

AN ASSESSMENT OF THE EFFECTIVENESS OF PERSONNEL TRAINING AND DEVELOPMENT: A CASE STUDY OF VHEMBE DISTRICT MUNICIPALITY

BY

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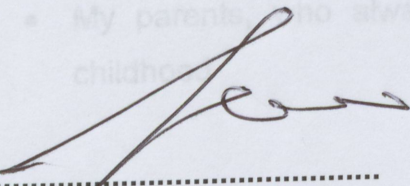


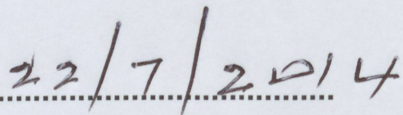
2013

DECLARATION

I, **NETSHITENZHE MASHUDU REUBEN** hereby declare that the dissertation for the degree of Masters in Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

- The Lord Almighty, who strengthened and protected me during my years of hard work and journeys to the University of Venda.
- My Promoter, Prof M.P. Kivwasha and Supervisor Mr. E. Mahole for their valuable guidance and support during the course of my studies;
- My wife and children who supported me whole-heartedly throughout the period of my studies; and
- My parents who always encouraged me to strive for excellence since my childhood.


.....
Signature


.....
Date

ACKNOWLEDGMENTS

On a personal note, I dedicate this project to my family and relatives: You were there

My sincere gratitude is directed to the following persons who supported me during the enormous task of my studies towards the Master's degree and who made the completion of this research possible:

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- My Promoter, Prof M.P Khwashaba and Supervisor Mr. E. Mahole for their valuable guidance and support during the course of my studies;
- My wife and children who supported me whole-heartedly throughout the period of my studies; and
- My parents, who always encouraged me to strive for excellence since my childhood

DEDICATION

On a personal note, I dedicate this project to my family and relatives: ' You were there for me all the way.'

the assessment of the effectiveness of personnel training and development: A case study of Vhembe District Municipality. According to Nel, van Dyk, Haasbroek, Schults, Sono and Werner (2007: 413) South Africa has a poor skills profile as a result of the poor quality of training for the majority of workers, the low relevance of much publicly funded training and the general neglect of training in the public service and private sector. This poor profile inhibits productivity, employability of the young and unemployed and negatively affects service delivery in the public sector. The watershed 1994 elections ushered in a new democratic system whose aim is to redress past imbalances and injustices prevalent in the old apartheid system of government. In order to cascade this new democratic ethos to all spheres of our lives, with specific reference to training and development of the South African workforce, the government passed the Skills Development Act, 1998 (Act 97 of 1998).

The study used both quantitative and qualitative techniques for data collection and analysis. Quantitative techniques were mostly used in that they provided the researcher with an understanding of the effectiveness of personnel training and development: A case study of Vhembe District Municipality. Random and purposive samplings were used for selection of sample for the study. Both primary and secondary data were used for analysis in this study. Secondary data were obtained from government publication, research publication, and report. Primary data were obtained through questionnaires and interview.

Major Findings of this study are the following:

- Training policy exists at Vhembe District and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would increase access to training to all employees.

ABSTRACT

This study examined the **assessment of the effectiveness of personnel training and development: A case study of Vhembe District Municipality**. According to Nel, van Dyk, Haasbroek, Schults, Sono and Werner (2007: 413) South Africa has a poor skills profile as a result of the poor quality of training for the majority of workers, the low relevance of much publicly funded training and the general neglect of training in the public service and private sector. This poor profile inhibits productivity, employability of the young and unemployed and negatively affects service delivery in the public sector. The watershed 1994 elections ushered in a new democratic system whose aim is to redress past imbalances and injustices prevalent in the old apartheid system of government. In order to cascade this new democratic ethos to all spheres of our lives, with specific reference to training and development of the South African workforce, the government passed the Skills Development Act , 1998 (Act 97 of 1998).

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Major Findings of this study are the following:

- Training policy exists at Vhembe District and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would improve access to training to all employees.

- However there were shortfalls in the objective of conducting the programme because 65.2 percent of respondents commented that the design of their organisation's training was not well structured and it did not reflect the intended results and the contribution of training to the individual's performance and career progression.

- The organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as the situation demands. Training activities are largely not evaluated.

Major recommendations to address the findings:

- Training needs should be considered on the basis of overall institutional objectives as articulated in the Integrated Development Plan. The goals of the municipality should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to the municipality.
- The Vhembe District municipality should develop its employees through formal education relevant to their jobs, which will give employees the opportunity to attend short courses offered by accredited service providers or executive and university programs which normally involve workshops or seminars by experts from sector departments like Treasury and the South African Revenue Services as well as the Auditor General's office.

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1.2 BACKGROUND TO THE STUDY

According to Nel, van Dyk, Haasbroek, Schults, Sono and Wemar (2007: 413) South Africa has a poor skills profile as a result of the poor quality of training for the majority of workers, the low relevance of much publicly funded training and the general neglect of training in the public service and private sector. This poor profile inhibits productivity, employability of the young and unemployed and negatively affects service delivery in the public sector. The watershed 1994 elections ushered in a new democratic system whose aim is to redress past imbalances and injustices prevalent in the old apartheid system of government. In order to cascade this new democratic ethos to all spheres of our lives, with specific reference to training and development of the South African workforce, the government passed the Skills Development Act, 1998 (Act 97 of 1998).

CHAPTER 1: ORIENTATION OF THE STUDY

1.1 INTRODUCTION

The advent of the new democratic dispensation in 1994 and the promulgation of new legislation regulating labour issues and skills development serve as background to the study. The aim and specific objectives of the study are delineated. An overview of the delimitation and limitation of the study are provided. The operational terms used in the study are clearly defined. A brief literature review and the legal framework which constitute the basis of the study form an integral part of this chapter.

In order for the researcher to provide a clear overview of the presentation of the study, the methodology, research design, study area, study population, data collection methods, and research instruments are detailed. Ethical considerations are also delineated in order to appraise the reader of practices which are regarded as proper and improper in the conduct of scientific inquiry.

1.2 BACKGROUND TO THE STUDY

According to Nel, van Dyk, Haasbroek, Schults, Sono and Werner (2007: 413) South Africa has a poor skills profile as a result of the poor quality of training for the majority of workers, the low relevance of much publicly funded training and the general neglect of training in the public service and private sector. This poor profile inhibits productivity, employability of the young and unemployed and negatively affects service delivery in the public sector. The watershed 1994 elections ushered in a new democratic system whose aim is to redress past imbalances and injustices prevalent in the old apartheid system of government. In order to cascade this new democratic ethos to all spheres of our lives, with specific reference to training and development of the South African workforce, the government passed the Skills Development Act, 1998 (Act 97 of 1998).

The purposes of the Skills Development Act are to develop the skills of the South African workforce, to increase the levels of investment in education and training in the labour market and to improve the return on that investment, to encourage workers to participate in learning programmes, to improve the employment prospects of designated groups or persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education.

In the execution of the aims of the Skills Development Act, employers must be encouraged to use the workplace as an active learning environment, provide employers with the opportunities to acquire new skills, offer opportunities for new entrants to the labour market to gain work experience and employ persons who find it difficult to be employed.

1.3 PROBLEM STATEMENT

Unfavourable audit reports have always been a problem in Vhembe District Municipality. The quality of human resources is central to both challenges. In this regard, training and development has an important role to play. De Cenzo and Robbins (1994:255) clarify the difference between training and development by asserting that training is a learning experience that should result in the improvement of the worker's ability to perform on the specific job, while development has a broader scope and may not be focused on the present job but more on the organization's general long term needs.

Despite the provisions of the Skills Development Act, 1998 (Act 97 of 1998), whose aims are to provide employees with the opportunities to acquire new skills by implementing efficient training and development programs and to use the workplace as an active learning environment, poor performance persists. A well-structured training and development plan should result in improved work performance and better quality of service delivery to the people.

1.4 AIM OF THE STUDY

The aim of the study is to conduct an assessment of the effectiveness of the personnel training and development process in Vhembe District Municipality.

1.5 SPECIFIC OBJECTIVES OF THE STUDY

The intention of the study is to achieve the following objectives:

- To determine the effectiveness of personnel training and development on training.
- To establish whether the trainings being conducted result in the improvement of knowledge of the employees.
- To examine whether there is an improvement of performance as a result of the trainings conducted.
- To explore the strategies that can be used to overcome the challenges that impede the effectiveness of personnel training and development.

1.6 RESEARCH QUESTIONS

- Does training result in the improvement of knowledge of the employees?
- Is there an improvement in performance as a result of the trainings being conducted?
- Which strategies can be used to overcome the challenges that impede the effectiveness of personnel training and development?

1.7 DELIMITATION OF THE STUDY

Delimitation entails the narrowing and precise definition of the field of study (Calitz and Beckman, 1994:7). The study will be conducted in Vhembe District Municipality, which is situated in northern Limpopo in the Thohoyandou area. The core functions of the municipality are the provision of fire services, disaster management, provision of bulk water services to local municipalities and coordinating integrated development plans of four local municipalities under its jurisdiction.

1.8 LIMITATION OF THE STUDY

Funds were a limiting factor as the study required a lot of funds for travelling, typing, binding and photocopying. Due to the sensitivity of the topic, some people felt uncomfortable to answer research questions because they are not sure where the information will be taken to. The constraints or problems which are expected to be encountered during the course of the study are with regard to expenditure on compiling research documents, non-adherence to timeframes by participants and the sensitivity of the topic pertaining issues like political interference and deployment of unqualified individuals in the municipality.

1.9 SIGNIFICANCE OF THE STUDY

1.11.3 Assessment

The study will serve as a reference with regard to performance and service delivery problems prevalent in municipalities. Stakeholders in local government will gain insight into the effect of personnel training and development on performance. The findings will also be of assistance to external auditors tasked with inspecting municipalities' books because they will be an insider's perspective of the operational and strategic activities in local government.

1.10 REFERENCE TECHNIQUE

The Harvard method will be used when referring to sources. According to this method, details appear in the following order: Surname of author, year of publishing and page. The reference may appear at the beginning or end of text, e.g. Cloete (1990:20) at the beginning of a paragraph and (Cloete, 2011:16) at the end of a paragraph.

1.11 DEFINITION OF OPERATIONAL TERMS

1.11.1 Performance

1.11.1 Personnel development

Performance is the way in which planned action takes place or objectives are reached.

Personnel development is a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance improvement and personal growth (Nadler and Nadler, 1989:6).

1.12 ORGANIZATION OF STUDY

1.11.2 Personnel training

The sequence of chapters of the study will be presented as follows:

A personnel training is described as job-related learning that is provided by employers with the aim of the improvement of employees' skills, knowledge and attitudes so that they can perform their duties according to set standards (Nadler and Nadler, 1989:5).

This chapter presents a brief introduction to the study. It also provides a description of

1.11.3 Assessment

and objectives of the study, the hypothesis and research questions, the delimitation and limitations of the study, reference techniques and

Assessment within the context of the research topic means to determine whether the training and development offered to employees is effective. Fox and Meyer (1995:9) refer to assessment as a process of evaluation by means of utilizing multiple inputs.

1.11.4 Effectiveness

Effectiveness has to do with determining whether a certain action is having an impact. According to Fox and Meyer (1995:41) effectiveness is a condition in which a focal organization, using a finite amount of resources, is able to achieve stated objectives as measured by a given set of criteria, and the extent to which a programme is achieving or failing to achieve its stated objective.

1.11.5 Performance

Performance is the way in which planned action takes place or objectives are reached. In the workplace performance can be regarded as the way in which employees do their work. (Fox and Meyer 1995:94).

