

**Workforce development: Assessing the
significance of employee training at Tshwane
west district education office**

SJ Mthimunye



orcid.org/0000-0003-3910-3675

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Supervisor: Prof CJ Botha

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Student number: 31446140

ABSTRACT

A multitude of training programmes are used on a continuous basis, but these programmes do not relate directly to strategic business needs. Training does not always tie in with the strategic business needs of an organization. These programmes come and go, and often there is no connection to the contribution they make to the organisation or the individual. Furthermore, there is a lack of follow-through, which means that the application of knowledge gained is not taken seriously. From my own opinion, experience and casual observation, Tshwane West district education is not an exception and not excluded. Therefore, the purpose of this study is to investigate the workforce development, which includes assessing the significance of employee training in an organisation, particularly at Tshwane West (TW) District Education office. It is believed that the effectiveness of training programmes at TW district must be measured so that there is a return on investment (ROI). This study used a combination of the constructive-interpretivist paradigm with the view of enabling the researcher to assess the employee development. This was done using mixed methods. TW District officials were purposely selected, that is, purposive sampling was used. Descriptive statistics were used to analyse the data.

The key findings from the study are twofold: firstly, the findings revealed the importance of workforce development as well as the significance of employee training at Tshwane West District Education office; secondly, the study reveals that, employees who receive some form of development have higher retention rates than those who do not, and higher retention rates directly relate to higher profits. These employees are also more productive, engaged and have a more favourable view of their employer than those who work for corporations that do little to no employee development. The research study does not only contribute to the literature on workforce development, but by also employing KIRKPATRICK's framework and mixed methods research to the workforce development domain.

Keywords: Workforce development, Employee training, Education district, Education Training and Development.

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ACRONYMS

Abbreviation	Meaning
TW	Tshwane West
NQF	National Qualification Framework
GDE	Gauteng Department of Education
SAQA	South African Qualification Authority
SDA	Skills Development Act
SKA	Skills, Knowledge and Attitude
CEO	Chief Executive Officer
CFO	Chief Finance Officer
ETD	Education, Training and Development
HRD	Human Resource Development
ETDP SETA	Education Training and Development Practice – Sector Education and Training Authorities
SACE	South African Council of Educators

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction to the research

The world today is experiencing an ever-changing status of growing competition, technological advancement, and physical change in methods of doing business, which has prompted organizations to invest heavily in employee training and development to enhance their skills, knowledge, and attitudes (SKAs) (Kraiger *et al.*, 2014). One of the major factors involved in the long-term success of an organization is the quality of the development and performance of employees, which are cultivated through training and educational programmes. It is important for organisations to employ precise human resource development strategies which aim to improve employees' knowledge and skills and are a necessity for the goodwill and improved performance on delivering service in the workplace (Waqanimaravu & Arasanmi, 2020). Thus, many organizations include training and development initiatives as part of their strategic plan to improve performance within the organization. These types of initiatives are typically led by human resource development (HRD) professionals, including training managers.

Training programmes equip employees with the necessary knowledge and skills needed to harness their personal growth (Jurburg *et al.*, 2017). Similarly, Dhar (2015) states that training and development of employees play an essential role in improving performance in terms of quality service and output. According to Wescott (2011) it is worth noting that the training of employees is a strategy for enabling people within an organization. Bevilacqua *et al.*, (2017), point out that training and education programmes are critical mechanisms to facilitate improvement, particularly to increase the self-efficacy of employees in the workplace.

The training of employees has a direct link to the performance outcomes of the organisation (Dhar, 2015), given that growing the knowledge and skills of employees can yield positive outcome to the organization (Waqanimaravu & Arasanmi, 2020). Kim *et al.* (2012) stress that training interventions are needed for developing employees in all levels in the organization and in various departments. Evans and Kersh (2014) emphasise that training for employees must be directly related to the specific job that is performed by the respective employee so that it can have an impact on their role in the organisation.

1.2 Background to the research problem

South Africa faces countless challenges, including unskilled employees and skills shortages (National Planning Commission, 2011). The Tshwane West District office as an organization is not exempted from these extraordinary challenges. Furthermore, the South African economic landscape still bears the injustices of the past. However, through education, economic opportunities and a collective skills development approach, the education fraternity can alter the economic landscape of the country. The knowledge and skills that employees need to succeed in the 21st century society are constantly changing. Numerous education reforms have changed what and how facilitators need to facilitate. To keep abreast of these changes, employees need to engage in lifelong professional and personal development.

According to my casual observation and experience as a training coordinator, training does not always blend in with the strategic business needs of an organization. A multitude of training programmes are used on a continuous basis, but these programmes do not relate directly to strategic business needs. These programmes come and go; there is no continuity and there is a lack of follow-through, which means that the application of knowledge gained is not taken seriously. The influence of learning is therefore very limited. From my own opinion, experience and casual observation, Tshwane West district is not an exception and not excluded. Many training programmes are not flexible enough to meet the unique needs of everyone. Enormous amounts of money, time and effort are spent and wasted in training employees what they do not really need to know. Too much common and generic training is given, whether anyone needs it or not.

1.2.1 Formulation of the research problem identified.

The study has identified four knowledge gaps from literature review, and these knowledge gaps support the necessity of carrying out this study. It is also worth noting that the research objectives (see 1.4) are derived from these gaps.

*1.2.1.1 **Gap 1** from the literature: There is a necessity to understand employees' insight regarding training and development intervention programmes.*

It is essential that organisations make provision for training of employees, particularly so that they will make use of the new skills and knowledge to benefit the organisation and themselves. Dean (2004) (cited in Lee, 2020) shares a similar view by stating that

employees' skills are essential to the organisation to achieve its objectives. Therefore, training of employees must remain at the top of the agenda to ensure that the organisation achieves its strategy pointers and goals. However, Molohe and Oduaran (2020) as well as Steyn (2011) caution that capacity development intervention programmes that do not pay attention to the needs of the professional, have the potential to weaken learning opportunities, thus creating an unproductive workforce. This implies that organisations must ensure that the training provided to employees has a direct link to the type of work they perform so that it can be beneficial to the organisation.

*1.2.1.2 **Gap 2** from the literature: There is a need to understand employees' key attributes regarding personal and professional development.*

Generally, it is important for an organisation to develop its workforce so that the employees can add value to the organisation. The professional development of employees has been a fundamental part of organization growth globally (Jones *et al.*, 2017). Training programmes play a critical role in enabling employees either on personal or professional level.

*1.2.1.3 **Gap 3** identified from literature: There is a necessity to explore whether training provided to Tshwane West Education District employees does or does not amount to fruitless and wasteful expenditure for the organisation.*

Lameijer *et al.* (2017) point out that organisations invest a lot of money for training programmes in general for employees to continuously refine their skills. Organisations that invest in training of their employees expect a skilled and well-informed output from their employees. It is widely emphasized that training and development have long been studied to understand its significance and contribution to the organisations. However, the component of whether it is fruitful or not has not been generally addressed in literature from a developing state. Therefore, this study addresses the identified gap from literature.

*1.2.1.4 **Gap 4** identified from the literature: There is a need for strengthening literature on guidelines of how organisations can assess the effect of employee training and development.*

Fordham and Schwab (2007) suggest that the fundamental aim for people engaging in training is to improve their chances for growth in the organization, as well as

personal growth and supporting the development of society. Therefore, training can be beneficial to the individual employee and their organisation, but more significantly their society. It is for that reason that the undertaken study has the intention to contribute to literature on assessing the effects of employee training and development from a developing country.

1.3 Problem statement

The central problem being investigated in this study is the workforce development, which includes assessing the significance of employee training in an organisation, particularly at Tshwane West District office. Employees at TW District office do attend capacity building programmes and workshops organized by the district and external service providers; however, what is to be researched is the significance and effectiveness of training and developmental intervention on those employees.

Bless and Higson-Smith (2006) indicate that in general the source of the research problem is to be found in a combination of direct observation and experience, theory, and previous experience. The TW district is one of the education departments within the Gauteng province. The researcher is an employee at TW District Education. Although it was generally accepted that the mediation programmes delivered to employees at Tshwane West District was successful, no real scientific enquiry had ever been undertaken as to what really happened after employees have been trained, and what the effects of these intervention programmes were on them. The study was prompted because of observations by the researcher at the TW District office.

1.4 Purpose and objectives of the study

In this section, the purpose of the study and objectives are concurrently discussed. The study mapped the purpose with the primary research question (see 1.5.1) and mapped the four objectives (see 1.4.2) with the four secondary research questions (see 1.5.2).

1.4.1 The purpose of the study

The purpose of this study was to assess the usefulness of training and development intervention programmes, and whether they yield positive results for employees at Tshwane West Education District office.

1.4.2 The objectives

- To explore the employee perception regarding training and development programmes.
- To identify factors that are significant for employee capacity development on both personal and professional stance.
- To understand whether the training provided does not amount to fruitless and wasteful expenditure to the Tshwane West Education District.
- To suggest guidelines on assessing the effect of training and development programmes in an organisation.

1.5 Research questions

According to Bryman *et al.* (2016:88) research questions are vital because they will guide the literature exploration, lead the choice about the kind of research design to employ, guide the decision about what data to collect and from whom, guide the analysis of data, guide the writing up of data, and stop one from going off topic.

1.5.1 Primary research questions

In what ways can training and development intervention programmes yield positive results for Tshwane West Education District office employees?

1.5.2 Secondary research questions

- What is the perception of Training and Development programmes on employees at Tshwane West district?
- Why should employees be enabled/developed personally and professionally?
- Does the provided Tshwane West Education District office training amount to fruitless and wasteful expenditure?
- What are some of the suggestion for assessing the impact of training and development programmes for organisations?

