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COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF ACCOUNTING AND FINANCE

**ASSESSING THE EFFECT OF TAXPAYER EDUCATION PROGRAMS
IN ENHANCING TAX COMPLIANCE IN THE CASE OF ADDIS ABABA
TAXPAYERS**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR A MASTER IN ACCOUNTING AND
FINANCE**

BY: DAGMAWE KASSAHUN

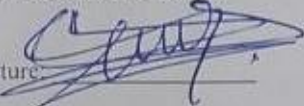
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ADDIS ABAB, ETHIOPIA

JUNE,2024

DECLARATION

I, the undersigned, declare that this thesis which is being prepared in this research paper entitled **“Assessing the effect of taxpayer education program in enhancing tax compliance in the case of Addis Ababa Tax payers”** is my original work. I further assure you that the thesis has not been submitted to any other university or learning institution for any academic award.

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ENDORSEMENT

This is to certify that this research paper prepared by Dagmawe Kassahun entitled as “*Assessing the Effect of Tax Education Programs in Enhancing tax Compliance on Addis Ababa Taxpayers*” which is submitted as a partial fulfillment of the requirement of Master of Science (MSc) in Accounting and Finance is done under the rules and regulations of the University which meets the accepted standards in terms of originality and quality

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ABSTRACTS

Tax compliance is crucial for generating government revenue, which in turn supports public services and infrastructure. However, in Ethiopia, a significant challenge remains in non-compliance, often due to a lack of understanding or awareness of tax obligations. This is because the tax education program provides limited comprehensive knowledge and inadequate outreach to the taxpayers. Therefore, this study aims to assess the effect of tax education programs on enhancing tax compliance, focusing on general, legal, and procedural tax knowledge provided to taxpayers, as well as the methods used to reach information to the taxpayers in the Addis Ababa Medium regional taxpayers. The research design adopted was an explanatory research design based on closed-ended and unstructured interviews conducted with each branch of the tax education department managers to gain an in-depth understanding and a sample of 330 out of 390 participating taxpayers in the education program was used in this study, employing purposive and clustering sampling techniques to select from each medium region tax branch found in Addis Ababa, The findings indicate a statistically positive effect of general tax knowledge, legal tax knowledge, procedural tax knowledge, and outreach methods prepared by the tax branches in enhancing taxpayer compliance level. Based on the analysis of questionnaires and interviews with the taxpayers, the research recommends a widespread presence on social media. The tax authority should increase engagement on platforms like Telegram and Facebook, providing regular updated information and interactive sessions. Additionally, the tax authority of the medium taxpayers should partner with universities and colleges to incorporate tax education, and the education program supervisory framework should be implemented to monitor and evaluate the effectiveness of these programs regularly.

Key words; General tax knowledge, legal tax knowledge, procedural tax knowledge and outreach method

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ABBREVIATION

OECD- Organization For Economics Co-operation and Development

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Tax plays a role, in societies as it acts as the main source of revenue for governments to support public services and infrastructure. Individuals and businesses are subject to types of taxes such as income tax, sales tax, and corporate tax. While taxation is vital for a state's functioning ensuring that taxpayers comply with tax laws and meet their obligations accurately and on time is equally important. Governments employ frameworks, enforcement mechanisms, and educational campaigns to encourage tax compliance. Maintaining tax compliance is essential for achieving a distribution of the tax burden promoting economic stability and upholding public trust in the fiscal system. To develop strategies that strike a balance, between collecting revenue and fostering taxpayer cooperation it is crucial to understand the factors that influence tax compliance and evaluate the impact of interventions.

While ensuring widespread tax compliance is crucial for any government, numerous factors influence taxpayers' willingness to fulfill their obligations. Research suggests a complex interplay between individual characteristics, administrative efficiency, and perceptions of the tax system itself (Alm, 2012). On the individual level, factors like knowledge of tax regulations, income level, and personal ethical beliefs can play a role (Das-Gupta, A. (2009). Efficient tax administration, marked by clear regulations, user-friendly filing systems, and timely communication, can significantly boost compliance (OECD, 2021). Taxpayers' perceived fairness of the system, including the sense that everyone contributes their share and that collected revenue is used effectively, significantly impacts their compliance behavior (Andreoni et al., 2003). Understanding these intricate factors and their interactions is key to designing effective tax policies and interventions that promote a culture of voluntary compliance.

Mostly, tax compliance lies in the depth of the taxpayer's understanding of the intricate tax structures and controlling their financial responsibility based on the regulation. Various of taxpayers' behaviors in developing country is affected do to tax knowledge. Tax knowledge has a significant impact on tax compliance even through the level of tax knowledge varies significantly among respondents in Malasia (Mohid ,2010). According to (Boateng et al.2020) found that knowledge of tax rights and responsibilities, and awareness of sanctions, had a significant positive impact on tax compliance among small and medium enterprises (SMEs).

One of the factor that affect the level of the tax compliance is the tax payers awareness or tax knowledge of the tax payers acquired by different tax education programs or conceived knowledge through formal education ,informal, or government tax education programs. Many of the tax authorities (revenue authority) struggle to solve the confusion made in taxpayers in many ways (Strategies) to increase voluntary compliance. According to (OECD 2021), analyses a unique dataset of 140 taxpayer education initiatives deployed in 59 developed and developing countries around the world in order to develop a solution in improved tax revenue, for creating enhanced fairness and Trust and also to provide a valuable insight to policy maker . The report suggested that OECD have three primary approaches in which are teaching tax through in-depth engagement with all types of audience, communicating tax through higher level awareness raising engagement with tax payer such as social media campaigns, tax fairs and Tv shows and also by providing practical and direct assistance to taxpayer to facilitate the use of modern e- administration tools to support taxpayers.

In Ethiopia there is tax education program initiative called "Know Your Tax/Tax tribute to the nation " campaign. This campaign is regulated by Ethiopia Revenue Customs and Authority (ERCA) in respective place of each taxpayer Sub city revenue authorities prepare monthly twice in a week or once in a week for all level of taxpayers. A few researches is investigated he effectiveness of tax education program. A research study by Tizazu Toma and Woldeselassie, (2019) investigate the effectiveness of tax education program in Wolaita Soda. The education program have been measured based on the knowledge of the taxpayers regarding employment income, business income turnover, and exercise and value-added tax are asked . Finally the researcher found that the tax education program has a positive significantly effect on tax compliance. Other research has been done by Uvaneswaran, (2023) in the Kombucha state revenue authority of tax education program The research measures tax education in the consciousness of the taxpayers for tax , the tax awareness of the taxpayers, and non-compliance. level of the taxpayers. Finally the researchers found that tax compliance is highly influenced by tax education So among from research conducted on the effectiveness of the tax education there is only two researcher has been viewed and although the measurement of the tax education is not is not a comprehensive assessment made in understanding the tax payers' knowledge conceived from the tax educations programs and also an out reach method is not considered to be assessed on the researches. Based on this consideration this research studied the effect of tax education program in tax compliance in case of Addis Ababa tax payers. By using a conceptual framework of tax knowledge suggested by (Bornman and Ramutumbu (2019) on there general tax knowledge, legal

tax knowledge, and procedural tax knowledge, and taxpayer outreach methods it would involve measuring the participant's tax knowledge in the programs, alongside the specific outreach methods used (e.g. the brochures, the seminar programs, tv programs, and social media) and their effectiveness in reaching and engaging the targets audience. Ultimately, this research is aim to establish whether the program contributes to increased tax knowledge and, consequently, improved compliance behavior.

1.2 Statement of the problem

In developed countries, one of the criteria in the self-assessment environment for improving the tax system or methods to enhance the tax system is improving tax compliance. According to (Alm, J., & Torgler, B, 2011) suggest that for Self assessment environment enhancing tax compliance ensures revenue for the government and it also contributes the fairness and effectiveness of the tax system overall. Enhancing tax compliance is essential to build a dynamic tax system that supports economic support and public trust in the government institution. By promoting compliance through enforcement measures, taxpayer education fairness in the tax administration can benefit a well-functioning tax system.

In developing countries improving the tax system considering the contribution to tax compliance is questionable, due to various of factors such as institutional, economic, and social factors they are more focused on that will increase their budget in terms of huge revenue collection and enforcement efforts.

According to (OECD, 2021) there are four main factors that can influence tax compliance among individuals and businesses, that are first the economic factor that highlights lower tax rates and the simplification of the tax filing process. Secondly, psychological factors, highlight trust in government, perceived fairness of the tax system, and creating awareness equally to all taxpayers. Thirdly social factors highlight social norms and peer behaviors. The institutional factors in other hand refer to the complexity of the tax system itself, including tax laws, regulations, and procedures that taxpayers must navigate in order to comply with their tax obligations is vital to influence tax compliance. Among all the factors under the institution factor in the developing country paid a lot of attention. According to the article of Tilahun, M. (2019) the factor affecting tax compliance is tax complexity. Tax knowledge/awareness is important for tax compliance and is also important for tax compliance for the tax authority to seriously look to the issues of tax knowledge and other compliance variable. Hence, raising awareness is understanding taxpayers' attitudes or an individual taxpayer's understanding of the meaning, function, and purpose of the tax compliance. According to research conducted by Hantono (2021) tax knowledge is the level of awareness or

consciousness of taxpayers about tax legislation, including the process of taxation and their tax-related information. It is a situation where taxpayers fully understand why they have to pay taxes and comply with the law. According to Oktaviani, Kurnia, Sunarto and Udin (2020), tell that improving tax knowledge of taxpayers will logically , improve the level of tax compliance. Taxpayers knowledge is a critical factor that affects tax compliance levels. According to (Listyowati et al.,2018) taxpayer compliance can be influenced by the taxpayer's awareness of tax payment, knowledge and understanding of tax regulations are one of the factors that affect tax compliance. According to (Lestari & Wicaksono,2017) taxpayers' awareness of paying tax on time would affect the high and low levels of tax compliance in developing county. However, According to (Mukasa, C. W., & Bakibinga, E. (2020) and (Pertwi, Iqbal & Baridwan,2020), found that taxpayers from developing countries commonly do not have adequate knowledge of the tax system. In developing countries, there is a way creation tax awareness or tax knowledge in order to increase tax compliance. To create awareness one of the ways is to prepare education programs. According to (Shamana and Alito,2020) taxpayer education programs is a tools designed to enable taxpayers to understand the tax laws and procedures by considering involving training special unit within in revenue department by providing education, counseling and support to taxpayers, through different media. (Hanapi,2022) defined tax education as focused on enabling an individual to understand tax laws to tax liability, fulfill his /her tax obligations, and evaluate the possible risk independently his/her financial environment. The primary objective of taxpayer education programs is to empower individuals with knowledge about tax laws and also knowledge of procedures. By providing education, counseling, and support, these programs enable taxpayers to understand their tax liabilities, fulfill their obligations, and assess potential risks in their financial environment. The ultimate goal is to increase compliance and informed decision-making among taxpayers.

However, one of the significant challenges in the tax system is the lack of education, in which it will directly affect the knowledge and compliance behavior of the taxpayer. According to Gitongo and Kilonzi (2022), indicate inadequate tax education is a major reason for low compliance rates among taxpayers. Additionally, Palil (2010), and Baurer (2005), confirm that lack of tax education and awareness is the critical issue impacting tax compliance in developing nations. Inadequate tax education leads to a lack of understanding of tax laws and procedures to comply with the tax authorities. Taxpayers who are not well understood are more likely to be complainers about the tax regulation and the system due to ignorance about their responsibilities. This gap of in knowledge leads to a misunderstanding between the taxpayers and tax collectors. To clear the

misunderstanding and to narrow the gap between the two sectors tax education evaluation is an extremely important tool to harmonize and build a common understanding between the two sectors. In order to assess the effectiveness of tax education programs provided by revenue departments, Bornman and Ramutumbus identified specific elements of tax knowledge. According to Bornman and Ramutumbus (2019), there are three elements of tax knowledge specified to improve tax awareness among taxpayers. These elements are general tax knowledge, legal tax knowledge, and procedural tax knowledge. General tax knowledge refers to the overall understanding of tax, legal tax knowledge concerns recognizing regulations, and procedural tax knowledge involves understanding tax compliance procedures. When measuring the effectiveness of education programs, the outreach method plays a significant role. The outreach method is utilized by tax administrations to increase dedicated programs aimed at educating and empowering citizens. This is done through initiatives such as TV programs, seminars, social media, brochures, and other methods (OECD, 2016).

Studies on the influence of tax education programs on taxpayers' compliance have yielded different results in developing countries. According to a research made by Mukhlis, et al. (2015), Damajanti (2015), and Handoyo and Candra Puspa (2017) provided that the tax education programs have insignificant effect in tax compliance. In other hand, a research made by Adekoya (2019), and others have found that tax compliance is significantly impacted by the tax education programs. In Ethiopia, there are a few studies regarding the effect of tax education programs on tax compliance. A researcher that was done by Tizazu and Woldeselassie, (2019), on the influence of tax education on tax compliance enhancement in Wolait, the influence of tax education on tax compliance of Sodo town by using an experimental method found that the tax knowledge of the taxpayers is improved after attending the tax course. Research made by Uvaneswaran, (2023), on the influence of tax education programs of A, B, and C categories of taxpayers in Amhara national regional states of South Wolo zone, kombucha city administration revenue administration through exploratory research design found that Tax education has a positive Statistically significant effect impact on tax compliance.

Tax education programs are conducted monthly across Ethiopia by each tax administration to educate taxpayers at all levels. These programs are responsible for providing taxpayers with information. A higher number of taxpayers participate in these programs in Addis Ababa than in other regions of Ethiopia. The concentration of taxpayers in one environment highlights the significance of increasing tax awareness to assess their level of compliance. Considering this research was assess the effectiveness of the tax education program among Addis Ababa taxpayers.

In overall, a limited research exists on the specific tax knowledge levels of medium taxpayers in Addis Ababa and how it influences tax compliance. Although some studies have indicated a correlation between tax knowledge levels and compliance, there remains a lack of in-depth exploration into the nuances of general, legal, and procedural tax knowledge imparted through these education programs. To bridge this gap, this research assesses taxpayers' understanding acquired from tax education programs using Bornman and Ramutumbus' (2019) tax knowledge framework, which includes general, legal, and procedural aspects. The research examined various outreach strategies employed by the programs, such as brochures, seminars, TV campaigns, and others. Measuring these tax knowledge elements and outreach methods provides a comprehensive understanding of the level of the taxpayers' awareness of taxation principles and regulations. From this assessment, the tax authority can identify specific areas where the taxpayers lack understanding, and they can design a more strategic and data-driven approach to enhance tax compliance rates. The study's overarching goal is to determine whether taxpayer education significantly enhances compliance levels.

1.3 Research Question

The main research questions of the study are as follows:

1. What is the effect of general tax knowledge prepared by the education program in the enhancement of tax compliance?
2. What is the effect of legal tax knowledge prepared by the education program in the enhancement of tax compliance?
3. What is the effect of procedural tax knowledge prepared by the education program in the enhancement of tax compliance?
4. What is the effect of the out reach method prepared by the education program in the enhancement of tax compliance?

1.4 Research Objective

1.4.1 General Objective

The main objective of the study was to assess the effect of tax knowledge and outreach methods prepared by the tax education department in enhancing tax compliance among in Addis Ababa Medium taxpayers.

1.4.2 Specific Objective

- To assess the effect of general tax knowledge prepared by the education programs in the enhancement of tax compliance
- To assess the effect of legal tax knowledge prepared by the education programs in the enhancement of tax compliance
- To assess the effect of procedural tax knowledge prepared by the education programs in the enhancement of tax compliance
- To assess the effect of the outreach method prepared by the education programs in the enhancement of tax compliance

1.5 Research hypothesis

The hypothesis of the study stand to measure the effectiveness tax education programs on tax compliance. The hypothesis is developed based on the types of application of tax knowledge and outreach method given by the tax authority. Considering this the hypothesis of this research is measure based on two-tailed of hypothesis assumption. Based on the specific objective assumptions this research expected the tax knowledge and outreach method provided by the tax education department have one direction effect on enhancing tax compliance. Hence, based on the objective, the present study seeks to test the following four hypotheses as follows

Hypothesis 1: General tax knowledge prepared by the tax education program has statistically significant in enhancing tax compliance

Hypothesis 2: legal tax knowledge prepared by the tax education program have a statistically significant effect in enhancing tax compliance among taxpayers

Hypothesis 3: Procedural tax knowledge prepared by the tax education program has a statistically significant effect in enhancing tax compliance

Hypothesis 4: The outreach method prepared by the tax education departments have significant effect on tax compliance.

1.6 Significant of the study

The findings of this thesis is helpful for three main bodies. primary for the tax authorities means that by understanding how these tax knowledge elements given by the tax education programs influenced the taxpayer's knowledge the tax authorities can make informed decisions in refining, and optimizing the education strategies and provide insight for the policymakers Secondly for the Tax payers means that by showing the benefits of understanding general tax knowledge, legal tax knowledge and procedural tax knowledge those who are no willing not to be participated in the tax education programs or for those who are new taxpayer will reduce the misunderstanding of regarding the tax education programs And finally for academic purposes mean that it may help other free researchers for conducting further research as it serves as a review of literature

1.7 Delimitation of the study /Scope of the study

In Ethiopia, there are two revenue authorities responsible for collecting taxes: the federal authority and the regional revenue authority. This thesis is focused on the regional revenue authority located in Addis Ababa. In Addis Ababa, the tax administration revenue authority classifies into three categories: Large Taxpayers Addis Ababa Office, Medium Taxpayers Addis Ababa Office, and Small Taxpayers Addis Ababa Office. This research is specifically study on Medium Taxpayers office from all main branches of namely Addis Ababa Office, located in No. 1, Addis Ababa No - 2 , Merkato No -1 , Merkato No - 2 Taxpayers Office in Addis Ababa.

1.8 Limitations of the Study

While conducting any research challenges are mostly observed. This research has also faced some kind of limitations. During the questionnaire distribution and collection process, some respondents were careless to filling the questionnaires and just randomly filled them questionnaires or jumped some of the questions that need to be filled also some of the respondents did not even dare to fill the information. Another limitation of this research is that a shortage of time to collect data from each medium taxpayers branches in Addis Ababa are another limitation of the research. Besides there was been also a lack of financial capacity in which slightly affected the research.

1.9 Organization of the paper

The research paper contains five chapter. The first chapter contains the introduction issues have different top inside such as background of the study, statement of the problem, the objective of the study , the significance of the study, and the scope of the study are included . Chapter two focuses on the literature review and empirical review, knowledge gap and conceptual frame work of the

research. Chapter three presents the research methodology, research design, research approach ,targeted population, the sampling approach source of the data , the model of the research are some of the important issues included in the research. In chapter is data analysis and interpretation are presented. Finally, chapter five hold findings , conclusions, recommendations and suggestions for further researchers. Appendix and Annex also included after the reference list of this research

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

2.1.1 Theoretical view of education

There are three main theories of thought regarding the effect of education programs on an individual behaviors. According to different literature reviews, the main three categories are Transformative learning theory, Social cognitive theory, and Constructive Learning theory,

2.1.1.1 Transformative Learning Theory

This theory was emphasized by Mezirow, J. (1997)., this theory focuses on the process of which individual critical reflection, rational discourse, and experiential learning, which can be integral to changing taxpayer behavior. This theory occurs through interactive and engaging educational programs that facilitate rational disclosure among taxpayers. By participating in disclosures, seminars, and Questions and answers with experts, taxpayers can explore and internalize new perspectives on tax compliance.

According to Nerstrom, N. (2014), in order to apply Transformative learning theory there are four processes namely, having experience, making assumptions, challenging perspective and experiencing transformative

2.1.1.1.1 Having Experience

Educational programs and outreach efforts aim to introduce taxpayers to new information and experiences related to tax compliance. These experiences could involve learning about the significance of tax compliance, understanding legal requirements, and becoming familiar with the procedural aspects of filing taxes. Through community workshops, online courses, and multimedia campaigns, taxpayers are exposed to real-life scenarios and practical insights. This initial phase is important as it provides foundational experiences that challenge taxpayers' current understanding and practices related to taxation.