1.12 ORGANIZATION OF STUDY

The sequence of chapters of the study will be presented as follows:

Chapter 1: Research Overview and Presentation

This chapter presents a brief introduction to the study. It also provides a description of the problem, the aim and objectives of the study, the hypothesis and research questions, the delimitation and limitations of the study, reference techniques and definitions of operational concepts.

Chapter 2: Literature Review

This chapter will provide the reader with an understanding of the body of literature as it relates to the research. This relationship may manifest itself in the problem statement, objectives and methods used by the researcher and other previous researchers. Knowing the results of studies undertaken by other researchers provides the basis for comparison to show how studies are related to each other and also outlines the existing gaps and how to address them.

Chapter 3: Methodology

This chapter will provide a description of the methods used in the study. The research design, population of the study, sampling, data collection procedures, problems encountered with questionnaires and ethical issues will be discussed.

Chapter 4: Data presentation, analysis and interpretation

This chapter will serve to present the data collected, its analysis and interpretation. It will form the basis of the research findings.

Chapter 5: Findings, conclusion and recommendations

This chapter will present a summary of the research results. Findings on all aspects researched will be provided. A conclusion, based on the findings will be given. Based on all aspects covered and results of the study, recommendations will then be made.

1.12 SUMMARY

CHAPTER 2

Chapter 1 serves as an introduction to the study by delineating the purpose of the research, which is to assess the effectiveness of personnel training and development on performance in Vhembe District Municipality. The problem to be investigated, which entails poor performance and unfavourable audit reports, is clearly outlined. This chapter also provides an exposition of the objectives of the study and the concomitant research questions. The delimitation and limitation of the study outlining the location of the investigation and problems which may be encountered during the course of the study are clearly outlined. Reference is also made to the research method and design which will be inclusive of both the qualitative and quantitative approaches. The organization of the study, outlining the sequence and brief contents of the chapters of the final presentation is provided.

development of the South African workforce resulted in

that governments started to emerge as the leading actors in the training market.

There are two main justifications for government intervention in training markets. First is the issue of external benefits. The focus of individuals and enterprises is on higher productivity, profits and wage earnings, which come from training and which they capture directly. Government, on the other hand, is likely to capture the largest share of tax from a flexible and competitive economy, which may accrue from a well trained workforce. Secondly, there is the issue of social equity. Public subsidization on equity grounds for the disadvantaged women and marginalized youth is justified, provided it is carefully targeted to ensure that only those in need benefit.

2.2. LEGISLATIVE FRAMEWORK CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The main focus of the new democratic government of South Africa with regard to the public service is the provision of services to the whole population. The challenge faced by the government is to provide its people with a solid educational foundation and to equip its workforce with relevant skills in order to maximize productivity. Governments around the world strive towards having an efficient civil service, and South Africa is no exception. According to Nel *et al* (2007:413), the reluctance of the private sector to take full responsibility of training and development of the South African workforce resulted in that governments started to emerge as the leading actors in the training market.

There are two main justifications for government intervention in training markets. First there is the issue of external benefits. The focus of individuals and enterprises is on higher productivity, profits and wage earnings, which come from training and which affect them directly. Government, on the other hand, is likely to capture the largest share in tax from a flexible and competitive economy, which may accrue from a well trained workforce. Secondly, there is the issue of social equity. Public subsidization on equity grounds for the disadvantaged women and marginalized youth is justified, provided it is carefully targeted to ensure that only those in need benefit.

2.2. LEGISLATIVE FRAMEWORK

According to Nel *et al* (2007: 413) South Africa has a poor skills profile as a result of the poor quality of general education for the majority of South Africans, the low relevance of much publicly funded training, and the low level of investment by companies in training. This poor profile inhibits productivity growth in companies, new investment prospects, and employability of the young and unemployed. The sustainability of small and medium-sized enterprises is similarly impaired.

2.2.1. Skills Development Act, 1998 (Act 97 of 1998)

The Skills Development Act provides an institutional framework to device and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce, to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995 (Act 58 of 1995), to provide for learnerships that lead to recognized occupational qualifications, to provide for the financing of skills development by means of a levy financing scheme and a National Skills Fund; to provide for and regulate employment services; and to provide for matters connected herewith.

In its endeavor to develop the skills of the South African workforce, the Skills Development Act aims to improve the quality of life of workers, improve the productivity in the workplace and the competitiveness of employees. The Act also seeks to promote self-employment and to improve the delivery of social services, to increase the levels of investment in education and training in the labour market and to improve the return on that investment. It also encourages employers to use the workplace as an active learning environment, provide employees with the opportunities to acquire new skills, provide opportunities for new entrants to the labour market to gain work experience and to employ persons who find it difficult to be employed and to encourage workers to participate in learning programs.

A special focus in the Act is to improve the employment prospects of previously disadvantaged persons through education and training. The employment services are to focus on helping work-seekers to find work, retrenched workers to re-enter the labour market, and employers to find qualified employees. Alignment of the Skills Development Act and the South African Qualifications Authority Act is ensured to promote the quality of learning in and for the labour market. The Act also gives organized employees and workers greater responsibility for ensuring the relevance of training, which will enhance quality.

2.2.2 Objectives of the Skills Development Act

The objectives of the Act are to be achieved by establishing a stronger institutional and financial framework than previously existed under the Manpower Training Act. The National Training Board is replaced by a National Skills Authority (NSA). The NSA is an advisory body to the Minister of Labour with responsibility for ensuring that national skills development strategies, plans, priorities and targets are set and adhered to. Industrial training boards are replaced by Sector Education and Training Authorities (SETA's), responsible for developing sector skills plans that correspond to the national skills strategies and targets. The sector skills plans should be presented to the National Skills Authority and approved by the Minister of Labour (Nel *et al*, 2007:413).

2.2.3 Functions of the National Skills Authority

The functions of the National Skills Authority are to advise the Minister of Labour on a National Skills Development Policy, a National Skills Development Strategy, guidelines on the implementation of the National Skills Development Strategy and allocation of subsidies from the National Skills Fund.

Other functions of the authority are to liaise with Sector Education and Training Authorities (SETA's) on the national skills development policy and the National Skills Development Strategy; to report to the Minister on progress made in the implementation of the National Skills Development Strategy, and to conduct investigations arising out of the Skills Development Act. Two learning programs are identified in the Act: learnership and skills programmes.

Learnerships have replaced traditional apprenticeships. They include structured learning and work experiences that lead to nationally registered, occupationally linked qualifications in areas of skill, need or opportunity in the labour market. Skills programs assist young unemployed people to enter employment, as well as existing workers to improve their skill levels. Skills programs are not learnerships, but should also meet quality and relevance criteria to qualify for grant payments from SETA's or the National Skills Fund.

A learnership is a mechanism to facilitate the linkage between structured learning and work experience in order to obtain registered qualification that signifies work readiness. It consists of combined structured learning and work experience components. The structured learning component includes fundamental learning, core learning and specialization. The work experience components relate to the structured learning, and prepares the learner for competence assessment (Nel *et al.* 2007: 414).

2.2.4 Functions of Sector Education and Training Authorities(SETA's)

SETA's play an important role in the facilitation of training and development programmes in the workplace. A strategic approach towards training and development should be regarded as central to anything that can sensibly be termed Human Resources Management (Storey 1993: 111).

A SETA must, in accordance with any requirements that may be prescribed, develop a sector skills plan within the framework of the national skills development strategy. It must implement its sector skills plan by establishing learning programmes, approving workplace skills plans and annual training reports. Grants must be allocated in the prescribed manner and in accordance with any prescribed standards and criteria to employers, education and skills development providers and workers.

SETA's must monitor education and skills development provision in the sector and promote learning programmes by identifying workplaces for practical work experience; supporting the development of learning materials; improving the facilitation of learning and assisting in the conclusion of agreements for learning programmes to the extent that it is required. SETA's must register agreements for training programmes, and when required to do so as contemplated in Section 7(1) of the Skills Development Levies Act, collect the skills development levies, and must disburse the levies, allocated to it in terms of Section 8(3) and 9(b) in its sector; and liaise with the National Skills Authority on the national skills development policy, the national skills development strategy and its sector skills plan.

A SETA must submit to the Director General, any budgets, reports and financial statements on its income and expenditure that it is required to prepare in terms of the Public Finance Management Act; and strategic plans and reports on the implementation of its service level agreement. Learnerships may be established by a SETA if the learnership includes a structured learning component and a structured work experience component. The learnership should lead to a qualification registered by the South African Qualification Authority associated with a trade, occupation or profession; and the intended learnership should be registered with the Director General in the prescribed manner.

2.2.5 Skills Development Levies Act, 1999 (Act 9 of 1999)

According to Nel *et al* (2007: 404, some of the serious deficiencies of the industry-based training levy scheme before the enactment of new legislation were inefficient collection of levies, the inadequate coverage of the workforce and a weak linkage between training and labour market skills needs. One of the main findings of a study conducted into the funding mechanisms for training in South Africa was that formal sector funding mechanisms did not cover all sectors, employer expenditure on training was low and there was a need for government to intervene with financial incentives to increase employer investment in training.

2.2.6 Objectives of the Skills Development Levies Act, 1999 (Act 9 of 1999)

The Skills Development Levies Act, 1999 (Act 9 of 1999) provides a regulatory framework to address the inadequate commitment of organizations to invest in training. The promulgation of this Act resulted in the establishment of a compulsory levy scheme for the purpose of funding education and training. Hacon (1961: 190) asserts that the involvement of outside agencies and mechanisms can only assist if workers themselves have a desire for self-betterment. According to the Skills Development Levies Act, 1999 (Act 9 of 1999), a levy equivalent to one per cent of an employer's payroll per month should be introduced. Employers must pay the levy to the commissioner for the South African Revenue Service. In some instances, where the Minister of Labour and Minister of Finance are satisfied that sufficient grounds exist, and where certain criteria are met, they may grant permission for employers within the jurisdiction of a particular SETA to pay their levies directly to that particular SETA. Twenty per cent of the funds collected will be allocated to the National Skills Fund established by the Skills Development Levies Act.

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Together with the money received from the fiscus, this money is used to fund national skills priorities. The remaining eighty percent of the levies must be paid into the bank account of the various SETA's to fund the performance of their functions and pay for their administration within the prescribed limit. Where there is no SETA, funds for that sector are paid into the National Skills Fund.

It is also required that national and provincial government departments have to budget at least one percent of personnel costs of skills development. This also applies to national and provincial public entities, where eighty per cent or more of their expenditure is defrayed directly or indirectly from funds voted by Parliament. All public service employees in the national and provincial spheres of government and the said national and provincial public entities are, therefore, exempted from the payment of a levy. Those employers not required to register for employees' tax purposes in terms of the Income Tax Act, 1962 (Act 58 of 1962), and whose total annual wage bill is less than R250 000, are also exempted.

2.2.3 National Skills Development Strategy

The Act makes provision that the levy is not payable by any religious or charitable institution contemplated in Section 10(1)(f) of the Income Tax Act, 1962 (Act 58 of 1962), or any fund contemplated in Section 10(1)(a) of the Act, established to provide funds to any such institution and any national or provincial public entity where 80 per cent or more of its expenditure is defrayed directly or indirectly from fund voted by Parliament.

2.2.7 South African Qualification Authority Act, 1995 (Act 58 of 1995)

The high number of training qualifications which are made available by education and training institutions in South African has made it increasingly difficult for learners and employers to determine credibility and market value of a course and qualification obtained from these institutions.

The South African Qualifications Authority Act, 1995 (Act 58 of 1995) successfully addresses this problem by providing a regulatory framework for a comprehensive national recognition framework consisting of national standards to improve the quality and relevance of training. The Act establishes the South African Qualification Authority (SAQA), whose function is to oversee the development and implementation of the National Qualifications Framework (NQF).

