the future. According to the author, training is necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

Training is the process of teaching or giving new employees the basic skills they need to perform their jobs. it is an educational process through which people can learn new information, re-learn and reinforce existing knowledge and skills and more importantly have time to think and consider what new options can help them improve their effectiveness at work (Dessler, 2008). According to the author, effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace.

According to McGhee et al. (1996), learning takes place when the behavior of people changes based on the results from experiences. Therefore, one evaluate if learning has effectively taken place by comparing and contrasting a person's behavior before on a schedule and after, therefore there should be a behavioral change when training takes place effectively.

2.1.2. Training Process

As cited in the study carried out by Imran and Tanveer (2015), different authors have put systematic process with varies steps for training and development of employees. According to the authors, though the number of steps varies from one training to another, the basic approach remains the same. This means that considering the training process or basic training steps has advantages for the organizations. This is to manage a given training in a better way so that to have the best results out of the investments made.

According to the above authors, in relation to training process, even though different scholars presented different steps of training program, the following six training steps are inevitable for

any well designed and precisely implemented training. These are needs assessment& outcomes identification, checking out for employees' readiness for training, planning out for the training design with clear learning objectives, offering the training by selecting a method i.e. traditional or e-learning, making sure the transfer of training and developing an evaluation plan and monitoring and evaluating the training program.

According to Huang (2001) and Mathis et al. (2008), the major training process includes three phases such as assessment phase, implementation phase, and evaluation phase. Among the three steps, the first step (assessing the needs for training) is particularly important. This is because if this is not done by any organization, it cannot be assured that the right type of training is being provided to its employees. According to the study by Huang (2001), 70% of the organizations doing it are successful and 64% of organizations which are not doing it are not successful.

2.1.3. Training Types and Methods

Different organizations use different training and development techniques according to the needs of their employees and also matching to their mission achievement. The training methods depend on the organization's philosophy that whether to outsource training or develop its own trainers and training initiatives (ibid).According to Mathis et al. (2008), training classified based on the content of training or focus of the programs. According to Olaniyan et al. (2008), it can be classified as On Job Understudy/Coaching, Induction/Orientation, Apprenticeship, Demonstration, Vestibule and Formal Training.

However, all these training methods are not suitable for every organizations and training types. Their choice among given methods usually depends on the type of training intended, the trainees selected and the objectives of the training program.

Training methods refer to the means by which learning contents are communicated to learners or trainee. The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background (Adamu, 2008). The training method to be adopted depends on whether the training is going to be applied in the employee's current position, future or anticipated position (Ezeigbo, 2011).

While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When organizations have provided a training program, they need to combine several training methods into an integrated whole (Alipour et al., 2009). This indicated that before delivering any training the organizations should consider the suitable and reliable training methods. Hereafter, in this study the researcher reviewed the major training methods.

Apprenticeship

Apprenticeship is a system of training of a new generation of practitioners of structured competency based on set of skills. Apprenticeships ranged from craft occupations or trades to those seeking a professional license to practice in a regulated profession (Ndibe, 2014). Apprenticeship training provides an individual with the knowledge and skill in doing a craft or a series of related job (Ezeigbo, 2011).

According to the above authors, for a lot of time apprenticeship training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continuing labor for an agreed period after they have achieved measurable competencies. Sometimes, apprenticeship program combines on-the-job training and formal or classroom instruction (ibid).

Induction

It is also known as orientation training given for the new recruits in order to make them familiarize with the internal environment of an organization. This type of training is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, rules and regulations of the organization (Olaniyan and Ojo, 2008). It is concerned with the introduction of new employees into new roles usually during their first day in office. It is short and informative. It is also given immediately after recruitment. It also reduces employee nervousness and uncertainty, and leads to more satisfaction so they are less likely to quit. Orientation training is used to develop a positive attitude in employees.

Internship

This is a system of on-the-job training, but usually for white-collar and professional careers. Internships for professional careers are similar to apprenticeships for trade and vocational jobs. The major difference is that internship is typically for college or university students. Sometimes, post-graduate adults go on internship (Ndibe, 2014).

Students exchange their cheap or free labor to gain experience in a particular field. Internship could also be used to determine if a person has interest in a particular career. An internship may be paid, unpaid or partially paid. Paid internships are common in professional fields. Non-governmental and non-profit organizations have unpaid internships.

Coaching and Understudy

According to Ezigbo (2011), “understudy is a type of training where an employee works as a subordinate partner with a boss so that eventually the subordinate will assume the full responsibilities and duties of the particular job”. Merriam-Webster, a free online encyclopedia defines understudy as ‘the act of studying another actor’s part in order to substitute in case of an emergency’. This means that the incoming or current employee should work directly with a senior manager or supervisor he or she is to replace for weeks to ensure proper training with the intent that the new employee will become the new manager (Christy Lively, n.y).She argues that for understudy to be effective, coaching and understudy training should be implemented as part of a manager’s day-to-day work far before retiring or leaving a company (www.ehow.com).

Job Rotation

This is a training technique that assigns trainees to various jobs and departments over a period of few years. Job rotation is an effective approach to management development in that individual is moved from a schedule of assignments designed to expose him or her to the entire operations of the organization (ibid). A well structure job rotation program in an organization has huge potential of positive impact on job satisfaction, engagement of people as well as retention of people. Its benefits include leadership development, job enrichment, effective motivation to perform caused by newer challenges and career development (en.wikipedia.org).

Vestibule Training

This is a system of training whereby an employee is sent to a replica organization in another location outside his place of work. The training place looks exactly like the employee's work environment. The difference between the training venue and employee's workplace is that emphasis is on learning instead of production. The trainee is there only to acquire the desired knowledge or skill.

Refresher Training

This type of training is offered in order to incorporate the latest development in a particular field. This training is imparted to upgrade the skills of employees. This training can also be used for promoting an employee (www.articlelibrary.com). It is applied when newly created jobs are given to existing' employees.

2.1.4. Training Design and Delivery

After the training needs have been identified using the various analysis, training design should be developed. This means that the trainer organization should develop training objectives and priorities. It is said to be training design. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007). Training design plays a very crucial role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

According to Noe et al. (2008), training design process refers to a systematic approach for developing training programs. It should be systematic and flexible enough to adapt any business needs. This means that whether job-specific or broader in nature, training must be designed to address the specific objectives.

In any business type, training objectives are set to close the gap between the theory and the real practices. The success of training should be measured in terms of the objectives set. According to the author, useful objectives are measurable (Sishan, 2014). Effective training design considers the learner characteristics, instructional strategies, and how best to get

the training from class to the job (training transfer) in order to produce learning (Mathis & Jackson, 2011)

Once the training program has been designed, the most important decisions to make are how the training will be delivered. According to Nadler (1984) as cited in Nassazi (2013), all the human resource development activities are meant to either improve performance on the present job of the individual. It is also to train new skills for new job or new position in the future and thereby to meet the current and future objectives of the organization.

2.1.5. Training and Human Resource Management

One significant function of human resource management is the effective use of human resources is training and development. Human resource is a key to determine organizational success (Abdul-Aziz et al., 2011). The effectiveness and success of an organization therefore lies on the people who form and work within the organization. This indicates that the employees in any organization to be able to perform their duties and make meaningful contributions need to acquire the relevant skills and knowledge (Olaniyan et al., 2008; Armstrong, 2010). The overall purpose of HRM (or people management) is to ensure that the organization is able to achieve success through people and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Armstrong, 2010).

Many factors can affect the performance of individual employees; therefore the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills, and attitudes that will improve their current or future job performance. Therefore, any organization that wants to succeed, and to continue to succeed, has to maintain workforce, who are willing to learn and develop continuously. Training and developing human capital is very important in the effective management and maintenance of a skilled workforce (Alipour et al., 2009).

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance (Kraiger et al., 2009). Training leads to an increase in the quality of labor, by equipping employees with greater skills and knowledge (and possibly fostering greater effort) (Laplagne, 1999). And it is also one of the ways of improving organization's effectiveness (ibid). This means that by making

workers to improve their skills, enabling them to undertake more complex tasks or complete tasks better or faster (ibid).

On the other hand, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs (Olaniyan et al., 2008; Mathis et al., 2008). After the training programs, an evaluation is carried out to ascertain the effectiveness of the organization from the training in line with the need, which had been identified earlier (ibid).

There has been a general resistance to investment in training in organizations until recently because of the presumption that employees hired under a merit system are qualified and trained for their jobs (Okotoni and Erero, 2005). However, according to the author, this assumption no longer holds as the need for training became evident in all sectors.

2.1.6. Training and Employee Performance

Employee performance means how well employees perform the job and assignments assigned them measured against the generally accepted performance standards set by their organization. This means that there are general expectations from employees in relation to their performance in every organization. Employees can be said to have performed when they have met the expectations and performed up to standard (Benedicta, 2010). According to the author, employee performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their organization.

Akhtar et al. (2011) discovered that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations. Muzaffar et al., (2012) indicates that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. Farooq and Khan (2011) concluded that the role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees.

Employees are the most valuable asset of every organization because a work without human capital is not possible. Bearing these things in mind every organization is investing a huge capital

in training and development. According to Khan et al. (2011), on job training is positively related with organizational performance as measured by empirical data.

2.1.7. Training and Training Transfer

A major problem of training programs in some organizations is the transfer of employee learning to back to the work place or the situation (Moorhead & Griffin, 1998). According to the author, it has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making nonsense of the time, effort and money that has been spent on the training program.

In the view of Cascio (1992), training and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during training could be applied on the job. Training results thus could come in three fold: 1) Enhance job performance – Positive 2) Hamper job performance – Negative and 3) Has no effect – Neutral

Therefore, here it is important to note that, training that result in negative or neutral transfer is cost to the organization. This cost come to the organization in two ways; i. e. cost of training the employee and cost of hampered performance. It is important therefore for the branch office to ensure that the required training needs analysis are done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of the learned knowledge and skills to the job.