2.1.1.1.2 Making Assumption

As taxpayers engage with the educational content, they begin to reflect on their pre-existing beliefs and assumptions about taxation. For example, they may have previously assumed that tax compliance is overly complicated or unnecessary. By reflecting on their experiences and

comparing them with the new information, they start to identify and question their underlying assumptions. This process is facilitated by rational discourse during interactive sessions, where taxpayers can discuss their thoughts and hear different perspectives from experts and peers.

2.1.1.1.3 Challenge Perspective

The educational programs are created to actively challenge and broaden taxpayers' perspectives. Through critical reflection and engaging in rational discourse, taxpayers are encouraged to question and reassess their attitudes toward tax compliance. For instance, learning about the penalties for non-compliance and the benefits of timely tax payments can motivate taxpayers to reconsider their behavior. Outreach methods, including discussions, Q&A sessions, and role-playing scenarios, help taxpayers to understand the implications of their actions and the benefits of compliance from a broader and more informed perspective.

2.1.1.1.4 Experiencing Transformative Learning

As taxpayers go through these experiences, forming assumptions and questioning their perspectives, they enter a phase of transformative learning. This phase is characterized by a fundamental change in their beliefs, attitudes, and behaviors regarding tax compliance. Taxpayers become more informed, self-assured, and motivated to comply with tax regulations. The transformation is evidenced by improved compliance rates, a more positive attitude towards taxation, and an increased understanding of the role taxes play in society. Educational programs and outreach methods that effectively guide taxpayers through these phases can result in a sustained increase in tax compliance..

In overall, transformative learning theory indicates tax education programs can encourage taxpayers to critically reflect on their beliefs about tax compliance &, understand its broader social and economic implications, leading to more compliant behavior.

2.1.1.2. Social cognitive theory

This theory was presented by Bandura, (1989), this theory emphasizes that learning occur in a social context through observation and limitation. The theory interplay between personal factor, behavioral pattern and environmental influence in shaping one individual behavior, In the context of tax compliance tax education program can leverage social cognitive mechanism such as the

observation learning, the self-efficacy and social reinforcement. Through observing role model such as the tax professional or who comply with tax regulations taxpayers can learn the importance and benefits of tax compliance.. This observation furthered through practical demonstration . Moreover, education program can build confidence by breaking down complex tax information in to manageable steps by providing hands on training and offering continuous support through help desk or online outreach methods

2.1.1.3 Constructive Learning theory

According to Jean Piaget in (1980) cited by Bada, S. O., & Olusegun, S. (2015) Jean Piaget in (1980), develop this theory and is considered to be the father of the constructivist view of learning. This theory emphasizes that learner construct knowledge rather than just passively take in information. Under this theory there are three fundamental principle that are learning is an active process, learning is acquired through experience and learning is social.

Learning is an active process indicated in the context of tax education implies that taxpayers should be actively engaged in the learning process rather than passively receiving information. The education program can incorporate interactive activities such as simulation of tax filling process online, online event transaction recording and other aactivities are requires tax payers to actively participate and to make decision in which to improve there understanding and retention of tax knowledge.

The other is learning is acquired through experience is another fundamental principle mentioned under constructive learning theory. Experiential learning is crucial for helping taxpayers internalize complex tax concepts and procedures. Tax education programs prepared by the government for the taxpayers can provide the real-world scenario and case studies to illustrate common tax issues and their resolutions. By going through like this situation taxpayers can relate theoretical knowledge to practical situation, making the information more relevant and easier to understand

The final principle mentioned under this theory is that learning is a social principle, which indicates the importance of learning occurs through social interaction and the help of others in a group. In the tax education program scenario tax education program can facilitate a group of discussion by collaborating the taxpayers as a group to share their experiences and solutions to common tax

problems. Social interaction offers learners the chance to ask questions, clear doubts, and gain insights from each other's experiences. Outreach methods that encourage community engagement, like online forums, social media groups, and community-based seminars, establish a supportive network where taxpayers can converse about tax-related matters and receive feedback from peers and experts.

In general, under constructive theory implies in the prospect of tax education program is that the taxpayers engage participants in interactive and practical activities, such as simulations of tax filing, can enhance their understanding and compliance.

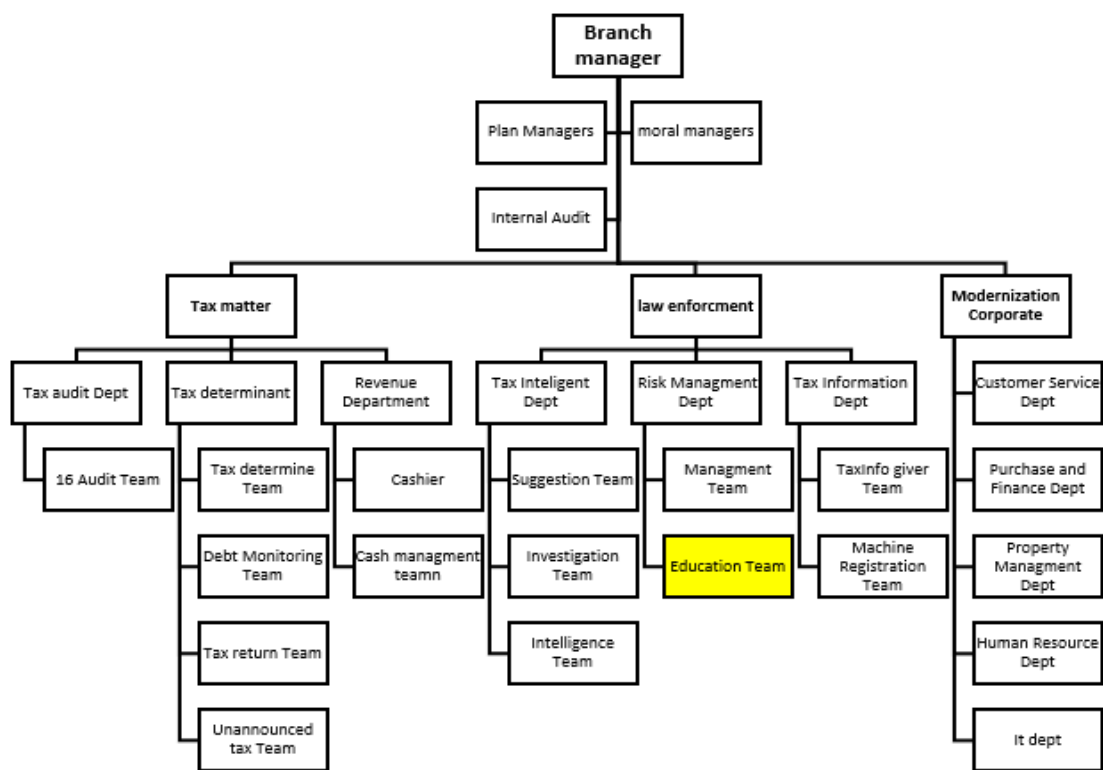
Combining Transformative Learning Theory, Social Cognitive Theory, and Constructivist Learning Theory provides a strong framework for researching ways to improve tax compliance through tax education program. Transformative Learning Theory encourages taxpayers to reflect on and reconsider their beliefs about taxation. Social Cognitive Theory emphasizes learning through observation and social reinforcement, while Constructivist Learning Theory focuses on active and experiential learning. By integrating these theories, researchers can effectively assess how educational programs and outreach methods can enhance taxpayer behavior and compliance.

2.1.2 Overview of tax system in Ethiopia

Under the Ethiopian constitution of 1994, those responsible for collecting taxes are classified into two groups: the federal government and the state government (including regional governments and chartered cities). Article 96 states that the federal government is authorized to collect taxes, such as customs duties, and other charges from import and export organizations, as well as from taxpayers who are PLCs, financial institutions, government organizations, and NGOs. Article 97 of the Ethiopian constitution states that the state government has the power to collect profit and sales taxes from individual traders who conduct business within their jurisdiction. These taxpayers could be any sole proprietor, manufacturer, merchandiser, or service delivery organization. According to Ethiopia Revenue Customer Authority (ERCA), there has been categorization made on taxpayers in different segments based on the annual turnover as large, medium, small, and micro taxpayers. Based on this Medium taxpayer's offices have its branches segmented based on the state head tax administration tax office. This Study is conducted at the branch level of Addis Ababa City tax administration middle taxpayers branches office. The middle taxpayers office have in 4 branches in Addis Ababa located at “Lideta Menafesha”, “Mercato Somala Tera”, “Leghare” and

“Firda bate road”. The bar of taxpayer’s segmentation set every 3 years considering the economic situation stated according to Addis Ababa City tax administration tax office. Mostly companies engaged in manufacturing, second grade construction, whole-sellers, retailers, a hotel star below 2 and others service givers like private Auditors are considered as middle Taxpayers. From there data base set total from the 4 branches in Addis Ababa there are 15,295 taxpayers are administered as of jun,30,2024(database: from Merkato No-1, Merkato No – 2 , Addis Ababa No – 1 and Addis Ababa No -2 tax payers office)

Figure 1.1 Organization structure of middle tax payers offices



Source: (Organizational Chart of MTO, 2024)

The Ethiopian Taxation system has two major categories: direct and indirect taxes. All tax types in the Ethiopian tax system are described and explained as follows.

I. Indirect Tax

Indirect tax is a kind of tax that the taxpayers collect from the customers on behalf of the government and not from their own income. The taxpayer adds selling price on the goods or

services she/he provides so that the customers may pay taxes indirectly. The main types of indirect taxes are VAT, customs duty, excise tax, and turnover tax

II Direct Taxes These are one type of taxes a company or individual pays directly to the government. The following are the tax categories under the income tax proclamation No.

979/2016. Tax payers are categorized according to their income levels.

Category A taxpayers:

- A body or any other person having annual gross income of ETB 1,000,000 or more.

Category B taxpayer:

- A person, other than a body, having an annual gross income of ETB 500,000 or more, but less than ETB 1,000,000.

Category C taxpayer:

- A person, other than a body, having an annual gross income of less than ETB 500,000.

The comprehensive assessment of the tax system in Ethiopia will contribute to understanding and addressing the needs of the targeted taxpayer population in the context of this research.

2.1.3 Tax Education programs

Taxpayers' education can be described as a method of educating people about the whole process of taxation and why they should pay taxes. According to Olowookere & Fasina, (2013), taxpayers' education can be explained to educate the people about the entire taxation process and why they should pay taxes. This approach helps them to meet their obligation to the states. The main benefits gain from taxpayer education programs is to strengthen voluntary compliance. Tax knowledge is a crucial aspect of financial literacy that plays a significant role in both individual and organizational financial management. It encompasses the understanding of various taxation principles, regulations, and policies that govern the imposition and collection of taxes. Understanding tax laws is a way for taxpayers to know taxation and apply that knowledge to paying taxes. Taxpayers lack confidence in their ability to correctly calculate the tax owed, forcing them to hire experts to prepare and submit the tax return.

In Ethiopia, tax knowledge is provided to taxpayers by their respective tax administration offices.

Tax awareness and education are necessary for four main reasons.

- 1 To provide an understanding of the tax reform topics
2. To provide education on new tax collections (proclamations/guidelines).
3. To provide insight on digital tax collection, filing, etc
4. To create clarity on the agenda of their grievances

Tax knowledge is one of the factors that affect tax compliance decisions. To improve taxpayers' tax knowledge as well as several elements there are three elements of tax knowledge were identified. According to (Borman and Ramutubu 2019), namely general, procedural, and legal tax knowledge were identified.

2.1.3.1 General tax Knowledge

According to (Borman and Ramutubu 2019), they define general tax knowledge as having a tax awareness by having an understanding of the aims of governmental fiscal strategies (the "why" of paying tax and the morality element) and understanding ones own financial position. General tax knowledge is an important factor element to contributing to the understanding of the tax requirement. The tax knowledge must be supported by the government and also must be included as a policy contribution to the govt system. . A research conducted in Malaysia by (Trawule, Gadzo, Kportorgbi and Sam-Quarm (2022). General tax knowledge improves the tax compliance level of a tax payers According to researchers general tax knowledge is specifically important for two reasons first, to allow the tax payers to understand fiscal policies better and second to give a better understanding view for the taxpayer regarding there financial literacy.

2.1.3.2 Legal tax Knowledge

Legal tax knowledge is a crucial aspect of understanding complex tax legislation and determining tax liabilities accurately. However, many citizens lack knowledge of legal terminologies and the structure of the tax system. Studies have shown that there is a relationship between a taxpayer's ability to comply with tax laws and their understanding and application of tax legislation. Recent research has also found that legal tax knowledge has a significant impact on taxpayers' compliance decisions in Addis Ababa.

2.1.3.3 Procedural tax Knowledge

Understanding of the procedural elements of tax law is essential in numerous countries, particularly within self-assessment frameworks. Tax payers need to be understood of the process being tax compliance as they are required to interact with tax authority to submit tax form on time, produce supporting document and make timely tax payment. Tallaha et al. (2014) support the question of whether procedural tax knowledge can be distinguished and can exist separately from legal tax knowledge. Taxpayers have found that the desire to use e-filing is not based on their (legal) tax knowledge and have realized that e-filing can be managed by most people with procedural knowledge.

2.1.4 Tax education outreach programs

Taxpayers' participation in outreach programs plays a significant role in ensuring compliance and voluntary tax morale. The Organization for Economic Co-operation and Development (OECD 2016) stated that tax administrations worldwide are increasingly introducing dedicated programs to educate and empower citizens. These initiatives, which include workshops, online resources, and targeted outreach, aim to simplify the often-complex tax system and help taxpayers understand their rights and responsibilities.. By reducing the knowledge gap and encouraging cooperation between taxpayers and the administration, these programs ultimately aim to establish a culture of voluntary compliance and strengthen the social contract that underpins the tax system (Fjeldstad & Moore, 2012). In Ethiopia, taxpayers are reached through brochures, weekly or monthly meetings with tax officials, social media campaigns, and TV programs that aim to educate the public about tax knowledge.

2.2 Empirical review

Several studies have found a positive correlation between tax knowledge and tax compliance, measured through various indicators For instance, a study conducted in Indonesia regarding the aspect of the influencing of tax knowledge done by (Risna Rianti, and Dr. Nur Hidayat, 2021) conducted research using the Quantitative Correlational method to examine the relationship between variables related to small and medium enterprise taxpayer compliance. Among the variables they used as independent variables are tax knowledge, tax justice, and tax sanction. The researcher found that from the population of 143 small enterprise taxpayers' knowledge of taxation has a direct effect of 17.4% on tax compliance. The authors finally suggest that improving tax knowledge, implementing tax sanctions, and increasing taxpayers' awareness can enhance taxpayers' compliance

A study conducted in Malaysia by (Amin, S. N., Buhari, P. Z. A., Yaacob, A. S., & Iddy, Z. (2022), analyzed the influence of tax education on tax compliance by using a quantitative approach from 208 respondents from Tertiary level institutions. The research analyzed the influence of tax education on tax compliance in tertiary institutions based on three variables namely: tax awareness, the attitude of taxpayers toward and mediated of the taxpayer on the formal tax education. The result showed that tax knowledge was proven to be one of the factors that influence the level of tax compliance in a particular country. A study conducted in Yemeni by (Al-Ttaffi, L. H. A., Bin-Nashwan, S. A., & Amrah, M. R. (2020), investigated the influence of tax knowledge on the behavior of taxpayers. The research analyzed the influence based on three main variables, namely: reporting, deduction, filing, and payment. So the researcher surveyed to collect data on tax compliance behavior of individual taxpayers. The major finding of the study is that the tax knowledge of citizens has a significant influence on their likely compliance behavior.. Furthermore, the researcher gives recommendations for the government should work on increasing the tax knowledge of its citizens.

A research investigation in Indonesia by Mukhlis, I., Utomo, S. H., & Soesetyo, Y. (2015), investigates the tax education capacity effect in increasing tax compliance for the sector of exports oriented SME handcrafted fields in east java Indonesia. In order to demonstrate the researcher used tax compliance model through tax education using quantitative and Qualitative approaches. Based on this research the tax education programs is measured through tax socialization of from tax officers on to the location tax object. the activity involves in the society, the material of the education curriculum, society activity of the community , through seminars , sport events with the society and through religion activity are the tax education is measured. Based on this assumption measurement of tax education this research has revealed that tax education has no impact on tax compliance.

A research made in Rwanda by Mascagni, G., Santoro, F., & Mukama, D. (2023), the study measures the impact of taxpayer education by assessing the level of knowledge before and after the education program, as well as evaluating changes in compliance behavior among participants. This research utilized a survey approach to provide comprehensive insights into the outcomes of the taxpayer education program. In order to measure the significant effect this research utilizes based on three outcomes first by the increased declaration rate, second by the increase of tax amount and third by valuating the decreasing of the probability of zero tax liability. Based on this finding of the research indicates the probability to declare, the probability of filing a zero-tax

return, and the amount of tax due. Attendance to the program results in a 29% to 64% higher probability to submit a declaration, compared to those who do not attend the program while it also decreases the probability of submitting a zero-tax return by at least 6% and increases the tax amount by at least by 43% Those tax payers who attend in the program are closer to the declaration period. In overall the result shows a positive and significant impact of the tax payer education program in tax compliance

Another research made in Indonesia by Handoyo, S., & Candrapuspa, H. M. (2017). investigates the factor that influence the taxpayer's compliance in paying tax with knowledge of fraud as a moderating variable The researchers have used descriptive research design technique. Under this research tax knowledge is measured based on knowledge conceived in tax education programs regarding tax rules, tax regulation and as well the information they obtained from enlightenments medium methods. Based on this consideration the research find that tax education has no significant effect on tax compliance.

In developing countries mostly in Africa, several studies has attempted to evaluate the contribution of tax education programs on tax compliance. For example, research conducted in Nigeria by Adekoya (2019), tries to investigate the relationship between tax education and tax compliance in Lagos state. A cross sectional investigation was applied for the Lagos state tax payers and regression mode was obtained by considering Tax education as one of the variable and demographic variables are also introduced as a control variable . Based on this the analysis of the finding indicates that taxpayer educations significantly and favorable impact tax compliance. The research suggest that in order to better educate taxpayers and eventually increase tax compliance and internally increase the government revenue the lagoon state government should enhance its taxpayers awareness by putting in place adequate policies and machinery to promote taxpayers education in order to better enlighten tax payers.

Research made in Nigeria by Akintoye, R.I., & Onuoha, L.N. (2019), investigates how tax education and awareness affect the overall tax collection in Nigeria. The researchers used a survey methods and primary data were gathered using closed-ended quantitative. Descriptive and Inferential regression analysis is used to evaluate the outcoming data. In considering tax revenue as the dependent variable and tax education and enlightenment (outreach methods) as the independent variable. Based on this analysis the findings show that tax education and the out reach medium positively and significantly affect the tax revenue. The study recommends that the federal

government of Nigeria should set up a sufficiently fund auto department to handle all tax education and enlightenment issues that can enable the unit of function more vigorously

Research made in Ghana by Twum et.al(2020) has attempted to assess the impact of tax education components on tax compliance in Small medium-sized business. The researcher used a structural questionnaire modeling to analyzed the data by participating the managers and the tax payer who participated in a tax education program by the Nakawa Municipality Revenue Authority. The findings of this research knowledge of tax rights and responsibilities, knowledge of employment income and awareness sanction found that a positive and significant relationship with tax compliance. Except knowledge of the business income was not statistically related to tax compliance. This study recommends the use of tax education to enhance tax knowledge in an attempt to improve compliance among SMEs in the developing country contexts.

A research done in Tanzania by Ndubula and Matiku (2021), investigate the effective and efficient tax education essential to overcoming the difficulties associated with tax compliance in Tanzania. The researcher used a descriptive research technique, an exploratory methods and deductive survey methods For this research the participants are the tax payers and the tax education department staff members. In order to assess the effect the research considers the independent variable of Tax education in consideration of tax types, tax rates, tax return, tax measurement, deadlines tax laws tax, tax audit and penalties and tax payers' attitudes as well the training and seminars, sources of websites or mobile phone are considered as independent variables and the dependent variables are Tax compliance and Tax knowledge. The findings of this research have shown that the tax education programs is insignificant effect overall in tax compliance. This research recommends that to evaluate the tax education programs on revenue collection complements information technology to use in the education programs.