The NQF serves as a vehicle to create an integrated national framework for learning achievements and to enhance access to and mobility and quality within the components of the education and training delivery system. The vision of the South African Qualifications Authority is to develop an education and training system that reflects the objectives of the National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the South African population.

2.2.8 National Skills Development Strategy

Consequent upon the enactment of the Skills Development Act, 1998 (Act 97 of 1998), the Skills Development Levies Act, 1999 (Act 9 of 1999) and the South African Qualifications Authority Act, 1995 (Act 58 of 1995), the government directed the Minister of Labour to prepare a National Skills Development Strategy. According to Nel *et al* (2007: 416), the mission statement encapsulates the goals of the National Skills Development Strategy as to equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society.

In fulfilling this mission, Nel *et al* (2007:416) further point out that five objectives identified to drive the National Skills Development Strategy are to develop a culture of high quality life-long learning; to foster skills development in small businesses; to stimulate and support skills development in small business.; to promote skills development for employability and sustainable livelihood through social initiatives and to assist new entrants into employment. To monitor the roll-out of the National Skills Development Strategy, success indicators have been defined in terms of national targets to be met at predetermined target dates. The strategy charts the ways in which South Africa can build its skills to enable it to compete more successfully in the global economy, attract investments, enable individuals and communities to grow to eradicate poverty, and to build a more inclusive and equal society.

2.3 Training Effectiveness

For training to be effective, its relevance to the work environment and tasks to be executed should be taken into cognizance. According to Kirkpatrick's Four-Level Training Model, if you deliver training for your team or organization, then you probably know how important it is to measure its effectiveness. It would be imprudent to utilize your resources on training that does not yield tangible returns. Kirkpatrick (1994:12) points out the following four levels of training evaluation:

2.3.1 Reaction

Under this level, the reaction of the trainees to the particular training conducted must be measured. It should be established how they felt about the instructor, the methods of training, the topics and the material. It assists in effecting improvements for future training (Kirkpatrick, 1994:14).

2.3.2 Learning

At Level 2, you measure what your trainees have learned. It has to be determined whether their knowledge has improved as a result of the training. This should be measured against the objectives set for the particular training. This assessment assists in determining which aspects of the training are difficult to learn. (Kirkpatrick, 1994:14).

2.3.3 Behaviour

At this level, you evaluate how far your trainees have changed their behavior, as a result of the training received. The focus in this regard is on how the trained employees apply the information learned. The fact that you may sometimes discover that there is no change in behaviour does not mean that the trainees have not learnt anything. Their work environment or the attitude of their supervisors may not be conducive to the application of the acquired knowledge (Kirkpatrick, 1994:14).

2.3.4 Results

At this level, the final overall results of the training are analysed. The biggest challenges are identifying which outcomes, benefits or final results are most closely linked to the training and coming up with an effective way to measure these outcomes over the long term. According to Kirkpatrick (1994:15) some of the outcomes to be considered include increased employee retention, higher morale, increased production, fewer staff complaints and increased customer satisfaction.

2.4. TRADITIONAL APPROACH AND OUTCOMES APPROACH TO TRAINING

Before the advent of democracy and the enactment of progressive legislation pertaining to labour relations and skills development, training of employees was not outcomes-focused.

“An outcome based education and training has, as its starting point, intended outputs (outcomes), as opposed to inputs of traditional curriculum – driven education and training. An outcome is regarded as what a person can do and understand, whereas a competence is what a person is able to combine regarding the use of skills, information, and understanding necessary to a particular situation. An essential outcome is a competence a learner has acquired at a required level of performance” (Nel *et al*, 2007: 427).

2.4.1 Traditional Approach

According to Nel *et al* (2007: 428) in the traditional approach, the content of the subject matter is textbook – or worksheet – bound. Training material and content are prescribed with no scope of deviation or freedom of objective analysis on the part of trainees. This inhibits innovation. The trainees are restricted to the subject matter in the manuals or worksheets distributed during training. The whole process of training is teacher-centred. The tutor is regarded as the epicenter of training and views of the trainees are not taken into cognizance. The development process of the curriculum is not open to the whole workforce of the organization.

As a result, valuable inputs which could emanate from other stakeholders are not taken into consideration. There is no sense of ownership of the training programs amongst the entire workforce. Memorizing of texts is viewed as acceptable. Instead of the integration of knowledge that is relevant and linked to the work environment and practical application thereof, trainees are compelled to concentrate on the theoretical aspect of the training material.

2.4.2 Outcomes Approach

According to Van Der Horst and McDonald (1997: 27) in the outcomes approach, critical thinking and reasoning are encouraged. This results in the objective analysis of the content of training. Inputs made by trainees are used to improve the subject matter and how the acquired knowledge is to be applied to the practical work environment. This approach is trainee-centred. Trainers are mainly regarded as facilitators, whereas group and teamwork are encouraged. Learning programmes merely provide the guidelines, because creativity in the establishment of training programmes is encouraged. The emphasis is on the integration of knowledge that is relevant and linked to work experience. Regular feedback and recognition of efforts by trainees to link their acquired knowledge to the work situation are an integral part of this approach.

2.5 Trainee assessment

The employer should devise ways to determine whether trainees have acquired the necessary knowledge as prescribed in the content of the training programmes. According to Erasmus and van Dyk (2006:11) assessment is defined as “a process by means of which the quality of a learner’s achievements can be judged, recorded and reported. Such judgements can be made through continuous observation or during evaluation. The South African Qualification Authority (SAQA) also defines assessment as “the structured evaluation of a person’s ability to demonstrate the acquisition and application of the outcomes of a programme of learning, leading to the award of a qualification”. This assessment deals with the trainee’s ability to achieve the outcomes and requirements of a training program.

2.5.1 Purpose of assessment

Reasons for conducting assessments of trainees may vary according to the training programmes. In most institutions, the reasons for conducting assessments are to assist trainees in making choices about courses or career paths, to determine whether trainees have acquired the knowledge or skills or have mastered the learning outcome, to identify learner strengths and weaknesses, to inform learners about individual progress and development, and to evaluate the effectiveness of a learning process (Erasmus and van Dyk, 2006: 213).

2.5.2 Relationship between assessment and training methods

The process of assessment cannot be conducted without taking the training process into cognisance. Training which is irrelevant to the job situation serves to complicate the assessment process. Osborne (1996:65) is of the view that the aspects to be considered before trainee assessment can be done are whether the training method was promoting the learning that was planned ;how well the training has been delivered; whether the interaction between trainees, trainer and others was fruitful; whether the content of the programme matched the training need; how well the training enabled the trainee to deal better with the perceived reality of the work situation; and whether the trainees found the experience worthwhile.

If the processes of training and assessment are not conducted in a professional manner, they may impact negatively on performance management. One of the most important aspects of the performance management system is that underperformers must be afforded appropriate training before any punitive measure is taken.

Storey (1993:103) contends that the importance of performance measurement lies not only in its emphasis on the attitudinal and behavioural characteristics of employees but also in its emphasis on the individual. The underlying ethos of appraisal is the achievement principle, i.e. the reward of individual work, achievement or performance. However, the over-emphasis of the productivity of the individual has the result of defining the individual as a mere unit of work.

2.5.3 Types of assessment in outcomes-based training

According to Erasmus and van Dyk (2006: 215) there are four types of assessment in outcomes-based learning. These are formative assessment, summative assessment, continuous assessment and integrated assessment.

2.5.3.1 Formative assessment

In formative assessment, the trainees are assisted in the learning, they get feedback of their progress and they are assisted to evaluate learning processes and outcomes. This form of assessment is more developmental than judgmental in that it provides information to the learner to improve his or her work.

2.5.3.2 Summative assessment

Summative assessment indicates whether a learner has achieved the learning outcomes or course objectives, whether learners have achieved the required competency and it assigns grades based on the level of achievement. It can involve the awarding of credits or qualifications or year marks. Summative assessment can also take place throughout a curriculum at points when a judgment is made about whether a learner is able to progress to the next level of learning.

2.5.3.3 Continuous assessment

Continuous assessment is an evaluation practice with accumulative character through which the trainer builds up a profile (a complete picture) of the trainee's ability, performance and attitude. This type of assessment is achieved through a combination of techniques such as class work, tests, assignments, projects, practical work and participation in group activities, in the form of case studies, group projects and role-plays throughout the course or programme.

2.5.3.4 Integrated assessment

Integrated assessment is a form of assessment which permits the learner to demonstrate applied competence and which uses a range of formative and summative assessment methods. Integrated assessment occurs at various levels in the course of a learning programme. It should inform curriculum and course programme development and be an integral part of the training and learning that take place in the workshop. The principles of integrated assessment approaches are that it focuses assessment activities on the purpose of the unit standard or learning programme, seeking ways to integrate theory and practice; acknowledges that assessment is not a once-off event in an outcomes based model. It also acknowledges that although assessment of only an appropriate sample of evidence may take place, this should be sufficient to infer that a learner is competent.

2.6 STRATEGIC TRAINING MANAGEMENT AND ASSESSMENT

Managers should evaluate how training and assessment will impact on the culture of an organization. Processes which are not well managed may have a disruptive and demotivating effect on the operations of an organization.

Osborne (1996: 161) is of the view that there is a match between training method and organizational culture, reminding us that inherent in both are attitudes and assumptions that must be considered, and in most cases be reconciled. If an institution takes a conscious decision to use training methods to deliberately change the emphasis of the prevailing culture, likely consequences must be anticipated and prepared for, such a delicate task should usually be driven by senior management. (and Nadler, 1989: 6).

Swanepoel, Erasmus, van Wyk and Schenk (2000: 484) assert that the main focus of Due to its importance and costs involved, training and assessment in any organization must be effectively managed. To ensure that these processes are effective, it is imperative to investigate at the outset, before developing any training programme, the nature and extent of the overall strategic plan of the organization and in particular the human resources management role in this strategy. Against this background, training management of institutions should be aware that the existing imbalance between skilled managers from the different population groups has to be rectified as soon as possible. Management training programmes should therefore be specifically developed to prepare previously disadvantaged personnel for managerial positions and supplement shortages. The transformational agenda must be driven and managed. (Erasmus *et al*, 2006:19).

are self-responsible for their own learning and careers, with their managers in a coaching role, in practice, Human Resources Development professionals still spend The training manager must ensure that all training programmes are presented in a purposeful and effective manner. Institutions should never offer training merely for the sake of training. Management must realize that attitudes towards affirmative action training programmes do not change overnight, and that resistance to the implementation of such programmes is highly likely. Training programmes must be designed in accordance with didactic principles to ensure maximum training effectiveness. Training practitioners must be selected, since the success of training is largely dependent on the quality of trainers (Erasmus *et al* 2006: 19).

2.7. INTEGRATION OF HUMAN RESOURCE DEVELOPMENT (HRD) AND PERFORMANCE

Human resources development can be defined as a learning experience organized mainly by an employer, usually within a specified period of time, to bring about the possibility of performance and personal growth (Nadler and Nadler 1989: 6). Swanepoel, Erasmus, van Wyk and Schenk (2000: 494) assert that the main focus of Human Resource Development is learning and its principal aim is to attain the aims and objectives of both the organization and the individual. Since human resource development takes place over a particular period of time, it is therefore essential to notify planners of the time scale involved so that not only can replacements be found for those who have to attend courses but the cost-effectiveness of the programme can also be determined.

Among all the misconceptions about human resource development, one of the most persistent and obfuscating ones is the idea that HRD practitioners are the core actors on the learning and performance stage. Although it is common nowadays to assert that employees are self-responsible for their own learning and careers, with their managers in a coaching role, in practice, Human Resource Development professionals still spend most of their time co-ordinating, designing and delivering training to employees. There is little evidence to suggest taking on new roles supporting employee learning or that employees are engaging in completely new ways of self-directed learning.