According to the Cascio (1992), the transfer of training will be greatest when the following steps are taken: (i) defining the content in terms of the strategic needs of the organization, (ii) Identifying and assigning individuals to training based on careful selection standards. This could be done through survey of trainee interest, input from supervisors, review of career development plans and performance appraisals, (iii) Ensuring that classroom content of training program is directly relevant to the works / jobs settings in the organization and (iv) Ensuring the practical application of the training to the work / job setting by means of systematic follow-up.

Good training programs therefore always close with a session on what the trainees would do differently when they go back to their jobs. These are written down by trainers for the necessary follow-up on trainees at a later date.

According to Asare-Bediako (2008), training and training transfer could be facilitated through the collaborative effort involving the trainer, trainee's manager / supervisor (e. g. head of department) and the trainee himself and that each of the three (3) parties need to take some form action before, during and after the training program.

2.1.8. Benefits of Training and Development

According to Mullins (2007) the main purpose of training and development is to improve knowledge and skills and to change trainees' attitude. This means that training becomes one of the most important potential motivator. As the author the following benefits are listed as the benefits of the training. These are: (1) Increase in the confidence and commitment of staff, (2) It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion, (3) With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities and (4) Training and development improves the availability, quality and skills of staff.

According to Cole (2004), benefits to organizations from systematic training and development include: (1) the provision of a pool of skilled personnel for the organization; (2) Greater commitment of staff, (3) Improved service to customers and (4) Improvement in job performance with its resulting increase in productivity overall.

From this it can be concluded that training and development is a very key element in the improvement process of organization's performance and increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; i. e. the desired goals or standards and the actual level of performance. An organization which therefore facilitates learning, growth and development of individual employees must have training as an integral part of the organization's business strategy.

2.2. Empirical Literature

2.2.1. The Relation between Employee Training and Employee Performance

According to Guest (1997) as mentioned in his study training and development program, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. As the author, this relation ultimately contributes to organizational performance and the success.

According to Farooq and Aslam (2011), his study depicts the positive correlation between training and employee performance. As the author conclusion, it is not possible for the firm to gain higher returns without best utilization of its human resource. Also the author added that the success of the organization can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

According to the result of the study by Sultana et al. (2012), which was conducted in telecom sector of Pakistan, the variation in employee performance is brought by training programs. The result of this study explained that training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals.

In general, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003).

According to existing literatures as cited in Purcell, Kinnie and Hutchinson (2003), employee training and development program has obvious effects of training and development on employee performance thereby it has contribution for organizational success. Employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This

therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by 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.

According to Swart et al. (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs.

2.2.2. The Effect of Training on Organizational Performance

Effectiveness goes to the heart of what training is all about in an organization giving employees the knowledge and skills they need to perform their jobs effectively in order to initiate more effective training, organizations need to look at how the training and development system is aligned with the strategy of the organization and at what is being done to make sure that all training and development activities are effective (Haslinda et al., 2009).

As firms are spending a fair amount on the training of their employees on regular basis, this investment in human capital is to be justified and evaluated in order to give answer to top management. An effective training should not only meet the costs of the training but it should also offer valuable return to the organization (Ahmed et al., 2010).

Training must be judged for its impact on organization and that impact may be in form of increased sales, increased market share, reduced operational costs, reduced absenteeism rate, or whatever other objective the training was designed to achieve (Daniels, 2003) as cited by (Ahmed et al., 2010).

Composition of people which formulate independent business identity for some specific purpose is commonly known as organization and getting desired outcome within defined resources is treated as effectiveness (Malik et al., 2011). Effectiveness is the measure of how successfully organizations achieve their missions through their core strategies (Jamrog et al., 2005).

2.3. Evaluation of Training Effectiveness

According to Kirkpatrick et al. (2006) behavior change brought about by the training function can be change of skill, change of knowledge and change of attitude. Therefore; evaluation is the way of measuring the effectiveness of a training program. Kenney et al. (1992), states that the first stage of evaluation is done during and at the end of the training. The purpose of evaluation is to ensure the training achieves its objective. It identifies what effect training has on the individual.

According to Beardwell et al. (1993), training evaluation can be done in several ways. This is aimed at longer term and wider impact of the training. It gives the answer of how much of the training has been retained and use by the trainee at the work place after a period of time. The period of time could be a few weeks, some months or even longer. Some of the ways stated by Beardwell et al. (1993) are as follows;

Interviewing

The interview work is done after the completion of training program in the selected organization. If the training event was an external event, the departmental manager can conduct the interview. The interview could be either structured or unstructured. In a structured interview, the manager should have a list of prepared questions that he may ask to the staff that were part of the training program.

Observation: the departmental manager may observe the member of staff whether there is a change in his or her performance. For example, a member has attended a time management training program, the manager may observe the way he or she priorities the work, to see if there is a change.

Questionnaires: comprehensive questionnaires could be used to obtain opinion reactions, views of trainees.

Tests: Standard tests could be used to find out whether trainees have learnt anything during and after the training.

The calculating the effect: - in relation to calculating the training effect, it is done in significant areas like employees' turnover, absenteeism and performance. This can be examined to see if there has been any improvement after training.

The cost benefit analysis: should be carried out at two separate times. During the development of training program, the cost and benefits of the training should be estimated and actual cost and benefits are analyzed at the end of the course.

Any organizations such as whether public or private should be clear about two things when they have provided training for their employees. These are the specific objectives i.e. the outcome expected and the training materials and the reliable methodology applied during the training which enables the organizations to achieve the stated results (Dayal, 2001). As the author, measuring training effectiveness system can be applied to any training program in a given organization. This indicated that organizations should measure the effectiveness of the training.

Among many other evaluation tools of training, based on the recommendation of Kennedy (2012) in this study, the researcher employed Kirkpatrick's model. This model was developed by Kirkpatrick (1924 -2014) in the 1950s. The model can be implemented before, throughout, and following training to show the value of training to the business. The model is probably the best known model for analyzing and evaluating the results of training and educational programs. It takes into account any style of training, both informal and formal, to determine aptitude based on four levels criteria. Thus, this study will focus on the application of the Kirkpatrick model of training evaluation by focusing on answering the research questions by looking at the four levels of training evaluation levels.

Kirkpatrick's four levels are designed as a sequence of ways to evaluate training programs. Many practitioners believe that as you proceed through each of the levels, the evaluation becomes more difficult and requires more time. These four levels evaluation criteria have been discussed briefly as follows.

Reaction: - it is all about what participants thought and felt about the training (i.e. satisfaction; "smile sheets"). This level measures how the trainees reacted to the training. Obviously, in this level the trainer wanted them to feel that the training was a valuable experience, and they felt good about the instructor, the topic, the material, its presentation, and the venue. It's important to measure reaction; because it helps the trainer understand how well the training was received by the audience. It also helps you improve the training for future trainees, including identifying important areas or topics that are missing from the training.

Learning:-in this level the trainer evaluates the resulting increase in knowledge and/or skills, and change in attitudes. This evaluation occurs during the training in the form of either a knowledge demonstration or test. In this level, what trainees have learned is measured during the training. Here the question which should be raised is how much has their knowledge increased as a result of the training? It's important to measure this, because knowing what the trainees are learning and what they aren't. This will help the organization to improve future training.

Behavior: - in this level it is observed that the transfer of knowledge, skills, and/or attitudes from classroom to the job. This is the change in job behavior due to training program. This evaluation occurs from 3 to 6 months post training while the trainee is performing the job. Evaluation usually occurs through observation. At this level, the organization evaluates how far the trainees have changed their behavior, based on the training they received. Specifically, this looks at how trainees apply the information. However, it is important to realize that behavior can only change if conditions are favorable

Results: - the final results that occurred because of attendance and participation in a training program can be monetary, performance-based, etc. At this level, it is analyzed that the final results of trainees training. This includes outcomes that the organization has determined to be good for business, good for the employees, or good for the bottom line. This level seeks to determine the tangible results of the training such as: reduced cost, improved quality and efficiency, increased productivity, employee retention, increased sales and higher morale.

2.4. Conceptual Framework

The conceptual framework (Figure 2.1) below is developed based on the specific objectives of the study which is to evaluate the effect of employee training programs on employee performance at Kality Customs Branch Office. It was based on review of both theoretical and empirical literature literatures. To implement the study the following theoretical framework was developed which demonstrates the independent variable training practice (methods of training, training design and delivery techniques) and dependent variables (employees' perceived performance) which was developed by Elnaga and Imran (2013) and modified by the researcher.

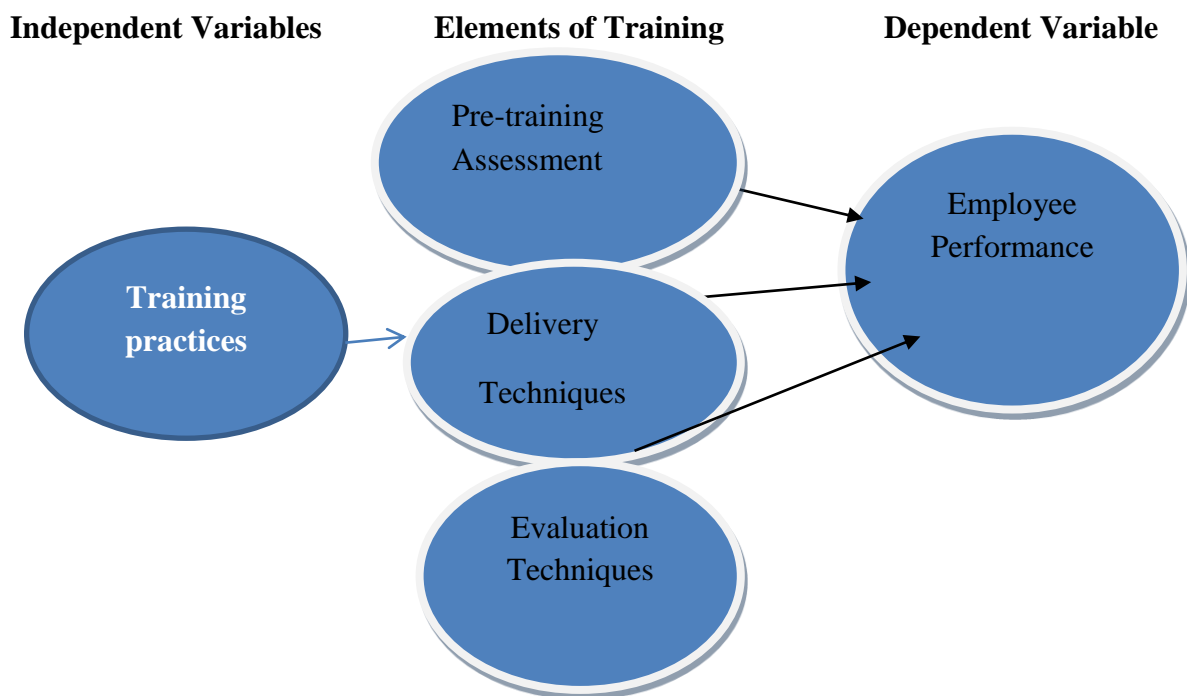


Figure 2.1: Conceptual Framework of this Study

Source: Elnaga and Imran (2013) and G. Kalkidan (2017)

CHAPTER THREE

METHODOLOGY

This chapter presented the research methodology to be employed for data gathering as well as the relevant statistical analytical tools that was employed for analyzing the survey results. The purpose of this section is to provide a description of research design, the study population, sample size and sampling techniques, data sources and data collection instruments and analysis.