A research investigate in Ghana by Trawule, Gadzo, Kportorgbi and Sam-Quarm (2022), investigates the relationship between tax education,, General tax knowledge, fear-appealing messages, and the convenience of tax compliance in the context of tax behavior among self-employed individual. In order to demonstrate based on the investigation declared the research use cross-sectional research design and correlation using a sample of 400 taxpayers as respondents. Based on the research investigation the research found that General tax knowledge, fear-appealing messages, and convenience compliance are all noted to have unique contributions to capitulate tax

compliance, suggesting that these factors play a role in shaping different levels of tax compliance behavior.

A research made in Nigeria by Aremu and Siyanbola (2021), studies the effect of tax education on tax compliance of the informal sector in Ogun state, Nigeria. This research utilized a survey approach using a regression model analysis of considering the measurement of tax education of where the independent variables are registration as tax payer registration, timely filing return, correcting declaration of taxable income and timely payment assessed tax and Stakeholder Sensitization, Workshop and cultural events. Based on this consideration this research finds that with all measurement consideration tax education has a significant effect on tax compliance in Organ States. The study recommended that tax education should be encouraged by tax authorities as it has the potential to affect positively on the taxpayer's compliance

Researcher made in Ghana by Amaning, N., Anim, R. O., Kyere, A., Kwakye, G., & Abina, S. (2021), determined the effect of tax education on tax compliance among small and medium-sized enterprises in the Techiman Municipality of Ghana. The study used an online survey to collect a valid response and a partial least square structural equation model technique to evaluate a model of structure and assessments. The research model considers the independent variable based on the conceptual framework of electronic taxpayer education, Print media taxpayers' education and Stakeholder Sensitization Programs. And the dependent variable of Tax compliance. The final finding of the research showed that the electronic media taxpayer education, print media taxpayers education and stakeholder sensitization programs significantly affect the tax compliance. The research finally recommends that the tax authorities should intensify taxpayers' education.

A research prepared in Nigeria by Nwidobie and Oyedokun (2018), investigate the effective channel for educating tax payer to improve tax compliance in Nigeria order to demonstrate the researcher use expo- fact design in which a sampled individual and corporate tax payers are brought to the study and requests them data obtained from them to ascertain the effectiveness of education channel. In order to analyze the researcher use both mixed approach to testify the finding. Based on this consideration the research conclude that tax payer in Nigeria are conducted televstio, newspaper, seminar, training session and personal education. But more tax payers are more Enlighted and their doubts cleared when they conducted at seminar, training session and personal education are carry out they will be more cleared, questions will be clearly answer them

by the qualified tax personnel and the tax payers fears allayed by the tax authorities increased their confidence and also their compliance level

Another research done in Nigeria by Lizzy and Joel (2021) ascertained how taxpayers' education and awareness affected informal sector business adherence to tax laws. The researcher used an explanatory design also data obtained in regression analysis. Based on the conceptual framework of the independent variables are Taxpayers' education and enlightenment methods used by the revenue authorities. The research measures tax education based on the knowledge they conceived of the benefit of tax and file returning. Based on this the findings of this research showed a positive relationship between the level of the taxpayer's education and tax compliance. Based on this the researchers recommended that taxpayers' education and enlightenment methods should be carried out regularly by the state board of internal revenue across the country

In Ethiopia, there are few studies that have investigated regarding the effect of tax education on tax compliance. However the researchers' findings have different results. For example, research made in Wolaita Sodo Town by Tizazu Toma and Woldeselassie, (2019) investigates the influence of tax education on obeying tax liability. The researchers used an experimental research design to ask the taxpayers before and after they participated in the education programs. The research measures tax education based on the knowledge of the taxpayers regarding employment income, business income turnover, and exercise and value-added tax are asked. So based on this the result of the study found that the majority of the taxpayers after attending the programs score high values regarding tax knowledge. Generally it resulted in improved tax knowledge of the respondents after attending the tax programs.

Another research done in Amhara regional state by Uvaneswaran, (2023) investigates the influence of tax education on tax compliance among A,B,C categories of Kombolcha city administration revenue branch office of Taxpayers. The researcher used an explanatory research design with a multiple regression analysis. The research measures tax education in the consciousness of the taxpayers for tax, the tax awareness of the taxpayers, and non-compliance level of the taxpayers. Finally based on the researcher's analysis tax compliance is highly influenced by tax education. So considering this the researcher recommends that the policymakers should inform that tax education is important to create voluntary tax compliance

Considering from the above research a review paper done by Abdu, E., & Adem, M. (2023), investigates over 10 research papers done regarding tax compliance behavior of tax payer in

Ethiopia have found that the major challenges of tax compliance in Ethiopia are found lack of tax knowledge and awareness.

2.3 Knowledge Gap

Many of the research tries to analyze the relationship between tax compliance and tax education programs from various countries including Indonesia, Malaysia, Nigeria, Ghana , Tanzania and also in Ethiopia specifically in wloyita Sodo and Kombolcha regions. Most of the researchers have find that that the tax education program have significant effect on tax compliance. However, there are other researchers who contradict this finding saying there is no significant effect of tax education program on tax compliance. Most of the research measures tax education effect in one tax compliance by using one or two perspectives of tax knowledge elements of Bornman and Ramutumbus,(2019). Some of the measurement of tax education programs made have not included to measure the out reach method considered. Regarding in Ethiopia there is only two studies is investigated the tax education programs among tax payers compliance. The researches was conducted in different locations namely in the Kombolcha Revenue Authority education program and Woloyita sodo town tax administration education programs. This research has measured the tax education programs in different perspectives measurements. There is insufficient of research regarding the effectiveness of tax education programs on tax compliance Although, research reviewed by Abdu, E., & Adem, M. (2023), regarding tax compliance challenges in Ethiopia have found that there is a lack of knowledge and awareness of behavior given on taxpayers. This contradicts research applied on the effectiveness of tax education programs. So in previous research, there are contradicting ideas do to different tax knowledge measurements used in different research.

So in general to fill the gap of tax education measurements on focusing on the application of courses given to the tax payers and also from insufficient research gap in Ethiopia this research is assessing on the effect of tax education program on tax compliance in the dynamic capital city of of Addis Ababa among on medium tax payers by using tax knowledge elements considered of Bornman and Ramutumbus,(2019) namely General tax knowledge ,legal knowledge and procedural tax knowledge of the taxpayers and also the outreach method prepared by the medium taxpayers tax authority. According to Bornman and Ramutumbus,(2019) General tax knowledge is regarding fiscal awareness about tax ,legal tax knowledge is regarding about understanding the regulation knowledge, procedural tax knowledge is about tax compliance procedure and also the out reach method is considering the Seminars, TV campaign , Regular interaction and brochures

effect in enhancing tax compliance. Measuring tax education effectiveness based on the above three key of tax knowledge at once is essential to comprehensive understanding of the tax payers behavior and the compliance level of the tax payers

2.4. The conceptual Framework of the study

The Contribution of General Tax Knowledge in Taxpayer Compliance Enhancements

General Tax Knowledge is an overall understanding of the principle of taxation. It considers knowing the fairness of taxation, the advantages of taxation, the relationship between taxes and govt spending, the fairness of the tax system, and basic financial literacy related to taxes. According to the literature, "general tax knowledge" refers to tax awareness, which includes understanding the goals of governmental fiscal strategies, the "why" of paying taxes, the tax rights and responsibilities of the tax payers and the tax morality component, as well as understanding the effect of taxation on one's own finances (Bornama & Ramutumbu,2019). In which in other terms means knowing why taxes are necessary for funding public goods and services, understanding who pay tax and recognizing the benefit of tax overall. A greater general tax knowledge tends to exhibit higher levels of tax compliance, as they can make informed decisions regarding the implications of taxation on their financial situations. Studies have made a research analysis on the effect of General tax knowledge and tax compliance. According to a researcher Twum et al. (2020), found under general tax knowledge consideration of regarding the knowledge of tax rights and responsibilities found that significant effect on tax compliance. According to Abina, Amaning, Anim, Kyere and Kwakye (2021), have found that general tax knowledge of the tax payers have a positive and significant effect on tax compliance. A research conducted in Malaysia by (Trawule, Gadzo, Kportorgbi and Sam-Quarm (2022), find that general tax knowledge improves the tax compliance level of a tax payers. According to (Bornama & Ramutumbu,2019), make analysis that form various scholars that higher levels of general tax knowledge are positively associated with higher tax compliance. Therefore based on the above researchers suggestion regarding the contribution of general tax knowledge on tax compliance , the researcher's hypothesis is formulated as follows.

H1: General tax knowledge prepared by the tax education program have statistically significant in enhancing tax compliance

The contribution Legal tax knowledge in tax compliance

Legal tax knowledge refers to the understanding of tax laws and regulations, including both conceptual and technical aspects. It involves in grasping high level of understanding of the tax legislation terminologies and concepts. It includes being able to differentiate between various tax related concepts and principles. Also in another dimension it pertain ability to understand how tax laws apply in practical scenarios. Various of researches identify the relationship between legal tax knowledge effect on tax compliance through tax education program. According to Adekoya, A.C. (2019). from his research the majority agreement that tax payment is a legal obligation and the

recognition of legal consequences for non-compliance indicate that legal tax knowledge can drive compliance. By emphasizing the legal aspects and repercussions in education programs, you can enhance compliance. Under a research done by Aremu and Siyanbola (2021), in Nigeria suggest that one of the key knowledge provided by the tax education programs are must be regarding of tax types, tax laws , tax return and tax measurements must be considerable by the tax payers. Research done by Twum et al. (2020) in Ghana found under legal tax knowledge consideration of regarding the tax payer knowledge of employment incomes and awareness of sanction found a significant input in the tax compliance for the tax payers. Therefore, based on the above consideration legal tax knowledges prepared by the tax education program have statistically significant effect on tax compliance

H2: legal tax knowledge prepared by the tax education program have statistically significant effect in enhancing tax compliance among tax payers

The contribution of Procedural tax knowledge in tax payer compliance

Procedural tax knowledge is focused on understanding the practical aspects and procedural involved in complying tax laws and regulations. In considers in knowing the process and responsibilities associated with being tax compliant, such as tax filing requirements, registration procedures, interaction with the tax authorities, and others regarding to procedures and practices. According to (Boreman & Ramuthmbus,2019), procedural tax knowledge is expressed in terms of interacting with the tax authority (submitting forms, paying the amount due, dealing with queries), and maintaining the necessary tax records.

Various of researches identify the relationship between understanding procedural tax knowledge and tax compliance . A research made in Ghana by Abina, Amaning, Anim, Kyere and Kwakye (2021), have found that tax education has a significant effect on knowledge conceiving regarding the timely filing of return and on timely payment of assessed tax . In other means tax education relating with timely filing return and timely payment of assessed tax have a positive and significant effect on tax compliance. A research made Ndubula, E., & Matiku, E. (2021).), indicates that non-compliance in delivering tax returns, issuing fiscal receipts, and online filing indicates a significant gap in procedural knowledge. Enhanced procedural education can provide taxpayers with the practical know-how to meet their tax obligations efficiently. According to a researcher Mascagni, G., Santoro, F., & Mukama, D. (2023) revealed that tax education program increased the tax amount by 46.5%, indicating that tax payers are better able to navigate the procedural of tax filling ,resulting in more accurate and complete return. Moreover, the improved procedural knowledge reduce the compliance cost, especially for less experienced taxpayers and also increases the level of compliance Many countries require the completion of numerous complex forms as well as the keeping of detailed records. Therefore, the "know-how" to submit tax returns electronically, register online, and submit supporting documentation to the tax authority is an element of tax knowledge needed by a taxpayer to be tax compliant (Bornama & Ramutumbu,2019). Therefore based on the description above, the hypothesis is formulated as follows:

H3: Procedural tax knowledge prepared by the tax education program have statistically significant effect in enhancing tax compliance

The contribution of Tax payers outreach programs on tax payers compliance enhancements

Taxpayer outreach programs is initiated by tax authorities or by other organizations to connect with taxpayers and achieve various objectives including education and awareness, compliance and assistance, and feedback and communication. According to the Organization for Economic Cooperation and Development (OECD 2016) stated that tax administrations worldwide are increasingly introducing dedicated programs to educate and empower citizens. These initiatives, which include workshops, online resources, and targeted outreach, aim to simplify the often complex tax system and help taxpayers understand their rights and responsibilities. According to Aknitoy (2019) indicate that while media channels are perceived as effective outreach methods for enhancing tax compliance, other methods like media channels, door-to-door outreach and specific units within the Tax Revenue Office have more mixed reviews.. A research prepared by Aremu and Siyanbola (2021), highlights the contribution of the training, seminar, websites and mobile files have a positive and significant effect on tax compliance. A study of Nwidobie and Oyedokun (2018) found out that taxpayers in Nigeria receive adequate tax education via television, newspapers, radio, symposia, seminars, training sessions and personal (one-on-one) education. This analysis agrees with them that the best method to pass tax knowledge between the tax administrators and taxpayers is 'personal based' (one-on-one) as it gives personal interaction. In addition, symposia/seminars and training sessions for taxpayer education bring about more enlightenment and further help to clear taxpayers' doubt by answering of questions that are put up across to qualified tax personne

In Ethiopia one of the ways to connect with the tax payers are in the taxpayers are reached through brochures, weekly or monthly meetings with tax officials, social media campaigns, and TV programs that aim to educate the public about tax knowledge and able them to comply. Therefore based on the above suggestion regarding the contribution of tax payers outreach programs prepared by the tax authority education programs have significant effect on tax payers compliance.

H4:The outreach method prepared by the tax education departments have significant effect on tax compliance.

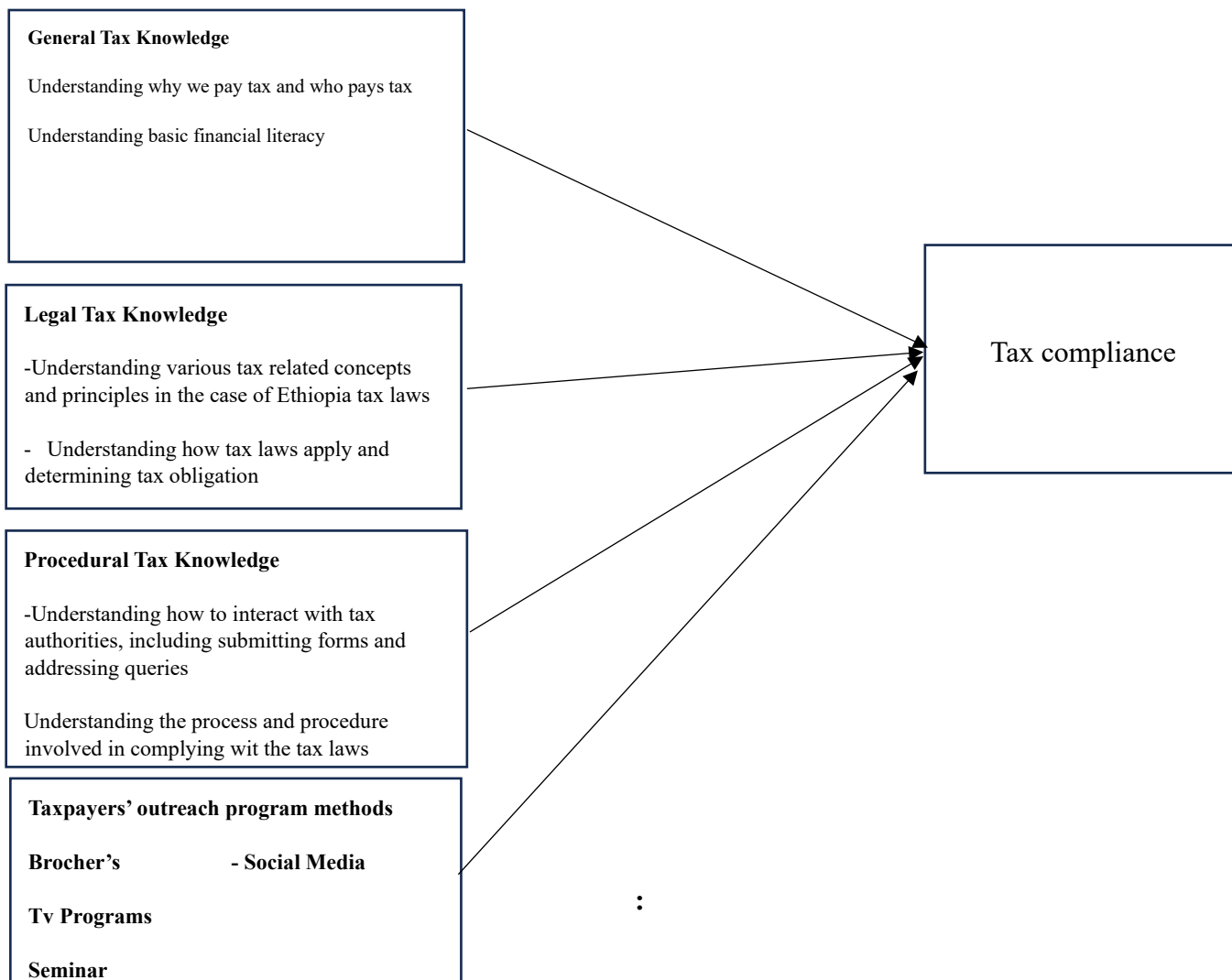


Figure: Conceptual Framework

Source: Developed by the researcher based on (Borman Rambus's, 2019 and Nwidobie and Oyedokun (2018))

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter will briefly explained the research method and designs used to analyze the specific objectives of the research. This chapter also deals with the targeted population and how the samples are being drawn. Besides, it addresses the techniques of how the data collected and in what method to analyze & interpret the data .Furtherly ,it considers the professional ethical issues to be followed in order to keep the moral value of individuals who participated in this research.

3.2 Description of the Study Area

The Study area is gathered information from the capital city of Ethiopia – Addis Ababa. Addis Ababa is the capital and largest city of Ethiopia. Also, its is a charter city and is considered a city and a state. It is the largest city in the country with a total population of over 5 million according to the (Macro Trend, 2024) database. In Ethiopia, almost one-quarter of all people in Ethiopia that live in urban areas live in the capital city.

3.3 Research Design

According to Singh, (2006), research design is essentially a statement of the object of the inquiry and the strategies for collecting the evidence, analyzing the evidence, and reporting the findings. There are different types of scientific research, namely: Exploratory research, Descriptive research, and Explanatory research (Bhattacharyya, D. K. (2006). According to this research Explanatory research design was implemented for this research. The reason is that, the research it furtherly explains the contribution of tax education given by the tax administration in enhancing tax compliance in medium taxpayers.

3.4 Research Approach

According to Creswell, J. W. (2014), Research approaches are plans and procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. In this study, the researcher used both quantitative and qualitative research approaches. The quantitative approach of the research assessed the effects of the gathers data using descriptive statistics and the qualitative approach of the research assessed of the gather data using Semi Structure interviews.