According to Swanepoel *et al* (2000: 494) the primary focus of Human Resource Development is the possibility of performance improvement and personal growth. Learning can take place without producing any improvement in performance and it is therefore important to focus on the possibilities on offer. Performance improvement can be widely interpreted but in the context of Human Resource Development it refers to how employees perform their work after the Human Resource Development intervention. It is difficult to distinguish between personal growth and performance improvement. This is the reason why these two concepts are included in most definitions of Human Resource Development.

2.7.1. Importance of human resource development

Swanepoel *et al* (2000: 496) assert that the aims of training and developing employees are to improve the performance of workers who usually fail to meet the required standards of performance, once their training needs have been identified; to train employees as preparation for future positions; to prepare employees for forthcoming organizational restructuring or for changes in technology; to ensure competitiveness in the market place by retaining employees; to benefit individual employees in the sense that they can be assisted to take sound decisions and thus increasing job satisfaction, which ultimately benefits the organization; to improve interpersonal skills and to make the organization a better place to work.

Spencer and Jackson (2003: 341) contend that to know how many units an employee produces per day does not provide a complete basis for judging employee performance as satisfactory or not. A standard against which to compare the information is necessary. There must be performance standards which define the expected levels of performance. These are what are mostly referred to as goals, benchmarks or targets. Well-defined standards ensure that everyone involved is conversant with the levels of performance expected.

According to Mathis and Jackson (2003: 305) most organizations no longer embark on HRD blindly. Employers must focus on key competencies. Successful employers look within their own ranks and identify those key employees with the competencies they need. Thereafter, they focus on retaining and developing these talented workers by providing coaching, mentoring and appropriate assignments. Swanepoel *et al* (2000: 496) are of view that human resource development is linked to most other human resources management sub-functions. Workforce planners identify the quality and quantity of employees required by the organization. Projected workforce needs enable the HRD sub-function to plan the training of both current and newly recruited employees.

The recruiting and selection sub functions locate candidates with the required skills in the market. The need for formal training depends on the level of the job in the organization. High entry requirements will diminish the need for intensive formal training, while a well-designed on-the-job training course may assist to reduce the need to recruit highly skilled candidates. Performance assessments and career planning are also two sub-functions which are directly related to HRD. Performance assessments allow for the identification of possible training requirements and possible career opportunities in an organization. In order to encourage hard work and self-development, remuneration and reward should also be linked to the competencies of employees.

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2.7.2 Performance Management

According to Bennet and Minty (1999:58) effective performance management can be attained if organizations focus on all levels of key performance areas to assess whether the strategic objectives of the organization are being achieved. All spheres of government are increasingly recognizing the importance of performance management in the quest for satisfactory service delivery. However, Hacon (1961: 190) contends that “no outside agency can help a man as much as he can help himself. The spur to self-betterment must remain with the individual.” This buttresses the notion that performance management systems alone cannot be a panacea regarding underperformance in the workplace.

Performance management systems are considered to be effective if a vision of objectiveness is communicated to employees; department and individual performance targets are set within wider objectives; a formal review of progress towards targets is conducted; and the whole process is evaluated to improve effectiveness (Sloman 1997: 167). According to Bennet and Minty (1999: 60) the three widely recognized major purposes of performance management are that it is a process of strategy implementation; a vehicle for culture change; and that it provides input to other Human Resources Systems such as development and remuneration.

The principles of performance management are described by various scholars as

2.7.3 Performance Problems

According to Nel *et al* (2007: 477) performance problems on the part of employees must be identified and analysed at an early stage of the performance management system. Causes of performance problems are lack of challenges resulting in loss of interest in the job; uncertainty with regard to what is expected from the employee; personal problems like depression, unstable family relations or alcoholism; lack of competency. a feeling of job insecurity as a result of restructuring and poor time management.

2.7.4. Steps of performance management process

According to Nel *et al* (2007:476) the first stage of the performance management process involves the following steps:

Step 1: Manager and subordinate meet to jointly discuss how the organization's strategic goals must be adopted and adapted by the department and the individual.

Step 2: Manager and subordinate jointly decide on an action plan to achieve the individual's goals.

Step 3: Manager and subordinate agree on specific times for formal checks to be made on progress towards the goals.

Step 4: Manager and subordinate agree to the type of value, and the amount of value that will be added if the goals are achieved.

A document in which these steps are incorporated after a formal agreement between the employer representative and the employee is regarded as a contract which will be utilized to check whether the whole process of performance management is fair and equitable.

2.7.5 Principles of Performance Management

The principles of performance management are described by various scholars as follows:

2.7.5.1. Fairness, objectivity and transparency.

These should be constant features of performance management. Transparency concerns itself with the extent to which the functioning of public institutions and the actions of managers in the public service are open to public scrutiny (Nel *et al*, 2007:475).

2.7.5.2. Motivation

Motivation is referred to as a process by which managers stimulate employee behavior and direct it towards achieving desired personal and organizational goals. Motivation spurs employees to strive for excellence. It occurs through the interaction of intrinsic and extrinsic rewards which a public official needs. Managers can motivate subordinates towards improved performance by creating a positive climate where people can be motivated from within. Motivation provides the best potential source of increased productivity for the public service and profitability for the private sector. It implies that subordinate public officials' abilities will be used more economically, which in turn, should lead to improved job satisfaction as well as increased productivity (Megginson:1981:293).

2.7.5.3. Maximum communication

According to Fournies (1987:197) for performance management systems to be promoted, there must be maximum feedback regarding an individual's performance. He further asserts that fifty percent of non-performance problems can be related to feedback problems. The aim, purpose and process of performance management systems must be communicated in a simple and understandable language prior and after implementation.

2.7.5.4. Coaching

Crossley and Taylor (1985:11) contend that managers are being pressurized to According to Nel et al. (2007:477) an astute manager must always be aware of the levels of his or her subordinate's performance. When the subordinate is not performing adequately, some managers waste time trying to rationalize rather than correct the problem. Fournies (1987:87) identifies the aspects managers can do when under-performing subordinates do not show any improvement. The process they can use is called coaching. Coaching involves the analysis of the reasons why the performance of an employee is unsatisfactory. There must be consensus that a problem exists before alternative solutions are discussed, and a mutual agreement is reached on what action is taken to solve the problem.

2.7.5.5. Training

According to Anthony *et al* (1993:324) training refers to instructions provided for a current job. Since managers have the responsibility of co-ordinating the performance management system, they must be equipped with skills to appraise their subordinates. Workshops and seminars must be organized for managers to share their experiences in using performance appraisals systems. After receiving the necessary training, managers must be held accountable for the manner in which they conduct the performance management system. Subordinates themselves must also receive training in order to know their rights and what is expected from them

2.7.5.6. Active participation of managers and subordinates

Without the active participation of both stakeholders, the performance management system cannot be fair and objective. The process will always be marred by disputes. Participation by subordinates should be evident immediately after appointment. A new employee must be given a job description and procedure manuals, and be informed that the main duties in the job description are going to serve as standards against which performance will be measured. Roles of both stakeholders must be clearly defined.

2.7.5.3 Evaluation of participant

Crossley and Taylor (1995:11) contend that managers are being pressurized to rediscover competitive advantage and the only way to achieve this is by developing the core competency of becoming a knowledge worker and encouraging subordinates to become knowledge workers as well. Knowledge workers are those who can use their hands and minds to organize and deal in information and technology. They possess the skills to analyse and problem-solve complex issues and tasks, and they are far more independent than employees of the past.

According to Gomez-Meija, Balkin and Cardy (1998:223) supervisors who manage performance effectively to direct attention to the causes of problems; develop an action plan and empower workers to reach a solution and direct communication at performance and emphasize non-threatening communication.

2.7.5.7 Evaluation of Performance

Gomez-Meija *et al* (1998:215) contends that there are two general perspectives that evaluators take when measuring the performance of employees. These are the rational perspective and the political perspective. While the political perspective assumes that the value of an employee's performance largely depends on the agenda and goals of the manager, the rational approach assumes that the goal of appraisal is accuracy. According to the rational perspective, supervisions and workers are passive participants. The focus is on the clear defining of the worker's performance and measurement thereof. On the other hand, the focus in the political approach is management. Supervisors and workers are motivated participants in the measurement process.

2.7.5.8 Evaluation of participant

According to Cascio (1995:290) a rater must be afforded ample opportunity to observe the employee's performance over a reasonable period of time. The stakeholder most familiar with an employee's performance is the immediate supervisor. The immediate supervisor has the best opportunity to monitor the subordinate at close proximity on a daily basis. Most of the work done by the employee is submitted to the immediate supervisor for verification. The disadvantage of using the immediate supervisor is that a close relationship may develop over time between the two stakeholders as they are always in close contact. This may result in the supervisor being too lenient (Nel *et al* 2007: 478). Peers can sometimes be used to appraise their co-workers. Careful selection of aspects to be measured should however be made due to the fact that peers are most likely to be biased because of relationships which may have developed. With regard to self-appraisal, Cascio (1995:291) contends that the opportunity to participate in the performance management process, particularly if appraisal is combined with goal-setting and the chance to add value to the organization, improves the employee's motivation and reduces defensiveness during the appraisal process. The obvious disadvantage of self-appraisal is that it tends to be unacceptably lenient.

2.8 Conclusion

Chapter 2 provides an overview of findings and views of other researchers on this topic. Various acts of Parliament which provide a framework for personnel training and development are delineated. These pieces of legislation are the Skills Development Act 97 of 1998, the South African Qualifications Authority Act 58 of 1995 and the Skills Development Levies Act 9 of 1999. The effectiveness of training and the determination of training needs are briefly discussed. The chapter also highlights the approaches to training by providing a concise explanation of the traditional and outcomes approaches. The types and purposes of personnel assessment are explained in conjunction with the relationship between training methods and assessment.

An overview of the integration of Human Resource Development and performance and the importance of human resource development is provided. The chapter also delineates the steps of the performance management process, principles of performance management, evaluation of performance and problems encountered when evaluating personnel performance. CHAPTER 3 will outline the methodology for the research done.

This chapter presents the research design and methodology that underpin the study. In order to arrive at a credible conclusion, the research will be centered on the collection, analysis and interpretation of data collected from Vhembe District Municipality employees. A detailed explanation of the research approach and data collection methods and instruments is also provided.

The research process will be commenced by submitting a formal request to solicit permission for the conducting of the study to Vhembe District Municipality. A description of the process of the selection of the sample is provided. In addition to interviews that will be conducted with the selected employees and managers, short questionnaires will also be distributed among the participants. Impediments to access to employees will be minimal as the researcher is an employee of Vhembe District Municipality.

3.2. THE STUDY AREA

The study was in the form of an exploratory, descriptive cross-sectional survey, which was conducted on assessment of the effectiveness of the personnel training and development process in Vhembe District Municipality. The study area forms part of the far north region of the Limpopo province. It is located on the western side of the Punda Maria gate. The coordinates of the study area are 23°30' S and 29°30' S latitude and 30°30' E and 22°30' E longitude.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

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3.3 RESEARCH DESIGN

According to Babbie (1992:89) research design addresses the planning of a scientific inquiry and designing of a strategy for finding out something. First, you must specify precisely what you want to find out. Second, you must determine the best way of finding out what you want. Flick, Von Kardorff and Stainke (2004:16), further stipulate that research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer the questions posed. For the purpose of this study, both the qualitative and quantitative approaches will be used.