3.1. Research Approach

The approach adopted in this study was the mixed research approach. This means that both qualitative and quantitative research approaches were used in mix. This was because both approaches will offset the weakness of the one by the other strength. According to Scott and Deirdre (2009), each approach has its own advantages and disadvantages. Therefore, using mixed approaches is more important than using one of them.

3.2. Research Design

Research design is an outline or scheme that serves as a guide to the researcher in his effort to generate data for his study (Hogarh, 2012). Among different types of research designs, descriptive research design was employed as research design for this study so that to achieve the intended objectives. The reason behind using descriptive research design is because the study is interested in describing the existing situation under the topic in the research area. The current study also employed the explanatory research design. This is because the study tried to examine the effect of independent variables on dependent variable called employee performance. The training delivery techniques and training types and its practices were the explanatory variables.

3.3. Sources of Data

3.3.1. Primary Source of Data

In this study the employee respondents of the kality customs branch office was used as its primary source. According to Kothari (2004), primary source is one of the important sources of data in many research works. This is because only secondary data source cannot solve the research problem in deep. On the other hand, field survey is the central and important source of collecting the primary data. In this case, primary data was collected from the trained employees of the branch office through the questionnaires.

3.2.2. Secondary Source of Data

The current study used both primary and secondary data sources for its data collection. Since the primary data is not enough to address the research problem, the researcher also focuses on secondary data in the process of data collection as additional information. In this study, the commission's directives, manuals, branch human resource reports, journals, and other researches were reviewed as the source of secondary data.

3.4. Tools of Data Collection

3.4.1. Questionnaires

This method of data collection is used to collect necessary information from the sample respondents. To do this, both open-ended and closed ended questionnaires were prepared and distributed to employees of HR employee respondents who have taken the training in the branch office in the last three years. Questionnaires are prepared by English version. However, if there is any confusion in the question during the data collection, considering the ethical considerations, the researcher may give more explanation to the question in person.

3.4.2. Interviews

The second important method of data collection was interviews. This study also used structured interview was carried out through face-to-face contact with selected respondents such as senior employees, HR team leader and vice-manager. The respondents from the employees for the interview questions were selected purposively by the researcher so that to collect additional information on the data collected through questionnaires in this study.

3.5. Sample Size and Sampling Techniques

3.5.1. Target Population

The population of this study was employees of Ethiopian Customs Commission Kality Customs Branch Office. The target population for this study was those who have taken training in the branch for the last three years at least for two times. In this case, according to the data from branch office HR, 160 employees are employees who have taken training so far (branch annual report, 2023). Thus, these are the target population of this study. This branch is selected purposively based on the interest of the researcher and the width of the revealed problem. Again, this branch has been delivering considerable service for national and international traders and

also collecting better government revenues from foreign trade sources. Thus, the researcher gives special attention for the branch.

3.5.2. Sampling Techniques

To distribute the questionnaires for given branch employees, the study employed a type of probability sampling called simple random sampling technique. In relation to employee sampling, before taking the sample the researcher stratified the samples based on the types of employees who have taken different training types for two and more times and stayed in the branch for more than three years. This is because all employees didn't take the same kind of training and for equal times in the last three years. Then from these stratified samples to select the representative sample, random sampling mechanism was applied. The rationale behind for the selection of this sampling technique is its advantages on providing representative samples. Furthermore, to select employee for the interview questions, the purposive sampling technique was used. This is because some employees and leaders have better information than the others. Because of service year and exposure to training opportunities, selected employees have better information about the given research area in the given branch office.

3.5.3. Sample Size

The objective of this study is to evaluate the effect of training on the employee performance. To conduct this, the researcher tried to take the maximum possible sample size from the total population. In addition to this, the researcher made an interview with the selected leaders of the branch office. To determine the appropriate sample size, the researcher used Yamane' (1967) formula which is cited in the work of Jalu (2014) to calculate sample size. It is:

$$n = \frac{N}{1 + N(e)^2}$$
, where n is the sample size, N is the population size, and e is the level of precision. By using this formula at 95% confidence level and 5% level of precision the following sample size is obtained.

$n = \frac{160}{1 + 160(0.05)^2}$ then, **n=114**.

3.6. Method of Data Analysis and Presentation

The collected data was analyzed and interpreted by using both qualitative and quantitative techniques and approaches. The data collected by interview analyzed qualitatively using descriptive analysis technique. On the other hand, closed ended questionnaires were analyzed quantitatively through percentages, weighted means, correlation and regression by using SPSS version 20 software and while analyzed data was presented in figures and tables.

3.7. Ethical considerations

In this study, privacy, confidentiality, data protection, and voluntary nature of participation will be considered the significant ethical issues. Every effort was made to minimize the risk or discomfort to the participants arising from these issues. Prior to the interviews and questionnaires, the researcher will ask for organizational permission to conduct the research with staffs and officials, including permission for the interview.

3.8. Reliability Test

In conducting a research, the researchers always try to minimize the measurement error. This error is reduced when the variables accurately and consistently represent and measure the concept. Consistency is referred to 'reliability' (Hair et al., 2007). According to Hair et al. (2007) as cited in the work of Nili (2010), if the repeated application of a survey instrument results in consistent scores, it can be considered as reliable. The term reliability is concerned with the consistency of the research findings. In this research, Cronbach's alpha was used to measure the reliability of the items.

Table 3.1: Reliability Test

Constructs	Cronbach's alpha	No of Items
Training methods/practices	0.84	5
Training Delivery techniques	0.81	9
Employee Performance	0.79	10

Source: Survey Result, 2024

According to Sekaran (2003), the minimum and acceptable standard of Cronbach's Alpha number is 0.6. Thus, the above reliability test values of the items are accepted for this study.

CHAPTER FOUR

RESULTS, ANALYSIS AND INTERPRETATION

The main aim of this study was to investigate the effect of training on employee performance in the case of Ethiopian Customs Kalitty Branch Office. The results from analysis of the collected data were presented in this chapter. Therefore, the current chapter included the analysis of employee response rate, respondents' background information and survey results on the effect of training on employee performance in the given branch office.

4.1. Response Rate of the Respondents

In this sub-section, the response rate information related with distributed and collected questionnaires were analyzed and presented in the table 4.1 below. As the survey result indicated from the 114 questionnaires distributed to employee respondents of the branch office, 87(76%) were correctly filled and returned. The data received were subjected to data screening in order to remove any issue of outliers and missing data.

Table: 4.1: Response Rate

No	Total Distributed	Total Returned	Total Usable
1	114	87	87 (76%)

Source: Field Survey Result, 2024

The response rate of respondents from the selected customs branch office is 76%. On the other hand, the non-response rate is 27 (24%). In addition, as the researcher could see from the collected data, the respondents responded almost more similar opinions towards the questions presented to them with referring training and employee performance. In this case, 87% of respondents were participated in the study.

4.2. Demographic Background Information of Respondents

Under this section, demographic background information related with the current employee respondents from Kality Customs Branch Office was presented. These included only employees who have taken training in the last three years in the branch office. This demographic background information analysis included gender, age, educational background, and work experience and work position information of the employee respondents in the branch office.

Table 4.2: Demographic Information of the Respondents

Item	Category	Frequency	Percentage (%)
Gender	Male	67	77
	Female	20	23
	Total	87	100
Age	<25	4	5
	25-34	53	61
	35-44	26	30
	45 and above	4	5
	Total	87	100
Qualification	Diploma	4	5
	BA/BSC	76	87
	MA/MSC & above	7	8
	Total	87	100
Work experience	2-3 years	3	4
	4-5 years	69	79
	6 and above years	15	17
	Total	87	100
Position	Junior officer	9	10
	Officer	47	54
	Senior officer	28	32
	Team Leader	3	3
	Total	87	100

Source: Field Survey Result, 2024

The survey result presented in the table 4.2 above showed the sex distribution of the employee respondents. As shown in the table, 20(23%) were female employees and 67(77%) were male employee respondents in the branch office. As this survey result indicated more male employees were largely participated in this research work. This is because of the existence of higher number of male employees than the female employees in the selected branch office. This in turn obligated the branch office to deliver training to more male employees than the female

employees and the researcher to selected more male employees. It should be noted that this was not because of gender discrimination.

As it was also revealed in the table 4.2 above, the majority (61%) of the respondents are found at the age group of 25-34 years of the age. On the other hand, 4(5%) are found at the age group below 25 years. Likewise, 26(30%) of the respondents' age bracket was from 35-44 years. Lastly, only 4(5%) of respondents are distributed at the age group of 45 years and above. This survey result indicated that the majority of the employees are found at their younger age.