Table 1.1 below illustrates the relationship between research objectives and research questions in a nutshell. The table further outlines the research approach that was

followed to achieve each of the objectives, and the source of data that will assist to answer each of the objectives.

Table 1.1: Aligning research objectives and questions.

Research objectives	Research questions	Research approach	Source of data
To assesses the usefulness of training and development intervention programmes, and whether they yield positive results for employees at Tshwane West Education District office.	In what ways can training and development intervention programmes yield positive results for Tshwane West Education District office employees?	Mixed methods (qualitative and quantitative).	Literature review Self-administered questionnaire
To explore the employee perception regarding training and development programmes	What is the perception of Training and Development programmes on employees at Tshwane West district?	Mixed methods (qualitative and quantitative).	Self-administered questionnaire
To identify factors that are significant for employee capacity development on both personal and professional stance.	Why should employees be enabled/developed personally and professionally?	Mixed methods (qualitative and quantitative).	Literature review Self-administered questionnaire
To understand whether the training provided does not amount to fruitless and wasteful expenditure to the Tshwane West Education District.	Does the provided Tshwane West Education District office training amount to fruitless and wasteful expenditure?	Qualitative	Self-administered questionnaire
To suggest guidelines on assessing the effect of	What are some of the suggestion for assessing	Qualitative	Literature review

training and development programmes in an organisation.	the impact of training and development programmes for organisations?		Self-administered questionnaire
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1.6 Research scope

The study is aligned to quantitative research methods. The study used a self-administered questionnaire as an instrument for data collection.

The study employed both positivist and interpretivist approaches, given that this is a mixed methods study. Positivist, which entails the collection of numerical data, and interpretivist for qualitative data. For primary data collection, a self-completion questionnaire instrument was used. This approach is in line with the views proposed by Bryman *et al.* (2016), who emphasised that a research method is a technique for collecting data, which can involve a specific tool such as self-completion questionnaires. Secondary data collection was document analyses. Therefore, a questionnaire and document reviews are the techniques used to collect data for this study.

The study was conducted at Tshwane West District office of Gauteng province in South Africa. Employees were sampled from the representation of the total population. The study employed random sampling as a technique to avoid biases from employees.

The study is limited to Tshwane West District office of Gauteng. It was not viable to visit all the Districts Education in Gauteng because of financial, distance and energy constraints. Although schools also form part of the District office, they were excluded from the study due to time constraints and lockdown movement restrictions during the Covid-19 pandemic. Therefore, the study sampled Tshwane West District from other Education Districts in Gauteng province.

1.7 Importance of the research

The study is significant because it examines the effectiveness as well as explains a proposed model of evaluating the benefit of employee training and development intervention programmes at TW District office. The researcher also believes that this study is an enormously important contribution to education, training, and development

debates in general, and to the employees at Tshwane West District office. It is through an approach to personal and professional development that recognises the social complexity of change that some employees achieve maximum potential growth.

According to the Skills Development Act 97 of 1998, all departments and organisations has a duty and responsibility to continuously develop and enable their workforce. All sub directorates at Tshwane West District have a responsibility of training and developing their subordinates, and the budget is set aside by the national office squarely for training and enabling employees. Therefore, all employees at Tshwane West District were most suitable to answer the primary research question, because as participants they are directly involved in trainings. The entire department is also charged with developing and integrating key talent into the business to leverage the overall workforce strategy.

The importance and benefits of the proposed study is linked to the problem statement and core research question.

1.8 Research outline

The study is divided into five chapters and it is organized as follows:

Chapter One: Introduces the study and its primary purpose and objectives on why the study was undertaken. The chapter focuses on the background, introduction, the problem statement/core research question, research methodology, research objectives, importance/benefits of the proposed study, as well as the delimitations and assumptions.

Chapter Two: Literature review and related concepts. The literature review was mapped to align literature on the topic, using themes that are in accordance with the purpose and objectives of the study. All the relevant and necessary sources were visited for a literature review.

Chapter Three: Gives a detailed research methodology and discusses how the research was carried out. The methodology that will be used to investigate this study will be thoroughly investigated and cross-examined.

Chapter Four: Focuses on data analysis. The collected data is analysed and interpreted. This chapter draws on discussions by means of analysing the collected data and using the literature review to support findings.

Chapter Five: The conclusion, recommendations and limitations are discussed.

1.9 Chapter summary

This chapter introduced the study to the reader, this was accompanied by the objectives and research problems. The background to the problem statement as well as the problem statement were discussed. The next chapter will provide a literature review related to the undertaken study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature, which is guided by the research objectives and questions of the research, as discussed in the previous chapter (see 1.4 and 1.5).

In this chapter, the study discusses the literature on workforce development in depth. A review from existing literature on workforce development is discussed in detail. The chapter also provides a theoretical perspective by employing the KIRKPATRICK (2008) framework. A review from existing literature is also provided to understand and learn how other scholars have theorised and conceptualised these issues that were part of their empirical discoveries, as well as what instruments they have used and to what effect. In other words, a literature review is designed to familiarise a researcher with those who have delineated similar problems.

Chinedu and Van Wyk (2017) point out that a literature review is a critical review of existing knowledge on areas such as theories, criticisms, methodologies, research findings, assessments, and evaluations on a particular topic. It is not simply a summary to gather information from reports, journals, and articles, but it identifies similarities and differences between existing literature and the work that is being undertaken. Therefore, this study reviews what have already been studied by other scholars in the domain of Workforce development both locally and further afield.

Therefore, the Skills Development Acts will be discussed in the next part.

2.2 Skills Development Act

According to Marius (2008:24), training legislation in South Africa regulates the training that takes place in organizations. The three main laws are the South African Qualification Authority (SAQA) Act 58 of 1995, which regulates the National Qualification Framework (NQF); the Skills Development Act 97 of 1998, which places a legal obligation on all employees to improve the competency level of their workforce; as well as the Skills Development Levies Act 9 of 1999, which imposes a skills development levy on most employers and obliges governmental departments to allocate a percentage of their budget to skills development.

One of the purposes of the Skills Development Act 97 of 1998 is to increase the levels of investment in education and training in the labour market and to improve the return on that investment. Learning is indeed a continuous never-ending process. Whilst the NQF provides the structures and mechanism for lifelong learning, the learning organization provides a culture in which learning can be enhanced. Tshwane West District as a learning organization also provides training programmes to enable its employees on an ongoing basis.

Gwynne *et al.* (2019) assert that support from the employer is an enabler for most workers or employees to complete training programmes, given that attending training requires some time off from employment duties – for example paid study leave. In an effort, and as part of the organization initiative to improve employees' skills, the government have established internal programmes to assist enabling employees (Hénard & Roseveare, 2012 cited in Fabriz *et al.*, 2020). Sharan and Young (2008) state that workplace training is often based on experiential learning and sharing of knowledge and experiences. Overall, mentorship is regarded as an essential role in developing and retaining staff, particularly mentors who assist employees to grow personally (Burgess & Dyer, 2009; Turner *et al.*, 2014).

2.2.1 Challenges with training programmes

Training programmes face many problems in a corporate environment, which limit the impact of learning and performance. Wick and Leon (2013:30) identified the following reasons why outdated organizations' training does not produce the desired results. For example, some of the training programmes are too complex and do not have specific objectives aligned for a specific role within an organisation.

On-the-job training: Employees are trained for the job while they perform it. It is delivered on a one-to-one basis and takes place at the trainee's place of work. On-the-job training (OJT) requires time to take place and is usually carried out when there is little or no useful output of products or services. On-the-job training, along with training in a meeting room or classroom, is considered very popular.

2.2.2 Training and business needs

Training does not always tie in with the strategic business needs of an organization. A multitude of training programmes is used on a continuous basis, but these programmes do not relate directly to strategic business needs. These programmes

come and go, there is no connection and there is a lack of follow-through, which means that the application of knowledge gained is not taken seriously. The influence of learning is therefore very limited (Wick & Leon, 2013:30). From my own opinion, experience and casual observation, Tshwane West District is not an exception and not excluded.

Waqanimaravu and Arasanmi (2020) point out that the accessibility towards training may include, but is not limited to, training programmes both on the job and off the job, and that training opportunity must not have a negative impact on the organization. In general, development of employees is considered as an instrument for any employee to grow in their career (Fabrizz *et al.*, 2020). To make training programmes appealing to employees, the organization can offer a wide range of programmes which are structured in a flexible manner (Fabrizz *et al.*, 2020). It is essential that every training programme has specific outputs, outlines and is plotted with the necessary competencies (Rubin & Kilgore, 2020). Jones and George (1998) posit that an employee's positive aspects are essential as they afford strength for trust within the organization. Developing skilled and knowledgeable leaders at various levels in the organizations is critical for managing change in the workplace environment (Bernotavicz *et al.*, 2013; Gentles-Gibbs, 2016).

2.2.3 The ABC of training analysis

According to Wick and Leon (2013:39) training needs analysis is a process whereby the training co-ordinator of an organisation gathers current employees' skills – qualification and experience – and qualitatively compares this with the nature and type of skills the entity should have to achieve its strategic objectives and goals. The gap between the existing and required skills is therefore clearly defined and analysed. Training needs analysis involves a detailed and critical evaluation of the available skills in the job market within the specific industry, both locally and nationally. Various techniques are utilised in conducting training needs analysis. The most common technique used is performance appraisal.

Performance Appraisal: As a standard, performance appraisal should be done at least twice a year to measure an employee's performance and determine the training needs required for that employee. The training development needs of everyone in relation to strategic goals of the company are thoroughly discussed during the performance appraisal.