Since the objective of the researcher is to determine whether training of personnel is resulting in improvement of performance, empirical evidence on the status quo regarding municipal services should be provided. According to the 2011/2012 Vhembe District Municipality Annual Report, a need to improve road infrastructure and the supply of water existed. In this regard 85 projects to improve water reticulation were planned. It was also envisaged that the newly constructed Nandoni Dam would start supplying water to communities by the end of the 2011/2012 financial year. Road infrastructure also needed to be upgraded. 22 district roads were targeted to be upgraded.

3.4 METHODOLOGY

The methodology employed in this particular research is that of single case study with the aim of determining whether the training and development programmes of Vhembe District are having any effect on the employees' performance in the work situation. The rationale behind the choice of a case study is that in a case study the researcher is able to examine a phenomenon in its natural setting. Leedy and Ormrod (2005:135) are of the view that case studies can be useful for learning more about a little known or poorly understood situation.

According to Huysamen (1995:163) research methodology is the creation and development of techniques and strategies to collect data. In this study the researcher

used both qualitative and quantitative methods of data analysis. In this study, research methodology involves a selection of appropriate research approaches, research methods, sampling procedures, respondents and instruments for collecting and analyzing data.

3.3.1 QUANTITATIVE APPROACH

According to Babbie and Mouton (2001:644) quantitative approach entails the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect. An emphasis is put on the quantification of constructs. The quantitative researcher believes that the best way of measuring the properties of phenomena is through quantitative measurement. For the purpose of this study, the quantitative approach will be applied in the determination of the number of trainings attended by respondents and the number of transgressions highlighted by auditors in their reports.

3.3.2 QUALITATIVE APPROACH

Strauss and Corbin (1990:17) define qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or by any means of quantification. People's individual and collective perceptions, beliefs and social actions are analyzed and described in qualitative research. McMillan and Schumacher (1993:390) further contend that the qualitative approach leads to a naturalistic inquiry, which takes place in a real world situation where the research does not attempt to manipulate the phenomenon of interest. The phenomenon of interest unfolds naturally in that has no predetermined course established by and for the research.

The researcher allowed this natural response to unfold by conducting in-depth interviews with the selected Vhembe District Municipality employees, soliciting their perceptions, beliefs and thoughts with regard to the training and development programs in which they are involved and the impact thereof on their work performance. According

to Strauss and Corbin (1990:19), the qualitative approach, if utilized efficiently, can be used to uncover and understand what lies behind any phenomenon about which little is known. The researcher intends to uncover the problems behind the inability of employees to perform their duties efficiently and to determine whether the Vhembe District Municipality employees view the training and development programs in which they are involved as appropriate and relevant to their jobs.

According to Babbie and Mouton (2001:270) qualitative studies will typically use qualitative methods of gaining access to research subjects and qualitative methods of data collection, semi – structured interviews and the use of personal documents to construct life stories. For the purpose of this study, the researcher will use semi-structured interviews as a qualitative tool to solicit views from participants.

3.4 POPULATION

According to Babbie and Mouton (2001:174) a study population is that aggregation of elements from which the sample is actually selected. Vhembe District Municipality has 1760 employees. 1100 of these employees are service workers transferred to the district municipality from the Department of Water Affairs who perform manual work like cleaning of pipes and premises. There are 300 technicians, 120 fire fighters and 240 officials performing clerical duties.

3.5 SAMPLING

McMillan and Schumacher (2001:174) indicate that non-probability sampling is the most common type in educational research. It does not include any type of random sampling, rather the researcher uses subjects who happen to be accessible or who may represent certain types of characteristics.

According to Leedy and Ormrod (2001:218), in non-probability sampling, the researcher has no way of forecasting or guaranteeing that each element of the population will be

presented in the sample. Furthermore, some members of the population have little or no chance of being sampled.

3.6 SAMPLING METHOD

The purposive sampling method was employed to identify respondents. According to Babbie and Mouton (2001:643), purposive sampling is a type of non-probability sampling in which you select the units to be observed on the basis of your own judgment about which ones will be the most useful or representative.

3.7 SAMPLE SIZE

For the purpose of this study, out of the 1100 service workers who perform the same tasks, 10 participants were selected. The reason for selecting only ten is because most of these service workers have not yet been fully integrated into the district municipality's training programs since the transfer process from the Department of Water Affairs had only been recently completed. 4 fire fighters and 4 technicians will be selected. 1 manager and 4 officials from each of the seven departments in the municipality will also be selected. One of the selected officials is the skills development officer who facilitates the municipality's training and development programs. The total number of participants is 50. The selection of managers is justified on the basis that they are the ones who regularly assess the performance of staff under their control

3.8 DATA COLLECTION METHODS

According to Babbie and mauton (2001: 288), before the researcher commences with the business of gathering information in qualitative research, the most crucial question to be asked is when and how the data will be extracted. For the purpose of this study, the researcher will use interviews, questionnaires and analysis of documents. In this case study of Vhembe District Municipality, the Auditor General's report will also be

analyzed in order to delineate the findings of the auditor's assessment of Vhembe District Municipality's performance.

3.8.1 Questionnaires

A structured self-administered questionnaire was used to collect data from the participants. It consisted of two sections. Section A comprised the socio-demographic characteristics consisting of six items. It consisted of 24 personnel training statements measured on a five-point Likert scale ('strongly agree' to 'strongly disagree').

For many good reasons, the questionnaire is the most widely used technique for obtaining information from subjects (McMillan and Schumacher 2001: 257). Furthermore, McMillan and Schumacher (2001: 257) note that a questionnaire is relatively economical, has the same questions for all subjects and can ensure anonymity. The questions for questionnaires consisted of close-ended questions such as scale questions, where: The workers had to mark their responses in the appropriate blocks, e. g.

- A = Strongly Agree
- B = Agree
- C = Neutral
- D = Disagree
- E = Strongly Disagree

The instrument's items, format and procedures were taken from Noveno (2003); however, some modifications were made by the researcher to fit the current study. The first part of the instrument contained a statement of purpose and directions, and was designed to collect biographical or personal data that include gender, age, and civil status, educational attainment and years of work experience.

3.8.2 OPEN ENDED INTERVIEWS

According to Babbie and Mouton (2001:289) face - to- face interviews are the most common method to collect data in South Africa. The interview encounter has the explicit purpose of one person obtaining information from another during a structured conversation based on a prearranged set of questions. Asking questions and noting answers is a natural process which is simple enough for any researcher.

McMillan and Schumacher (1993:426) further contend that qualitative interviews may be classified as informal conversation interviews, the interview - guide approach, as well as standardized open - ended interviews. For the purpose of this study, the researcher has in certain instances used the interview - guide approach, while open-ended interviews will be employed where appropriate. The researcher will decide on the structural aspect of the interview by selecting the aspects which will form part of the interview in advance. The sequence followed and the words which were used in the interview were determined beforehand by the researcher.

3.8.2.1 BASIC INDIVIDUAL INTERVIEWING

Basic individual interviewing differs from most other types of interviews in that it is an open interview which allows the researcher to speak for himself or herself rather than to provide the respondent with a battery of the researcher's predetermined hypothesis - based questions. Qualitative interviewing should be flexible and continuous. (Babbie and Mouton, 2001:289). Rubin and Rubin (195:46) concur by asserting that qualitative interviewing is iterative. This means that each time you repeat the basic process of gathering information, analyzing it and testing it, you come closer to a clear and convincing model of the phenomenon you are studying. The continuous nature of qualitative interviewing means that the questioning is redesigned throughout the process.

For the purpose of this study, some of the interview questions were open – ended to allow the selected Vhembe District Municipality employees to freely express their views with regard to the nature and effectiveness of the training they are receiving. The continuous and flexible manner of the interview allowed the respondent to point out weaknesses in the municipality's training and development program and suggest improvements instead of just asking an employee whether the training course he or she last attended served to increase his or her knowledge, the respondent may further be asked which part of the training was the least relevant and how improvements to the particular course can be effected.

3.9 METHOD OF DATA ANALYSIS

In order for data management to be efficient, multi forms of data collection will be used in the study. This approach is buttressed by the views of Merriam (1998:40) when she asserts that case studies may not be aligned to any particular method of data collection. The consensus is that various methods can be used if the type of research is a case study. For the purpose of this study, interviews, questionnaires, direct observation and document analysis will be employed in the process of research.

According to Babbie and Mouton (2001:446), a questionnaire is a document containing questions and other types of item designed to solicit information appropriate to analysis. The respondent is not offered any assistance when completing the questionnaire. Although questionnaires may have a low response rate, the advantages are that they guarantee anonymity and are time- saving. Data analysis is the process of systematically searching and arranging the interviews transcripts, questionnaires, and notes and other materials that the researcher has accumulated in order to be able to present the findings. Analysis involves working with data, organizing them, breaking them down into manageable units, selecting, categorizing, comparing and synthesizing them, searching for patterns and interpreting them in order to make a decision on what is to be presented as findings (McMillan and Schumacher, 1993:488).

Quantitative data from the returned questionnaires were coded and entered into a Microsoft Excel spreadsheet (Microsoft Office, 2003). The statistical software SPSS version 17.0 was used to analyze the generated data. Descriptive and inferential statistical analyses were employed. Data were also summarized using graphic presentations for the interpretation of findings. Statistics were based on percentages and frequencies.

3.10 ETHICAL CONSIDERATION

Paul and Jeanne (2010:101) say most ethical issues in research fall into one of four categories which 'I' as the researcher considered while conducting my research which were as follows:

3.10.1 Protection from harm

A researcher should not expose research participants to unnecessary physical or psychological harm. Participants should not risk losing life or limb, nor should they be subjected to unusual stress, embarrassment, or loss of self-esteem. In cases where the nature of study involves creating a small amount of psychological discomfort, participants should know this ahead of time, and any necessary debriefing or counseling should follow immediately after the in participation.

3.10.2 Informed consent

According to Paul and Jeanne (2010:101) when people are intentionally recruited for participation in a research study, they should be told the nature of the study to be conducted and given the choice of either participating or not participating. Furthermore, they should be told that, if they agree to participate, they still have the right to withdraw from the study at any time. Any participation in a study should be strictly voluntary.

3.10.3 Right to privacy

Paul and Jeanne (2010:102) further say that any research study involving human beings should respect participants' right to privacy. Under no circumstances should a research report, either oral or written, be presented in such a way that others become aware of how a particular participant has responded or behaved. Generally, a researcher must keep the nature and quality of participants' performance strictly confidential.

3.10.4 Honesty with professional colleagues

Researchers must report their findings in a complete and honest fashion, without misrepresenting what they have done or intentionally misleading others about the nature of their findings. And under no circumstances should a researcher fabricate data to support a particular conclusion, no matter how seemingly "noble" that conclusion may be.

In this study, respondents were assured of anonymity and the information provided by the participants was regarded as confidential unless agreed upon by the participant and the researcher.

3.11 CONCLUSION

Chapter 3 provides an outline of the study's research design and methodology. The planning of this scientific study is delineated by dissecting the strategy to be used to elicit information from respondents and to manage collected data. The primary data design, according to which researchers collect new data themselves, and the secondary data design, in which existing data is used, are juxtaposed in order to highlight the differences between the two strategies.

The features of qualitative research like naturalism, emphasis on process, and insider perspective, are briefly explained. Ethical considerations during the course of the study are also highlighted. The use of interviews as a data collection method is outlined. An overview of both the qualitative and quantitative approaches is provided. The single case study as a methodology; sampling, data management and analysis are explained. The questions to be asked in interviews and questionnaires, together with the documents to be analysed as primary sources are outlined.

A Likert questionnaire was used to collect data. The questionnaire used was divided into two sections, viz., A and B. Section A entails gender, marital status, number of dependants and educational qualifications of the respondents. Section B sought to determine the effectiveness of the personnel training and development process in Vhembe District Municipality.