3.5 Source of Data and Data Collection Instrument

Both primary and secondary sources were used in the process of collecting data. The Primary data was collected from a questionnaire prepared for the Addis Ababa medium regional tax payers who are participating in the education program. The questionnaires were structured in terms of five point Likert scale measurements, which provided the respondents an opportunity to give their varied views on the effect of tax education program in both Amharic and English version to address the objective of the study. The research also designed and used unstructured interview from the tax education department office to gain an understanding of their approach in providing the necessary of education of knowledge, outreach methods resources and assessing their responsibility to enhance tax compliance level

3.6 Target Population and Sample

3.6.1 Target Population

In Ethiopia, there are two types of revenue authorities: the Federal Revenue Authority and the Regional Responsible Collecting Revenue Authority. The Federal Revenue Authority is responsible for handling transactions and managing organizations like NGOs, PLCs, and some government organizations. On the other hand, the responsibility of collecting revenue from sole proprietorships like manufacturers, merchandisers, and service providers falls under the Regional Revenue Authority. Each city in Ethiopia has its own Regional Revenue Authority, and they are classified into three levels: Large Taxpayers Office, Medium Taxpayers Office, and Small Taxpayers Office. Small taxpayers are not required to have a financial report. Category “C” taxpayers fall under this category. According to the Addis Ababa city administration head office internal directive measurement, there is taxpayers’ segmentation made in July- 2022 (Appendix 1). According to this directive refer Appendix-1, taxpayers are classified into 4 taxpayer Segmentations. They are large taxpayers, medium taxpayers, small taxpayers' office, and Micro taxpayers. According to the internal directive statement, those who are considered large taxpayers are their annual sales are above 40 million in taxpayers are category A taxpayers only. Under this category of taxpayers, they get their service from one branch of large taxpayers office. Those who are considered medium taxpayers are those whose annual sales are between 5 to 40 million in a year these types of taxpayers are category A taxpayers. Under this category of taxpayers for the effective handling, the taxpayers the tax administration system in Addis Ababa Segment there delivering tax office into 4 branches office, namely Addis Ababa No-1 branch office, Addis Ababa No 2 branch office, Merkato No-1 Branch office, Merkato No 2 branch office. The Small taxpayers are those whose annual sales are between 500,000 to 5 million. These types of taxpayers are

considered both Category A and B taxpayers. Under this category taxpayers, they get their service from their perspective place of the city's. Finally, the micro taxpayers are those taxpayers whose annual sales are below 500,000. Under this category, only Category B and C taxpayers are considered and these types of taxpayers get their service from their respective places of Woreda. Only under this category taxpayers are not required to have financial reports.

This research was focused on medium taxpayers from four branch offices - Addis Ababa No. 1, Addis Ababa No. 2, Merkato No. 1, and Merkato No. 2. The study takes samples from these tax branch offices and include taxpayers from the construction, wholesale, retail, manufacturing, and Service givers.

3.6.2 Sample Size Determination

It is important to have an optimum sample size for a study, which means it should not be too large or too small. In this study, we will examine individual employees from both the tax authority and corporate taxpayer groups. To determine the effectiveness of tax education programs for taxpayers, we need to collect data from these employees. For selecting taxpayers, the researcher will use the clustered sampling technique and gather samples from each medium taxpayer's office. Based on the data base set from all medium branches there are a total of 15,295 medium taxpayer in Addis Ababa. From each taxpayer office in (Addis Ababa No. -1 data base (2024), there are 2,570 taxpayers, from (Addis Ababa No. 2 data base, 2024) there are 3,336 taxpayers, from (Merkato No. -1 database ,2024) there are 3,059 taxpayers, and from (Merkato No. 2 data base, 2024), there are 6,330 taxpayers in Addis Ababa. Purposive Sampling will be used to select employees from the medium taxpayer office. The researcher selected employees from various branches of the customer service office and tax education department to interview them.

To determine the sample size for the study, the researcher use Tara Yamane's (1967) formula will be employed to select respondents from the total population as shown below.

The formula used in Yamane's method is given by:

According to Yamani, (1967) $n = N / [1 + (Ne^2)]$

Where n = is the sample size N = is the population e = is the error limit (0.05 based on 95% confidence level)

So based on Yamini (1967) the sample will be as follows

$N=15,295$ total population $\epsilon = 0.05$ formula $n = N / [1 + (Ne^2)]$, $15,295 / (1 + (15,295(0.05)^2) = 390$

After the total sample is determined from the population the researcher will use the sampling distribution technique in order to determine the sample to consider the taxpayers from each medium taxpayer's office.

Using the formula of $N=n*(P/P_r)$, Where N= the sample proportion to each stratum (branch office, where P= is the total population of and where P_r is the total population of each stratum (branch office)

Based on the sampling distribution formula technique the sample for each branch office is as follows

| Medium tax payers branches | Total tax payer (P_r) | Category of tax payers | Proportion ($N=n*(P/P_r)$) |
|----------------------------|---------------------------|------------------------|------------------------------|
| Addis Ababa Number -1 | 2570 | A | 66 |
| Addis Abab Number -2 | 3336 | A | 85 |
| Merkato Number-1 | 3059 | A | 78 |
| Merkato Number-2 | 6330 | A | 161 |
| Total-(n) | 15295 | | 390 |

Table:3.0 Sampling distribution of each branch

3.7 Methods of Data analysis

The research collects and analyze data using quantitative and qualitative methods to examine the relationship between tax compliance and tax knowledge, as well as the effectiveness of tax education outreach programs. The data is collected data through questionnaires and interviews distributed to taxpayers and tax administration employees. The interviews is analyzed using thematic analysis, specifically by the Tax Education department. The questionnaires carefully coded and checked for consistency and then entered into the Statistical Package for Social Science (SPSS) software package in combination with Excel spreadsheet for analysis. The researcher will use descriptive statistics, percentages, and tables for descriptive purposes, and multiple regression analysis to examine the predictive power of independent variables, such as tax knowledge and tax education outreach program methods, on the dependent variable of tax compliance.

3.7.1 Model Specification

The researcher analyzed the variables through a multiple-regression model. As per Field (2013), the multiple regression model enables researchers to understand the simultaneous influence of multiple independent variables on a single dependent variable, which gives a more comprehensive understanding of complex relationships. This model also helps to control for confounding variables that could distort

the true effect of individual variables. According to (Cooked and Steeds (2007) , Regression analysis used when independent variables are correlated with one another and with dependent variables. The regression model used to test as shown below

$$\text{Tax Compliance}=\beta_0+\beta_1(x_1)+\beta_2(x_2)+\beta_3(x_3)+\beta_4(x_4)+\epsilon$$

- Tax Compliance: Dependent variable representing the level of tax compliance.

Explanation of Variables:

- X1:General tax knowledge
- X2:Legal tax knowledge
- X3: Procedural tax knowledge
- X4: Out reach methods
- β_0 : Intercept term.
- β_1 : Coefficient for general tax knowledge.
- β_2 : Coefficient for legal tax knowledge.
- β_3 : Coefficient for procedural tax knowledge.
- β_4 : Coefficient for outreach method.
- ϵ : Error term representing the unexplained variability in tax compliance.

3.7.2 Measurement Variables

In this study, the dependent variable is the taxpayer compliance behaviors in 4 Medium taxpayer office found in Addis Ababa. Addis Ababa No-1 branch, Addis Ababa No-2 branch, Merkato No1 branch, and Merkato No-2 branch taxpayers office. The independent variables are the three elements of tax knowledge (general, legal, and procedural) and Tax education outreach program methods

3.7.2.1 General Tax Knowledge (X1)

General tax knowledge is knowing taxation, including its purposes, impact, and principles overall. General tax knowledge involves such as recognizing the significance of taxation in funding public goods, understanding who pays tax, how taxes are levied, including the choice of tax base and rate structure, and understanding the basics of financial literacy skills, such as identifying which is income and expense. According to Bornman & Ramutumbu,2019) suggested that general tax

knowledge includes an understanding of the aims of governmental fiscal strategies and an understanding of one's own financial position and the effect of compliance on your finances

3.7.2.2 Legal tax knowledge (X2)

Legal tax Knowledge refers to understanding the basic tax laws and regulations, including both conceptual and technical aspects of understanding. It involves understanding the tax law terminology and principles embedded with the tax regulation or legislation and being able to apply them accurately. For example, calculating VAT and salary income tax based on tax regulations stated. (Bornman and Ramutumbu (2019) specify that legal tax knowledge includes a 'broad understanding of legal terminologies' and 'the ability to apply specific rules and regulations to accurately determine one's tax liability. Legal tax knowledge can be determined by understanding different tax regulations such as income tax regulation VAT regulation and understanding of the legislation in the context of one's specific business for example tax allowable expenditures, taxable and nontaxable allowances, etc

3.7.2.3 Procedural Tax Knowledge (X3)

Procedural tax knowledge encompasses understanding the practical aspects and responsibilities associated with tax compliance. This knowledge involves such as a need to understand of the process and procedure involved in complying with the tax law, including registration, filling requirements and compliance measures, aware of interactions with the tax authorities, including submitting the form, making payment, and addressing queries, Maintaining accurate and timely records necessary for tax purposes such as receipts, invoices and financial documents and computer literacy, such as electronic filing system. . Procedural knowledge refers to knowing how to perform the fundamental actions required to fully comply with tax legislation, such as knowing how to complete forms, filing on time, and understanding how and which records to keep for accounting and tax purposes.

3.7.2.4 Taxpayer education Outreach program methods (X4)

Taxpayer education outreach program is initiated by organizations or by the tax administration to connect with the taxpayers and to achieve education and awareness, compliance and assistance, and feedback and communication to develop tax compliance among taxpayers. To develop tax compliance in tax payer there are various tools to connect and to empower with education the taxpayers. According to (OECD,2016) suggestion the tax the tax administration has to offer

initiative tools such as workshops, online resources, discussions to with the targeted outreach team, development digital system to connect with the tax system. According to Ethiopia the way to connect with the taxpayers is through brochures, weekly or monthly meetings with tax officials, social media campaigns, and TV programs that aim to educate the public about tax knowledge and able them to comply.

3.8. Validity and Reliability of Data

As reported by Hair et al. (2006) found that reliability implies the extent to which some variable or set of variables is consistent in what it is designed to measure. Reliability analysis to measure the consistency of a questionnaire. The validity and reliability of the measures must be assessed before using the data collection tool (Hair et al., 2006). Validity is about whether an instrument can measure accurately, while reliability refers to the consistency of the measurement. There are various methods of reliability testing; The three assumption tests for regression analysis will be use for this study in which we will discuss for individual variables like Multicollinearity, Linearity, Normality test, and Homogeneity test is used. The Cronbach's alpha is also considered appropriate for this study. Cronbach's Alpha is the most common measure of reliability. To ensure the reliability of the measurement scales, Cronbach's alpha will be used in the calculation. Where a higher value above 0.6 indicated the variables were reliable, while values above 0.9 were considered the most reliable, but anything below 0.6 was considered inconsistent with the reliability scales as per Prof. Bachir Achor. (2017)

3.9. Ethical Consideration

Regarding ethical considerations, an attempt is made to ensure all respondents to keep their identity and responses as confidential in order for all the information to be given in full confidence. The questionnaires will be distributed based on the willingness of each respondent. In addition, the purpose of the questionnaire will indicat beforehand within the questions. To ensure anonymity they will not be required to write their names on the questionnaires. This ensures that the respondents are anonymous.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

The chapter discusses the data collected using Likert questions and Interviews presented based on the objective of the study. The research aims to examine the effect of tax education programs in enhancing tax compliance among medium taxpayers in Addis Ababa. The chapter elaborates on the tax education programs, including general tax knowledge, legal tax knowledge, procedural tax knowledge, and the outreach mechanisms used at the tax centers. The variables are analyzed using software called SPSS version 25. A total of 390 Questionnaires were distributed to each medium tax office center found in Addis Ababa of the taxpayers. A total of 330 taxpayers are returned fully answered, which were used for analysis. The remaining of 60 taxpayers did not fully answer the questions or they chose not to participate

4.1.1 Response rate

| Medium Tax payers offices Branches | No of Questionnaires Returned | Target No | Response rate | Non-Response Rate |
|------------------------------------|-------------------------------|------------|---------------|-------------------|
| Addis Ababa No-1 | 64 | 66 | 97% | 3% |
| Addis Ababa No-2 | 56 | 85 | 66% | 34% |
| Merkato No 1 | 69 | 78 | 88% | 12% |
| Merkato No 2 | 141 | 161 | 87.57% | 12.42% |
| Total | 330 | 390 | 84.61% | 15.38% |

Table 4.1 Response rate of Questionnaires from each tax center

A total of 390 questionnaires were distributed based on the sample proportion of to each stratum or to each medium tax office center. Among from those 330 questions were successfully fully answered from each taxpayer's returned. The total response rate was 84.61%. Based on the response rate the analysis of this research is based on the number of questionnaires collected. The research also conducted an interview with tax education program office department managers from each tax center.

4.2 Reliability Statistics

Reliability is the overall measurement of the internal consistency of the variables. In order to measure the consistency of the variable this research was used Cronbach Alpha value to each variables.

Cronbach alpha is the most common measurement of the internal consistency. Based on the rule of

thumb higher value of alpha are more desirable, so if the value are fallen between 0.65 and 0.70 minimally acceptable, if it is between 0.70 and 0.80 respectable and between 0.80 and 0.90 very good as Per Prof. Bachir Achor,(2017)

| Reliability statistics | | | |
|--|----------------------------------|--------------------|-----------------------|
| No | Variables | No of items | Cronbach alpha |
| 1 | General Tax knowledge | 5 | 0.779 |
| 2 | Legal tax knowledge | 5 | 0.731 |
| 3 | Procedural tax knowledge | 5 | 0.795 |
| 4 | Outreach method | 5 | 0.783 |
| 5 | Enhancing tax compliance | 4 | 0.664 |
| Total | The overall value of reliability | 24 | 0.874 |
| Note- Dependent variable: Enhancing tax compliance by tax education programs | | | |
| - Independent variable : (Constant), General tax knowledge, Legal tax knowledge, Procedural tax knowledge, outreach methods | | | |

Table4.2: Summary of scale & Cronbach's alpha values

According from the above Table 4.2, the reliability of the study Cronbach Alpha value to each variable is clarified. The overall internal consistency of the variable is 0.874. So it means that the variables are comprised of various items that show a true measure of tax education programs Knowledge

4.3 Descriptive Statistics

4.3.1 Demographic Composition of the Respondent

The demographic information provides insight to the characteristics of the component of the sample size of the research. According to this research, it reveal the respondents of general information of the taxpayers, including there gender, age education level, the types of business participation, the position of the respondent and the participation times in tax education programs. The general information of the respondent is as follows:

| Items | | Count | Column N % |
|---|--------------------------|------------|---------------|
| Age group (in year) | 20-30 | 96 | 29.1% |
| | 31-40 | 166 | 50.3% |
| | 40-50 | 37 | 11.2% |
| | more than 50 years | 31 | 9.4% |
| | Total | 330 | 100% |
| Gender | Male | 138 | 41.8% |
| | Female | 192 | 58.2% |
| | Total | 330 | 100.0% |
| Level of education | Below 12 Grade | 84 | 25.5% |
| | Bachlore Degree | 133 | 40.3% |
| | Certificate Diploma | 72 | 21.8% |
| | Masters and Above | 41 | 12.4% |
| | Total | 330 | 100% |
| Type of the business/unit | whole saler | 70 | 21.2% |
| | Retailer | 88 | 26.7% |
| | Manufacturing | 77 | 23.3% |
| | Construction | 58 | 17.6% |
| | Other Service Provider | 37 | 11.2% |
| | Total | 330 | 100% |
| Your status/position in the unit/business | Owner | 137 | 41.5% |
| | Employee | 106 | 32.1% |
| | Legal Representative | 68 | 20.6% |
| | Public Relation Officers | 19 | 5.8% |
| | Total | 330 | 100% |
| How many time your participated in tax education programs | 1-3 times | 94 | 28.5% |
| | 4-7 times | 160 | 48.5% |
| | More than 7 times | 76 | 23.0% |
| | Total | 330 | 100% |

Table:4.3 Demographic characteristics

Source: SPSS Analysis(2024)

From the Table 4.3 Demographic characteristics of the respondent is one of the information that is necessary to identify the basic characteristics of the research samples. Regarding to the information on whether the respondent are represent male or female. In this this research mostly females are more participated than male. Fifty eight point two or 58.20% of the respondent are female the rest are 41.8% of the this research the respondents are male. The age bracket of respondents is 29.10% are between 20-30, 50.3% are ranged between 31-40,11.20% are lies between 40-50 ages and the remaining 9.4% are more than 50 years ages. This indicates for this research most of the respondents or the tax payer are lies on between 30 up to 40 ages. This signifies that most of the tax payers in this age are stronger incentive to participate in the program and potentially comply with tax regulations. The Demographic factor it also observes the academic level of the respondent. So that to determine whether the respondent are educated or illiterate. The information on the academic qualification shown on the table 4.3 shows that 25.50% are below 12 grades, 21.80% have certificate of diploma , 40.30% have bachelor degree and 12.40% have masters degree. This indicate that for this research most of the respondent are those who have a bachelor degree. This signifies that most of the researcher respondents are those have a higher baseline knowledge level, that can design a more engaging and interactive in the tax education program. The other Demographic factor the researcher determine is that since each taxpayers have a different business unit the researcher conducts each tax payer (respondents) business unit to clarify which business the tax payers are involved. So based on Table 4.3 it is 21.2 % are Whole seller, 26.70% are retailer ,23.3% are participated in Manufacturing and Construction business is 17.6% and the reset 11.2% are other service providers. This implies that most of the tax payers involved in this research are Manufacturer. The other Demographic factor of this research to determine a detail of the respondents is that the position of the respondent in his business. According from the table 41.5% are the owner of the business unit, 32.1% are employee of the business unit, 20.6% are legal representative of the business and 5.8% are the public office relation of the business. This implies that most of the respondent are the owner of the business unit. This signifies that most of the respondent are those who have a direct and real relationship with there business. Regarding to the frequency of participation of the respondent in the tax education program . Those who are participated in range 1 to 3 time in the tax education programs are 28.5%, those who are participated in range between 4-7 times in the tax education programs are 48.5% and those who are participated more than 7 times are 23.0%. This implies that most of the respondent are participated between 4 to 7 times in the tax education programs. In which this signifies that most the respondent in this research have experience in tax education programs this make for this research a reliable and true findings

4.3.2 Perception ,result and Interpretation

This Section focuses on analyzing the level of agreement of respondents' perception of tax education programs toward tax compliance based on the key factor analysis in line with the researcher's question and objective. The researcher examined the percentage of agreement and disagreement for each item's question based on the annex-1 statement of the questions. By the mean values for each item to understand how spread out the data was using standard deviation and to identify different features of the dataset.. Additionally, the cumulative mean score measurement, based on Pihile (2009), was applied. According to Pihie, Z. A. L., & Akmaliah, Z. (2009), mean scores of <3.39 are considered low, scores of 3.4-3.79 are considered moderate, and scores > 3.8 are considered high. By using a descriptive statistics approach the researcher summarizes the data in a clear way , making it easier to draw conclusions. Moreover, the whole survey results are summarized here below as follows

4.3.2.1 Respondents rate perception toward General Tax knowledge education

In this section, the analysis aim to measure the effect of tax education programs on improving tax compliance through the enhancement of General Tax Knowledge. A descriptive statistics was by seeing the percentage of agreements and disagreements with the form of mean and Standard deviation for the five items that were measured on the Likert scale to general tax knowledge.

| No | Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | St.deviation |
|----|---|-------------------|------------------|------------------|------------------|------------------|-------------|---------------|
| 1 | I find it easy to apply it to my personal tax situation. | 18(5.5%) | 102(30.9%) | 27(8.2%) | 174(52.7%) | 9(2.7%) | 3.16 | 1.068 |
| 2 | I can gain a better understanding of why I pay taxes. | 6(20.6%) | 68(20.6%) | 24(7.3%) | 219(66.4%) | 13(3.9%) | 3.5 | 0.923 |
| 3 | I can gain a better understanding of Who pay taxes | 6(1.8%) | 44(13.3%) | 35(10.6%) | 226(68.5) | 19(5.8) | 3.63 | 0.852 |
| 4 | I can gain a better a general understandig of types of taxes and duties in Ethiopia | 9(2.7%) | 103(31.2%) | 37(11.2%) | 169(51.2%) | 12(3.6%) | 3.22 | 1.017 |
| 5 | They have greatly enhanced my understanding of basic tax concepts | 9(2.7%) | 65(19.7%) | 39(11.8%) | 205(62.1%) | 12(3.6%) | 3.44 | 0.938 |
| | (Total) Sum of the respondents and Cumulative mean and St. deviation | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 3.39 | 0.9596 |

Source: own computation based on SPSS view

Table 4.4:Response rate of general tax knowledge education on tax compliance

As indicated in table 4.4, a generally positive response toward the effect of general tax knowledge education taught in the training program. Most participants agreed that the program enhanced their experience and ability to apply general tax knowledge concepts, which is crucial for improving tax compliance. The highest agreement seen from the above table are mainly on why taxes are paid and who pays taxes, with means of 3.5 and 3.63 and considering 66.4% and 68.5% have high levels agreements respectively. Based on Pihie, Z. A. L., & Akmaliah, Z. (2009), mean scale measurements (M=3.39, SD=0.9596) imply a moderate level of agreement on the effect of general tax knowledge education offered by the tax education department on enhancing tax compliance.