Training needs analysis based on staff turnover: Another popular way of conducting training needs analysis is to base it on staff turnover. In this case, the training co-ordinator, in conjunction with the personnel department, statistically and qualitatively analyse data and information on the skills leaving the organization, annually or monthly as applicable. Exit interview information is normally used to qualitatively determine why certain skills are leaving the organization, which enables the training co-ordinator to determine future trends. It is in the view of the study that it may be cheaper to train current employees than recruiting new employees. (<https://www.sketchbubble.com/en/presentation-training-needs-analysis.html>, 2020)

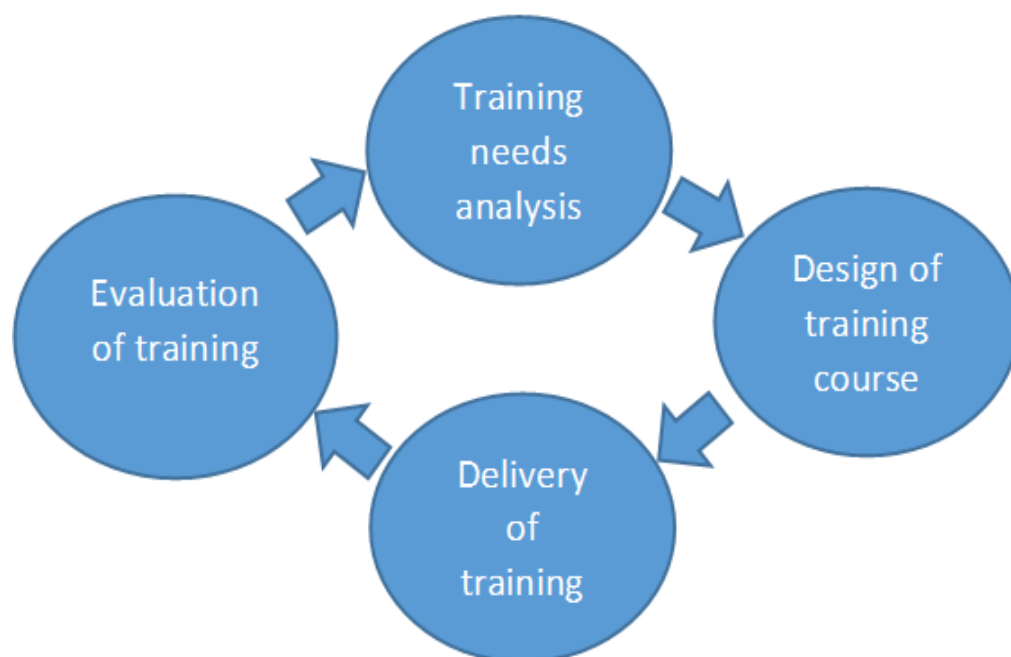


FIGURE 2.1: TRAINING NEEDS ANALYSIS FRAMEWORK (source: <https://www.sketchbubble.com/en/presentation-training-needs-analysis.html>, 2020)

2.2.4 The perception of one-size-fits-all in training

Many training programmes are not flexible enough to meet the unique needs of everyone. Vast amounts of money, time and effort are spent and wasted in training employees what they do not really need to know or which they might know already. This is especially important for those who aim to re-enter the workforce after a period of unemployment (Evans et al., 2006). In other words, some learning opportunities are

more specific to the work context, while others may be more relevant for developing employee's broader skills (Evans et al., 2006).

Too much generic training is given, whether anyone needs it or not. Although organizations worldwide neglect the measurement of their education and training efforts, there is an increasing awareness of the importance of evaluating training programmes. Emphasis is placed on feasibility analysis, cost and value, analysis of training, as well as evaluating the return on investment from training (Wick & Leon, 2013:48).

Each workshop served as a building block to culminate with the IPE for integrated care workshops, offered collaboratively with the first author and an interprofessional team from an integrated care clinic in the community. Rigid structural hierarchies focus on 'job-related' rather than developmental training. Rigid structural hierarchies are explained as a lack of provision by the organisation to dedicate study time or funding for training workers (Holmes, 2020). In addition, Holmes (2020) further adds that rigid structural hierarchies relate to a lack of planning and desire from an individual to understand the appraisal and review processes of the development plan within the organization.

2.2.5 Lack of measurement

The weakest link in the education and training process is the implementation phase of training. Employees go back to work, but they do not implement what they have learned at the training or workshop. The reason for this is twofold. Firstly, there is no responsibility for what was learned. Secondly, there is no measurement system to measure the impact of the training. There is seldom a follow-up measurement to ascertain the influence it has on the organization, and as such one is not able to ascertain whether the intervention programme was effective (Wick & Leon, 2013:30). The statement supports my theory to say that the effectiveness of education and training programmes at Tshwane West District must be measured so that there is a return on investment.

In some cases, organizations may need to identify risks that may hinder employee training and growth and put in place interventions that prevent such challenges (Leake *et al.*, 2020). Some organizations often promote employees into leadership roles without adequate training, and as a result, the employee must navigate and make

critical decisions without the vital knowledge (Vito, 2018). In McLean *et al.* (2017) a lack of sufficient training and commitment is cited as the leading cause for unsuccessful improvement of employees. Westoby (2014) asserts that, in most cases, employees who are not developed tend to lack skills appropriate for them to be innovative in their thinking and ways of performing their duties. Equally, in some cases, some employees remain ineffective despite continuously going through professional development training (Steyn, 2011).

Organizational leadership must support the implementation of training programmes intended for improving the organizational climate to increase the organization's effectiveness (Leake *et al.*, 2020). For the growth of the organization, employers must be able to prepare and retain a diverse and dedicated workplace environment by ensuring that employees feel supported and empowered by the organization. Lyon *et al.* (2018) emphasize the importance of having a healthy organization that is able to provide support advanced commitment, communication and feedback. Leake *et al.* (2020) also point out that the challenge is to appoint employees and retain them for the benefit of the organization, given that some employees are likely to move to another organization if there is no growth for them. Most organizations struggle with instigating practical and sustainable solutions.

2.2.6 Employee workload

When employees have been on a training course, they return to mountains of mail, reports, meetings, and the crisis of the moment. The implementation of knowledge and skills that were learnt is put aside to deal with immediate priorities. Although the intentions may be good, follow-through does not always take place. Melendez *et al.* (2020) suggest that training interventions have the potential to produce improved employee performance. Employees do not have an after-care support programme given to them. They are often "sent" on a course or workshop or/and "chosen" to attend courses because it is a job or promotion requirement. Their supervisors see training as an expensive waste of time, which result in work backing up. Not having management support and strengthening systems can completely negate the potential positive effect of learning (Wick & Leon, 2013:38).

2.2.7 Evaluation of training

Although organizations worldwide neglect the measurement of their education and training efforts, there is an increasing awareness of the importance of evaluating training programmes. Emphasis is placed on feasibility analyses, cost and value, analysis of training, as well as evaluating the return on investment from training (Wick & Leon, 2013:38).

2.3 Workforce development: The value of employee training

CFO to CEO: “What if we invest in developing our people and they leave?” CEO to CFO: “What happens if we don’t and they stay?” Workforce development can take on many different forms, but the form that first comes to mind for most people is training. The three most common areas utilized are technical training, soft skills training, and advance managerial training. While each form focuses on a different area, the core goal is the same: enhancing the skill set of the recipient. Work force development is an investment in human capital, which includes in-service training, professional growth, continuing education, on-the-job training, human resource development, and staff improvement. Furthermore, staff development is self-development wherein growth begins with a personal need, and individuals develop by taking responsibility for their own growth (Hamilton, 2018:18-20).

2.3.1 Technical training

Technical training is specifically designed to help employees more effectively perform the essential functions of their position. To ensure that employees know how to perform their jobs up to the company's standard, the business should provide the appropriate technical training. This type of vocational training teaches job-specific skills that can range from using software and machinery to working with financial data and serving customers. Khari and Sinha (2020) point out that an organization’s trust links with the employees’ view on their contribution towards the organisation.

The technical skills employees need will depend on their specific job roles and their previous experience. The training options can range from using hands-on methods to taking advantage of comprehensive in-person or online courses. Examples of technical training include closing a sale, how to repair a specific type of equipment, or working on an advanced spreadsheet. Employee training sends a powerful message

to the employees: they are valued. 'The value of employee development' (Hamilton, 2018:19).

2.3.2 Soft skills training

Soft skills training differs from technical training in that it develops skills that are generally transferable regardless of the type of work the employee performs. Examples of soft skills training include effective communications, conflict resolution, and making effective presentations. Soft skills are sometimes referred to as transferable skills or professional skills. Training and development refer to the degree of training received by employees to develop their skills from the organization; 'The value of employee development' (Hamilton, 2018:18-21).

Soft skills are the more intangible and non-technical abilities that are sought from candidates. For example:

- Communication
- Teamwork
- Problem-solving
- Leadership
- Responsibility

2.3.3 Advance managerial training

Advanced managerial training is usually a more significant investment of time and/or money in an individual and is usually conducted during four-year courses at universities. Examples of advanced managerial training include MBA programmes, specialized short-term classes, and multiday seminars with mental leaders in a particular field of study. These types of programmes are generally offered to high-potential employees, or those who are already in leadership roles but have the upward mobility to take on more significant roles in the organization. While training is common and effective, regardless of the type applied, it is not the only way to develop employees; 'The value of employee development' (Hamilton, 2018:18-19)

Fabriz *et al.* (2020) suggest that there is a need to understand the effects of development initiative programmes on various broader aspects of employees learning

over time (Ingvarson *et al.*, 2003 cited in Fabriz *et al.*, 2020). A specialized training programme can assist in conceptualizing ideas and preparing the workforce (Rubin & Kilgore, 2020). To achieve the development of enabling the workforce in the organization, there must be a healthy relationship in the organization as well as the willingness to adaptive leadership change (Leake *et al.*, 2020).