As the table 4.2 above shows, 4(5%) of the respondents have Diploma. The majority of the respondents 76(87%) are BA degree holders in the branch office. Only, 7(8%) of the respondents are MA (MSC) degree holders. This survey result reflects that more employees have better educational background. This refers that the employees can manage their work with more responsibility. On the other hand, this result suggests that the branch office to have training to its employees in a selective manner. To enhance the skills of those employees with lower educational background; the branch office should have consistence training program.

As the table 4.2 above still revealed, 69(79.3%) of the respondents are with their work experiences from 4-5 years and 15(17.2%) are with the experience of 6 years and above. On the other hand, from 87 respondents, 3(3.4%) respondents have 2-3 years of work experiences. This result indicated that many employees have average experiences to the office work. This means that they have to have extra training related to actual works. In this case, only having higher degrees from university is not enough to provide quality services in the work place. Therefore, it is better to add skills and knowledge through trainings with considering the current work nature.

As the survey result in the table 4.2 above revealed, majority (54%) of the respondents are at officer level. Likewise, 30(35%) of the respondents are at senior officer level and 9(10%) are at junior officer level. In this survey only one team leader from the human resource team was participated. This survey result also suggested the office to have more training to its employees.

4.3. Results and Analysis of Data Related with Training in Kality Customs Branch Office

Under the current and the next sections, the survey results are analyzed and presented accordingly. And then, those distributed and properly returned copies of the questions were discussed and interpreted under each section. This analysis included evaluation of different training aspects, employee performance aspects and other related issues. Lastly, through regression analysis, the study tried to analyze the effect of training on employee performance.

In general, the issues of training and its effect on employee performance were discussed and interpreted while considering the fundamental aim of training to help the organization to achieve its goals and objectives. According to Gidey (2016), this is done by adding value to its key capital resource which is the human resource. For this, the responses collected from the branch office employees' through Likert scale measurement were applied as appropriately. In this case, the figure 1 represents strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree. Therefore, the given responses which showed the level of agreement by employees were analyzed in the following tables.

4.3.1. Assessment of Pre-Training Practices

Employee training is intended to develop the skills and knowledge of the employees thereby to improve employee performance in the organizations. The analysis of the current section focused on questions under pre-training practices including training need assessment and design. The organizational training need assessment represents the diagnostic phase of setting training objectives (Chinomnsos, 2014). The need assessment of training considers both employee and organizational performance issues. According to this author, the training shall enhance the employee performance in the organization. This in turn enhances the performance and effectiveness of the organization. For the sake of simplicity of the analysis, the responses of the respondents for the variables indicated below were rated under five point Likert scale with: 1- strongly disagree; 2- disagree; 3-moderate; 4-agree; 5-strongly agree. Again, based on the work of Best (1977), the scales were reassigned as follows. 1 - 1.8= strongly disagree, 1.81 – 2.6 = disagree, 2.61 – 3.4= Moderate, 3.41 – 4.20= agree and 4.21 – 5 = strongly agree. Here also both mean and standard deviation values are analyzed and presented for each questions under each tables below.

4.3.1.1 Analysis of Items related with Pre-training Practices in Kality Customs

Table 4.3: Items related with Pre-training practices

Items (Indicators of Pre-Training Practices)	Ratings									
	Strongly Agree		Agree		Neutral		Disagree		Central tendency	
	F	%	F	%	F	%	F	%	M	SD
Before delivering the training, there was consistent training need assessment.	10	12	25	29	22	25	30	34.5	3.17	1.04
There is Pre-Training E-Learning Materials Provisions and Preparation	7	8	26	30	14	16	40	46	3.00	1.05
There is effective pre-training engagement session experiences	2	2.3	30	34.5	19	21.8	36	41.4	2.98	0.92
The setting of training objectives clearly	8	9.2	40	46	10	11.5	29	33.3	3.31	1.04
There is communicating the training objectives with trainees before training	10	11.5	24	27.6	20	23	33	37.9	3.13	1.05
Overall mean value of mean and standard deviation									3.12	1.02

Source: Field Survey, 2024

Table 4.3 above shows that training need assessment experience in the branch office. As shown in the table, concerning the training need assessment, 30(34.5%) of respondents disagreed and said that there was no effective training need assessment which has been carried out in the selected branch office. In the same manner, as survey result shows, 22(25%) of respondents were neutral to the question. They were not sure about the existence or absence of the training need assessment in the branch office. On the other hand, 25(28.7%) of the respondents agreed and said that there was training need assessment in the branch office. Likewise, 10(11.5%) of the

respondents strongly agreed and responded as before the training was delivered, there was training need assessment in the branch office.

The mean and standard deviation values for this question are 3.17, 1.04 respectively. As this mean value reflected, the training need assessment experience in the branch office was moderate. This small mean value confirmed that there was still a gap in practicing consistent training need assessment in the branch office. In general, the survey result indicated the training need assessment practice in the branch office is ineffective. Therefore, the branch office should also focus on fulfilling the training need assessment gap observed in the branch office. The training need assessment work should consider the skill and knowledge gap among the employees of the branch office. Furthermore, it shall consider the gap between actual work and existing skills.

For the effective delivery of quality training, next to training need assessment there must be provisions of pre-training materials, pre-training engagement session, setting objectives and communicating the settled objectives with the trainees. With this target the fore mentioned issues were analyzed and presented in the following tables under training the training design. According to Goldstein & Ford (2007), training design included developing training objectives and priorities. It is the process of developing a plan of instruction for each training program to be offered to meet training objective.

As revealed in the table 4.3 above, as 40(46%) of the respondents disagreed and confirmed that there is poor pre-training e-learning materials provisions during the preparation for the training before they sit for the training in the branch office. This result indicated that there were no materials provided electronically before the training has been delivered to the employees. It was added that there was no a system that supported training process and provides training materials ahead. On the other hand, according to 26(29.9%) of the respondents agreed, there was pre-training e-learning materials supply for preparation before training. Likewise, as 7(8%) of the respondents strongly agreed and said that there was pre-training e-learning materials provisions in the branch office. The mean and standard deviation values are 3.00 and 1.05 respectively. However, 14(16%) of the respondents were neutral. This result also shows the existence of provisions of the e-learning training materials before the branch office deliver the training.

Therefore, the branch office should have a system that provides training materials before the training is delivered to its employees. As the response from the HR team leader through interview, there is no reliable system that support the provisions of materials ahead of delivering the training. Also, as the team leader added, there is no independent department that was responsible for the issues of the training.

As the table 4.3 above shows, majority of the respondents have negative responses to the statement that says there is effective pre-training engagement session in the process of the training. As revealed in the table above, 36(41.4%) of the respondents disagreed and have said the pre-training engagement session program for the training was poor. On the other hand, the other 19(21.8%) of the respondents were neutral to the question. on the other hand, 30(34.5%) of the respondents agreed and they have positive response to the statement that said the branch office has effective pre-training engagement session in the process of the training. Likewise, 2(2.3%) of the respondents strongly agreed and the felt positive response for the given question. The mean and standard deviation values are 2.98 and 0.92 respectively. This mean value is closer to the neutral value scale for the question. This means that the respondents were not sure about the existence of the pre-training engagement session experiences before the delivery of the training. Thus, from this result (41.4%), it can be concluded that there is no effective pre-training engagement session in the branch office. Therefore, there must have effective pre-training engagement session in the branch office.

As shown in the table 4.3 above, 40(46%) of the respondents agreed and confirmed that the given branch office has good experience in setting the training objectives clearly. Likewise, 8(9.2%) of the respondents strongly agree assured that there is very good experience in setting of clear objectives before the training has been delivered. As the majority 48(55.2%) said, before the training was delivered, the branch office has been setting clear objectives of the training.

However, 10(11.5%) of the respondents are neutral to the question. Again, 29(33.3%) of the respondents disagreed and have shown negative responses to the question and they said that there is poor experience in setting objectives of the training. The mean and standard deviation values for the question are 3.31, 1.04 respectively. This higher mean value shows that the branch office has been developing training objectives clearly. This in turn shows the good feeling of the

trainees on the objectives of the training. This result indicated that though there was weakness in communicating the training objectives with the trainees before delivering the training, there was experience of setting clear objectives of training.

As it is shown in the table 4.3 above, before delivering the training, the branch office has not been communicating the training objectives to its employees. As 33(37.9%) of respondents disagreed and has reflected there is poor communication of objectives to the employees in the branch office. On the other hand, 24(27.6%) of the respondents agreed and has said that the branch office has been communicating objectives of the training to its trainees before delivery of the training. Likewise, 10(12%) of the respondents strongly agreed and there was the practice of communicating the training objectives to the employees before delivering the training. However, still 20(23%) of the respondents are neutral to the given question. The mean and standard values for the question are 3.13 and 1.05 respectively. Thus, this survey result indicated that there were moderate experiences of communicating the training objectives to its employees before the training was delivered in the branch office.

As shown in the table 4.3 above, overall average mean value for training design constructs is 3.12 and the standard deviation value is 1.02. On the basis of the work of Best (1977), the mean value (3.12) indicated the moderate enjoyment of the trainees on the given training in the last three years. Likewise, from five aforementioned pre-training practices such as setting training objective item has better practice in the branch office with the mean value of 3.31. The pre-training engagement session practice was weak with the mean value of 2.98. As it could be observed from the above table all items have moderate mean values. Therefore, this moderate mean value indicated less satisfaction of the trainees on the given training in the last three years by the branch office.

4.3.1.2: Training Delivery Techniques

This section discussed very important part of training called training delivery. This means that once training need assessment and training design processes have been completed, then the actual training delivery process has been taken place. Thus, effective delivery of training means so much in the training process. This is because it is what goes into making the change expected in the trainee (Phillip and Eves, 2005). With this view, training delivery issues are discussed and presented under the following tables as follows.