4.3.2.2 Respondents rate perception toward legal Tax knowledge education

In this section, the analysis aims to measure the effect of tax education programs on improving tax compliance through the enhancement of legal Tax Knowledge. A descriptive statistics were by seeing the percentage of agreements and disagreements with the form of mean and Standard deviation for the five items that were measured on the Likert scale to legal tax knowledge

| No | Statements | Strongly Dis agree | Disagree | Neutral | Agree | Strongly Agree | Mean | St.deviation |
|----|---|--------------------|------------------|------------------|------------------|------------------|-------------|--------------|
| 1 | I improve my understanding of accounting for my company. | 14 (4.2%) | 88 (26.7%) | 23 (7%) | 187 (56.7%) | 18 (5.5%) | 3.32 | 1.058 |
| 2 | It helped to decide for my taxation which one is deduction exp and which one is not | 14 (4.2%) | 52(15.8%) | 25 (7.6%) | 202 (61.2%) | 37 (11.2%) | 3.59 | 1.019 |
| 3 | If there is an issue that I don't understand about the tax law, I will get an adequate response from the trainers during the process of submitting a question | 25 (7.6%) | 62 (18.8%) | 31 (9.4%) | 203 (61.5%) | 9 (2.7%) | 3.33 | 1.053 |
| 4 | It helped me to comprehend the regulations related to income tax. | 10 (3%) | 66 (20%) | 38 (11.5%) | 210 (63.6%) | 6 (1.8%) | 3.41 | 0.929 |
| 5 | It has made me more aware of my business's tax liability. | 8 (2.4%) | 50 (15.2%) | 36 (10.9%) | 223 (67.6%) | 13 (3.9%) | 3.55 | 0.881 |
| | (Total) Sum of the respondents and Cumulative mean and St. deviation | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 3.44 | 0.988 |

Source: own computation based on SPSS view

Table 4.5:Response rate of legal tax knowledge education program on tax compliance

As indicated from table 4.5, taxpayers attitude generally have a positive level of agreement on regarding legal tax knowledge provided by the tax education program in enhancing there tax compliance level. Considering this, most of the participant have a high level of agreement on aware of the business tax liability and awareness of regulation of income tax based on there perception of their entity with means and percentage of agreements of 3.41, 3.55 and 67% , 63.6 % respectively. So In general, most of the tax payer agreed that the program enhanced their level of knowledge, and ability to apply the legal tax knowledge concepts, in which it is crucial for improving tax compliance. Based on the mean score measurement identified (M=3.44, SD=0.988), a moderate level of agreement have made on the effect of legal tax knowledge education in enhancing tax compliance

4.3.2.3 Respondents rate perception toward Procedural Tax knowledge education

The analysis aims to measure the effect of procedural tax knowledge education on tax compliance through training courses. A descriptive statistical analysis was conducted to determine the percentage of agreements and disagreements, using Pihie, Z. A. L., & Akmaliah, Z. (2009), mean and standard deviation measurements for the five items measured on the Likert scale related to procedural tax

| No | Statements | Strongly Dis agree | Disagree | Neutral | Agree | Strongly Agree | Mean | St.deviation |
|----|---|--------------------|------------------|------------------|------------------|------------------|--------------|--------------|
| 1 | I felt more comfortable filling out tax forms and documents | 36 (10.9%) | 64 (19.4%) | 24 (7.3%) | 191 (57.9%) | 15 (4.5%) | 3.26 | 1.153 |
| 2 | It has improved my understanding of tax reporting procedures | 9 (2.7%) | 45 (13.6%) | 21 (6.4%) | 240 (72.7%) | 15 (4.5%) | 3.63 | 0.874 |
| 3 | I informed about the steps I need to take to fulfill my tax obligations. | 6 (1.8%) | 48 (14.5%) | 35 (10.6%) | 225 (68.2%) | 16 (4.8%) | 3.6 | 0.86 |
| 4 | They informed me about the deadline for my tax payment and provided instructions on where to make the payment. | 5 (1.5%) | 40 (12.1%) | 13 (3.9%) | 243 (73.6%) | 29 (8.8%) | 3.76 | 0.833 |
| 5 | They provided me with more information on how to record our expenses and income, as well as how long we should keep our accounting records. | 9 (2.7%) | 61 (18.5%) | 29 (8.8%) | 193 (58.5%) | 38 (11.5%) | 3.58 | 1.005 |
| | (Total) Sum of the respondents and Cumulative mean and St. deviation | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 3.566 | 0.945 |

knowledge.

Source: Own computation based on SPSS output

Table:4.6 Respondent's rate ofl toward Procedural Tax knowledge education

According to Table 4.6, taxpayer perception overall has a positive response on regarding procedural tax knowledge provided by tax education indicating in enhancement in their tax compliance behavior. It suggests that the legal tax knowledge provided by the tax education program are appropriate for the tax payers and understandable for the targeted audience. The highest level of agreement seen on the information perceived to the taxpayers regarding tax reporting procedures and deadline of tax payments with the mean and percentage of agreement of (M=3.63,SD=0.874), (M=3.76,SD=0.833) and 72.7% , 73.6% are respectively most of the tax payers agreed. Based on Pihie, Z. A. L., & Akmaliah, Z. (2009).), a mean with St. Deviation value of (M= 3.566, SD=0.945), implies a moderate level of agreements

4.3.2.4 Respondents rate perception toward Outreach methods

The analysis aims to measure the effect of procedural tax knowledge education on tax compliance through training courses. A descriptive statistical analysis was conducted to determine the percentage of agreements and disagreements, using Phile's (2009) mean and standard deviation measurements for the five items measured on the Likert scale related to procedural tax knowledge.

| No | Statements | Strongly Dis agree | Disagree | Neutral | Agree | Strongly Agree | Mean | St.deviation |
|----|---|--------------------|------------------|------------------|------------------|------------------|--------------|---------------|
| 1 | Brochures provided by tax authorities have been helpful in increasing my understanding of tax matters. | 17 (5.2%) | 51 (15.5%) | 27 (8.2%) | 214 (64.8%) | 21 (6.4%) | 3.52 | 0.999 |
| 2 | TV campaigns about taxation have been effective in raising awareness about tax compliance. | 27 (8.2%) | 106 (32.1%) | 71 (21.5%) | 123 (37.3%) | 3(0.9%) | 2.91 | 1.026 |
| 3 | Seminars organized by tax administrations have been beneficial in educating taxpayers about their obligations. | 11 (3.3%) | 47(14.2%) | 36 (10.9%) | 226 (68.5%) | 10 (3.0%) | 3.54 | 0.892 |
| 4 | Regular interactions with tax authorities have positively influenced my attitude towards tax compliance. | 26 (7.9%) | 56 (17%) | 43 (13.0%) | 196 (59.4%) | 9 (2.7%) | 3.32 | 1.043 |
| 5 | Overall, I find the outreach methods employed by tax administrations to be effective in promoting tax education and compliance. | 37 (11.2%) | 58 (17.6%) | 54 (16.4%) | 172 (52.1%) | 9 (2.7%) | 3.18 | 1.108 |
| | (Total) Sum of the respondents and Cumulative mean and St. deviation | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 330(100%) | 3.294 | 1.0136 |

Source: own computation based on SPSS output

Table:4.7 Respondent's perception toward Outreach methods

Based on Table 4.7, the overall response of the taxpayer's agreements toward the effectiveness of the outreach method is low. Due to considering of the Tv campaign and measuring the overall reach methods given by the tax authority is not effective to in increasing the level of taxpayer compliance. However, Brochures and seminars have found high level of agreement with the mean and percentage of consideration of (M=3.52, SD=0.999),(M=3.54, SD=0.892), respectively. In overall consideration the level of agreement on the effect of outreach methods based on Pahile(2009), Mean scale measurement with a mean value of (M=3.294, SD=1.0136),implies to be low level of agreements.

4.3.2.5 Respondents rate Perception Toward Tax Compliance Enhancement

In this section, descriptive statistics was done in the form of mean and standard deviation for three items, and it is presented in the following table. It was developed by items using Likert scale. Thus, all statements were measured on the Likert scale as follows

| No | Statements | Strongly disagree | Dis agree | Neutral | Agree | Strongly Agree | Mean | St.deviation |
|----|--|-------------------|-------------------|-------------------|-------------------|-------------------|--------------|--------------|
| 1 | I believe that my level of tax compliance has increased as a result of improving my general tax knowledge through tax education program | 7 (2.1%) | 88 (26.7%) | 27 (8.2%) | 193 (58.5) | 15 (4.5%) | 3.37 | 0.993 |
| 2 | My legal tax knowledge has enhancement through tax education positively influenced my compliance with tax obligation | 12 (3.6%) | 44 (13.3%) | 19 (5.8%) | 245(74.2%) | 10(3.0%) | 3.6 | 0.888 |
| 3 | I perceive my adherence to tax regulation has improved with the enhancement of my procedural tax knowledge through tax education program | 7 (2.1%) | 45 (13.6%) | 26 (7.9%) | 242 (73.3%) | 10 (3.0%) | 3.62 | 0.836 |
| 4 | I believe that the out reach method employed by tax administration has contributed to an increase of my tax compliance level | 19 (5.8%) | 62 (18.8%) | 27 (8.2%) | 216 (65.6%) | 6 (1.8%) | 3.39 | 0.999 |
| | (Total) Sum of the respondents and Cumulative mean and St. deviation | 330 (100%) | 330 (100%) | 330 (100%) | 330 (100%) | 330 (100%) | 3.495 | 0.929 |

Source: Author Analysis based on SPSS Analysis (2024)

Table 4.8 Summary response of Tax compliance enhancement in the education programs

The overall findings indicate with the Mean:3.495 and St. Deviation of 0.929 that enhanced legal and procedural tax knowledge from tax education programs have a clear positive impact on tax compliance.

General tax knowledge has also contributed positively but through the opinions are more varied. The outreach method in somewhat are seen as effective, but there is greater diversity in respondents' views. This insight can help the tax authorities to focus on strengthening their education programs, particularly in legal and procedural tax knowledge to refine their outreach methods to achieve a more consistent positive impact on tax compliance

4.4 Inferential Statistics

4.4.1 Testing Assumptions

This study checks the valid result under the ordinal regression model. Under the ordinal regression model, there are four assumptions to check that can actually be analyzed using ordinal regression, namely the multi-collinearity test, Normality, Linearity, and Heteroskedastic.

4.4.1.1 Multi-Collinearity Test

Multicollinearity in regression analysis occurs when two or more explanatory variables are highly correlated to each other, such that they do not provide unique or independent information in the regression model. If the degree of correlation is high enough between variables, it can cause problems when fitting and interpreting the regression model. To test the multicollinearity of this research we have to determine the “VIF” value.

| | Variables | Collinearity Statistics | |
|---|--------------------------|-------------------------|-------|
| | | Tolerance | VIF |
| 1 | General Tax knowledge | 0.360 | 2.779 |
| 2 | Legal tax knowledge | 0.361 | 2.769 |
| 3 | Procedural Tax knowledge | 0.408 | 2.454 |
| 4 | Outreach method | 0.404 | 2.475 |

Table 4.9 Multi-Collineary Test Variable (VIF) Values

Source: SPSS Analysis (2024)

Based on the rule of Multi collinearity (VIF) range scale specific that a specify that. A mean value of 1 indicate that there is no correlation, A value between 1 and 5 indicates moderate correlation at a given of the predictor variable and a value of greater than 5 indicate that there is a substantial amount of

multicollinearity present. This means that the variance of the estimated regression coefficients for the independent variables is inflated, making it difficult to determine the true relationship between each independent variable and the dependent variable.

Considering the above lesson based on Table 4.9 General Tax Knowledge, Legal tax knowledge, Procedural tax knowledge and outreach method have VIF values of less than 5 it is 1 and 5 This indicates they are moderately correlated to each other. In other term, the research variables don't have any multicollinearity problems.

4.4.1.2 Normality Test

The normality assumption in linear regression states that the residuals are to be normally distributed. This means that the residuals should be symmetrically distributed around zero, with a mean of zero and a standard deviation of one. Considering this there are several normality tests such as the Histogram graph (Normality of the residual assumption), Skewness Kurtosis test, Jarque Bera test, Shapiro Wilk test, Kolmogorov-Smirnov test, and Chen-Shapiro test.

For this research to indicate the variables are normally distributed a Graph indicator and Statistical test assumption are applied. To indicate the normality the researcher conducted the Kolmogorov-Smirnov test assumption and normality of the residual assumption or (the Histogram Graph indicator)

According to Ghasemi, A., & Zahediasl, S. (2012) the most widely used normality test are Kolmogorov-Smirnov test rules and normality of the residual assumption(the histogram graph indicator) . Considering this the researcher used both assumptions. Under Kolmogorov-Smirnov test rules if the value of asymptotic Significance (P- value) is less than the critical value of 0.05, it is normally distributed, but if the value of asymptotic Significance (P- value) is greater than the critical value of 0.05 then the research is not normally distributed.

Under Normal distribution, to evaluate the indicator is a bell-shaped curve centered around zero. This indicates that the residuals are approximately normally distributed. Considering this the assumptions of this research results are as follows

| One-Sample Kolmogorov-Smirnov Test | | | | | |
|--|----------------|---------------------|-------------------|-------------------|--------------------------------|
| | | GENERALTA X KNOW | LEGALTA X KNOW | PROCEDT AXKNOW | OUTRE ACHTA XMETH ODS |
| N | | 330 | 330 | 330 | 330 |
| Normal Parameters | Mean | 16.9545 | 17.2152 | 17.8182 | 16.4576 |
| | Std. Deviation | 3.50610 | 3.43313 | 3.53665 | 3.72126 |
| Most Extreme Differences | Absolute | 0.165 | 0.166 | 0.210 | 0.164 |
| | Positive | 0.132 | 0.139 | 0.160 | 0.110 |
| | Negative | -0.165 | -0.166 | -0.210 | -0.164 |
| Test Statistic | | 0.165 | 0.166 | 0.210 | 0.164 |
| Asymp. Sig. (2-tailed) | | .000 ^c | .000 ^c | .000 ^c | .000 ^c |
| a. Test distribution is Normal. | | | | | |
| b. Calculated from data. | | | | | |
| c. Lilliefors Significance Correction. | | | | | |

Source: SPSS Analysis(2024)

Table 5.0 Kolmogorov-Smirnov (K-S) tests

Based on Kolmogorov-Smirnov (K-S) tests the values of asymptotic significance (p-value) the independent variables of the general tax knowledge, legal tax knowledge ,procedural; tax knowledge and Outreach method are Normally distributed.

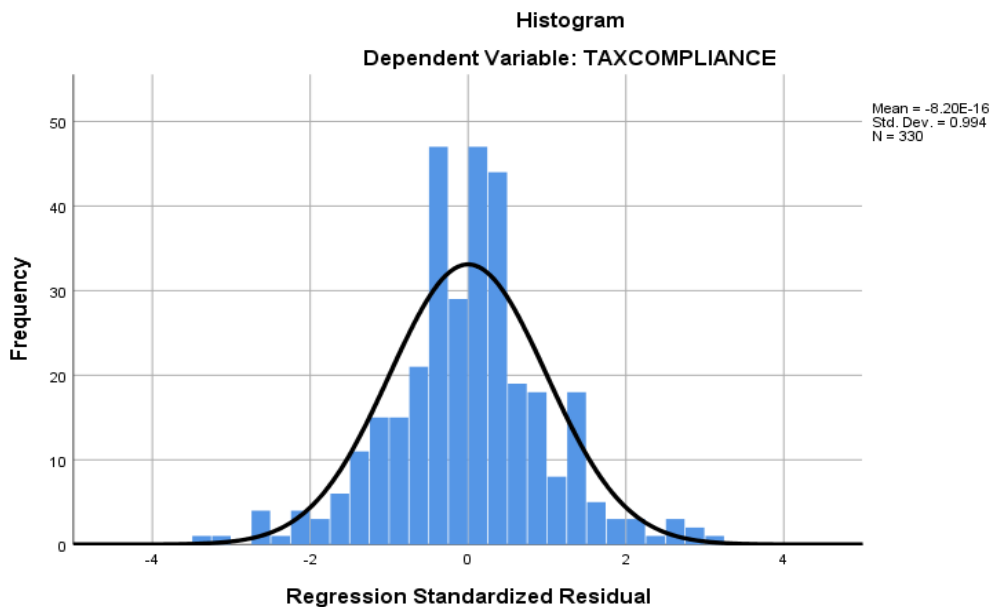


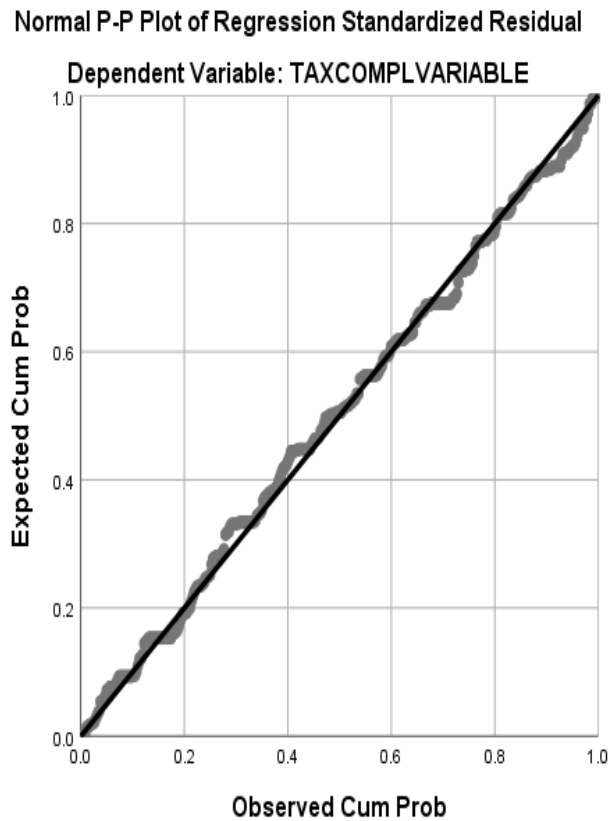
Figure:5.1 Histogram graph

The Histogram above shows how often possible values occurred. As it shows it produced a bell-curved distribution of the residual. So this study independent variables are normally distributed based on both

assumptions of the Histogram indicator and Kolmogorov-Smirnov (K-S) test this research can reject the null hypothesis

4.4.1.3 Linearity

Linearity refers to the changing effect of the dependent variable is related effect change of the independent variable. According to Meloun, M., & Militký, J. (2011) justify to Normal P-P plot graph can indicate whether the variables are linear to each other . So to determine the linearity of this the researcher uses a normal P-P plot graph indicator. To indicate the linearity if the points show moderate follow the line then the research variables are linear to each other. The plots in the graphs are indicators of the independent variable (General tax knowledge, Legal tax knowledge, Procedural tax knowledge, and outreach methods a relation with Tax compliance. Considering this the research Normal P-P plot graphs are as follows



Source: SPSS output analysis (2024)

Figure:5.2 Linearity Test

4.4.1.4 Homoscedasticity

Homoscedasticity is that the variance of the residual (errors) is constant across all levels of the independent variable. scatter plot. Based on the assumption of regression analysis Retrieved 09/30, 2010, Residual scatter plots provide a visual examination of the assumption of homoscedasticity between the predicted dependent variable scores and the errors of prediction. The scatter plot is useful for visually assessing the assumption of homoscedasticity in the regression model. If a random scatter is residual around the horizontal axis. As indicates about homoscedasticity the following graph shows as whether are the linear model is across constant or whether the homoscedasticity is not violated.