2.3.4 Barrier to organisational learning

Braham (2012:63) asserts that many companies have created barriers which block the ability to learn. The barriers to organizational learning make it very difficult for these organisations to change their cultures into learning organisations. These barriers are as follows:

- Bureaucracy and hierarchical management structures
- Rigid rules and procedures which govern who will “qualify” for training and who will not.
- Limited resources due to ineffective prioritization.
- An organizational culture that does not value creativity and innovation.
- Managerial expectations for employees to conform to the prevailing culture.
- Lip service to employee empowerment and teamwork.
- Limited inter-departmental co-operation.
- Management control workers rather than support them.
- No support and encouragement for skills transfer and application.

2.3.5 Mentoring

Mentorship is a life educational model where an experienced person in a specific area, called a mentor, guides someone less experienced in this sector, called a protégé or mentee. Mentorship schemes involve more than traditional education, including spiritual, emotional and financial encouragement to the mentee. Mentorship gives employees a chance to receive training one-on-one from an experienced professional. It can be applied to anyone at any stage in their career. The mentor may or may not

be someone the trainee works with. The mentor guides the trainee's career decisions by giving inside information about an occupation, industry, or career, and offers guidance, support, and motivation. Myran and Sylvester (2020) emphasise the importance of having self-efficacy employees that believe in their capacity to contribute to the organization. Myran and Sylvester (2020) link one's belief to self-efficacy, and further adds that individuals within an organization have their own viewpoint on motivation that is required to achieve success. The mentorship may be a formal or informal relationship and can be face-to-face or by e-mail, which is also called e-mentoring. It takes place in a formal or informal format with an aim to expand to the prior knowledge that the trainee has learned previously in their career. Hamilton emphasises on what he calls 'The value of employee development' where the organisation must afford workers with development opportunities (Hamilton, 2018:24).

One of the easiest and most economical forms of workforce development is mentoring. Mentoring is a personal favourite, as it rewards all parties involved. The mentee is the obvious winner in that he/she receives personal attention from an experienced and seasoned employee and gains valuable knowledge important to the day-to-day execution of their position. The mentor also gains from the relationship, as being asked to become a mentor should be treated as a great honour. 'The value of employee development.' (Hamilton, 2018:23)

The benefit of investing in employees are powerful and so straightforward. Employees who receive some form of development have higher retention rates than those who do not, and higher retention rates directly relate to higher profits. Employees are also more productive, engaged, and have a more favourable view of their employer than those who work for companies that do little-to-no employee development. Quality generally improves, as does morale and self-confidence, which also directly correlates to a better bottom line. 'The value of employee development' (Hamilton, 2018:24).

2.3.6 What motivates low-qualified employees to participate in training and development?

According to my casual observation and personal experience in the human resource development field, low-qualified employees participate considerably less in learning activities when compared to high-qualified employees. According to the Theory of Reasoned Action, intention steers the actual behaviour of individuals. Prior participation in learning activities, self-directedness, undertaking time management

activities, as well as perceived organisational support are positively related to an employee's learning intention. Furthermore, it is important that the content of the training offered is perceived useful and closely related to the job low-qualified employees execute. If employees are demotivated or even hostile to their firm, then they will resist training as just another management imposition. On the other hand, even the happiest bunch of workers in the world will not save a firm from going under if there is no programme of work-related training in place, properly planned and evaluated.

2.3.7 Training evaluation

Training evaluation might be the single most important strategy to ensure accountability and improve transfer of training. Without evaluation of training effectiveness, organizations do not know whether money spent on training yields the expected outcomes. Training evaluation has long been a part of business strategy as well as an important management practice by most organizations. Training evaluation is defined as the process of collecting data to determine training value and effectiveness (Brown & Sitzmann, 2011:469).

According to Brown & Sitzmann (2011:469), organizations of all types and sizes are investing heavily in employee training, which, in turn, should result in improved individual performance (i.e., improved current SKAs and learning new SKAs) and improved organizational performance (e.g., productivity). Therefore, it is logical for organizations to spend time and effort in evaluating the effectiveness of their training programmes.

2.3.8 Benefits of training

Swanepoel (1997) points out that the professional development in South Africa is essential and more significant, given that most employees have not received appropriate training in their workplace. Organizations require a supportive and enabling environment. Costa *et al.* (2019) emphasize that training programmes have a direct link to continuous employee enhancement. Employee continuous development should contribute to new ways of performing their tasks. Kim *et al.* (2012) claim that employees who are well trained tend to work effectively in improving the organization's performance.

Sophisticated organizations spend billions annually to train and develop their workforce; however, organizations often train more employees than necessary, or the training investment is "wasted" on the wrong employees (Kim *et al.*, 2012). A practical, strategic approach to investing training dollars that benefits both the organization and the employee is needed. The main goal is to invest in training that benefits an employee's career as well as the organization. With better employee training, a firm's correct environmental attitude should be more likely to help improve its performance in sustainable development. The better the employee training is in each firm, the more likely it is that the firm's environmental attitude should lead to its successes in sustainable development.

The government believes that employers who go beyond the immediate needs of the business and invest in transferable skills, general competencies, and continuous learning for all their workers, are rewarded by increased competitiveness. Such activities lift individuals' confidence in learning. Motivation is raised and innovation becomes the norm. Labour turnover, far from increasing, will often improve. Benefits spread beyond the margins of companies into family, life, and the wider community.

Training and development methods contribute to increased motivation, job satisfaction and a positive morale among employees. Employees can implement new technologies and adapt to new environments confronting rising challenges. They exploit new opportunities, thus building a better future career perspective. Companies benefit by increased innovation, productivity, and improvement of quality in products and services provided to customers, resulting in higher financial gains. Moreover, employee turnover is reduced. The company image and its organizational competitiveness are enhanced.

2.4 KIRKPATRICK'S four-level framework

Kirkpatrick's evaluation is the oldest and most widely used evaluation criteria in organizations. Many of the other evaluation models found in the literature are designed and revised based on Kirkpatrick's framework. The Kirkpatrick framework consists of a series of four levels:

- Reaction
- Learning

- Behaviour, and
- Results.

2.4.1 KIRKPATRICK'S four-level framework



Figure 2.2: KIRKPATRICK'S four-level framework (source: Kirkpatrick partners, 2020)

In this model, reactions refer to trainees' level of satisfaction, measured via surveys or interviews designed to identify their perceptions of the training programme. Reaction is measured during or immediately after training. The next level of evaluation, learning, refers to the extent of trainees' changes in knowledge, skills, and attitudes. Learning is measured before and after training. The next level of evaluation is behaviour. Behaviour refers to the extent of trainees' behaviour changes in transferring knowledge, skills, and attitudes to their jobs. Behaviour is measured after training. The final level of evaluation is results. A result refers to organizational results or changes because of enhanced behaviours. In Kirkpatrick's framework, reactions to training are related to learning, learning is related to behaviour, and behaviour is related to results.

According to Kirkpatrick's model, academics, practitioners, and trainers have a responsibility to provide an evaluation of the effectiveness of training programmes at their organizations. Kirkpatrick and Kirkpatrick (2008:259) assert that evaluating training effectiveness in any type of organization can serve multiple purposes:

- Firstly, training evaluation can demonstrate the value and utility of training programmes in meeting organizational goals and objectives.

- Secondly, organizations can use information collected during evaluation to make decisions regarding whether to continue or discontinue training programmes.
- Thirdly, the evaluation process can offer helpful feedback related to the design and improvement of future training programmes.
- Fourthly, evidence of training effectiveness can encourage other organizational members to pursue training.

2.4.2 KIRKPATRICK'S ROI model



Figure 2.3: KIRKPATRICK'S ROI (source: Kirkpatrick, 2008)

Kirkpatrick and Kirkpatrick (2008:260) define the reaction level as a measure of how well the training participants like the training programme. Reaction is defined as “measures of customer satisfaction”. The reaction level evaluates the satisfaction of trainees toward various aspects of the training programme, including training environment, training content (e.g., courses and materials), trainers' performance and training methods. Phillips (2008:87) mentioned that reactions to training should include content areas such as instructor-facilitator (e.g., knowledge of subject matter, presentation skills and communication skills), instructional materials, programme relevance, programme content, registration-logistics, and overall evaluation.

To elaborate from my own casual observation and experience, the more trainees feel that training materials are relevant, think the training course or programme is administered properly, and find that the trainer has mastered and delivered the training topics properly, the more the overall satisfaction of trainees with the training programme. Based on that, it is speculated that reactions, for example of trainees about instructor-facilitator, programme relevance, programme content and registration-logistics, will predict trainees' overall satisfaction with the training course, workshop, or programme.

Participant reaction to training, e.g., satisfaction with training, is a useful measure to evaluate the effectiveness of any training programme to ensure that trainers or instructors receive proper feedback to make the necessary improvements, to let participants know the value of their reaction, and ensure that trainees leave with positive impressions about the training. Trainees' reactions are usually captured through questionnaires at the end of the training programme in the training setting (Kirkpatrick & Kirkpatrick, 2008:261).

The learning level aims at measuring trainees' actual learning from the cognitive materials of the training programme, including principles, ideas, knowledge, and skills. Learning is what principles, facts, and techniques were understood and absorbed by the conferees. The learning component should be objective, quantitative and usually measured through a pre-test-post-test control group design. In addition, it can be measured by ratings provided by supervisors, co-workers, or subordinates (Kirkpatrick & Kirkpatrick, 2008:261).

The behaviours level evaluates the extent to which learning gained from the training course or programme is transferred to behaviour via enhanced KSAs back in the work setting. The results level measures the influence of trainees' behaviours on individual and organizational performance. Each level influences the next, so that the trainees' satisfaction influences their tendency to learn, which can modify their behaviours to the point of improving individual and organizational performance. This argument is supported by previous research, indicating a positive relationship between the four levels of evaluation. Specifically, reactions to training programmes have been found to influence learning and post-training performance (Kirkpatrick & Kirkpatrick, 2008:262).