Table 4.4: Items Related with Training Delivery Techniques

Items (Indicators of Training Delivery Techniques)	Ratings											
	Strongly Agree		Agree		Neutral		Disagree		Strongly disagree		Central tendency	
	F	%	F	%	F	%	F	%	F	%		
The exercises and examples were realistic and true-to-life.	4	4.6	27	31	15	17.2	39	44.8	2	2.3	2.91	1.02
The topics covered in the training were suitable relevant to my job.	16	18.4	38	43.7	11	12.6	22	25.3			3.55	1.07
The classroom setting (e.g. Flipcharts, stationeries, class layout) was suitable for this training.	44	50.6	15	17.2	12	13.8	3	3.4			3.6	1.02
The facilities such as Accommodation, Wi-Fi, printers, laptops are available	7	8	23	26.4	11	12.6	44	50.6	2	2.3	2.87	1.09
The training was worth for the investment of my time.	15	17.2	24	27.6	14	16.1	33	37.9	1	1.1	3.23	1.17
The presenter keeps the session alive and interesting.	10	11.5	23	26.4	8	9.2	42	48.3	4	4.6	2.92	1.18
The training duration is enough to meet the training objective.	8	9.2	22	25.3	11	12.6	45	51.7	1	1.1	2.9	1.09
Overall average mean and standard deviation value											3.14	1.08

Source: Field Survey Result, 2024

As revealed in the table 4.4 above, 39(44.8%) of the respondents disagreed and responded that the examples and exercises given during delivery of the training were not realistic and true to life. Likewise, 2(2.3%) of the respondents strongly disagreed and assured that the examples and exercises delivered to the employees during the time of training were not reliable and applicable. However, 15(17.2%) of the respondents are still neutral to the given question. On the other hand, the other 27(31%) of the respondents agreed and replied as there are realistic examples and

exercises delivered to the trainees during the training time in the branch office. Again, 4(4.6%) of the respondents strongly agreed on the statement that says the delivered training has been supported with realistic and practical examples in the branch office. The mean and standard deviation values for the given question are 2.91, 1.02 respectively.

As the majority (47.1%) of the respondents said the training delivery style with realistic examples is poor in the branch office. This means that the delivered training so far lacks true to life nature. This result suggests the branch office to see the effective and experienced trainers and be selective to them. In addition, the trainers have to have good preparation.

The table 4.4 above presented the responses given for the question that says the topics covered in the training are in line with the current context and relevant to the jobs in the branch office. Then, the respondents were asked whether the training topics were relevant to the jobs in the branch office or not. As majority (43.7%) of the respondents agreed the training topics selected by the branch office were good. Also, 16(18.4%) of the respondents strongly agreed training topics selected by the branch office were good and in line with the current works. However, 11(12.6%) of the respondents were still neutral to the question. On the other hand, 22(25.3%) of the respondents disagree and have shown the selected topics for training in the branch office was poor. They said that the topics covered by the trainings were not relevant to the jobs on the ground. However, as the majority (62%) said the training which have delivered so far in the branch office was relevant to the actual works. It has helped the employees to deliver quality services with good skills and knowledge from the given trainings.

The table 4.4 above presents the survey results related with training classroom setting. Here, the training classroom setting includes the elements such as supply of flipcharts, stationeries and class layout. The respondents were asked whether there was appropriate training classroom setting or not. In this case, as 44(50.6%) of the respondents agreed and said there was good training classroom settings. Again, in the time of delivering the trainings, there was no the problem of the supply of stationeries, flipcharts and other necessary materials of the training. As the respondents indicated most of the time the branch office has been delivering the training in the good training centers. Likewise, as 13 (15%) of the respondents strongly agreed and said there was good training room setting considered by the branch office. On the other hand, 12(14%) of the respondents have negative response on the question. Also, 3(3.4%) of the

respondents strongly disagreed and said that there was no appropriate training rooms selected by the branch office. the mean and standard deviation values for the question were 3.60 and 1.02 respectively. From this result (79%) it can be concluded that supplying the classroom settings such as flipcharts, stationeries and class layout is not the problem of the branch office while delivering the training. The mean value for the question is 3.60. This higher mean value also indicated the goodness of training room setting.

On the other hand, as it is presented in the table 4.4 above, responses of 44(50.6%) of the respondents indicated there is poor training facilities such as accommodation, Wi-Fi, printers and provisions of laptops to trainees in the branch office. In addition, 2(2.3%) of the respondents strongly disagreed and confirmed that there is very poor provisions of training facilities such as accommodation, Wi-Fi, printers and laptops in the branch office.

On the other hand, 23(26.4%) of the respondents agreed that there are good supply of accommodation, Wi-Fi, printers, and laptops. In addition, 7(8.0%) of the respondents strongly agreed that the supply of the above training facilities are very good in the branch office. The lower mean value (2.87) indicated the lower satisfaction of the trainees in the given training facilities. The mean and standard deviation values for the question in the table are 2.87 and 1.09 respectively. Here, the mean value is below the moderate scale. As majority of the respondents (52.9%) said there were no good training facilities such as accommodation, Wi-Fi, printers, and laptops. This in turn can affect the effectiveness of training in the branch office. This lower mean value indicated lower satisfaction of the trainees in the given trainings in the last three years.

In relation to investment of time in training, there is time to be invested in the training so that to enhance the employee performance in the organizations. This means that since there is investment of time in the training, it must have value addition in employee performance through changing the skill and knowledge of the employees. Therefore, the table 4.4 above presented the reactions of the employees of the branch office on the value addition of the trainings delivered so far. As it was presented in the table, 33(38%) of the respondents disagreed and replied that the training had no good value and not achieved its targeted objectives while there were investment of the time on the training by the branch office. Likewise, 1% of the respondents strongly disagreed and assured that the training which has given in the branch has no very good value on the development of the skills and knowledge of the employees. However, 14(16.1%) of the

respondents were neutral to the question. On the other hand, 24(28%) of the respondents agreed and revealed that the investment of time in training has its own value. Likewise, 15(17.2%) of the respondents strongly agreed that there is value in investing time in employee trainings. The mean and standard values for the questions are 3.23, 1.17 respectively. This majority (44.8%) response suggested that the given training has good value for the trainees.

The table 4.4 above presents the responses about creating interesting environment by the trainer. As presented in the table, 42(48.3%) of the respondents disagreed and explained that no trainers who could have ability to create good training environment. Likewise, 4(4.6%) of the respondents strongly disagreed and responded the negative response to the question. However, 8(9.2%) of the respondents are neutral to the question. On the other side, the 23(26.4%) of the respondents agreed and explained that the trainers had ability and experience to make the training session interesting. Likewise, 10(11.5%) of the respondents strong agreed that the presenters can keep the training session alive and interesting. This survey result indicated that there were no effective trainers keeping the session alive in case of much training delivered in the selected branch office. In relation to employee training practice, another important thing is the time taken to deliver the training to employees.

The table 4.4 above shows the reactions of the employees on the training duration in the time of the delivery of the trainings. As 45(51.7%) of the respondents disagreed and explained each trainings which have been delivered so far were no given enough time so that to covered the topics considered in the given training session. However, 11(12.6%) of the respondents are neutral to the question. On the other hand, 22(25.3%) of the respondents have positive responses to the given question. The mean and standard deviation values for the question are 2.90 and 1.09 respectively. This result indicated that the time given for the training was not enough to cover the topics to be covered as it was planned in the time of training design.

As shown in the table 4.4 above, overall average mean value for training delivery constructs is 3.14 and the standard deviation value is 1.08. On the basis of the work of Best (1977), the mean value (3.14) indicated the moderate enjoyment of the trainees on the given training in the last three years. Likewise, from five aforementioned training delivery items classroom setting item has better practice in the branch office with the mean value of 3.6. Among the training delivery

item the training facilities (e.g. Accommodation, Wi-Fi, printers, laptops) item has weak practice with the mean value of 2.87.

4.3.1.3: Results Related with Training Methods in Kality customs office

Table 4.5: Methods Training Applied By the Branch Office

No	Method	Frequency	Percent
1	On the job training	52	60
2	Off the job training/lecture	20	23
3	Seminar	4	5
4	Induction/ orientation	9	10
5	Other method	2	2
Total		87	100

Source: Field Survey Result, 2024

The table 4.5 above showed the methods that the branch office has used to deliver the trainings for its employees. As described in the given figure, to deliver the trainings the branch office has used different methods such as on job training, lecture, and seminar and induction methods. As shown in the figure, 60% of the respondents explained that mostly used method of training was on job training method. As 23% of the employees confirmed, lecturing method has taken the second place. Likewise, 10% and 5% of the respondents explained induction and seminar training methods have taken the third and fourth place in the branch office. The existence of other training methods was explained by only 2% of the respondents.

Table 4.6: The Types of Training Delivered in the Last Years

No	Training Type	Frequency	Percent
1	Tax assessment and tax audit	30	34
2	Customs valuation	3	5
3	Customer handling	17	19
4	Customs tariff	18	20
5	Other	19	22
Total		87	100

Source: Field Survey Result, 2024

As the table 4.6 above indicated, from 87 respondents, 34% of the respondents have got employee training on the area of assessment and tax audit in the branch office. Likewise, 19% of the respondents have got training on customer handling and 20% on customs tariff.

However, only 5% of the respondents have got training on customs valuation and 22% of the respondents were delivered different training types in the branch office. This indicated that the employees who have been working in the branch office have got different trainings based on their work environment.

4.3.1.4. Items Related with Employee Performance

In this section, questionnaires related with employee performance were analyzed and presented in the following tables. According to Brumbrach (1988), the concept of performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. According to this author, behaviors are also outcomes in their own right and they are product of mental and physical effort applied to tasks and can be judged apart from results. Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient.