4.2 BIOGRAPHICAL INFORMATION OF THE RESPONDENTS

Table 4.1: Gender status of the respondents

	Frequency	Percentage
Male	24	47
Female	26	53
Total	50	100

Out of the 50 responses the observations made were that 24 were males and 26 were females which constitute 53% and 47% respectively while 2% of respondents did not indicate their gender (See table 4.1). This means that males were in the majority of the staff involved in the training.

CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

The purpose of this chapter is to present data collected by means of questionnaires. The research results were presented and data were analysed and interpreted. A Likert questionnaire was used to collect data. The questionnaire used was divided into two sections, viz., A and B. Section A entails gender, marital status, number of dependants and educational qualifications of the respondents. Section B sought to determine the effectiveness of the personnel training and development process in Vhembe District Municipality.

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Table 4.2: Employment categories of the respondents

	Frequency	Percentages
Managers	8	16
Supervisors	3	6
Officials/clerks	31	62
Service workers	8	16
Total	50	100

Table 4.2 reveals that In terms of employment categories, 11 respondents comprising 22 per cent of the sample exercised supervisory roles in the work place. They were thus in positions enabling them to assess the performance of subordinates. 31 respondents constituting 62 per cent were officials who needed training the most in order to carve their career paths. The remaining 8 respondents constituting 16 per cent of the sample mostly needed on- the- job training and demonstrations to learn how to perform their manual tasks.

Table 4.3: Salary Income per month (R) Percentage distribution (%)

Monthly income	Frequency	Percentage distribution (%)
R5000-R8000	16	32
R8000-R12000	14	28
R12000-R16000	8	16
R16000-R20000	5	10
R20 000 plus	7	14
Total	50	100

Results in Table 4.3 reveal that 30 respondents constituting 60 per cent could not easily afford private studies as their income was below R12000. They expected the municipality to empower them through institutional training and development. 12 respondents constituting 24 per cent received incomes of more than R16000 which

could enable them to pay for private studies. Ironically, they were the ones who already possessed diplomas and degrees.

Table 4.4: Education and Qualifications of the respondents

Qualification	Frequency	% of the respondents
Certificate	0	0
National Diploma	42	84
Honours	4	8
Masters	2	4
Other Post Graduates	2	4
Total	50	100

When participants were asked questions about their education and qualifications, the results revealed that 84.2% of them had National Diplomas and 15.5% had diplomas. (Table 4.4). Of those who had diplomas, 83.0% were females and all had qualified as professionals before 2003. At 26.3%, it was only a relatively few respondents who already had postgraduate degrees, and 6.6% who said that they were currently pursuing them. Furthermore, 21.0% of the respondents already had other qualifications.

Table 4.5: Marital Status of the respondents

Status	Frequency	% of the respondents
Single	14	28
Married	30	60
Divorced	6	12
Total	50	100

Table 4.5 shows that the majority of the respondents (60%) were married. When the marital status was combined with gender it was found that the predominant group was married women (48%). No items were asked regarding the number of dependants or home and family life situation. This information would have helped in determining the

existence of any work-life conflict. Research on the work-family life conflict indicates that the greater the conflict, the lower the job satisfaction level. This conflict is seen mostly in two career families and when a child is sick. However, the effect of work-family conflict amongst the respondents was not investigated in this research.

Table 4.6: Personnel training and development is effective in Vhembe district

	Frequency	Percentage
Strongly Agree	1	2
Agree	3	6
Uncertain	2	4
Disagree	18	36
Strongly disagree	26	52
Total	50	100

Table 4.6 indicates that 4 respondents constituting 8 percentage of the total sampled agreed with the statement while 2 respondents were uncertain with the statement. Table 4.6 shows that 44 respondents constituting 88 percentage of the sampled disagreed with the statement. The results revealed that the majority of the respondents constituting 88 percentage disagreed with the statement that personnel training and development is effective in Vhembe district. As a result there is lack of effectiveness of personnel training in the institution.

	Frequency	Percentage
Strongly Disagree	2	4
Disagree	12	24
uncertain	2	4
Strongly Agree	30	60
Agred	4	8
Total	50	100

Table 4.3 shows that 14 respondents constituting 28 percent of the total sampled disagreed with the statement while 4 percent of the total were uncertain of the

Table 4.7: There is an improvement of performance as a result of the trainings conducted within the Municipality

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	8	36
uncertain	2	4
Strongly Agree	12	24
Agree	12	24
Total	50	100

Table 4.7 shows that 24 respondents constituting 48 percent of the total sampled disagreed with the statement while 2 respondents were uncertain. Again the table indicates that 24 respondents constituting 48 percent of the total sampled agreed with the statement. The table revealed that less than half of the respondents believed there is an improvement of performance as a result of the trainings conducted within the Municipality. The conclusion is that the majority of respondents are not convinced that there is an improvement of performance as a result of the trainings conducted within the Vhembe District municipality..

Table 4.8: There are challenges that are impeding the effectiveness of personnel training and development.

	Frequency	Percentages
Strongly Disagree	2	4
Disagree	12	24
uncertain	2	4
Strongly Agree	30	60
Agree	4	8
Total	50	100

Table 4.8 shows that 14 respondents constituting 28 percent of the total sampled disagreed with the statement while 4 percent of the total were uncertain of the

statement. Again Table 4.8 indicates that 34 respondents constituting 68 percent of the total sampled agreed with the statement. The results indicate that most participants agree that challenges do exist which impede the effectiveness of personnel training and development.

Table 4.9: The training manager must ensure that all training programmes are presented in a purposeful and effective manner

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	4	8
uncertain	2	4
Strongly Agree	8	16
Agree	30	60
Total	50	100

Tables 4.9 indicate that 16 respondents constituting 32 percent of the total sample disagreed with the statement while 2 respondents constituting 4 percent of the total sample were uncertain of the statement. 38 respondents constituting 76 percent of the total sample agreed with the statement that the training manager must ensure that all training programmes are presented in a purposeful and effective manner. The result above from the participants shows that the majority of respondents agreed that the training manager must ensure that all training programmes are presented in a purposeful and effective manner.

Agree	10	20
Total	50	100

Table 4.11 shows that 10 respondents constituting 20 percent of the total sampled disagreed with the statement while 10 respondents were uncertain of the statement due to lack of information. Table 4.11 indicates that 30 respondents constituting 60 percent of the total sampled agreed with the statement. The results from the respondents

Table 4.10: The challenge faced by the government is to provide its employees with job related training.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	0	0
uncertain	0	0
Strongly Agree	30	60
Agree	20	40
Total	50	100

Table 4.10 indicates that all respondents of the total sampled agreed with the statement. Thus the challenge faced by the government is to provide its people with job related training. The results revealed that all respondents believed that the municipality has a responsibility to provide employees with job related training.

Table 4.11: Public subsidization on equity grounds for the previously disadvantaged is justified

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	4	8
uncertain	10	20
Strongly Agree	20	40
Agree	10	20
Total	50	100

Table 4.11 shows that 10 respondents constituting 20 percent of the total sampled disagreed with the statement while 10 respondents were uncertain of the statement due to lack of information. Table 4.11 indicates that 30 respondents constituting 60 percent of the total sampled agreed with the statement. The results from the respondents

revealed that the majority of respondents agreed that the previously disadvantaged should be empowered with training.

Table 4.12: A special focus in the Skills Development Act is to improve the employment prospects of previously disadvantaged persons through education and training.

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	10	20
uncertain	6	12
Strongly Agree	10	20
Agree	18	36
Total	50	100

Table 4.12 reveals that 16 respondents constituting 32 percent of the total sampled disagreed with the statement while 6 respondents were uncertain of the statement due to lack of information. Again Table 4.12 indicates that 28 respondents constituting 56 percent of the total sampled agreed with the statement. This means that the majority of respondents of the total sampled agreed that the special focus in the Skills Development Act is to improve the employment prospects of previously disadvantaged persons through education and training.

Table 4.13: For training to be effective, its relevance to the work environment and tasks to be executed should be taken into cognizance

	Frequency	Percentages
Strongly Disagree	4	8
Disagree	10	20
uncertain	2	4
Strongly Agree	30	60
Agree	4	8
Total	50	100

Table 4.13: The development process of the curriculum is open to the whole

Table 4.13 indicates that 34 respondents constituting 68 percent of the total sampled agreed with the statement while 4 percent of the respondents were uncertain with the statement due to insufficient information. Again the Table reveals that 14 respondents constituting 28 percent of the total sampled disagreed with the statement. The Table above shows that the majority of the respondents agreed with the notion that, for training to be effective, its relevance to the work environment and tasks to be executed should be taken into cognizance

Table 4.14: The trainees are restricted to the subject matter in the manuals or worksheets distributed during training.

	Frequency	Percentage
Strongly Agree	2	4
Agree	4	8
Uncertain	7	14
Disagree	8	16
Strongly disagree	29	58
Total	50	100

Table 4.14 indicates that 6 respondents constituting 12 percent of the total sampled agreed with the statement while 7 respondents were uncertain of the statement due to lack of information. Table 4.14 revealed that 37 respondents constituting 74 percent of the total sampled disagreed with the statement. The result from the above Table indicates that the majority of respondents constituting 74 percent of the total sampled disagreed with the notion that trainees are restricted to the subject matter in the manuals or worksheets distributed during training.

Table 4.15: The development process of the curriculum is open to the whole workforce of the organization

	Frequency	Percentage
Strongly Agree	1	2
Agree	8	16
Unsure	4	8
Disagree	10	20
Strongly disagree	27	54
Total	50	100

Table 4.15 reveals that 9 respondents constituting 18 percent of the total sampled agreed with the statement while 4 respondents were uncertain with the statement due to the lack of information. Table 4.15 reveals that 37 respondents constituting 74 percent of the total sampled disagreed with the statement. The result from the above Table indicates that the majority of respondents constituting 74 percent of the total sampled were of the view that the development process of the curriculum is not open to the whole workforce of the organization.

Table 4.16: Training assessment deals with the trainee's ability to achieve the outcomes and requirements of a training program

	Frequency	Percentage
Strongly Agree	10	20
Agree	5	10
Uncertain	10	20
Disagree	10	20
Strongly disagree	15	30
Total	50	100

Table 4.16 shows that 15 respondents constituting 30 percent of the total sampled agreed with the statement while 10 respondents were uncertain of the statement due to lack of information. Table 4.16 reveals that 25 respondents constituting 50 percent of

the total sample disagreed with the statement. The result from the above Table indicates that the majority of respondents constituting 50 percent of the total sampled disagreed with the view that training assessment deals with the trainee's ability to achieve the outcomes and requirements of a training program.

Table 4.17: Due to its importance and costs involved, training and assessment in any organization must be effectively managed.

	Frequency	Percentage
Strongly Agree	24	48
Agree	15	30
Uncertain	8	16
Disagree	2	4
Strongly disagree	1	2
Total	50	100

Table 4.17 indicates that 39 respondents constituting 78 percent of the total sampled agreed with the statement while 8 respondents were uncertain with the statement due to lack of information. Table 4.17 also reveals that 3 respondents constituting 6 percent of the total sample disagreed with the statement. The result from the above Table indicates that the majority of respondents constituting 78 percent of the total sampled agreed with the view that training and assessment in any organization must be effectively managed due to its importance and costs involved.

Table 4.18: Processes which are not well managed may have a disruptive and demotivating effect on the operations of an organization

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	6	12
uncertain	2	4
Strongly Agree	12	24
Agree	24	48
Total	50	100

Table 4.18 reveals that 36 respondents constituting 72 percent of the total sampled agreed with the statement while 2 respondents were uncertain of the statement due to lack of information. Table 4.18 reveals that 12 respondents constituting 24 percent of the total sample disagreed with the statement. The result from the above Table indicates that the majority of respondents agreed that Processes which are not well managed may have a disruptive and de-motivating effect on the operations of an organization.