2.4.3 Learning provision management

According to Coetser (2009:197), learning provision management is a continuous flow of quality assurance processes and managerial decisions aimed at ensuring that the learning provision is cost effective, value adding and aligned with the strategic direction provided by the enterprise corporate management, as well as those of the national skills development governance structures.

2.4.4 Benefits of training

Meyer *et al.* (2007:161) state that the ETD and HRD departments do not exist in isolation. Organisations today are expecting added value from staff functions and to fulfil a strategic role, the ETD practitioners must be seen to be training for impact rather than for activity. They must develop a culture of ongoing analysis and must learn to think and operate strategically and analytically in a rapidly changing environment. There are different levels of needs, issues and developments which must be considered in the design of training and development intervention. Training needs are categorized in three categories, namely macro level, meso level and micro level. According to Meyer *et al.* (2007), micro learning is used for quick problem-solving and often makes the most sense at the task level when an employee has an immediate need. Whereas macro learning in the workplace answers questions such as: "How do I perform a specific function?"

2.5 The ROI model

Every year, companies all over the world create hundreds of thousands of eLearning courses and conduct hundreds of thousands of trainings. Courses are created for training both employees within the company and unaffiliated personnel, such as clients or other third-party individuals. The creation of courses and their consequent employment in the education process is, in most cases, quite costly. When training the company employees, it is important to consider that the acquisition of new knowledge and skills will distract the employees from their duties and cost the company time. To evaluate the effectiveness of education and its practicability from the financial standpoint, it is necessary to calculate the expenses connected with creating and conducting the trainings, gauge the results achieved by the employees who have taken part in them, and decide whether the increase in the employees' efficiency and company profits were sufficient to recoup the associated costs.

The Kirkpatrick's Learning Evaluation Model consists of four levels, as explained above:

- Level 1: Reaction.
- Level 2: Learning.
- Level 3: Behaviour.
- Level 4: Results.

The Kirkpatrick's ROI model adds a fifth level, the Return on Investment.

Level 5: Return on Investment (ROI)

When evaluating training effectiveness, it is customary to consider an additional level of the Kirkpatrick's model, namely, the ROI methodology, developed by Jack Phillips in 1991. This methodology enables one to express the evaluation data obtained on the fourth level in terms of money, and then compare the estimated profit figure with the expenses the training programme incurred (Treser, 2015).

The head of the company would require information about the projected costs of a training programme before giving it the green light, especially if the budget is tight. In most cases, it is the management that insists on using the ROI methodology for assessing the results of training and personnel development. This makes the use of the methodology a given when trainings are conducted (Treser, 2015).

The ROI methodology is often used to estimate the potential profit from conducting a training programme, and to make sure that the projected costs would fit the budget. The ROI coefficient takes the form of a percentage, expressing the relationship between the projected profit and the projected costs of a training programme, calculated according to the following formula:

$$\text{ROI} = [(\text{projected profit} - \text{projected costs}) / \text{projected costs}] \times 100\%$$

The fifth level of evaluation, described by the Phillips methodology, makes it possible to:

- Estimate the cost of a training programme and make a prediction regarding whether conducting the programme will be cost-effective.
- Demonstrate a direct relationship between the company's productiveness and the training of employees.
- Evaluate a training programme as a business tool.

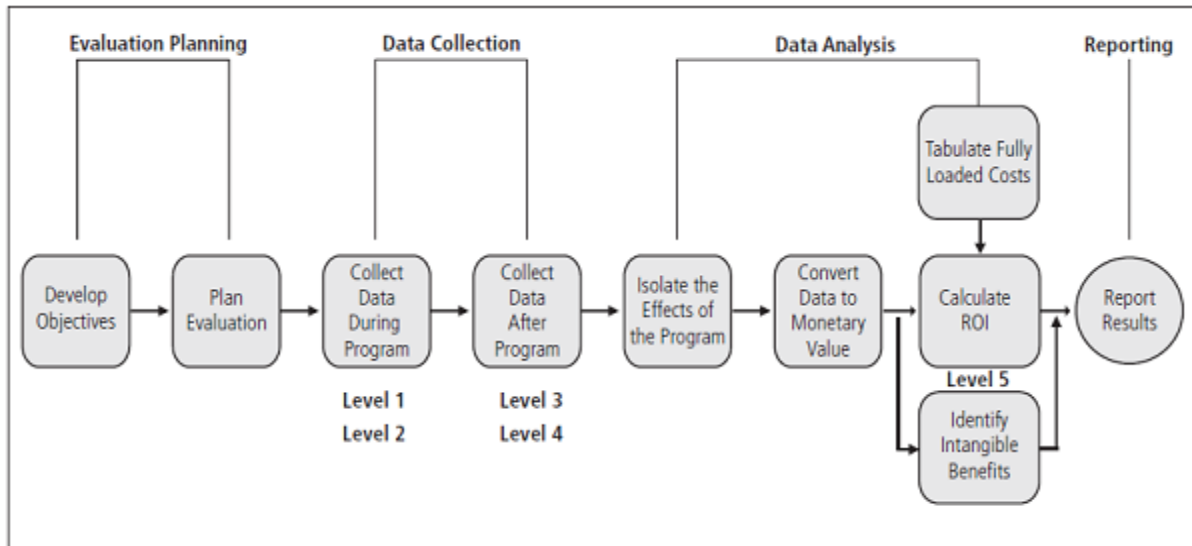


Figure 2.4: The ROI training model (2011)

2.6 Chapter summary

In conclusion, the researcher agrees that a literature review is the main source of information about the research topic. Through a literature review, the arguments made by other authors about the topic can be considered, and gaps in the research that provide opportunities for further research can be identified. In this chapter, the concepts that are related to the research study were unpacked. Concepts such as ROI models, Skills Development Act, workforce development, mentoring, training needs analysis, soft skills, etc. were discussed. Theories relevant to the research study also contributed significantly to the understanding and beliefs of the significance of employee training, and in general employee workforce development.

The chapter focused on the appraisal of literature and related concepts to the study; it also discussed using varying themes that are aligned to the objectives of the study. This included focussing on workforce development. The next chapter will discuss the research methodology and design.

CHAPTER THREE: METHODOLOGY AND DESIGN

3.1 Introduction

In the previous chapter, the researcher sought to clarify other previously conducted studies by means of a literature review, so that the reader can have a deeper understanding of the existing findings. This chapter presents the research methodology and design used in this study. Firstly, the study location and research design are discussed, followed by the population and the sampling section. After that, data collection and research strategy are examined. Lastly, the ethical consideration is scrutinised in line with the study. Research is described as an undertaken process to discover specific facts employed while carrying out an investigation (Wellman *et al.*, 2005). These facts that are discovered may be new and original, or maybe necessary to contribute to the new knowledge.

This chapter discusses the data analysis and interpretation of the received data. The data was analysed and reviewed based on the collated information from the questionnaires. The researcher further unpacks what transpired during the data collection process and how it benefited the study. According to Chinedu (2017:490), every researcher anticipates results based on the patterns generated by the study and the output from computer and/or statistical applications. In this type of research, the presentation and interpretation of results were in a form of frequency distribution, percentages, and graphs. Data was interpreted to gain an understanding from participants regarding the research study.

3.2 Study site

The focus of the research is centred on the Tshwane West Education District in the Gauteng province of South Africa.

Map of Municipal Fire and Ambulance Stations in the City of Tshwane Metropolitan Municipality, Gauteng