Table 4.7: Accuracy and Precise Performance of the Employee

Q1. Training enables me to perform my work with Accuracy and Precisely		Frequency	Percent	M	SD
	Disagree	52	59.8	2.82	1.08
	Neutral	7	8.0		
	Agree	20	23.0		
	Strongly agree	8	9.2		
	Total	87	100.0		

Source: Field Survey Result, 2024

As shown in the table 4.7 above, 52(59.8%) of the respondents disagreed and said the training did not help the employees to perform their works accurately and precisely in the branch office. However, 7(8%) of the respondents were neutral to the question. On the other hand, 20(23%) of the respondents agreed and said the training given in the branch helped the employees to perform

their works accurately and precisely. Likewise, 8(9.2%) of the respondents strongly agreed that the training given in the branch office helped the employee to do their good accuracy. The mean and standard deviation values for the question are 2.82 and 1.08 respectively. In general, according to the majority (60%) of the respondents the training did not helped the employees in the level they could perform their works with good accuracy and precision. Again, the lower mean value also indicated less effect of the training on the employee’s work accuracy and precision. This means that there was still the gap between the given training and its effect on the employee performance in the selected branch office.

Table 4.8: Quality Service of Employee

Q2. The training helped me to Deliver Quality Service		Frequency	Percent	M	SD
	Disagree	49	56.3	2.76	1.16
	Neutral	17	19.5		
	Agree	14	16.1		
	Strongly agree	7	8.0		
	Total	87	100.0		

Source: Field Survey Result, 2024

As revealed in the table 4.8 above, 49(56.3%) of the respondents disagreed and said the training did not help the employees to deliver quality service in the branch office. However, 17(19.5%) of the respondents were still neutral to the question. On the other hand, 14(16.1%) of the respondents agreed and said the training given in the branch helped the employees to deliver quality service to their customers. Likewise, 7(8%) of the respondents strongly agreed that the training given in the branch office helped the employee to deliver quality service to their customer in the branch office. The mean and standard deviation values for the question are 2.76 and 1.16 respectively. In general, according to the majority (56%) of the respondents the training did not helped the employees in the level they could perform their works with good quality and deliver good service in the branch office. Again, the lower mean value also indicated less effect of the training on the employee’s good service delivery. This means that there was still the gap between the given training and its effect on the employee performance.

Table 4.9: Self-Confidence of Employee

Q3. Self-confidence on the work is increased		Frequency	Percent	M	SD
	Strongly disagree	3	3.4	2.63	1.04
	Disagree	52	59.8		
	Neutral	13	14.9		
	Agree	12	13.8		
	Strongly agree	7	8.0		
	Total	87	100.0		

Source: Field Survey Result, 2024

As shown in the table 4.9 above, 52(59.8%) of the respondents disagreed and said the training did not increase the confidence of the employees to perform their works in the branch office. However, 13(14.9%) of the respondents were neutral to the question. On the other hand, 12(13.8%) of the respondents agreed and said the training given in the branch office helped the employees to increase their confidence in their works. Likewise, 7(8%) of the respondents strongly agreed that the training given in the branch office helped the employee to increase the confidence in their works. The mean and standard deviation values for the question are 2.63 and 1.04 respectively. In general, according to the majority (63.2%) of the respondents said the training did not help the employees in the level they could perform their works better confidence. Again, the lower mean value also indicated less effect of the training on the employee's confidence in their work. This means that there was still the gap between the given training and its effect on the employee performance in the selected branch office.

Table 4.10: Efficiency of the Employee

Q4. The training helped me to perform my work Quickly and Efficiently		Frequency	Percent	M	SD
	Disagree	26	29.9	3.35	1.01
	Neutral	13	14.9		
	Agree	40	46.0		
	Strongly agree	8	9.2		
	Total	87	100.0		

Source: Field Survey Result, 2024

As shown in the table 4.10 above, 40(46%) of the respondents agreed and said the training helped the employees to perform their work quickly and efficiently in the branch office. Likewise, 8(9.2%) of the respondents strongly agreed that the training helped the employees in delivering the service quickly and efficiently in the branch office. However, 13(14.9%) of the respondents were neutral to the question. On the other hand, 26(29.9%) of the respondents disagreed and said the training given in the branch office did not help the employees to perform their works quickly and efficiently. The mean and standard deviation values for the question are 3.35 and 1.01 respectively. In general, according to the majority (55.2%) of the respondents, the training which has been given in the mentioned branch office has helped the employees in the level they could perform their works quickly and efficiently. Again, the higher (3.35) mean value also indicated higher effect of the training on the employee’s efficiency in their work. This means that there was better relation between the given training and the efficiency of the employee in the selected branch office.

Table 4.11: Commitment of the Employee

Q5. After training, commitment is achieved by employees		Frequency	Percent	M	SD
	Disagree	46	52.9	2.98	1.15
	Neutral	9	10.3		
	Agree	20	23.0		
	Strongly agree	12	13.8		
	Total	87	100.0		

Source: Field Survey Result, 2024

The table 4.11 above revealed survey results about the effect of training on the commitment of the employee in their works. In relation with employees’ commitment, the survey respondents were asked to indicate the training experience to bring a positive effect on their commitment to the office and for the work. As revealed in the given table, 46(52.9%) of the respondents disagreed and said the training did not bring the employees to their commitment to the office and their work. However, 9(10.3%) of the respondents had no idea on the presented question. On the other hand, 20(23%) of the respondents agreed and said the training given in the branch office

could bring the employees into their commitment towards the office and the work itself. Likewise, 12(13.8%) of the respondents strongly agreed and said the training had the influence on the commitment of the employees. The mean and standard deviation values for the question are 2.98 and 1.15 respectively. In general, according to the majority (52.9%) of the respondents and reflected lower mean, the training which has been given in the mentioned branch office has not helped the employees in the level they could enhance the commitment of the employees towards their works and office.

Table 4.12: Employee Training and Learning

Q6.The trainee put any of her/his learning to use		Frequency	Percent	M	SD
	Disagree	18	20.7	3.71	1.08
	Neutral	12	13.8		
	Agree	34	39.1		
	Strongly agree	23	26.4		
	Total	87	100.0		

Source: Field Survey Result, 2024

The other important question presented to the respondents was whether the learning activities such as exercise, mind map, group presentation, case studies helped the trainee to reinforce his/her learning or not and applied to the use. As shown in the table 4.12 above, 34(39.1%) of the respondents clearly responded that the mentioned learning activities could enhance the knowledge of the trainee and helped to reinforce his/her learning in the workplace. Also, 23(26.4%) of the respondents strongly agreed that the training helped the employee to use their learning in the workplace. However, 12(13.8%) of the respondents were neutral to the question. On the other hand, 18(20.7%) of the respondents disagreed and said that the employee were not use their learning into their work place. The mean and standard deviation of the question is 3.71 and 1.08 respectively. In general, according to the majority (65.5%) and as reflected higher mean, the training which has been given in the mentioned branch office has helped the employees in the level they could implement their learning into the use their workplaces.

Table 4.13: Noticeable and Measurable Change and Training

Q7. Noticeable and measurable change in the activity and performance after training		Frequency	Percent	M	SD
	Strongly disagree	13	14.9		
	Disagree	36	41.4	3.31	1.16
	Neutral	3	3.4		
	Agree	35	40.2		
	Total	87	100.0		

Source: Field Survey Result, 2024

The other presented question for the respondents is whether there is noticeable and measurable change in the activity and performance when trainee back to the workplace or not. As 36(41.4%) of the respondents disagreed and said the training did not bring noticeable and measurable change in the activity and performance of the employees. Likewise, 13(14.9%) of the respondents also strongly disagreed and said that the training did not bring noticeable and measurable in the activity and the performance. However, 3(3.4%) of the respondents were neutral to the question. On the other hand, 35(40.2%) of the respondents agreed and said the training given in the branch office helped the employees to bring noticeable and measurable change on their works. The mean and standard deviation values for the question are 2.14 and 1.16 respectively. In general, according to the majority (56.3%) of the respondents said the training did not help the employees bring visible changes in their work place. Again, the lower mean value also indicated less effect of the training on the employee’s measureable work. This means that there was still the gap between the given training and its effect on the employee performance in the selected branch office.

Table 4.14: Employee Training and Service Delivery Time

Q8. I now complete my tasks <i>within time</i> after being trained		Frequency	Percent	M	SD
	Disagree	21	24.1	3.69	1.06
	Neutral	3	3.4		
	Agree	45	51.7		
	Strongly agree	18	20.7		
	Total	87	100.0		

Source: Field Survey Result, 2024

The other important question presented to the respondents was whether the employees have been completing their tasks within time standardized or not. As shown in the table 4.14 above, 45(51.7%) of the respondents clearly responded that the mentioned training practice could enhance the knowledge of the trainees and helped them to complete their tasks within a given time standard. Also, 18(20.7%) of the respondents strongly agreed that the training helped the employee to use their time wisely. On the other hand, 21(24.1%) of the respondents disagreed and said that the employee were not use their time wise in their work place. The mean and standard deviation of the question is 3.69 and 1.06 respectively. In general, according to the majority (72.4%) and as reflected higher mean, the training which has been given in the mentioned branch office has helped the employees in the level they could use their time wisely and deliver their service within the standard time.

Table 4.15: Priorities for Tasks

Q9. Sets appropriate <i>Priorities for Tasks</i>		Frequency	Percent	M	SD
	Strongly disagree	3	3.4	3.53	1.06
	Disagree	15	17.2		
	Neutral	15	17.2		
	Agree	41	47.1		
	Strongly agree	13	14.9		
	Total	87	100.0		

Source: Field Survey Result, 2024

As shown in the table 4.15 above, 41(47.1%) of the respondents clearly responded the training practice in the branch office could enhance the knowledge of the trainees and helped them to set appropriate priorities for tasks. Likewise, 13(14.9%) of the respondents strongly agreed that the training helped the employee to use their time wisely and set appropriate priorities for tasks. On the other hand, 15(17.2%) of the respondents disagreed and said that the employee were not use their time wise in their work place and can set appropriate priorities for tasks. Likewise, 3(3.4%) of the respondents strongly agreed and said after training the employees could set appropriate priorities for their tasks. However, 15(17.2%) of the respondents were neutral to the question. The mean and standard deviation of the question is 3.53 and 1.06 respectively. In general, according to the majority (62%) and as reflected higher mean value, the training which has been given in the branch office has helped the employees in the level they could sets appropriate priorities for tasks

Table 4.16: Solutions to all Problems

Q10. Proposes solutions to all problems		Frequency	Percent	M	SD
	Disagree	39	44.8	3.10	1.09
	Neutral	8	9.2		
	Agree	32	36.8		
	Strongly agree	8	9.2		
	Total	87	100.0		

Source: Field Survey Result, 2024

The last question presented for the respondents is whether the trained employees could propose solutions for all problems or not in their workplace. As 39(44.8%) of the respondents disagreed and said the training did not bring change in the employees. They could propose solutions for all problems. However, 8(9.2%) of the respondents were neutral to the question. On the other hand, 32(36.8%) of the respondents agreed and said the training given in the branch office helped the employees to bring solutions for all work problems, 8(9.2%) of the respondents strongly agreed.