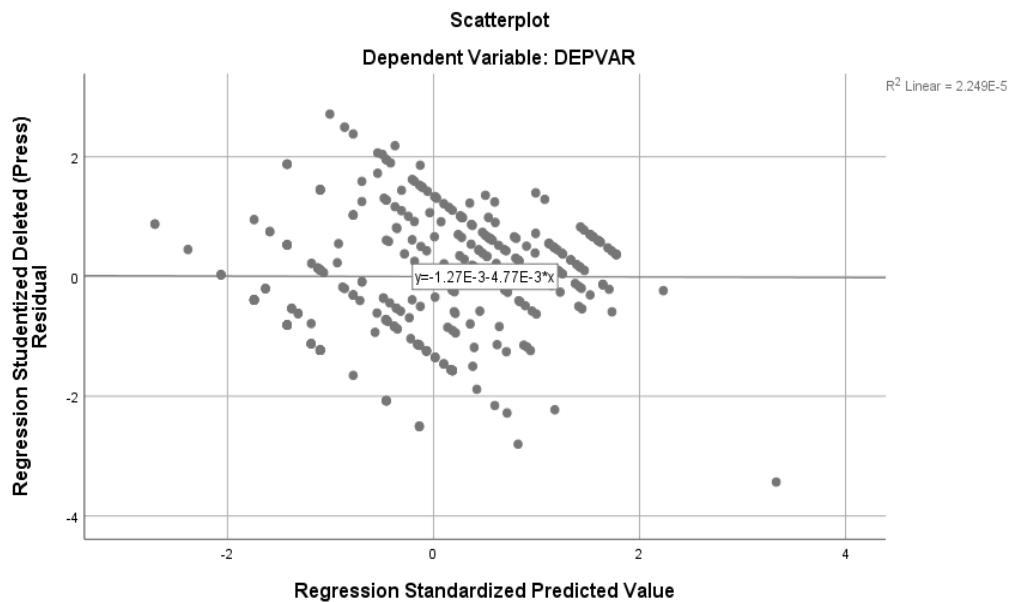


Figure5.3 Homoscedastic Test for Tax Compliance

Based on Figure5.2 Homoscedastic assumption is not violated because the scatter plots has more distribution value at the center

4.4.2 Testing Procedures

The study employed several statistical procedures to analyze relationships between variables and test hypotheses. These procedures included Correlation Analysis, ANOVA table, and Regression result of the research

4.4.2.1 Correlation Analysis

Correlation is the measure the strength of the relationship between the two variables. According(Jhon W Creswell,2017) defines correlation it is a statistical test to determine the tendency or pattern for two even or more variables or two sets of data to vary consistency. In order to measure the linear association between the variables of this research uses one of the most widely used over 120 years ago developed

by Karl Pearson called Pearson Correlation Coefficients . So based on Pearson Correlation Coefficient analysis the linear association of this research variables are as follows

| Correlations | | | | | | |
|------------------------|---------------------|--------------------|------------------|-------------------|----------------------------|-------------------|
| | | GENERALTAX KNOW | LEGALTAXKN OW | PROCEDTAX KNOW | OUTREACHT AXMETHOD S | TAXCOMP LIANCE |
| GENERALTAXKNOW | Pearson Correlation | 1 | .562** | .459** | .447** | .654** |
| | Sig. (2-tailed) | | 0.000 | 0.000 | 0.000 | 0.000 |
| | N | 330 | 330 | 330 | 330 | 330 |
| LEGALTAXKNOW | Pearson Correlation | .562** | 1 | .543** | .470** | .705** |
| | Sig. (2-tailed) | 0.000 | | 0.000 | 0.000 | 0.000 |
| | N | 330 | 330 | 330 | 330 | 330 |
| PROCEDTAXKNOW | Pearson Correlation | .459** | .543** | 1 | .538** | .772** |
| | Sig. (2-tailed) | 0.000 | 0.000 | | 0.000 | 0.000 |
| | N | 330 | 330 | 330 | 330 | 330 |
| OUTREACHTAXMETH ODS | Pearson Correlation | .447** | .470** | .538** | 1 | .722** |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | | 0.000 |
| | N | 330 | 330 | 330 | 330 | 330 |
| TAXCOMPLIANCE | Pearson Correlation | .654** | .705** | .772** | .722** | 1 |
| | Sig. (2-tailed) | 0.000 | 0.000 | 0.000 | 0.000 | |
| | N | 330 | 330 | 330 | 330 | 330 |

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

Source: SPSS output Analysis (2024)

Table:5.1 Correlation Analysis

Based on Pearson Correlation if the correlation coefficient can range from -1 to +1 it have a have correlation direction. Based on the signs of the values the coefficient will have different direction. If the values is negative this indicates negative correlation, if the sign is positive value then it is positive correlation with the variable and if it is 0 indicates it shows no correlation at all. So based on this research the variable are measures first between the independent variable and the dependent variables. The independent variables are the general tax knowledge, legal tax knowledge and procedural tax knowledge and out reach method and the dependent variables the Tax compliance.

Based on table 5.3 correlation analysis shows that general tax knowledge has ($r=0.654$, $p<0.05$) relation with tax compliance, in which this indicates a moderate positive relation ship between general tax

knowledge and enhancement of tax compliance. This means that as the education programs of the tax payers regarding general tax knowledge of tax have the effect of tax compliance trends improvement or enhancements

Regarding of this research the Pearson correlation of variable analysis made in Table 5.3, the legal tax knowledge, procedural tax knowledge and outreach method have a positive value of ($r=0.705, \rho<0.05$), ($r=0.772, \rho<0.05$) and($r=0.722, \rho<0.05$) have respectively. The results indicate they have a moderate positive relationship with tax compliance. In which this means the tax knowledge provided by tax authorities to the taxpayers regarding legal tax knowledge, procedural tax knowledge and the outreach method prepared by the tax authorities can enhance taxpayers' tax compliance.

4.4.2.2 ANOVA Table

The ANOVA table tell us the components of variation in the data between treatment and error or residual variation or in another term it tell us whether demonstrate the regression model is suitable or not. The ANOVA Table includes Source(Regression and Residual) , Sum of Squares, degree of freedom and Mean square value. This research ANOVA table values and interpretation are as follows

| ANOVA ^a | | | | | | |
|--|------------|----------------|-----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 1874.224 | 4 | 468.556 | 374.698 | .000 ^b |
| | Residual | 406.409 | 325 | 1.250 | | |
| | Total | 2280.633 | 329 | | | |
| a. Dependent Variable: TAXCOMPLIANCE | | | | | | |
| b. Predictors: (Constant), OUTREACHMETHODS, GENERALTAXCOMPL, PROCEDTAXKNOW, LEGALTAXKNOW | | | | | | |

Source: Author Analysis based on SPSS output(2024)

Table: 5.2. ANOVA table

The Anova Table 5.1 table results indicate that the regression model is statistically significant, with a high proportion of the variance in tax compliance being explained by the types of Knowledge and types of outreach methods considered in this research. In which the F statistics are quite high values of 374.698 indicating the regression model is significantly explains the variation in the dependent variable compared to the residual error. Also considering also Sig value has a lower alpha value of (0.05) for the F statistics . which it leads us to reject the null hypothesis

4.4.2.3 Regression result

The regression analysis of this research is based on the specific objective, the researcher concluded the overall effect of the variables and how much each independent variable of this research has effect on the dependent variable. To make an analysis of the result the researcher analyzed by using the model summary, Anova table, and the coefficient model of this research variables

4.4.2.3.1 Model Summary

This researcher analyzed the effect of the variables first from analyzing model summary of the research model. The model summary includes the coefficient value, T-statistics value, F-statistics value, R square value, and Adjusted R -Square value. Each consumption are based on the research values as follows

| Model Summary | | | | | | | | | |
|---|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .907 ^a | 0.822 | 0.820 | 1.11825 | 0.822 | 374.698 | 4 | 325 | 0.000 |
| a. Predictors: (Constant), OUTREACHTAXKNOW, GENERALTAXKNOW, PROCEDTAXKNOW, LEGALTAXKNOW | | | | | | | | | |

Source: Author Analysis based on SPSS output(2024)

Table:5.3 Model Summary

Based on the finding above suggested in Table 5.2 the values of R-squared (R²) is a statistic that explains the amount of variance accounted for in the relationship between two (or more) variables. Sometimes R² is called the coefficient of determination, and it is given as the square of a correlation coefficient. (Brooks,2008) The adjusted R – Square compares the explanation of the regression model that contains a different number of predictors and also controls the extreme and the biasedness of the model. The value measures how well the regression model explains the actual variation in the dependent variable (Brooks,2008). Considering this the research model R squared and Adjusted R squared are (82.2%) and (82.0%) respectively. The result of the adjusted R-squared variable means that the general tax knowledge, legal tax knowledge, procedural tax knowledge, and the outreach model prepared by the tax branches explain 82% of tax enhancements on the medium taxpayers in Addis Ababa. However, the remaining 18% of changes is explained by other factors which are not included in the model.

The overall reliability and validity of the model is further enhanced by the Sig F change value (0.000) which indicates a strong statistical significance. The overall tests of the null hypothesis tests of

significance that all coefficients are equal to zero are rejected as the Sig F change value is sufficiently low

4.4.2.3.2 Regression Model Output

The overall regression model of this research examines the effect, relationships of each independent variables can be summarized in the Coefficient model summary. This summarized in this coefficient model includes the relationship of each independent variable to its dependent variable with beta value and St. Error and also has T value and p values or Sig value to each independent variable to identify the strength of the relationship and to identify to which independent variables are the null hypotheses are rejected or accepted. Additionally, the summary provides the interval boundaries with lower and upper boundaries for each independent variable. Based on this consideration the research summary of the regression model are as follows

| Coefficients ^a | | | | | | | | |
|---------------------------|-------------------|-----------------------------|------------|---------------------------|--------|-------|---------------------------------|-------------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
| | | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| 1 | (Constant) | -0.477 | 0.382 | | -1.248 | 0.213 | -1.228 | 0.275 |
| | GENERALTAXKNOW | 0.155 | 0.022 | 0.207 | 6.997 | 0.000 | 0.112 | 0.199 |
| | LEGALTAXKNOW | 0.180 | 0.024 | 0.235 | 7.543 | 0.000 | 0.133 | 0.227 |
| | PROCEDTAXKNOW | 0.283 | 0.023 | 0.380 | 12.486 | 0.000 | 0.239 | 0.328 |
| | OUTREACTAXMETHODS | 0.223 | 0.021 | 0.315 | 10.795 | 0.000 | 0.182 | 0.264 |

a. Dependent Variable: TAXCOMPLIANCE

Source: Author Analysis based on SPSS output(2024)

Table:5.4 Summary of the model

Based on table 5.6 Shows that the four explanatory variables have a significant effect on tax compliance. The Significant variables are ranked based on their significance level: therefore the general tax knowledge, legal tax knowledge, procedural tax knowledge, and outreach methods were significant between 1% and 5% Significant level since the significance (P-value for those variables are all equal to 0.000. Considering this Since the P- P-value of the variables is below the alpha value the null hypothesis at all hypothesis consideration can be rejected.

4.5 In Depth Interview Result

In order to deeply understand the effect of tax education programs in enhancing tax compliance the researcher constructed by using unstructured interviews face-to-face with the tax education department to gain insight into their approaches to tax knowledge and outreach programs. The interviews were conducted with the education department office managers from all medium branches found in Addis Ababa including Addis Ababa-1, Addis Ababa-2 Merkato No-1, and Merkato No 2 medium branch offices. The interview questions is designed to identify the contribution they make for tax compliance enhancement through the tax education provided by the medium taxpayers at tax authorities' branches. Based on Annex- 2, the interview questions and answers made are as follows

One of the questions asked to the managers of tax education department offices, directed to all medium branch offices pertaining to their current implementation of educating areas for the taxpayers in to increase their tax awareness. On of the reasons the researcher ask these questions is to understand the educating areas are current meeting topics.

Their current implementation of subjecting areas involves teaching the taxpayers in the tax education programs currently applying are about the nature of taxes and laws, the time of tax notification, the nature and importance of accounting management, value-added tax, the tax payment process, issuance of a tax clearance certificate, the benefits of e-tax implementation, sales registration failure in the online system, and awareness creation in Public and Private School schools

The researcher also investigates the reason behind do to what reasons the tax education programs is prepared. The reason why the researcher asks this question is to understand the objective and motivation to meet the main objective of the tax education programs and also to contextualize compliance issues or to identify its targeted audience preparation programs

One of the reasons they propose is that when a new taxpayer enters into the business after the taxpayer obtains a tax identification number and business licenses they are educated once or twice in a week general and procedural tax knowledge concept for two months. This education program's topics cover such as the nature of taxes, and laws, about the tax notification periods, on how to pay taxes based on the procedures, the consequences of breaking the law, and tax evasion. The other reason they prepare education programs once or twice in a week is when a new law issued or modified, and to create clarity on the agenda of any grievances

The other Questions intended to the managers regarding the outreach methods the medium tax administration branches uses for the taxpayers to disseminate tax-related information. Th reason why

the researcher asked is to identify their outreach methods and to identify any weakness with the current implementation outreach methods

All the branches have indicated that they use some awareness platform such as Seminar prepared one or twice in a week with brochures given to the participants in the tax education programs. Some of the branches utilize social medias such as Telegram and Facebook to post current concepts related to tax

The other questions were asked to the managers regarding how they track the education given to the taxpayers is implemented on real life in the tax authority? If there is any tracking scale to how many times does report is made?

Regarding to this question only one of the medium branches prepares a report with less than 6 months considering a scaling tracking of determining the taxpayers' sales volume and considering their motivation before and after they participated in tax education programs.

The other important question prepared to the managers is to identify whether the program is taught by the staff of the branches office or others who have experience in tax-related issues is participated? In this response to this question the managers have reply that the education programs is prepared and teaches by the staff person only

The other requested question is regarding the rate-making report of the provided feedback from the participants or taxpayers in the education program. The reason why the researcher asked this question is to see how the tax education department contributes in the feedback provided from the taxpayer in order to enhance tax compliance. So, based on the interview the researcher makes first, the team responsible for taxpayer education support and legal compliance prepares a comprehensive report based on the taxpayer responses they collect. The manager then reviews the report. After the report is reviewed, it will be evaluated by the Deputy Manager of Tax Compliance. Finally, the general manager provides input after discussing it with the dispute manager.

The final question presented to the tax authority is about their opinion on the challenges they faced in implementing a successful tax educative initiative and how they plan to address these challenges. One of the challenges they faced is that lack of capable and motivated human resources, inadequate training, the training program is not being close of what the taxpayers wants and lack of supervisor's attention to their work. Regarding they plan to address this issue is that just by replacing someone with the capacity to the place

4.6 Discussion on Findings

The Contribution of General Tax Knowledge on Taxpayer Compliance Enhancements

According to (Borman and Ramutubu, 2019), general tax knowledge is referring to general understanding of tax laws, regulation and principles that apply to each individual tax payer. This knowledge includes a basic concepts of such as the nature of the tax laws, why we pay tax, who pay tax and broad understanding of taxable incomes and other fundamental aspect of the tax system. This category of tax knowledge have a big role in tax compliance. Considering this in mind this research has considered general tax knowledge teaches by the Addis Ababa tax authority education department as one of the factor that affect tax compliance

Based on the regression results of this variable study, as shown in Table 5.6 summary model, and considering a two-tailed hypothesis test to reject or accept the null hypothesis, as well as to identify the directional effect on tax compliance, whether it is positive or negative the following points are evident. The Standardized coefficient of the general tax knowledge is a positive coefficient (0.207), which implies that if general tax knowledges teaches in the training program increase by one unit, tax compliance will increase by (0.207) units, assuming that the remaining independent variable are unchanged. Regarding to the significance value of the sig or P- value is equal to 0.000, it is statistically significant at 1% of the significance level. It indicates that when the training course is emphasizing more on general tax knowledge, it will have a significant positive impact on their tax compliance level.

Therefore, based on one tailed hypothesis on the results the researcher reject the null hypothesis in favor of alternative hypothesis, So that the researcher can say that there is a significant positive effect of the general tax knowledge on tax compliance

The interview results pointed out that general tax knowledge in Addis Ababa medium tax payers branches mostly concentrates for the new tax payers after they obtaining their own TIN no number and business licenses Addis Ababa Medium tax payers branches will give training once in a week for two months. This training program will cover topic regarding general tax knowledge such a general understanding of regarding the nature of the tax laws in Ethiopia are provided for the tax payers

The finding of this study is matching with, Twum et al. (2020), Abina, Amaning, Anim, Kyere and Kwakye (2021), Trawule, Gadzo, Kportorgbi and Sam-Quarm (2022). They revealed that a broad understanding of an individual regarding tax rights and responsibilities, nature of the tax laws have a positive and significant impact on tax compliance level or enhancements of the tax payers or any individuals.

In general, the current study supports the hypothesis of that the general tax knowledge prepared by the tax education program have statistically significant in enhancing tax compliance

The Contribution of Legal Tax Knowledge on Taxpayer Compliance enhancements

According to (borman and ramutubu,2019), legal tax knowledges defines that a deeper of understanding regarding of tax laws, regulations and legal provision governing taxation. Such as a specific laws regarding income tax , impact of tax treatment of transaction, income and deduction based on the taxpayer business entity are the fundamental consideration knowledge must be considered by the tax payer business entity. Many of the research considered understanding regarding to tax laws and procedure are one of the impact on tax compliance. Considering this research considers as one of the variable to evaluate the effectiveness of tax education programs.

Based on the regression result specified on table 5.6 ,model summary the variable size is positively coefficient (0.235) related to tax compliance enhancement.. That means if the training program is emphasizing teaching tax payer on legal tax knowledge increases by 1 unit , tax compliance enhancement will also increase by (0.235) unit considering the other independent variable remains constant. It is also statistically significant (Sig = 0.000) at 1% level of Significance. . It indicates that when the training course is emphasizing more on legal tax knowledge ,it will have a significant positive impact on their tax compliance level.

Therefore, based on two tailed test of this research analysis , the results of the researcher can reject the null hypothesis in favor of alternative hypothesis. So that the researcher can mark point that to say there is a positive significant effect of the legal tax knowledge on tax compliance.

Regarding the effect of legal tax knowledge on tax compliance, the interviews revealed that the current implementation of the education departments in Addis Ababa medium tax payers branches is to create awareness on regarding accounting management principles, the benefits of e-tax systems , any new laws or modified laws for the new and existing tax payers and address grievances, thus supporting sustained compliance

Regarding to previous studies the result effect of legal tax knowledge are ,Aremu and Siyanbola (2021), Aremu and Siyanbola (2021) and Twum et al. (2020). They revealed that by measuring the tax payers knowledge understanding before and after participation of training course regarding of tax laws and regulation, tax returns, tax measurements , tax payers knowledge and regarding the employment income have identified it has a positive significant effect on tax payers compliance.

Hence, this study supports the hypothesis that legal tax knowledge prepared by the tax education program have statistically a positive significant effect in enhancing tax compliance among tax payers. So the null hypothesis is can be rejected.

The Contribution of Procedural Tax Knowledge on Taxpayer Compliance enhancements

Procedural tax knowledge is refers to knowledge of the process ,procedural and compliance requirements and fulfilled tax payment responsibilities. This includes knowledges regarding filling tax forms, reporting procedures, tax notification deadline payment and record keeping. According to Borman and ramutumbu,2019), a "know-how" to submit tax returns electronically, register online, and submit supporting documentation to the tax authority is an element of tax knowledge needed by a taxpayer to be tax compliant. Considering this the research considered legal tax knowledge as one of the variable to asses the effectiveness of the tax education program.