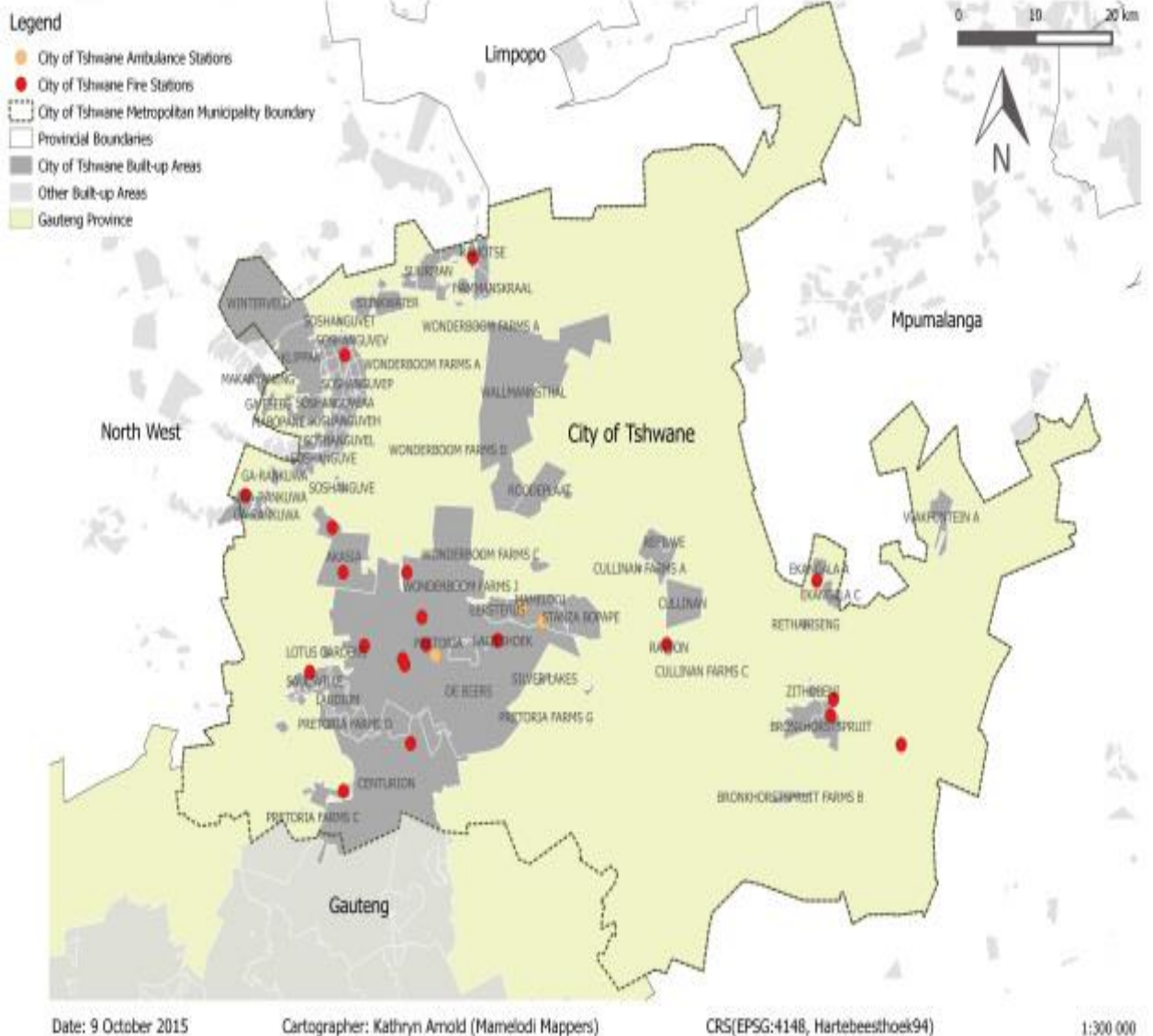


Figure 3.1: Tshwane study location (Source: Google maps, 2020)

3.3 Overview of the methodology

Punch (2011) defines research design as all the matters involved in planning and executing a research project – from identifying the problem through to reporting and publishing the results. Furthermore, Punch (2011) stated that research design is a basic plan for a part of research, and it includes four main ideas: the strategy, the conceptual framework, the question of what will be studied, and the tools and procedures for collecting and analysing empirical materials. Quantitative research approaches the phenomena from the perspective of the outsider, intending to explain and predict the phenomena under study.

Bryman *et al.* (2016:31) state that quantitative research was described as a characteristic research approach which: entails the collection of an arithmetic data, regards the relationship between theory and research as deductive, prefers a natural science approach in general and positivism, and adopts an objectivist conception of social reality. A research design provides a background for the collection and analysis of data.

Table 3.1 below gives an overview of the methodology for this research. The table identifies the approach, after which it aligns it to the research in the qualitative studies. This is followed by a discussion of the points highlighted in the table.

Table 3.1: Overview of the methodology

Methods	Mixed method	
Paradigm	Positivism	
Strategy	Survey	
Population	Tshwane West Education District	
Sampling	Convenience sampling	
Primary data	Questionnaire	Transcript
Secondary data	Document reviews	Analysis
Data analysis	Thematic for qualitative data and Microsoft Excel for quantitative data.	

3.4 Research design

Research design plays an essential role in aligning the undertaken research study to research methods, philosophies, strategies, procedure, and approach which the study utilized during data collection and analysis (Zikmund & Barry, 2010).

Saunders *et al.* (2007) are responsible for the concept of the research onion. The research onion was created with the intention to illustrate a set of layers that provide guidance to the study. Therefore, the research allows the study to demonstrate how the undertaken study repositions itself to various layers of the onion (see Figure 3.1).

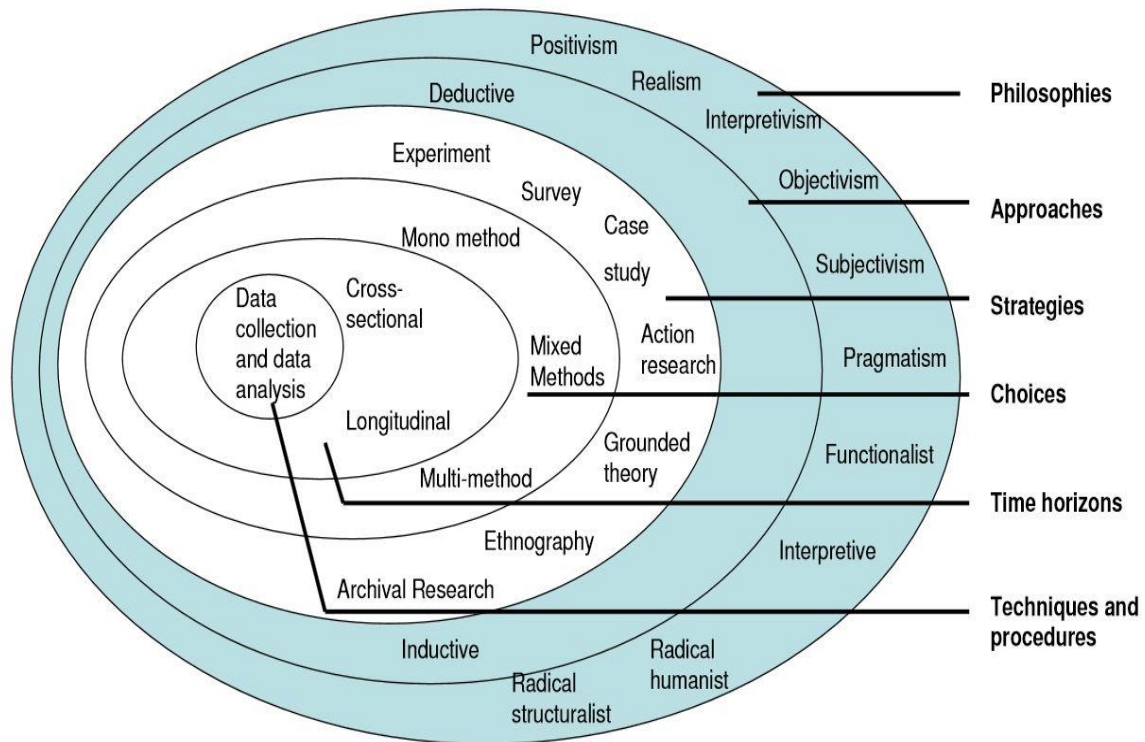


Figure 3.2: Research onion (Saunders *et al.*, 2009)

Zikmund and Barry (2010) describe research design as a master plan that points out the methods, procedures and approaches that were used in the process of data collection, and to draw an analysis of the same collected data.

3.5 Research methods

Bryman *et al.* (2016) assert that a research method is a technique for collecting data, which can involve a specific tool such as a self-completion questionnaire. The study employed a quantitative-descriptive strategy as a technique for collecting data. De Vos *et al.* (2004:142) contend that the quantitative-descriptive study designs are grouped together, because, logically, they also belong together. They are often of a quantitative nature, requiring questionnaires as a data collection method, and respondents are

ideally selected by means of randomized sampling methods. Graphic/descriptive statistical techniques are used to summarise data.

The researcher employed a cross-sectional research design. Cross-sectional research design includes the collection of data on more than one case and at a single point in time. This is usually done to collect a body of quantitative or quantifiable data in connection with two or more variables (Bryman *et al.*, 2016).

There are several research methods that research may align itself with, and this include qualitative, quantitative, and mixed methods. The three methods are discussed in detail below, as well as which one of the three the undertaken research aligned itself with

3.5.1 Qualitative method

In qualitative research, data is analysed using codes, and this coding is usually phrasing or words that represent themes (Zikmund, 2016). On the other hand, Dawson (2018) states that the purpose of qualitative research is to explore more deeply on words and observations. Dane (2011) further adds that qualitative research often uses self-administered questions which are predetermined questions. Qualitative research is more interested in reporting on the findings thematically, relying heavily on words to give deeper meaning on the data obtained. Therefore, this research does not only align itself with qualitative methods that used a questionnaire to collect data.

3.5.2 Quantitative method

The ultimate purpose of quantitative research methods is to give details of the existing relationship between the variables that are being tested towards the supporting of a theory. Karlsson *et al.* (2018) further add that quantitative research may adopt various types of quantitative scales when designing interview questions. The undertaken research's purpose was to report on statistical findings, test the research against a particular theory or to gather scale data. Therefore, this research does not only align itself with quantitative methods.

3.5.3 Mixed methods

A mixed method was used, and in the mixed methods research, the research design with philosophical assumptions also with methods of inquiry (Creswell *et al.*, 2010). It

is not the intention of the study to report on findings using both statistical findings and words to express findings. Therefore, the undertaken study is aligned to both quantitative research methods, given that the data presented in chapter four are presented using both qualitative and quantitative methods.

3.5.4 Research paradigm

A research paradigm is customary of philosophies that give guidance to the researcher regarding what actions to take (Creswell, 2007). Creswell (2007) further states that qualitative research may either be aligned to be constructivist or interpretivist. The undertaken qualitative research found it as the best option to use interpretivist paradigm. The reason is that the data collected was interpreted to make meaning of the views and opinions expressed from the survey.

3.6 Population and sampling

3.6.1 Population

Chinedu and Van Wyk (2017) argue that a population size is a group of persons, objects, or items from which samples are taken for measurement. For instance, a population of cabinet ministers, mining engineers, medical doctors, or the dissertations and theses of postgraduate students.

Arka and Lane (cited in Strydom & Venter, 2003) indicate that the population is a term that sets boundaries on the study. It refers to individuals in the universe who possesses specific characteristics.

Mc Burney (2004) refers to the population as the sample frame or border, whereas Blaikie (2010) asserts that a sample is a selection of numbers from a population to make statements about the whole population.