Table 4.19: Training and assessment which are not conducted in a professional manner may impact negatively on performance management

	Frequency	Percentages
Strongly Disagree	6	12
Disagree	6	12
uncertain	2	4
Strongly Agree	12	24
Agree	24	48
Total	50	100

Table 4.19 indicates that 36 respondents out of 50 participants comprising 72 percent of the total sample agree with the statement that Training and assessment which are not

conducted in a professional manner may impact negatively on performance management. Only 2 respondents who comprise 4 percent of the total sample are uncertain about the statement whereas 12 respondents out of 50 who comprise only 24% disagree with the statement .

Table 4.20: Training which is irrelevant to the job situation serves to complicate the assessment process.

	Frequency	Percentages
Strongly Disagree	4	8
Disagree	10	20
Uncertain	2	4
Strongly Agree	10	20
Agree	24	48
Total	50	100

Table 4.20 indicates that 14 respondents out of 50 who comprise 28 percent of the total sample disagree with the view that Training which is irrelevant to the job situation serves to complicate the assessment process, while only 2 respondents out of 50 who comprise only 4 percent of the total sample are uncertain with the statement. 34 respondents out of 50 who comprise 68 percent of the total sample agree that Training which is irrelevant to the job situation serves to complicate the assessment process. The majority of the respondents agree with the statement that Training which is irrelevant to the job situation serves to complicate the assessment process.

Table 4.21: The quality of human resources is central to the performance of an institution

	Frequency	Percentage
Strongly Agree	4	8
Agree	24	48
Uncertain	7	14
Disagree	8	16
Strongly disagree	7	14
Total	50	100

Table 4.21 indicates that 15 respondents out of 50 who comprise 30 percent of the total sample disagree with the statement that the quality of human resources is central to the performance of an institution. 7 respondents out of 50 who comprise 14 percent of the total sample are uncertain about the statement. 28 respondents out of 50 who comprise 56 percent of the total sample agree that the quality of human resources is central to the performance of an institution. The majority of the respondents agreed with the statement.

Table 4.22: Unfavourable audit reports have always been a problem in Vhembe District Municipality.

	Frequency	Percentage
Strongly Agree	27	54
Agree	10	20
Unsure	4	8
Disagree	8	16
Strongly disagree	1	2
Total	50	100

Table 4.22 indicates that 37 respondents constituting 74 percent of the total sampled agreed with the statement while 4 respondents were uncertain of the statement due to lack of information. Table 4.22 also reveals that 9 respondents constituting 18 percent

of the total sample disagreed with the statement. The result from the above Table indicates that majority of respondents agreed with the statement that unfavourable audit reports have always been a problem in Vhembe District Municipality

Table 4.23: Inadequate training inhibits productivity and negatively affects service delivery in the municipality.

	Frequency	Percentage
Strongly Agree	30	60
Agree	5	10
Uncertain	5	10
Disagree	5	10
Strongly disagree	5	10
Total	50	100

Table 4.23 shows that 35 respondents constituting 70 percent of the total sampled agreed with the statement while 5 respondents were uncertain about the statement due to lack of information. Again, Table 4.23 reveals that 10 respondents constituting 20 percent of the total sample disagreed with the statement. The result from the above Table indicates that the majority of respondents constituting 70 percent of the total sampled agreed that inadequate training inhibits productivity and negatively affects service delivery in the municipality..

Table 4.24: South Africa has a poor skills profile as a result of the poor quality of training

	Frequency	Percentage
Strongly Agree	10	20
Agree	25	50
Uncertain	5	10
Disagree	5	10
Strongly disagree	5	10
Total	50	100

Table 4.24 shows that 35 respondents constituting 70 percent of the total sampled agree with the statement while 5 respondents were uncertain about the statement due to lack of information. Again, Table 4.24 reveals that 10 respondents constituting 20 percent of the total sample disagreed with the statement. The result from the above Table indicates that majority of respondents constituting 70 percent of the total sampled agreed that South Africa has a poor skills profile as a result of the poor quality of training.

4.4 Qualitative Data analysis

This section will present the interpretation of qualitative data that was collected during interviews.

4.4.1 Is the effectiveness of personnel training evident in the municipality?

Respondent 1 indicates that:

The Human Resource section is responsible for coordinating all training in the Vhembe District municipality while the departments themselves are responsible for assessments of employees. It is difficult to determine whether the training is effective.

Respondent 2 reveals that:

The training and development function in the municipality involves an orientation exercise or induction course for all new entrants while other workers attend training depending on the program developed by the Training Officer and departmental managers. This enhances the achievement of the organization's objectives, employees' career progression and individual performance appraisals

Respondent 3 shows that:

There are some officials who perform their duties better after undergoing training which is relevant to their jobs. Most of the training offered to workers is irrelevant to their jobs, resulting in no improvement in performance

Respondent 4 reveals that:

Despite the efforts made in training employees, performance within public sector is considered to be unsatisfactory. This is evidenced by the high number of complaints from the general public as well as public servants themselves. It is therefore obvious that training has not worked as intended. This weakness motivated the study with an intention to examine the procedures and effectiveness of training programmes within the municipality.

The results from participants show that different kinds of trainings are taking place in the municipality. The respondents were not convinced that training and development was resulting in tangible improvement with regard to the performance of employees and service delivery

4.4.2 What is the impact of personnel training?

Respondent 1 demonstrates that:

Even though the training policy emphasized the role of specific training programs, participants confirm that their training was less useful to their job; hence they could not practice what they learnt. For example, over 83 percent needed urgent training on Leadership Skills, 61 percent needed management development courses (which encompass skills in planning, organizing, leading, and controlling) and 56 percent needed training on data management.

Respondent 2 confirms that:

Respondents reported several weaknesses in the programme claiming that they should be involved in its planning stage. In this case only 52 percent agreed that it is a well planned function. The training policy was not published for the employees to see until year 2005, with no clarity on how the function is carried out. Sixty-five percent claimed they are not aware of the existence of the training policy, while 56 percent claimed they do not know how the trainees are selected. This had nothing to do with the number of years the employees have stayed in the organization.

In general, most employees lacked feedback after attending training; they need to know how much their training efforts contributed to the overall goals of the organization.

4.4.3 What are the consequences of the integration of Human Resource Development with personnel training?

Human Resource Development is learning and its principal aim is to attain the aims and objectives of both the organization and the individual. Since human resource development takes place over a particular period of time, it is therefore essential to notify planners of the time scale involved so that not only can replacements be found for

those who have to attend courses but the cost-effectiveness of the programme can also be determined.

Respondent 1 indicates that:

Although it is common nowadays to assert that employees are self-responsible for their own learning and careers, with their managers in a coaching role, in practice, Human Resource Development professionals still spend most of their time co-ordinating, designing and delivering training to employees.

Respondent 2 reveals that:

Performance improvement can be widely interpreted but in the context of Human Resource Development it refers to how employees perform their work after the Human Resource Development intervention. Integrated Human Resource development programs result in improved personnel training.

Respondent 3 indicates that:

Successful employers look within their own ranks and identify those key employees with the competencies they need. Thereafter, they focus on retaining and developing these talented workers by providing coaching, mentoring and appropriate assignments. It is difficult to integrate Human Resource development and personnel training due to numerous other activities which must be attended to in the municipality.

Respondent 4 confirms that:

Workforce planners identify the quality and quantity of employees required by the organization. Projected workforce needs enable the HRD sub-function to plan the training of both current and newly recruited employees. Integration of all these training activities is desirable but difficult to implement.

Respondent 5 confirm that: training management and assessment?

No outside agency can help a man as much as he can help himself. The spur to self-betterment must remain with the individual.” This buttresses the notion that performance management systems alone cannot be a panacea regarding underperformance in the workplace. Even if the systems are integrated there is nothing much the employee can do if employees are not eager to be trained.

Respondent 6 demonstrated that: such a task should usually be driven by senior management

Motivation provides the best potential source of increased productivity for the public service and profitability for the private sector. It implies that subordinate public officials’ abilities will be used more economically, which in turn, should lead to improved job satisfaction as well as increased productivity

Workshops and seminars must be organized for managers to share their experiences in using performance appraisals systems. After receiving the necessary training, managers must be held accountable for the manner in which they conduct the performance management system. Subordinates themselves must also receive training in order to know their rights and what is expected from them .The integration of Human Resource development, personnel training and performance management systems result in the improvement of performance of an institution.

Respondent 4 reveals that:

The trainees are restricted to the subject matter in the manuals or worksheets distributed during training. The whole process of training is teacher-centred. The tutor is

4.4.4 What are Strategic training management and assessment?

Respondent 1 reveals that:

There is a match between training method and organizational culture, reminding us that inherent in both are attitudes and assumptions that must be considered, and in most cases be reconciled. If an institution takes a conscious decision to use training methods to deliberately change the emphasis of the prevailing culture, likely consequences must be anticipated and prepared for. Such a delicate task should usually be driven by senior management.

Respondent 2 shows that:

Management must realize that attitudes towards affirmative action training programmes do not change overnight, and that resistance to the implementation of such programmes is highly likely. Training programmes must be designed in accordance with didactic principles to ensure maximum training effectiveness. Personnel assessment should go hand in hand with training.

Respondent 3 indicates that:

With the development of strategic management and assessment, it is hoped that employees will benefit from shared information and resources in order to provide specialized training and development to their managerial professionals, so that they can in turn, carry out reforms to meet target objectives such as the Millennium Development Goals.

Respondent 4 reveals that:

The trainees are restricted to the subject matter in the manuals or worksheets distributed during training. The whole process of training is teacher-centred. The tutor is

regarded as the epicenter of training and views of the trainees are not taken into cognizance. The development process of the curriculum is not open to the whole workforce of the organization.

5.1 Introduction

4.5 Conclusion

This chapter discusses the prominent findings of the study and makes reference to There is a need to review the way the training function is implemented and put in place effective strategies that work. They should ensure that all guidelines are effectively followed and training that is urgently needed provided. In addition to that, there is still a need to change the methods of training that are not effective and provide more methods of a practical nature. Training should be job related to enable trainees to put in practice what they have learnt. The impact of training should be evident when an assessment of the quality of services rendered is conducted.

This will help to reduce the growing negative attitude towards the function. It is important for the organization to ensure that employees are adequately trained as planned and that there is a reasonable return on investment that is put into training. Particular attention must be paid to the characteristics of ideal training programmes during the design and implementation stage.

– 2012), been involved in training and development activities. Data collected from interviews with the Human Resource Manager and Training Manager, and supported by secondary data indicate that indeed training and development activities in Vhembe District date back to the period when the municipality was established. Thus training and development activities have long been human resource management tools at Vhembe district even over the past ten (10) years. The research questions were supported by evidence from data collected.

Data collected, presented and analyzed also indicated that the purpose of training and development activities at Vhembe District is to enhance the employees' skills and capacity and thereby achieve improved individual and organizational performance. The second question for the study which states that the purpose of training and

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSION

performance' is also clearly supported.

5.1 Introduction

This chapter discusses the prominent findings of the study and makes reference to relevant research to support the findings of the current study. The discussion include demographic information about the sample, results obtained from the descriptive statistics for the dimensions of job effectiveness of the personnel training and development process in Vhembe District Municipality, Multiple regression analysis and significant statistical differences between biographical variables. Conclusions are drawn based on the obtained results and recommendations for future research that may be of worth are put forth.