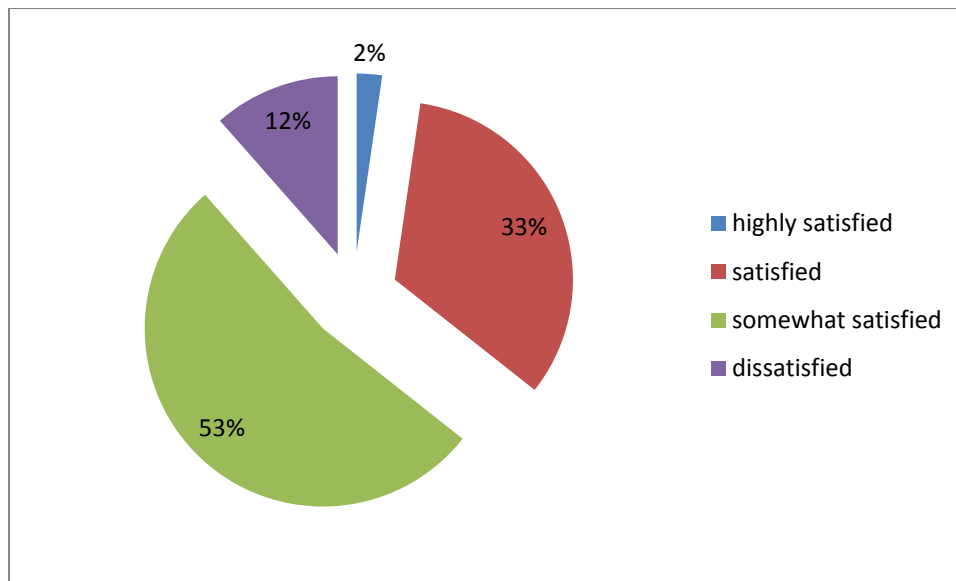
The mean and standard deviation values for the question are 3.10 and 1.09 respectively. In general, according to the majority (44.8%) of the respondents said the training did not help the

employees bring visible changes in experience and providing solutions for all their work problems.

Again, the average mean value also indicated less effect of the training on the employee's solution to all work problems. This means that there was still the gap between the given training and its effect on the employee performance in the selected branch office.

4.3.1.5. Level of Satisfaction On Given Training by the Employees

Figure 4.4: Level of Satisfaction by Employees



Source: Survey Result, 2024

As shown in the figure 4.1 above, according to 53% of the respondents there was somehow minimum satisfaction among the employees on the training given by the branch office within mentioned three years interval. On the other hand, 33% of the employee respondents were satisfied with the training which has given so far. Likewise, as the respondents explained only 2% of the employees are highly satisfied with the training given in the branch office. However, on the other extreme, there were 12% of employees unsatisfied with the training given in the office. This result indicated that still there were some employees who were not satisfied with delivered trainings in the branch office. Therefore, this result suggested the office to evaluate the effectiveness of the trainings which were given in the branch office.

4.3.2. Perceived Effect of Training on Employee Performance

In this section, the results of multiple regression analysis are presented. It is intended to see the effect of the training on employee performance. To do this, items of training design and training delivery were transformed (by SPSS) into the training variables and considered as the independent variable for the regression analysis in this study. On the other hand, the employee performance dimensions (items) were transformed (by SPSS) into the employee performance variable in the study.

4.3.2.1. Correlations

As Pearson, the relationship between two variables is expressed by value within the range -1 to +1 which is called Pearson product moment. In case of a perfect relationship (positive linear relationship) the Pearson correlation value is +1 and -1 in inverse relationship or negative linear relationship between the variables.

Here, Pearson correlation test was conducted to know the degree of relationship between the dependent and independent variables explained in the above sections. To determine the relationship between dependent variable (employee performance) and each independent variable (i.e. training design and training delivery variables), the Pearson correlation was computed by the software SPSS version 20.

The correlations can be either positive or negative with its independent variables. The results indicated in the table 4.17 below show the correlation between the training and employee performance. This is because the values of the Pearson correlation are falling within the range between negative one and positive one. In this case, all values are less than one and carry positive signs. This result indicated that there was positive relation between the training variables and employee performance.

Table 4.17: Correlations between Training related variables and Employee Performance

Correlations				
		Employee Performance	Training Design	Training Delivery
Pearson Correlation	Employee Performance	1.000	.523	.555
	Pre training practice	.523	1.000	.384
	Training Delivery techniques	.555	.384	1.000
Sig. (1-tailed)	Employee Performance	.	.000	.000
	Pre training practice	.000	.	.000
	Training Delivery techniques	.000	.000	.
N	Employee Performance	87	87	87
	Pre training practice	87	87	87
	Training Delivery techniques	87	87	87

Source: SPSS Result, 2024

As shown in the table above, the correlation between training delivery and employee performance is very strong with the correlation coefficient value of 0.56. On the other hand, the relation between the given dependent variable and training design is lower than the between the variable mentioned above with the correlation coefficient value of 0.52. This result indicates that the training variables such as training design and training delivery are related with the employee performance.

4.3.2.2. Multiple Regression Analysis

Predicting the impact of the independent variables on the dependent variables entails the employment of statistical techniques called multiple regression analysis. It is used to explain and predict the effect of independent variables on the dependent variable. Therefore, multiple regressions analysis is used to test the relationship between many independent variables and one

dependent variable. In this study, the multiple regression analysis is used to look the relation between employee training variables and employee performance.

As shown in the table below, R represents the correlation between the observed values and the predicted values of dependent values and the value of R produced by the regression procedure range from 0 to 1. The larger the value of R indicates that there is strong relationship between the observed and predicted values. Hence, for this particular case the R value is 0.65. On the other hand, R Square is used to find out how well the predictor is able to predict the dependent variable. Accordingly, in our case, the independent variables (the training variables) are able to predict the dependent variable (employee performance) by 42%.

Table 4.18: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.648 ^a	.420	.406	.48309
a. Predictors: (Constant), training delivery, training design				

Source: SPSS Result, 2024

As the table 4.18 above shows the adjusted R Square gives more accurate information about the fitness of the model. Here, the adjusted R Square is 0.41 indicating that, the predictor can predict 41% (R^2) of the variance in the dependent variable. This result indicates that the training variables have strong impact on the dependent variable called employee performance.

Table 4.19: Coefficients of the Training Variables

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.080	.276		3.909	.000
	Pre training practice	.285	.071	.363	4.038	.000
	Delivery techniques	.388	.084	.415	4.614	.000
a. Dependent Variable: Employee Performance						

Source: SPSS Result, 2024

As it is revealed in the table 4.19 above, the p-values for the model that shows the relationship between training design and training delivery variables and employee performance are less than five percent (0.00). This result indicates the significance of the independent variables for the regression model statistically. In addition, the Beta values for both training design and training delivery are positive. These results showed the positive effective of independent variables such as training design and training delivery on dependent variable (employee performance).

4.3.3. Analysis of Training Performance in the Branch Office

Under this section, the training performance is discussed and interpreted as follows. The table 4.20 below presents the number of employees who took the training in the branch.

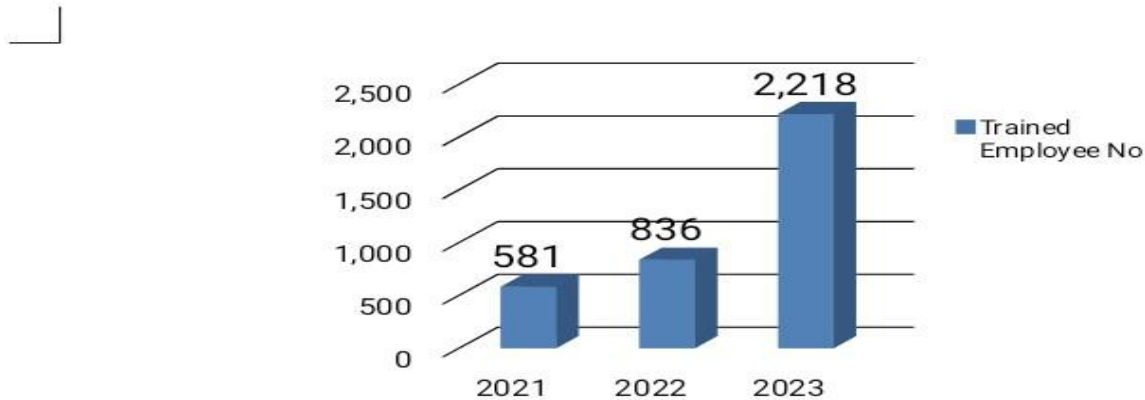
Table 4.20: Training Performance

	2021			2022			2023		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Quantity	339	242	581	437	399	836	1103	1115	2218
Percent	58%	42%	100%	52%	48%	100%	49.7%	50.3%	100%
Total	581			836			2218		

Source: Kality customs HR, 2024

As shown in the table 4.20 above, the number of employees who got training between the given years has been increasing from year to year. For example, the total number of trained employees in the year 2021 was 581. On the other hand, the trained employees in the year 2023 were 2218. This result indicated that the number of trained employees in the given branch office has shown increasing trend. This means that the branch office has been giving due attention for training.