Considering this based on regression analysis of on table 5.6, model summary, the standardized coefficient beta have a value of (0.380) related to tax compliance enhancement. This means that legal tax knowledge increase by one unit tax compliance will increase by (0.380) unit. This variable is also statistically significant because the Sig is equal to 0.000. In overall, based on the consideration of two tailed hypothesis, when training course is more emphasizing on regrading procedural tax knowledge it will have a positive statistically significant effect on tax compliance.

The interview pointed on regarding the effect of legal tax knowledge on tax compliance. The current implementation of Addis Ababa medium tax payers branches is also involves to train a course for the new taxpayers and for existing taxpayers to teach such as value-added tax (VAT) procedures, the tax payment process, the implications of sales registration failures in the online system, notification payments deadline and other course are implemented for the tax payers.

The current studies is consistent with some previous empirical researches findings; Abina, Amaning, Anim, Kyere and Kwakye (2021) and Ndubula, E., & Matiku, E. (2021) , Mascagni, G., Santoro, F., & Mukama, D. (2023) to evaluate the knowledge procedure of timely filling of return , on timely payment and business income tax payers level of tax knowledges perceived complexity of the income tax system have revealed that important factor toward non compliance among tax payers.

Therefore, based on the interview and the regression analysis consideration the research supports the hypothesis that Procedural tax knowledge prepared by the tax education program have statistically significant effect in enhancing tax compliance. Considering also based on two tailed hypothesis test the researcher can reject the null hypothesis

The contribution of Tax payers outreach programs on tax payers compliance enhancements

Taxpayer outreach programs is initiated by tax authorities or by other organizations to connect with taxpayers and achieve various objectives including education and awareness, compliance and assistance, and feedback and communication. In order to create awareness there are different method that can be applied such as preparing including news papers, brochures, Social medias and Tv or radio programs are the most initiative out reach method to tax payers. According OECD,2016 report this initiatives are aim to simplify the of ten complex tax system and create awareness for the tax payers. This research considered as one of the variable to asses the effectiveness of the tax education program.

Based on table the regression analysis model on table 5.6 the standardized coefficient beta have a postive value of (0.315) means that when the out reach method increase by one unit lead to increasing the tax compliance by (0.315) unit. The outreach method variable is statistically significant because the Significant value (Sig) is equal to zero. These infer that in general having in mind the two tailed assumption when the Addis Ababa tax payers is more emphasizing to teach the tax payers through there outreach method have a positive significance effect on tax compliance enhancements

Regarding the effect of the outreach method on tax compliance, the interview revealed that in most Addis Ababa tax payers branch making it significant effect on tax compliance is that most of the branches uses a programmed Seminar and Brochures are prepared while the education program is occurred. Only among one of the branches who full filed to have other than print media who have Social media such as Telegram and Facebook wih a good management skills are considered. But this will not give a good enhancement compliance in future. Those payers who are not attend the course will have a side effect on tax compliance level in future

The current study is consistent with previous studies research findings like Aknitoy (2019) , Nwidobie and Oyedokun (2018), and Aremu and Siyanbola (2021) revealed that adequate tax education via television, newspapers, radio, symposia, seminars, training sessions and personal (one-on-one) education and websites have found that a significant effect on tax compliance.

In general having in consideration the regression analysis and the interviews the researcher support the hypothesis that the outreach method prepared by the tax education departments have significant effect on tax compliance.

CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Introduction

The general objective of this study is to assess the effect of tax education programs in enhancing tax compliance. The target population are the taxpayers with to their risk level in four branches found in Addis Ababa at the state level of tax administration. Namely Addis Ababa No 1, Addis Ababa No 2 , Merkato No 1, and Merkato No 2 medium tax branch offices during the study period

5.2 Summary of the findings

The followings are the summary of the findings

- According to the result of the gender study show that , there were more females than women among the respondents, indicating more women taxpayers participated than male taxpayers
- The majority of the respondents were also found between 31-40, and it was revealed that most of them were fairly educated taxpayers, with those with a bachelor's degree making up the highest percentage and those who have with certificate diploma confirming that the second whose have fairly educated
- Most of the taxpayers in this study are Retailers, considering most of the taxpayers are the owners, the others are the employees of the business unity or the legal representatives of the Business unity
- The majority of the taxpayers in this study are participated in this tax education program more than 4 to 7 times, representing most of the taxpayers are those who have a moderate experience to see the effect of tax education program on their business units
- The study found that regarding of the tax education programs' knowledge effect on tax compliance enhancement considering the knowledge of general tax knowledge, legal tax knowledge and procedural tax knowledge's and the outreach methods uses by the tax authority. In order for analysis correlation analysis were conducted based on that the relationship between the knowledge and the awareness creation of the out reach method used by the tax authority have a positive and significant relationship. This Study have found that in general the three types of tax knowledge taught in the tax education program and the out reach methods used by the tax authority have a positively significant effect on tax compliance enhancement.

- Based on the Model Summary the extent of of the selected tax knowledges and outreach methods, 82.22% clearly tax compliance depends on the knowledge and outreach methods
- The unstructured interview with the mangers of tax education department office indicating in regarding the current implementation of educating area in Addis Ababa Medium branch office for the tax payers in order to increase the tax awareness includes to the nature of taxes and relevant laws, notification timeline ,accounting management principles, vat payment procedures, awareness creation about e tax system and a recent of course regarding the implication of process sales registration failures in the online system
- Another question prepared for the tax education department in order to asses the reason behind why the training course is prepared. Regarding to this the finding indicate that in general in most of the tax payer branches in Addis Ababa is due to for one of the reason is to provide training for the tax payers up on obtaining tax identification number and there business licenses approval and to understand there perception regarding tax laws, procedures knowledges. Additionally, based on the interview made the other reasons why the training courses is prepared is for addressing new or modified tax laws clarification and to address thus grievance solutions
- A further of unstructured interview asked the education departments managers on regarding on the out reach method used by the branches. The response from the managers of medium tax payer branches indicates that a strong dependency have found on traditional out reach methods Many of the branches has showed brochure and Seminar are there main methods they use in order to reach the tax. This appears to be variability in the effectiveness of outreach method across different brancher requesting weakness of the education programs in future
- Another question marked regarding the tax administration system managements how they identify the education they given is applied on hand. Regarding to this question only one of the medium branches prepares a report with less than 6 months considering a scaling tracking of determining the taxpayers' sales volume and considering there motivation before and after they participated in tax education programs
- Another finding made by interview the tax education program are exclusively taught by the tax of branches office only, with no participation from the external expert related experience. This leads a potential limits of knowledges informed to tax payers

- Another further question from interview finds that the feedback mechanism of management in Addis Ababa tax medium tax payer branches is that makes first, the team under the education department is responsible for taxpayer education support and legal compliance prepares a comprehensive report based on the taxpayer responses they collect. The manager then reviews the report. After the report is reviewed, it will be evaluated by the Deputy Manager of Tax Compliance. Finally, the general manager provides input after discussing it with the dispute manager
- Another finds noticed from interviewing the tax education department managements is that a countable challenges they have faced in implementing the training course. One of the challenges are a lack of capable and motivated human resources , inadequate training that doesn't align with the tax payer need information and insufficient supervisor attention to ensure the effectiveness of the training program

5.3 Conclusion

The primary objective of this research is to assess the effect of tax education programs prepared by the tax authorities in enhancing tax compliance. In order to assess the education program the researcher asses based on the tax knowledge application course and outreach methods given to them by the tax medium tax authority in order to enhance tax compliance. In order to achieve this the study used a mixed methods of approach. Among from the methods, a quantitative approach is used to a descriptive statistics analysis from a distributed questionnaire from the participated taxpayers and a qualitative approach to analyze the interview answers made with the tax education departments

Based on the result obtained, the following conclusions are made

- According to the regression result the study found that the General tax knowledge teaches by the education programs have a positive impact on tax compliance. This concludes that understanding a taxpayer's personal tax situation, understanding why the taxpayer pays tax, and understanding who pays tax are considered to be a significant effect in general tax knowledge. Based the regression analysis effect the researcher concludes that general tax knowledge is the crucial element of tax knowledge because it provides the taxpayers with the foundation of understanding of a tax system
- According to the regression result regarding to legal tax knowledge teaching programs in the education program have a positive effect on tax compliance based on this research analysis. As a researcher, it is evident that legal tax knowledge plays a crucial role in fostering tax compliance

among taxpayers because tax payers equipped with an understanding of their tax obligation better and aware what need to be reported, which expenses are deductible and understand legal terminology is likely to be a significant effect on tax compliance

- Based on regression result analysis regarding procedural tax knowledge have also a positive effect on tax compliance based on this research analysis As the researcher, it systematically analyzed the data related to filling of tax reform, understanding tax procedure, understanding the steps to be considered to fulfill the tax obligation. By correlating this ideas with observed compliance behaviors the research associates that a deeper understanding of procedural tax aspect to enhance individual devotion to tax compliance
- Based on consideration of the regression analysis considering of the outreach method provided by the tax authority branches has a positive significant effect on tax compliance. As a researcher it conducted through analysis of by systematically assessing the effect of each out reach methods such as the brochures, the seminar ,the TV campaign and the regular interaction prepared by the tax authority to the researcher was able to isolate the contribution of each methods to assessing the effect in improving the tax compliance.
- The medium branch office in Addis Ababa current implementation of educating area is covering essential tax related topics through divers of out reach method provided for increasing tax payers understanding regarding to the tax regulations. By critically assessing the effectiveness of education initiative the researcher conduct an interview wit the department managers, the researcher found that the current implementation of education area concluded that it is continues and comprehensive tax education is essential in achieving higher tax compliance based on the interview result made with the education department managers
- Tax education programs not only educated new tax payers but also provide on going support clarity on new legal and modified clarification and also clarification for any grievance of tax payers. This comprehensive approach helps in encouragement of a compliant tax payers base and address the specific need of different tax payers group so that to enhance the overall tax compliance. As a researcher, this conclusion is drawn from a detailed analysis of the data collected during the study, which involved assessing various dimensions of tax education programs, including general, legal, and procedural tax knowledge, as well as the outreach methods used. The findings indicate that comprehensive and continuous education significantly impacts taxpayer behavior by ensuring they are well-informed and supported

- In Addis Ababa Medium tax payers branches have found the out reach method are varied, showing inconsistency in their implementation and effectiveness. As a researcher I have analyzed that some branches use electronic media to transfer tax related information, other branches are more relayed on traditional method of out reach method such as on Brochures and Seminars only. Others branches do not have their own social media to address any information to customers which make it unable for supply of tax education any time, because the branch office tax information is always depend on at the head office level of social media this media usually address the cumulative performance of all branch this make it complicated and limited to address the current performance of the branch.
- In Addis Ababa medium tax payers tax administration a tracking and evaluation mechanism used by the tax authority. But there is a limited measurement of valuable insight in the effectiveness of this program. The semi-annual reporting system adopted by one of the medium branches highlighting a positive change in tax payer tax compliance behavior. As a researcher, conclude that these initial finding are promising, there is need to be further widespread and consistent of evaluation practice must be applied to all branches
- In the medium tax payers tax authorities the internal staff member are the only plays the role of delivering information to the tax payer. As a researcher, analyzed this dynamic and found that the exclusive reliance on internal staff for disseminating tax information highlights a critical gap in the current structure of tax education programs. This gap suggests potential constraints on the effectiveness of these educational efforts in the future. The research underscores the need for a more diversified approach to tax education, incorporating external experts and varied outreach methods to enhance the overall efficacy and reach of the programs. In the medium tax payer branches the feedback mechanism in place allows for continuous improvement of the tax education programs. This feedback loop, involving multiple levels of review and input from the tax education support team, the manager, the Deputy Manager of Tax Compliance, and the general manager, ensures that taxpayer education is continuously refined and effective.
- As a researcher from analyzing the training program and also participating during the training program based on my observation and interview with the managers conclude that there is a lack of adequate trained and motivated staff, along with training programs that do not fully meets the taxpayers needs and insufficient of Supervisor attention are one of the challenges they faced in the Addis Ababa medium tax payers branches

5.4 Recommendation

- In Addis Ababa medium tax administration offices, regarding to the tax knowledge given in the tax education program, should be given a comprehensive general understanding regarding the types of taxes and duties implemented in Ethiopia related that could be applied to their personal tax situation. The knowledges given by the Staff members it should be a motivated persons that can further explains to tax payers out side the box. Regarding to the programs in order to enhance tax compliance the tax administration should also some times provide an expertise to teach the tax payers regarding to the tax issues and business managements
- In order to enhance in medium tax payer of Addis Ababa tax branches on the effectiveness of tax education program and improve tax compliance in Addis Ababa medium branch office the tax authority should develop a standardized framework for out reach method to ensure to give equal opportunity to all tax payers. Additionally a wide spread give to social medias. The tax authority should increase the engagement on platform like Telegram and Facebook with regular update information ,interactive and education videos on You tube can make tax information more accessible and engage for a broader audiences
- Addis Ababa medium tax payers branches should consider incorporating external experts with tax related is us in to the education programs. Or additionally the tax authority should make partnering with universities and colleges to incorporate tax education in to their curriculum to build tax knowledge foundation
- In Addis Ababa medium taxpayer branches they should invest in building a more capable and motivated workforce by providing continuous professional development and aligning training programs with the actual needs of taxpayers additionally, the supervisory framework should be implemented to monitor and evaluate the effectiveness of these programs regularly. By adopting these measures, the tax authority can significantly improve its educational initiatives and, consequently, tax compliance in Addis Ababa

5.5 Suggestion for Future Researchers

This research can be considered the first study on the effects of an education program provided to all medium-sized branch taxpayers in Addis Ababa. Based on this, further research is needed to compare the level of tax compliance with the education program on large taxpayers in order to identify common gaps among them.

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ANNEX -1A QUESTIONNAIRE – IN ENGLISH FORMAT

Dear respondents,

My name is Dagmawi Kassahun, and I am a student at Addis Ababa University studying Accounting and Finance. I am conducting research to fulfill my second degree on the topic of "Assessing the Effect of Tax Education Programs in Enhancing Tax Compliance, in the Case of Middle Taxpayers". For this study, my first source will be taxpayers who have participated in education programs prepared by tax offices, as well as those responsible for monitoring education departments within tax offices. Therefore, I kindly request that you provide me with your answers to the questions provided if you are a taxpayer who fulfills their duty or a monitor in the education department of the Middle Taxpayers Branch Tax Offices.

I thank you very much in advance for your cooperation

Dagmawi Kassahun

Email-dagieman607@gmail.com

Part I: Respondents General information

Please answer by putting a thick (√) in box give for the corresponding item.

1. Age group (in year): 20-30 31-40 41-50 more than 50 years

2. Gender: Male Female

3. Level of education: Below 12 grade certificate Diploma

 Bachelor's degree master's and above

4. Type of the business/unit

Manufactures Whole Saler Other Service Provider

Construction Retailers

5. Your status/position in the unit/business

Owner Employee in the business unit

Legal representative Public relations officer

6. How many times does you participated in the education program

1-3 More than 7 times

4-7

Part 2: Tax compliance-related questions

| A. Questions regarding the effect of tax education programs on tax compliance through the enhancement of General tax knowledge | | | | | | |
|--|---|--------------------|----------|---------|-------|----------------|
| No | Statements | Strongly Dis agree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | I find it easy to apply it to my personal tax situation. | | | | | |
| 2 | I can gain a better understanding of why I pay taxes. | | | | | |
| 3 | I can gain a better understanding of Who pay taxes | | | | | |
| 4 | I can gain a better a general understandig of types of taxes and duties in Ethiopia | | | | | |
| 5 | They have greatly enhanced my understanding of basic tax concepts | | | | | |

| B. Questions regarding the effect of tax education programs on tax compliance through the enhancement of Legal tax knowledge | | | | | | |
|--|---|--------------------|----------|---------|-------|----------------|
| No | Statements | Strongly Dis agree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | I improve my understanding of accounting for my company. | | | | | |
| 2 | It helped to decide for my taxation which one is deduction exp and which one is not | | | | | |
| 3 | If there is an issue that I don't understand about the tax law, I will get an adequate response from the trainers during the process of submitting a question | | | | | |
| 4 | It helped me to comprehend the regulations related to income tax. | | | | | |
| 5 | It has made me more aware of my business's tax liability. | | | | | |

C. Questions regarding the effect of tax education programs on tax compliance through the enhancement of Procedural tax knowledge

| No | Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|---|-------------------|----------|---------|-------|----------------|
| 1 | I felt more comfortable filling out tax forms and documents | | | | | |
| 2 | It has improved my understanding of tax reporting procedures | | | | | |
| 3 | I informed about the steps I need to take to fulfill my tax obligations. | | | | | |
| 4 | They informed me about the deadline for my tax payment and provided instructions on where to make the payment. | | | | | |
| 5 | They provided me with more information on how to record our expenses and income, as well as how long we should keep our accounting records. | | | | | |

D. Questions Regarding The effect of Tax education program method in Enhancement of tax compliance

| No | Statements | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|----|---|-------------------|----------|---------|-------|----------------|
| 1 | Brochures provided by tax authorities have been helpful in increasing my understanding of tax matters. | | | | | |
| 2 | TV campaigns about taxation have been effective in raising awareness about tax compliance. | | | | | |
| 3 | Seminars organized by tax administrations have been beneficial in educating taxpayers about their obligations. | | | | | |
| 4 | Regular interactions with tax authorities have positively influenced my attitude towards tax compliance. | | | | | |
| 5 | Overall, I find the outreach methods employed by tax administrations to be effective in promoting tax education and compliance. | | | | | |

| E. Question regardin the effect on Tax compliance | | | | | | |
|---|---|-------------------|-----------|---------|-------|----------------|
| No | Statements | Strongly disagree | Dis agree | Neutral | Agree | Strongly Agree |
| 1 | I believe that my level of tax compliance has increased asa result of improving my general tax knowledge through tax education program | | | | | |
| 2 | My legal tax knowledge has enhancement through tax eduacation postivelky influenced my compliance with tax obligation | | | | | |
| 3 | I percieve my adherence to tax regulation has improved with th enhancement of my procedural tax knowledge through tax education program | | | | | |
| 4 | I believe that the out reach method employed by tax adminstration has contributed to an increase of my tax compliance level | | | | | |

ANNEX 1B- INTERVIEW QUESTIONS

1. Can you describe the tax education programs currently being implemented by your administration to increase taxpayer compliance and awareness?
2. Why are the tax education programs organized?
3. What specific outreach methods does your administration use to disseminate tax-related information and educate taxpayers about their obligations?
4. Do you have a way to track the implementation of the education/training you have been given? If so, how often do you report?
5. Is the course taught by staff from your office or from the center of the tax administration?
6. How would you rate any comments or perceptions received from taxpayers regarding the impact of tax education programs on their compliance behavior?
7. In your opinion, what are the main challenges faced in implementing a successful tax education initiative and how does your administration address these challenges?