5.2 Major Findings

The study was conducted with a set of research objectives which relate directly to the research questions. The fundamental research questions reveal that Vhembe District has, over the past ten (10) years (2002 – 2012), been involved in training and development activities. Data collected from interviews with the Human Resource Manager and Training Manager, and supported by secondary data indicate that indeed training and development activities in Vhembe District date back to the period when the municipality was established. Thus training and development activities have long been human resource management tools at Vhembe district even over the past ten (10) years. The research questions were supported by evidence from data collected.

Data collected, presented and analyzed also indicated that the purpose of training and development activities at Vhembe District is to enhance the employees' skills and capacity and thereby achieve improved individual and organizational performance. The second question for the study which states that 'the purpose of training and

development at Vhembe District is to achieve individual and organizational performance' is also clearly supported.

Training policy exists at Vhembe District and an examination of the contents of the policy indicates a clear structure for training and development which if implemented would improve access to training to all employees.

• Motivation

However there were shortfalls in the objective of conducting the programme because 65.2 percent of respondents commented that the design of their organisation's training was not well done and it did not reflect the intended results and the contribution of training to the individual's career progression. Furthermore, the issues of prejudice and bias in the selection process were discovered because 56 percent said that guidelines for choosing the trainees were not followed.

The organization engages in job and refresher training and the training methods, plans, lessons, and trainers are selected as the situation demands. Training activities are largely not evaluated. Sponsorships for further studies (career development) are minimal and there is no career progression projection, nor training and development projections for individual employees. This led many of the respondents to conclude, and rightly so, that training in the organization is unplanned and unsystematic. All the findings support the research questions.

When compared to their ideal training programme the evaluation of respondents was mostly negative. There was clear scope and objective, but 35 percent did not agree that the objectives were achieved. Furthermore we noted that the scope is difficult to achieve because there was no reference to TNA reports in determining training needs and selection of trainees. For example, some basic training was conducted upon availability of funds (especially from donors). Due to inadequate availability of training (e.g. Counterpart and leadership training programs), there was not much effort put to reinforce the implementation of the program.

Finally, the study attempted to establish a relationship between training and development and individual performance by postulating the hypothesis that 'Training and development activities at Vhembe District have largely failed to positively impact worker performance and productivity'. This relationship was examined in terms of training contribution to respondents';

- Motivation
- Opportunity to identify potentials for further development
- Performance and,
- Attainment of higher skills for performance.

The findings are that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training and development activities. It was also established that the respondents do not feel training has offered them opportunity to identify potentials for further development. Clearly also, an overwhelming majority of respondents do believe training have had no impact on their performance and further indicted that training indeed had had no impact on their job skills. All the facts support the research aim that training and development activities have largely failed to positively impact on individual effectiveness and efficiency in the performance of their jobs. Due to lack of expertise in assessing work done by contractors, the Nandoni Dam has not yet started providing water to communities .There is also no improvement in Audit reports .For the financial years 2010/2011 and 2011/2012 the Auditor General's reports were disclaimers.

The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most of the time their programs are seen as being unapproved by Management and therefore irrelevant to Vhembe District municipality training programs

This was contrary to the objectives stated in the staff training policy that opportunities will be given to employees when necessary for more training and development program to improve their performance in the workplace.

5.3.3 Provide Specific Information to employees

5.3 Recommendations

Performance appraisal systems which are used yearly at the Vhembe District to assess

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, Vhembe District municipality should ensure that the following are instituted at the work place:

programs

5.3.1 Systematic Training

5.3.1 Create more Opportunities for training

Identification of training needs should be done more professionally in conjunction with the line manager as well as the individuals involved together with the HR section. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed towards work performance. The needs identified should emanate from the Vhembe District municipality IDP, which also covers departmental, sectional and individual plans. Vhembe District municipality should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.

5.3.2 Objectives should be SMART and unambiguous

employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities.

Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and unambiguous, and should develop individuals as well as meet the needs of the municipality. Objectives should also include performance targets, measures standards and should be seen as attainable by individuals. Also a basis for motivating

through intrinsic and extrinsic rewards should also be provided as this will lead to commitment and improved performance.

5.3.3 Provide Specific information to employees

Performance appraisal systems which are used yearly at the Vhembe District to assess employees' performance should provide specific information to employees about their performance problems and ways to improve their performance. This assessment should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and develop action plans to improve performance of employees through training and development programs.

5.3.4 Create more Opportunities for training

Training needs should be considered on the basis of overall institutional objectives. The goals of the company should determine what training programs are to be organized for staff. Staff should be motivated to add value to themselves and to their lives.

5.3.5 Career Planning and development

Organizational career planning involves matching an individual's career aspirations with the opportunities available in the organization. Career pathing is the sequencing of the specific jobs that are associated with these opportunities. For career management to be successful in Vhembe District, both Management and employees must assume equal share of the responsibility for it. Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training. Development and succession planning will also play a great role. Career progressions projection plans and training and development projections should be made available to each employee.

5.3.6 Develop employees through formal education

The Vhembe District municipality should develop its employees through formal education which will give employees the opportunity to attend short courses offered by consultants or executive and university programs which normally involve lectures by experts, business games and simulations, adventure learning and meetings with the public.

5.3.6 Motivation and Morale

Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training and development programs, Vhembe District municipality should initiate a policy for motivation attached to training. Motivation includes both extrinsic, such as more pay, allowances, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation about important matters. Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation and morale lead to job satisfaction, which in turn leads to development.

5.3.7 Enrich job experience

Most employee development occurs through job experiences. Development is less likely to occur when there is a mismatch between the employee's skills and past experiences, and the skills required for the job. To be successful in their job, employees in Vhembe District municipality must stretch their skills. There are several ways that job experiences can be used for employee development in the municipality and these include the enlargement of current jobs, job rotation, transfers and promotion to positions with greater challenges.

5.3.8 Improve interpersonal relationships

An interpersonal relationship is another way for employees to develop skills, increase knowledge about the organization and its clients by interacting with a more experienced member. Interpersonal relationships can develop as part of a planned effort to bring together successful senior employees of the Vhembe District municipality together with less experienced ones.

5.3.9 Evaluate training for effectiveness

It is vital to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed. After attending training courses, employees should formulate plans on how they will apply knowledge acquired to their respective jobs. This should be monitored by managers to ensure effectiveness of training and development.

5.4 Conclusion

This study looked at the impact of training and development on worker performance and productivity in Vhembe District municipality.

The entire study was structured into five chapters: Chapter One (1) which constitutes the introduction to the study, contains the background information, problem statement with relevant research questions, objectives of the study, the significance of the study, scope and significance of the study.

Chapter Two (2) of the study was used to review relevant literature involving the examination of key concepts like human resource management, training, benefits of training, training process, career development and the relationship between training and development and worker productivity.

Chapter three (3) deals with the methodology of the study and contains the research design, population, sample of the study, sampling techniques, data collection methods, design and administration of research instruments, and data analysis procedures.

Chapter four (4) provided the profile of Vhembe District municipality in terms of a brief history, functions and administration. Subsequently, the data collected from the primary and secondary sources were presented and analyzed with regard to the research questions of the study. Accordingly, the results of the study are summarized, and recommendations provided, and a conclusion provided for the study.

On the whole, the study sought to investigate the impact of training and development on worker performance and productivity in public sector organizations using Vhembe District as a case study and findings and recommendations provided. Vhembe District municipality will need to take action to correct its training and development activities, and make sure the processes involved are duly followed. The findings of this research indicated that Vhembe District municipality's nature of work also depends on high technological and sophisticated equipment in the Technical Services and Information Technology departments. This makes continuous training and development of its human resource crucial and vital, taking into consideration the rapid technological advancement. A well-structured training and development strategy is thus indispensable.

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RSA. Constitution of South Africa, 1996 (Act 108 of 1996).

RSA. Employment Equity Act, 1998 (Act 55 of 1998).

RSA. Labour Relations Act, 1995 (Act 66 of 1995).

APPENDIX A: QUESTIONNAIRES

RSA. Skills Development Act, 1998 (Act 97 of 1998).

RSA. Skills Development Levies Act, 1999 (Act 9 of 1999).

Male	
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JOURNAL ARTICLES

Table 4.2: Employment categories of the respondents

Crossley, T. and Taylor, I. 1995: *Developing competitive advantage through 360 degree feedback. American Journal of Management Development, Volume no. 1*, New York.

Swanepoel, B. E., Erasmus, B., van Wyk, M., Schenk, H. 2000: *South African Human Resource Management: Theory and practice*. Juta and Company, Kenwin.

Table 4.3: Salary income per month (R) Percentage contribution (%)

Crossley, T. and Taylor, I. 1995: *Developing competitive advantage through 360 degree feedback. American Journal of Management Development, Volume no. 1*, New York.

R12000-R18000	
R18000-R20000	
R20 000 plus	

Table 4.4: Education and Qualifications of the respondents


University	
National Diploma	
Trade	
Matric	
Post Qualifies	

Table 4.5: Marital Status of the respondents

Single	
Married	
Divorced	

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APPENDIX A: QUESTIONNAIRES

Strongly Disagree

Strongly Agree Neutral Disagree Strongly Disagree

Table 4.1: Gender status of the respondents

Male	
Female	

Table 4.2: Employment categories of the respondents

Managers	
Supervisors	
Officials/clerks	
Service workers	

Table 4.3: Salary Income per month (R) Percentage distribution (%)

R5000-R8000	
R8000-R12000	
R12000-R16000	
R16000-R20000	
R20 000 plus	

Table 4.4: Education and Qualifications of the respondents

Certificate	
National Diploma	
Honours	
Masters	
Post Graduates	

Table 4.5: Marital Status of the respondents

Single	
Married	
Divorced	

Please complete all questions Mark with an “x” Mark from Strongly Agree to Strongly Disagree

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Personnel training and development is effective in Vhembe district municipality					
There is an improvement of performance as a result of the trainings conducted within the Municipality					
There are challenges that are impeding the effectiveness of personnel training and development					
The training manager must ensure that all training programmes are presented in a purposeful and effective manner					
The challenge faced by the government is to provide its employees with job related training					
Public subsidization on equity grounds for the previously disadvantaged is justified					

<p>A special focus in the Skills Development Act is to improve the employment prospects of previously disadvantaged persons through education and training</p>					
<p>For training to be effective, its relevance to the work environment and tasks to be executed should be taken into cognizance</p>					
<p>The trainees are restricted to the subject matter in the manuals or worksheets distributed during training</p>					
<p>The development process of the curriculum is open to the whole workforce of the organization</p>					
<p>Training assessment deals with the trainee's ability to achieve the outcomes and requirements of a training program</p>					
<p>Due to its importance and costs involved, training and assessment in any</p>					

organization must be effectively managed.					
Processes which are not well managed may have a disruptive and demotivating effect on the operations of an organization					
Training and assessment which are not conducted in a professional manner may impact negatively on performance management					
Training which is irrelevant to the job situation serves to complicate the assessment process.					
The quality of human resources is central to the performance of an institution					
Unfavourable audit reports have always been a problem in Vhembe District Municipality.					
Inadequate training inhibits productivity and negatively affects service delivery in the municipality					

<p>South Africa has a poor skills profile as a result of the poor quality of training</p>					
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4.4.1 Is the effectiveness of personnel training evident in the functioning of the municipality?

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4.4.2 What is the impact of the personnel training?

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4.4.3 What are the consequences of the integration of Human Resource Development with personnel training?

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4.4.4 What are Strategic training management and assessment?

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THANK YOU FOR YOUR PARTAKING

APPENDIX B: INTERVIEW QUESTIONS

4.4.1 Is the effectiveness of personnel training evident in the functioning of the municipality?

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4.4.2 What is the impact of the personnel training?

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4.4.3 What are the consequences of the integration of Human Resource Development with personnel training?

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4.4.4 What are Strategic training management and assessment?

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THANK YOU FOR YOUR PARTAKING