The TW District organogram consists of the following directorates: Office of the District Head/Director, Policy and Planning, Curriculum management and delivery, e-Learning and Curriculum support programme, Institutional Development and support, Finance and administration, Human Resource Management, and Human Resource Administration. The directorates are headed by the Chief Education Specialist (CES), and the sub-directorates are headed by the Deputy Chief Education Specialist. All the sub-directorates have a training mandate of developing and enabling their

subordinates. In each of the directorates there are personnel headed by the head of the directorate. Under directorates, there are sub-directorates. The district education services about two hundred (200) schools in the GET Band, FET Band, Senior phase and Intermediate phase. Teacher development falls within the directorate Curriculum Management and delivery and the division is responsible for training and development of employees at district level. Tshwane West District has a total of three hundred and two (302) employees or district officials who are permanently employed, therefore 302 employees become the population size because they are within the boundaries of the study.

Chinedu and Van Wyk (2017) define sample size as a set of respondents or participants selected from a larger population for conducting a study. The sample should be representative of the population to ensure that the findings can be generalized from the research sample to the population. Due to the large number of employees and the length of time needed to administer questionnaires to all individuals at Tshwane West District, the researcher selected a portion of employees as a sample. Fifty percent (50%) of the population should be sufficient for controlling the sample errors. One hundred and fifty-one (151) officials participated in the study. The employees in the population all have an equal chance of being included in the sample.

3.6.2 Sampling

According to Zikmund and Barry (2010), sampling is described as a subset from a larger population. Zikmund and Barry (2010) further state that sampling involves a process of drawing a conclusion based on the behaviour of a particular portion of the entire population. In the undertaken research, Tshwane West Education District was sampled from other Education Districts in the Gauteng province.

The researcher employed probability sampling. Employees in the population had an equal chance of being included in the sample. According to Chinedu and Van Wyk (2017), when each member of the population has a known probability, it is referred to as probability sampling. The example of probability sampling that the researcher is going to employ is simple random sampling. Probability sampling is based on randomization. In sampling methods belonging to this class, each element in the population has a known, non-zero probability of being selected and the selection of elements are completely random.

Gauteng Department of Education (GDE) Tshwane West District is in Mabopane. GDE Tshwane West District falls within one of the fifteen (15) Education Districts in the Gauteng Province. The district is on the outskirts of Pretoria (Northern side of Pretoria). The district is responsible, among other things, to strengthen and address the challenges in improving education, particularly in schools around the area. The study examines the significance of training and development programmes of employees at Tshwane West Education District office. The researcher believes that the study is an enormous and significant contribution to educational debates in general and the capacity building of employees at Tshwane West District office. The information gathered from the research was treated with confidentiality and was used for academic purposes. The study was approved by the University's Ethical Committee; therefore, it must satisfy all conditions set for ethical research. In a nutshell, my unit of analysis is at Mabopane at Tshwane West District office.

3.7 Data collection method

Chinedu and Van Wyk (2017) argue that after the development of hypothesis, a researcher needs to obtain data with respect to each variable in the hypothesis. In other words, the researcher needs to undertake further scientific data collection to test the hypothesis that he/she has generated in the study. The data collection covered the specific techniques to be employed, the specific measuring instruments to be utilized and the specific series of activities to be conducted in making the measurement. When existing measuring instruments are to be utilized, their validity and reliability must also be discussed.

The sequence of questions was decided by determining the logical order to address the areas of both positive and negative aspects of training and development. The questions were arranged from simple to complex and from broad to more specific. De Vos *et al.* (2004) explain that the above allows participants to adjust gradually to the pattern of the questionnaire. The researcher ensured that the topic was thoroughly covered and that the questions followed a logical sequence. The researcher also ensured that jargon and ambiguous questions were avoided; open-ended questions were asked to allow free expression by participants.

The researcher is mindful of the fact that some respondents may feel limited because multiple-choice items restrict them to responses that may not provide for their unique situation. As a result, they may prefer the freedom to express themselves that is

allowed by open-ended questions. In this regard, the researcher employed both open-ended questions and closed-ended questions in the same schedule of questionnaires. The researcher collected data in a questionnaire method. These questions were merely used to guide the participants and not to dictate to them. Questionnaires were administered to respondents. The questionnaires were designed as a means of obtaining research data. According to Chinedu and Van Wyk (2017), quantitative research tests the theories about realities, looks for cause and effect, and uses quantitative measures to gather data to test the hypothesis or question. Quantitative studies are either descriptive or experimental. Questionnaires were a mixture of a self-developed instrument and an existing one (Refer to Appendix A: Data collection instrument).

The questionnaire statement was based on assessing the significance of employee training at Tshwane West Education District office. A five-point Likert scale was used to rate positive characteristics as they exist at Tshwane West District in Sections C and D. Section B required YES, NO, or Uncertain responses. Chinedu (2017) asserts that the Likert scale is an effective tool popularly used in questionnaires because of its easy construction, high reliability, and successful adaptation to measure many types of characteristics. Responses are added across the items to generate a score.

According to Corbetta (2003), the format of the single question in the Likert scale is traditionally that of a series of statements, the respondents having to say if, and to what extent, he agrees with each of the statements which have four or five alternative answers, ranging from “strongly agree” to “strongly disagree”. All employees complete the same questionnaire.

3.7.1 The process of collecting data.

- Questionnaires were delivered to the target population personally.
- Follow-up: Questionnaires were collected.
- Verification process: Verification the percentage of questionnaires returned.
- How to increase the response rate: Follow-up with respondents and personally collect the questionnaires.
- Location/Environment: Various offices or directorates.

- Literacy level/Language/Culture

Questionnaires were delivered to employees in their respective offices by hand and requested to complete it in their spare time, after which it will be collected again for data analysis. Questionnaires were verified to ascertain the response rate in terms of percentage. Respondents were also be permitted to submit or hand back the research questions to a Teacher Development Unit, for attention James Mthimunye.

3.8 Research strategy

3.8.1 Survey fieldwork adopted.

Social education studies often use qualitative research to find facts about the realities experienced by society (Guy *et al.*, 1987). Qualitative research also aims to explore the existing relationship between factors. This research used a self-administered questionnaire to collect data from Tshwane West Education District.

3.9 Reliability and validity

3.9.1 Reliability

Chinedu and Van Wyk (2017) define reliability in the quantity context as the extent to which an instrument consistently measures and produces the kind of results it is intended to measure and produce. Reliability is the measurement used for the trustworthiness of the research study. All the important and necessary measures are needed to make the research study reliable. In this case, the researcher made sure that all the tools, samples, and research methods he used to collect data are reliable for the research findings. This refers to respondents, data collection instruments, as well as research methods. If all the above-mentioned requirements are relevant, the findings of the study would be reliable and trustworthy. These types of samples provide the most reliable data because they are directly involved in the study.

3.9.2 Validity

According to Chinedu and Van Wyk (2017:268), we frequently conduct research to determine the cause and the effect of the relationships in the context of the undertaken study. Validity occurs when a researcher controls all extraneous variables influencing the results of the study, which is the one being manipulated by the researcher. Validity tells us whether an instrument measures or describes what it is supposed to measure

or describe. An instrument should not merely be used to gather data, which may not even be in line with the aims and questions of the research. Therefore, it is important to select the best tool for the study.

3.11 Ethical considerations

McMillan and Schumacher (2012) stress that ethics are beliefs about what is wrong and right. In research, ethics are proper and improper conducts or activities when engaging with participants. This is an important aspect of the research, because if the researcher handled the participants in an unacceptable manner, the research study would not unfold to its desired conclusions. The researcher made sure that the study is at no cost to, or could cause any harm to, the participants. Respondents' identifying information was not needed by the researcher, and the study ensured that the identifying information that could point out to the possible respondents was not used. For example, the respondents kept their names anonymous.

The following were considered for the study to conform to ethical principles:

3.10.1 Access and acceptance

The NWU Research Ethics Committee was approached for ethical clearance (see the attached Appendix D). The Gauteng Department of Education Research Ethics Committee was also approached for permission to conduct the research and collect data (see the attached appendix C). The researcher started collecting data after obtaining permission from the said bodies/committees. The Gauteng Department of Education at district level was approached to seek permission to collect data from the sampled officials.

3.10.2 Informed consent

The researcher ensured that all the participants knew and understood why they were participating in the study. They were also made aware that their participation was voluntary and that they could withdraw at any given time. The researcher explained the contents of the consent form to participants in full details before issuing it to them. The questionnaire was in English, the language medium used in the organisation. The questionnaire was designed to be user friendly so that even English second-language speakers could easily answer the questionnaire with little difficulty.

3.10.3 Privacy

The privacy of the participants was protected by confidentiality, anonymity, and the correct way of data storage. With confidentiality, the researcher made sure that he is the only one having access to data and participants' information, for example the participants' identifying information. This is also linked to anonymity because during data collection, there would not be any link between data and the participants, as participants were not asked to write down their names. This encouraged active and genuine participation that provided the researcher with rich and valuable results for the study. Data was also kept in a safe as hard copies to protect the privacy of participants.

3.10.4 Access and acceptance

Permission to conduct research at Tshwane West District has been sought and tendered from the office of the District Director as well as the Gauteng Department of Education. The application documents were filled out by the researcher and then sent to Head Office for approval. The researcher got a response stating that the application form as attached should accompany the final research proposal for it to be considered by the Department of Education.

It will also not be challenging to gain access to the unit of analysis, seeing that the study is an enormous contribution to educational deliberations in the field of training and development, and in particular the employees at Tshwane West District office. The population/sample was easily accessible because the researcher is also part of the establishment and works at Tshwane West District office in the department of Teacher Training and Development.

3.11 Data analysis and interpretation

3.11.1 Data analysis

Mouton (2006) contends that all fieldwork culminates in the analysis and interpretation of data, be it quantitative study data, experimental recording, or qualitative data. Analysis involves "breaking up" the data into manageable themes, patterns, trends, and relationships. The aim of analysis is to understand the various constituent elements of one's data through an inspection of the relationship between concepts.