ክፍል 2: ከግብር ተገባርነት ጋር የተያያዙ ጥያቄዎች

እባክዎ በሚቀጥለው ስንጠረገኛ ውስጥ ላሉት ሃሳቦች የ "✓" ምልክት በማድረግ አስተያየትዎን ያስቀምጡ።

| ሀ. የግብር ትምህርት ፕሮግራሞች በአጠቃላይ የግብር ግንዛቤ ያለውን ግንኙነት በተመለከተ | | | | | | |
|--|---|-----------|-------|----------|-------|-----------|
| ተ.ቁ | ሃሳቦች | ፈጽሞ አልሰማም | አልሰማም | ገለልተኛ ነኝ | እሰማለሁ | በጣም እሰማለሁ |
| 1 | የግል የግብር ሁኔታዬን በቀላሉ ተግባራዊ ማድረግ አስችሎኛል | | | | | |
| 2 | ለምን ግብር እንደምከፍል ላለኝ ግንዛቤ የበለጠ አሳውቀውኛል | | | | | |
| 3 | ማን ግብር መክፈል እንዳለበት የበለጠ ግንዛቤ አሳውቀውኛል | | | | | |
| 4 | በኢትዮጵያ ውስጥ ስላሉ የግብር (ታክስ) ዓይነቶች አጠቃላይ ግንዛቤ በይበልጥ አሳውቀውኛል | | | | | |
| 5 | በመሠረታዊ የታክስ ፅንሰ-ሀሳቦች ላይ ያለኝን ግንዛቤ በእጅጉ አሳድገውታል | | | | | |
| ለ. የግብር ትምህርት ፕሮግራሞች በግብር ህግ እውቀት ያለውን ግንኙነት በተመለከተ | | | | | | |
| ተ.ቁ | ሃሳቦች | ፈጽሞ አልሰማም | አልሰማም | ገለልተኛ ነኝ | እሰማለሁ | በጣም እሰማለሁ |
| 1 | ስለ ሂሳብ መዝገብ አያያዝ በይበልጥ ግንዛቤ እንዲኖረኝ አድርገዋል | | | | | |
| 2 | ግብር የሚከፈልበትን ገቢ ለመወሰን ተቀናሽ እና ተቀናሽ ያልሆኑ ወጪዎች እንዳውቅ ረድተውኛል | | | | | |
| 3 | በግብር ህጉ ላይ ያልተረዳሁት ጉዳይ ካለ ጥያቄ በማቅረብ ሂደት ውስጥ ከአሰልጣኞች ጋር በቂ ምላሽ አገኛለሁ | | | | | |
| 4 | የገቢ ግብርን የሚቆጣጠሩ የግብር ሕጎችን እንድረዳ አድርጎኛል | | | | | |
| 5 | የንግድ ትርፍን በተመለከተ የግብር ግዴታዬን አንፃር የሚጠበቅብኝን ግዴታ በይበልጥ እንዳውቅ አድርጎኛል | | | | | |

| ሐ. የግብር ትምህርት ፕሮግራሞች ከግብር ስርዓት ዕውቀት ጋር ያለውን ግንኙነት በተመለከተ | | | | | | |
|--|---|------------|--------|----------|--------|------------|
| ተ.ቁ | ሃሳቦች | ፈጽሞ አልሰማማም | አልሰማማም | ገለልተኛ ነኝ | እስማማለሁ | በጣም እስማማለሁ |
| 1 | የግብር ቅጾችን እና ሰነዶችን መሙላት የበለጠ ምችት አሰምቶኛል | | | | | |
| 2 | ስለ ታክስ ማሳወቅ ላሉ ሂደቶች ያለኝን ግንዛቤ አሻሽሎኛል | | | | | |
| 3 | የግብር ግዴታዬን ለመወጣት የሚያስፈልጉትን እርምጃዎች የበለጠ አሳውቆኛል | | | | | |
| 4 | የግብር መክፈያ ጊዜዬን እና የት እንደምከፍል ግንዛቤ እንዲኖረኝ አድርገዋል | | | | | |
| 5 | ወጪ እና ገቢ የን እንዴት መመዘገብ እንዳለብኝ እና ለምን ያህል ጊዜ የሂሳብ ሰነድ ማስቀመጥ እንዳለብኝ የበለጠ አሳውቆኛል | | | | | |
| መ. የግብር ትምህርት ፕሮግራሞች በ ግብር ትምህርት አሰጣጥ ዘዴዎች ላይ ያለውን ግንኙነት በተመለከተ | | | | | | |
| ተ.ቁ | ሃሳቦች | ፈጽሞ አልሰማማም | አልሰማማም | ገለልተኛ ነኝ | እስማማለሁ | በጣም እስማማለሁ |
| 1 | በታክስ ባለስልጣናት የተሰጡ ብሮፕሮች ስለ ታክስ ጉዳዮች ያለኝን ግንዛቤ ለማሳደግ ረድተዋል | | | | | |
| 2 | በቴሌቭዥን ስለ ግብር አከፋፈል ዘመቻዎች ስለ ታክስ ማክበር ግንዛቤን በማሳደግ ረገድ ውጤታማ ሆነዋል | | | | | |
| 3 | በታክስ አስተዳደር የሚዘጋጁ ሴሚናሮች ግብር ከፋዮችን ስለ ግዴታቸው በማስተማር ረገድ ፋይዳ አላቸው | | | | | |
| 4 | ከግብር ባለሥልጣኖች ጋር ያለው መደበኛ ግንኙነት ለግብር ተገዢነት ያለኝ አመለካከት ላይ በጎ ተጽዕኖ አሳድሯል | | | | | |
| 5 | ባጠቃላይ፣ በታክስ አስተዳደር የሚገለገሉባቸው የማዳረሻ ዘዴዎች የታክስ ትምህርትን እና ተገዢነትን በማስተዋወቅ ረገድ ውጤታማ ሆነው አግኝቻቸዋለሁ | | | | | |

ANNEX -2B- INTERVIEW QUESTIONS IN AMHARIC FORMAT

ለግብር ሰብሳቢው ባለስልጣን ቅ/ቤት ሰራተኞች የተዘጋጀ የቃለ መጠይቅ ጥያቄዎች

1. በአሁኑ ጊዜ የግብር ከፋዩን ተገዢነት እና ግንዛቤን ለማሳደግ በአስተዳደርዎ እየተተገበሩ ያሉትን የግብር ትምህርት ፕሮግራሞችን መግለፅ ይችላሉ?
2. የታክስ ትምህርት መርሃ ግብሮች ዝግጅት የሚደረገው ምን ምክንያት ሲኖር ነው?
3. አስተዳደርዎ ከታክስ ጋር የተገናኙ መረጃዎችን ለማሰራጨት እና ግብር ከፋዮችን ስለ ግዴታዎቻቸው ለማስተማር ምን ልዩ የማዳረሻ ዘዴዎችን ይጠቀማል?
4. የሰጣችሁትን ትምህርት /ስልጠና በተግባር ስለመዋሉ መከታተያ መንገድ አላችሁ? ካላችሁ የሪፖርት አቀራረባችሁ በየምን ያህሉ ጊዜ ነው?
5. ትምህርቱ የሚሰጠው በቅ/ጽ/ቤታችሁ ሰራተኛ ነው ወይስ ከማእከል በሚመጡት ነው?
6. የታክስ ትምህርት መርሃ ግብሮች በተገዢነት ባህሪያቸው ላይ ያለውን ተጽእኖ በተመለከተ ከግብር ከፋዮች የተቀበሉትን ማንኛውንም አስተያየት ወይም ግንዛቤ እንዴት ትመዘኑታላችሁ?
7. በእርስዎ አስተያየት የተሳካ የታክስ ትምህርት ጅምርን በመተግበር ረገድ ያጋጠሙ ዋና ዋና ተግዳሮቶች ምንድን ናቸው እና የእርስዎ አስተዳደር እነዚህን ተግዳሮቶች እንዴት ነው የሚፈታው?

ANNEX 3 TAXPAYER SEGMENTATION DOCUMENT

- እንልግሉት እሰጣቸውን ጥራትና ቅልጥፍና ይጨምራል
- ግብር ከፋይ ለታክስ ለመክፈል የሚያውቀውን ወጭና ጊዜን ይቀንሳል
- ገቢ የመሰብሰብ እቅዳችንን ይጨምራል።

5. የግብር ከፋዮች ምደባ መስፈርቶች

ከዚህ በታች የተቀመጡት መስፈርቶች በየ3 ዓመቱ የኢኮኖሚውን ሁኔታ ታሳቢ በማድረግ በአራት ደረጃ ተመድበዋል።

1. ለከፍተኛ ግብር ከፋይ ቅ/ጽ/ቤት ሊወሰዱ የሚገባው መስፈርቶች

ከፍተኛ ቅ/ጽ/ቤት በጠለቁ ተጥራቸው ከ700-1000 የሚደርሱ ግብር ከፋዮችን የሚይዝ ሆኖ ከዚህ በታች ባሉት መስፈርቶች መሰረት ይመደባል ፡

- ✓ ከያዝገዳ የበጀት ዓመት በፊት ላሉት የሶስት ተከታታይ ዓመታት ማለትም 20% የ2009፣ 30% የ2010 እና 50% የ2011 ግብር ዘመን ዓመታዊ ጠቅላላ ገቢ ድምር ብር 40 ሚሊዮን እና ከዛ በላይ የሆኑ በየትኛውም የንግድ ሥራ መስክ ላይ የተሰማሩ፣
- ✓ ምንም እንኳን እመታዊ የሽያጭ መጠናቸው ከ ብር 40 ሚሊዮን በታች ቢሆኑም ከያዝገዳ የበጀት ዓመት በፊት ላሉት ለሶስት ተከታታይ ዓመታት የክፈሉት ግብር/ታክስ ድምር 9 ሚሊዮን ብር እና ከዚያ በላይ የሆኑ ግብር ከፋዮች በዚህ ይመደባሉ።

2. በመካከለኛ ግብር ከፋዮች ቅ/ጽ/ቤቶች የሚመደቡ ግብር ከፋዮች

እያንዳንዱ መካከለኛ ቅ/ጽ/ቤት በጠለቁ ተጥራቸው ከ2500-5000 የሚደርሱ ግብር ከፋዮችን የሚይዝ ሆኖ ከዚህ በታች ባሉት መስፈርቶች መሰረት ይመደባል ፡

- ✓ ከያዝገዳ የበጀት ዓመት በፊት ላሉት የሶስት ተከታታይ ዓመታት ማለትም 20% የ2009፣ 30% የ2010 እና 50% የ2011 ግብር ዘመን ዓመታዊ ጠቅላላ ገቢ ድምር ከብር 5 ሚሊዮን ጀምሮ እስከ ብር 40 ሚሊዮን በታች የሆነ፣
- ✓ ምንም እንኳን ዓመታዊ የሽያጭ መጠናቸው ከ ብር 5 ሚሊዮን በታች ቢሆኑም ከያዝገዳ የበጀት ዓመት በፊት ላሉት ለሶስት ተከታታይ ዓመታት የክፈሉት ግብር/ታክስ ድምር ከብር 5 ሚሊዮን ጀምሮ እስከ ብር 9 ሚሊዮን በታች የሚሆን ከፍተኛ የፈጸመ ግብር ከፋዮች በዚህ ይመደባሉ።
- ✓ ብር 5 ሚሊዮን ሽያጭ መጠናቸው በታችም ሆነው በሚከተሉት ዘርፎች የተሰማሩት በመካከለኛ ግብር ከፋዮች ቅ/ጽ/ቤት የሚመደቡ ይሆናሉ
 - በንምሩክ መረጃ መሠረት በገቢ እና በወጭ ንግድ የተሰማሩ ድርጅቶች፣

Handwritten signature
 ገደዱ ዘለን ሰብሳቢ
 Heyru Hassen Habibe
 የግብር ስምጥና ጥያቄ ስነ-ጥያቄ
 Tax Assessment Support And Follow
 Up Team Coordinator



APPENDIX-1- LATER OF CONFIRMATION FROM MERKATO NUMBER 1 MEDIUM TAXPAYERS



በአዲስ አበባ ከተማ አስተዳደር ገቢዎች ቢሮ
ADDIS ABABA CITY GOVERNMENT, REVENUE Bureau
የመርካቶ ቁ.1 መካከለኛ ግብር ከፋዩች ቅርንጫፍ ጽ/ቤት
MERKATO NO 1 MIDDLE TAX PAYER BRANCH OFFICE



ቀን
Date 24/03/16
ቁጥር
Ref.No 21/03/14896/16

ለአዲስ አበባ ዩንቨርሲቲ የቢዝነስና ኢኮኖሚክስ ኮሌጅ
አዲስ አበባ

ጉዳዩ:- ማረጋገጫ ስለመስጠት::

በርእሱ ለመግለጽ እንደተሞከረው የኮሌጁ ተማሪ የሆኑት ተማሪ ዳግማዊ ካላሁን
" Assessing The Effect of Tax Payers Education In Tax Compliance
In Medium Tax office" በሚል ለመመረቅ ጽሁፋቸው የሚሆን መረጃ
ለመውሰድ እና ቃለ መጠይቅ ለማድረግ በቅ/ጽ/ቤታችን በመገኘት መረጃ
እንዲሰጣቸው አመልክተው ጥያቄውን ተቀብለን ያስተናገድናቸው መሆኑን
ለየገለጽን በዚህ መሰረት ተማሪው በቅ/ጽ/ቤታችን በመምጣት ከላይ በተገለጸው
ርእስ የመመረቅ ጽሁፋቸውን የሚሆን መረጃ ወሰዱ መሆኑን እናረጋግጣለን::

ግልጻጭ

➤ ለሰው ሀብት ስራ አመራርና ልማት የሥራ ሂደት
የመርካቶ ቁ.1 መ/ግ/ኪ/ቅ/ጽ/ቤት



የላቀ ገቢ ለአዲስ አበባችን ብልጽግና!!
የሰው ሀብት ስራ አመራርና ልማት የስራ ሂደት 0111264592

APPENDIX-2- LATER OF CONFIRMATION FROM MERKATO NUMBER 2 MEDIUM TAXPAYERS



በአዲስ አበባ ከተማ አስተዳደር ገቢዎች ቢሮ
Addis Ababa City Government Revenues Bureau
የመርኅተ ቁጥር 2 መካከያ/ክ/ቅ/ጸ/ቤት
Merkato No 2 Medium Tax Payers Branch Office



ቁጥር 02/08/2814/16
ቀን ጁኒ 17 2016

**ለ አዲስ አበባ ዩንቨርሲቲ የቢዝነስና ኢኮኖሚክስ ኮሌጅ
አዲስ አበባ:-**

ጉዳይ :- ማረጋገጫ ስለመስጠት ይሆናል:-

ከላይ በርዕሱ ለመግለፅ እንደተሞከረው የኮሌጁ ተማሪ የሆኑት ተማሪ ዳግማዊ ካሳሁን Assessing the Effect Of Tax Payers Education in Tax Compliance In Medium Tax Payers በሚል ለመመረቁያ ዕሁፋቸውን የሚሆን መረጃ ለመውሰድ እና ቃለ መጠየቅ ለማድረግ በቅጽ/ቤታችን በመገኘት መረጃ እንዲሰጣቸው እመልክተው ጥያቄውን ተቀብለን ያስተናገድናቸው መሆኑን እየገለፅን በዚህ መሰረት ተማሪው በቅጽ/ቤታችን ከላይ በተገለፀው ርዕስ ለመመረቁያ ዕሁፋቸው የሚሆን መረጃ ስልጠና ከወሰዱ ግብር ከፋይ እና ከትምህርት እና የታክስ ከፋዮች ትምህርት ድጋፍ የህግ ተገዢነት ስጋት ስራ አመራር ስራ ሃይት ክፍል የወሰዱ መሆኑን እናረጋግጣለን።


"ከሰላምታ ጋር"

 ደ/ህግ መ/ግ/ግ/ግ
 የሰው ሃሳብ ስራ አፈጻጸም
 ልማት ክፍል


ስልክ ☎ /Tel/ 0112769946
 ስልክ ☎ /Tel/ 0112769873
 ስልክ ☎ /Tel/ 0112769949
 ስልክ ☎ /Tel/ 0112786089

ገቢት 4.ቁ /P.O.Box 183628
 አዲስ አበባ ሲታዩን
 Addis Ababa, Ethiopia

APPENDIX-3- LATER OF CONFIRMATION FROM ADDIS ABABA NUMBER 1 MEDIUM TAXPAYERS



**በአዲስ አበባ ከተማ አስተዳደር
ገቢዎች ቢሮ
የአዲስ አበባ ተግባር 1 መካከለኛ ግብር ከፋዮች ቅ/ጽ/ቤት
Addis Ababa City Administration
Revenue Bureau
Addis Ababa No.1 Medium Tax Payers Branch Office**




ቁጥር: 21829/101/02/21829
Ref.No
ቀን: 08/08/16
Date

አዲስ አበባ ዩኒቨርሲቲ የቢዝነስና ኢኮኖሚክስ ኮሌጅ
አዲስ አበባ

ጉዳይ :- ማረጋገጫ ስለመስጠት ይሆናል ::

ከላይ በርዕሱ ለመግለጽ እንደተሞከረው የኮሌጃችሁ ተማሪ የሆኑት ተማሪ ዳግማዊ ካሳሁን " Assessing the Effect of Tax Payers Education In Tax Compliance In Medium Tax Payers " በሚል ለመመረቅ ጽሁፋቸው የሚሆን መረጃ ለመወሰድ እና ቃለ መጠይቅ ለማድረግ በቅ/ጽ/ቤታችን በመገኘት መረጃ እንዲሰጣቸው አመልክተው ጥያቄውን ተቀብለን ያስተናገድናቸው መሆኑን እየገለጹን በዚህ መሰረት ተማሪው በቅ/ጽ/ቤታችን ከላይ በተገለጸው ርዕስ ለመመረቅ ጽሁፋቸው የሚሆን መረጃ ስልጠና ከወሰዱ ግብር ከፋይ እና ከትምህርት እና የታክስ ከፋዮች ትምህርት ድጋፍ የህግ ተገዢነት ስጋት ስራ አመራር ስራ ሂደት ክፍል የወሰዱ መሆኑን እናረጋግጣለን ::

ከሰላምታ ጋር
አዲስ አበባ
የሰው ገቢ ጉዳይ ጋር
የግብር ከፋዮች ትምህርት ማዘጋጀት ማኅበር



AAMTP-1

ስልክ/Tel. 0115-57-71-02

ፋክስ/Fax. 0115-57-70-19

APPENDIX-4- LATER OF CONFIRMATION FROM ADDIS ABABA NUMBER 2 MEDIUM TAXPAYERS



በአዲስ አበባ ከተማ አስተዳደር ገቢዎች ቢሮ
የአዲስ አበባ ቁጥር 2 መካከለኛ ግብር ከፋዮች ቅ/ፅ/ቤት
ADDIS ABABA CITY GOVERNMENT REVENUES BUREAU
ADDIS ABABA NO 2 MEDIUM TAX PAYERS BRANCH OFFICE



ቁጥር 00/92/ተ/ሀ/22194/16 ቀን 18/08/16
Ref. No Date

በአዲስ አበባ ዩኒቨርሲቲ
የቢዝነስና ኢኮኖሚክስ ኮሌጅ
አዲስ አበባ ፣

ጉዳይ :- ማረጋገጫ ስለመስጠት ይመለከታል ፣

በኮሌጆችሁ በማስተርስ ላይ ሪሰርቻችውን የሚሰሩት አቶ ዳግማዊ ካሣሁን በቅ/ጽ/ቤታችን “ Assessing The Effect of Tax Payers Education In tax Compliance In Medium Tax payers ” በሚል ለመመረቂያ ጽሁፋችው የሚሆን መረጃ ለመውሰድና ቃለ መጠይቅ ለማድረግ በቅ/ጽ/ቤታችን በመገኘት መረጃ እንዲሰጣችው አመልክተው ጥያቄውን ተቀብለን ከትምህርት ኘርግራም ከወሰዱት ግብር ከፋዮች እና የታክስ ከፋዮች ት/ት ድጋፍና የሕግ ተገዥነት የስጋት የስራ አመራር የስራ ሂደት ክፍል ላቀረቡት ጥያቄዎች መሠረት ያስተናገድናቸው መሆኑን እንገልጻለን ።

ከሰላምታ ጋር



Handwritten signature and notes in Amharic and English.

ኤ. አስኪያጅ ጽ/ 0115 58 33 71 ታ/ጉ ምክ/አስ 0115 58 04 89 ከስም/አስ 0115 58 17 53/92
የሀገ/መንግ/ ሥራ አስኪያጅ 0115 58 17 92 ግ/ሩ/ሃ/ሂደት 0115 58 05 05 የ/ሃ/ል/ሀ ሥር ሂደት 0115 58 18 02
ፕ/መ/መ/ገ/የዘ/ያ 0939 49 62 29 /0115 58 17 45/74/75 የግ/ክ/ቅ/ ኦግራ ጽ/ቤት 0115 58 36 76
የጸ/አ/ገልግሎት 0115 58 03 93 ታ/አ/ሰ/ራ ሂደት 0115 58 04 28
ግብር አጠ/አ/ሰ/ሰ/ብ 0115 58 03 87