Figure 4.2: Number of Trained Employees from 2021-2023G.C



As shown in the figure 4.2 above, the number of trained employees in the year 2021 were 581, 2022(836) and 2023(2218). This result showed that increasing trend of training performance in Addis Ababa Airport Customs Branch Office. On the other hand, this result infers that training in the branch office has got special focus and contributing in developing skill and knowledge of the employees. The performance shows increasing trend from year to year.

4.3.4. Analysis of Interview Questions

In this section, responses for interview questionnaires were analyzed and presented as follow. For the interview questions, the deputy manager and HR team leader of the branch office has been selected and interviewed.

Q1. Has the branch office conducted evaluation of the training effect on employee performance?

The organizations that are interested to achieve the targets of the training required to ensure that training results are connected to needs of the organizations and result in both monetary and non-monetary benefit (Brown, 2001). Under this context, the researcher asked the HR team leader and deputy manager whether the branch office has been evaluating the training given in the office or not. Both the team leader and manger explained the existence of evaluation of training effectiveness though the evaluation is limited to the level 1 evaluation tool of Kirkpatrick model. In this level only the feeling of trainees on the training given were evaluated. However, there was

no clear practice about evaluating the effectiveness of training in changing the skills, knowledge and behavior of employees through time in the branch office.

Q2. What was the model that the branch office has used to measure the effectiveness of the trainings which were given in the last three years? Have you used Kirkpatrick model?

Again, concerning the aforementioned question, the HR team leader was asked and responded the following responses. As the team leader, there was no applied scientific model that was used to measure the effectiveness of the training in the given branch office. There was no any objective model to measure the effectiveness of the training. As the team leader added, the known objective model (Kirkpatrick) was not applied in the branch office. In connection with this, as the leader said, to assess the effect and effectiveness of the training, the branch office has used subjective method.

Q3. How can you explain the relationship between training and performance of the branch office?

As the responses for the given question, the deputy manager and HR team leader said that it is obvious that the training has direct and indirect effect on employee and branch office performance. The effect was observed on the employees' skills, knowledge and through delivering quality service by employees though the exact training effect was not known separately in the branch office. This means that they believed training had direct relationship with employee and organizational performance even though they did not know how much it has contributed to the targeted objectives with quantitative analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The aim of this study was to examine the perceived effects of training on employee performance in the case of Kaliti Customs Branch Office. In detail, the study tried to examine pre-training practices and training delivery techniques by the given branch office. Therefore, depending on the results presented in the chapter four, in this chapter, summary, conclusions and recommendations were summarized. All considered the specific objectives targeted in this study.

5.1. Summary of the Findings

Based on the results in the study, the following points are summarized as findings.

The branch office has an experience of undertaking the training need assessment before giving training. However, as majority (35%) of the respondents, the practice was weak and needs more improvement. It didn't identify the gap between actual work and existing skills.

There pre-training materials provisions practice is also weak (46%). The training materials were given in the time of training, according to the majority (38%) of the respondents; the branch also didn't communicate the training objectives with trainees before the delivery of the training. However, according to 46% of the respondents, there was no the problem of setting the training objectives and defining it clearly.

In relation to training delivery techniques, according to the majority (45%) of the respondents, most of the time the trainers faced a problem in giving realistic examples and exercises in the time of delivery the training. However, there was no problem in selecting the appropriate training topics (44%). As 51% of the respondents, there was no problem in selecting good training rooms.

As 51% of the respondents, there was no practice in providing facilities like laptop, printers and wifi in the time of delivery of the training. Most of the time, the branch office didn't give enough time for training (52%).

In general, according to the results, the respondents have moderate satisfaction level in training practices in the given branch office. As 60% of the respondents, on the job training was preferred. This mostly gives less satisfaction for the employees who took the training before.

According to 60 of the respondents, the given training didn't bring accuracy in their work. Again, as 56% of the respondents, there was no observed quality in service after this training. There was still less confidence in their work. However, there was no problem in giving priorities to their tasks (47%). However, employees were somehow satisfied with their service.

The independent variables such as pre training practices and delivery techniques have positive correlation with dependent variable called employee performance. There was positive correlation between 0.52 and 0.55. There was also good adjusted r square (41%). All independent variables are significant to the model. There was increasing training trend in the branch office.

5.2. Conclusions

Here, based on the results detailed in chapter four, the researcher was arrived at the following conclusions and presented as follows.

Before the actual training has been delivered, there must be the works of training design in the branch office. However, pre-training practices such as training need assessment and training design process were not effectively applied in the branch office.

In addition, the training objectives have not been clearly set and communicated with the employees. Pre-training e-learning material provisions, pre-engagement session and training invitation process were ineffective and not-clearly communicated during training preparation.

However, availability of classroom setting and facilities for trainees were good. The presenters who have been giving training for last three years could clearly state training objectives and keeps training session alive and interesting. But the trainers were not as such experts towards the topics of the training in the last three years.

The goal of the training program to change skills, knowledge, attitudes, confidence and/or commitment was satisfactory in branch office. In relation to this, the survey results show that the training carried out in the branch of had better effect on changing the skills, knowledge, though still there is the gap between the maximum target of training program and perceived skills and knowledge among employees of the branch office.

There is no clear system, policies and procedures that guides how and who evaluate the effects of trainings on behavioural and attitudinal changes. Furthermore, there was no objective evaluating tool like Kirkpatrick model in the branch office. To measure the effect of the training on employees' skills, knowledge and performance the branch has been using subjective method.

As it was observed from the survey results, there was direct relationship between training and employee performance. After the training was given to the employees for the last three years, there were observed reduced customer complains, increased quality service and improved customer handling in the branch office.

5.3. Recommendations

Based on the conclusions mentioned above, the following recommendations are detailed.

- ✓ As the research findings indicated, there branch office has experienced weak training need assessment practices. There must have focus on training need assessment.
- ✓ Again, pre-training learning material provisions and engagement session should get focus from the branch office and should be provided.
- ✓ The training need assessment process should be considered and it should include the skills and knowledge gap among the employees on the actual work. The training shall consider interest of employees and convenient place.
- ✓ Before delivering the training, there must have good training facilities such as laptops, accommodation, Wi-Fi and other necessary facilities.
- ✓ The branch office should have unique training department which focuses pre and post issues of the training.
- ✓ Furthermore, the branch office should develop an objective model like Kirkpatrick evaluation model that can measure the training effectiveness in the branch office.
- ✓ Content and structure and the whole process of training should be considered in a way that trainees can maximum knowledge and skills and confidence from the training.
- ✓ The branch office should work effectively on the areas of training and development with the goal of changing skills, knowledge, attitudes, confidence and commitment of employees towards achieving the objectives of the office.

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APPENDIX

St. Mary's University
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF BUSINESS ADMINISTRATION
(MBA PROGRAM)

Dear Respondent,

I am pleased to inform you that I am a graduate student in Masters Degree in Business Administration (MBA). As partial fulfillment of the course, I am conducting a research assessment on the effect of training on employee performance. The study uses customs commission as a case study. My research thesis is targeted to create knowledge to be utilized in understanding the effect of training on employee performance. As a representative of your office, your views are of important in my study and I would like to ask you responding to this questionnaires. The main aim of this study is academic purpose and your response will be kept confidential.

Thank you for your time, co-operation and contribution to my study.

Yours faithfully!!!

Researcher Name:

PART I: General Information

Answer all the questions by selecting appropriate letter.

1. What is your gender?

- A) Male B) Female

2. How old are you?

- A) Below 25 years B) 25-34 years C) 35-44 years D) 45 and above

3. What is your highest level of education?

- A) Certificate B) Diploma C) BA D) MA and Above

4. How many years of experiences do you have in your office?

- A) Less than 2 years B) 2-3 years C) 4-5 years D) 6 years and above

5. What is your job title?

- A) Junior Officer B) Officer C) senior Officer D) Team Leader

6. How often do you attend staff training in your office?

- A) None at all B) 2 times C) 3 times D) 4 times and above

7. Did you receive any staff training in this year in the office?

- A) Yes B) No

8. If your answer for question “7” above is yes, please specify the type of training

9. Over all, how do you rate your level of satisfaction on the given training?

- 1) Very Poor 2) Poor 3) Average 4) Good 5) Very Goo

PART II: Questions on Employee Training

Indicate your level of agreement. Use a scale of 1-5 where 1 for strongly disagree, 2 disagree, 3 neutral, 4 agree and 5 strongly agree.

No	Training Items	5	4	3	2	1
1	Pre-training need assessment has been done					
2	The pre-training e-learning materials helped me in the preparation for the training.					
3	The pre-training engagement session was effective in preparation for the training.					
4	The training objectives were set clearly.					
5	The training objectives were clearly communicated.					
6	The exercises and examples were realistic and true-to-life.					
7	The topics covered in the training were suitable in the current context and relevant to my job.					
9	The classroom setting (e.g. Flipcharts, stationeries, class layout) was suitable for this training.					
10	The facilities (e.g. Accommodation, Wi-Fi, printers, laptops) available in the training were good.					
11	The training was worth for the investment of my time.					
13	The presenter keeps the session alive and interesting.					
14	The training duration is enough to meet the training objective.					

PART III: Questions on Em

No	Employee Performance	4	3	2	1
1	Training enables me to pe accuracy and precisely				
2	The training helped me to deliver quality service				
3	After training, self-confidence on the work is increased				
4	The training helped me to perform my work quickly and efficiently				
5	After training, commitment is achieved by employees				
6	The trainee put any of her/his learning to use				
7	Noticeable and measurable change in the activity and performance after training				
8	I now complete my tasks within time after being trained				
9	Sets appropriate priorities for tasks				
10	Proposes solutions to problems				

Interview Questions

Q1. Has the branch office conducted evaluation of the training effect on employee performance?

Q2. What was the model that the branch office has used to measure the effectiveness of the trainings which were given in the last three years? Have you used Kirkpatrick model?

Q3. How can you explain the relationship between training and performance of the branch office?