The data collected by the researcher now forms the basis of further data analysis. Descriptive statistics were used to analyse the data. The initial step in analysing the data was to number the questions. Tables were given frequency counts for all the questions produced. Tables were drawn up with percentages (De Vos *et al.*, 2003).

A simple frequency distribution was employed as well as the grouped frequency distribution yielding table form and then a histogram or bar graph was employed to display the frequencies (De Vos *et al.*, 2003).

3.11.2 Data interpretation

According to Chinedu and Van Wyk (2017), every researcher anticipates results based on the patterns generated by the study and the output from computer and/or statistical applications. In this type of research, the presentation and interpretation of results were in a form of frequency distribution. The researcher used all the necessary and relevant data collection techniques to collect data applicable to the study, i.e., questionnaire and document analyses. Data were interpreted to gain an understating from participants.

The quantitative research report was illustrated with graphs, maps, and diagrams. Diagrams like bar charts, pie charts and histograms were used to display quantitative data, because they are easy to interpret and understand. A frequency table provides the count and the percentage belonging to each of the categories for any type of variable. Measurements of central tendency were used to summarize the distribution of values. The three averages used were arithmetic mean, median and mode (Bryman *et al.*, 2016).

3.12 Assessing and demonstrating the quality and rigour of the proposed research design.

The well-regarded criteria for rigour in interpretivist research are established by four criteria, which mirror the four positivist criteria for rigour, and are argued to reflect the assumptions of the interpretivist paradigm more accurately. These are credibility, transferability, dependability, and conformability. The undertaken research found credibility aligned to this research and focussed solely on this criterium. Credibility parallels internal validity and refers to the way in which the researcher presents the complexities of the context, participants, and events of the research setting. Quantitative research, and thus research, is credible to the extent that there is a

reasonable match between the representations constructed by participants and those attributed to the participants by the researcher. Credibility requires that the parameters of the research (in terms of setting, participants, theoretical framework, and method) are adequately stated, and in terms of research implies that taking action is evaluated against its effect in perfecting the problem situation.

3.13 Conclusion

This chapter discussed the research methodology and design aligned with the undertaken research in detail. The next chapter discusses interpretations of the results obtained through the questionnaire survey.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

The previous chapter discussed research methodology and design aligned to the undertaken study. The chapter scrutinised the research methods, research paradigm, research design, research strategy and ethical considerations in detail.

This chapter examines the analyses and interpretations of the survey data carried out using a questionnaire. The analyses represent the questionnaire data and are structured in a form of frequency distribution, percentages, and graphs – driven by the objectives of the study. The researcher also unpacks what transpired during the data collection process and how it benefited the study. According to Chinedu (2017:490) every researcher anticipates results based on the patterns generated by the study and the output from computer and/or statistical applications. Data were interpreted to gain an understanding from participants regarding the research study.

4.2 Findings from the study

4.2.1 Demographics of participants

The questionnaire contained questions that afforded the study to gather basic demographic data about the participants. The questions included where the participants live, settings from their homes, as well as a brief background about themselves.

In section A, the researcher discusses the biographical information of the participants, namely participants' gender, rank, highest qualification, sub-directorate, and overall work experience.

Figure 4.1 shows the gender of employees in the Tshwane West District office. Two thirds of the respondents were female (66,2%) and the remainder (33,8%) were male. This indicates that the gender equity is not balanced, and the Gauteng Department of Education (GDE) TW needs to review its gender targets to get the gender balance.

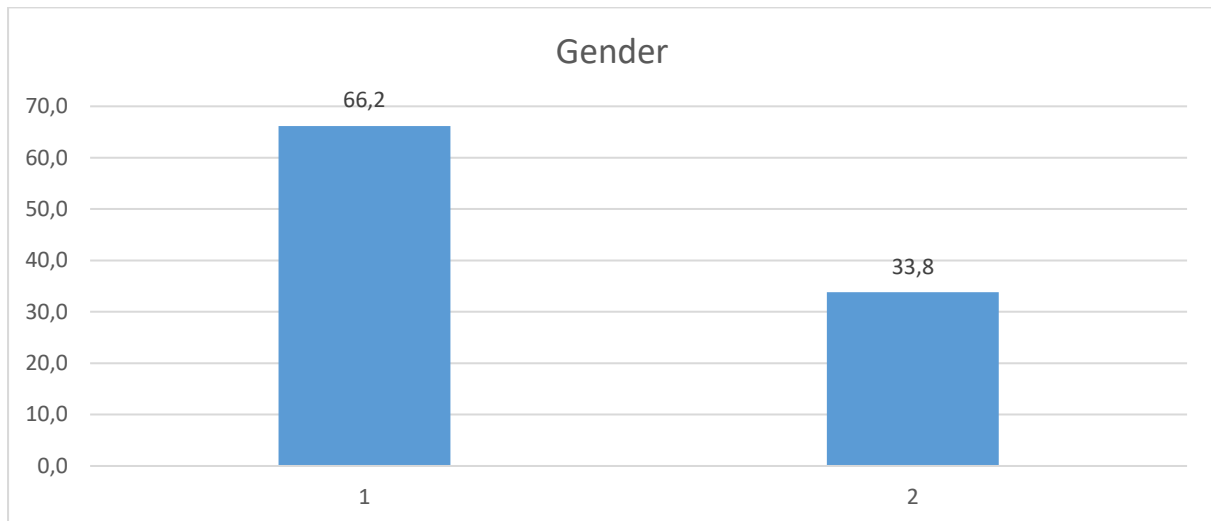


Figure 4.1: Gender

Table 4.2 below demonstrates the respondent's respective job levels at the Tshwane West Education office.

Table 4.2: Frequency

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Deputy Director	2	5	3,6	3,6	3,6
Assistant Director	3	19	13,7	13,8	17,4
Chief Education Specialist	4	36	25,9	26,1	43,5
DCES	5	27	19,4	19,6	63,0
SES	6	36	25,9	26,1	89,1
Other	7	15	10,8	10,9	100,0
	Total	138	99,3	100,0	
Missing	System	1	0,7		
Total		139	100,0		

Figure 4.2 below illustrates the three most options selected by the respondents at Tshwane West District when it comes to Rank. Chief Education Specialist (CES) and Senior Education Specialist (SES) ranked highest at 26,1% each, and Deputy Chief Education Specialist (DCES) at 19,6%. Most officials at TW District are DCES and SES.

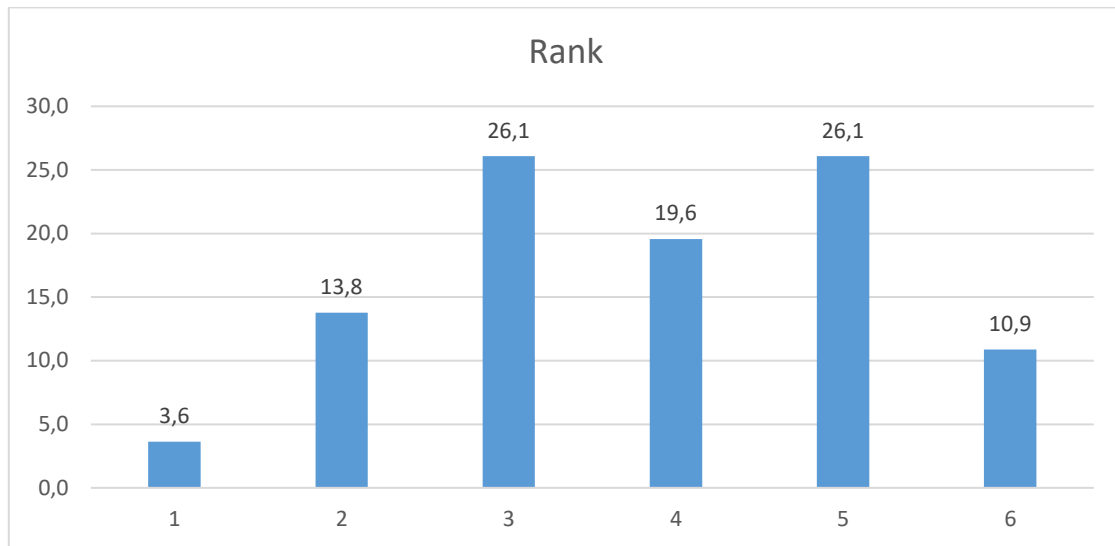


Figure 4.2: Rank

Table 4.3 below shows the highest academic qualification as a B.Ed. Honours degree at 47,5%, Master's degree is standing at 23% and a PhD is at 1,4%. TW District needs to encourage its employees to register for master's degrees as well as PhD degrees.

Table 4.3: Frequency

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
Matric	1	3	2,2	2,2	2,2
Certificate	2	10	7,2	7,2	9,4
Bachelor's Degree	3	21	15,1	15,1	24,5
B.Ed. Hons	4	66	47,5	47,5	71,9
Master's Degree	5	32	23,0	23,0	95,0
Doctorate (PhD)	6	2	1,4	1,4	96,4
Other	7	5	3,6	3,6	100,0
	Total	139	100,0	100,0	

Table 4.4 below illustrates the different portfolios that respondents are involved with at the Tshwane West Education District.

Table 4.4: Frequency Table

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
eLearning	1	1	0,7	0,7	0,7
Curriculum delivery	2	41	29,5	29,7	30,4
Provisioning	3	21	15,1	15,2	45,7
Finance and admin	4	33	23,7	23,9	69,6
Circuits	5	28	20,1	20,3	89,9
Policy and planning	6	4	2,9	2,9	92,8
Other	7	10	7,2	7,2	100,0
	Total	138	99,3	100,0	
Missing	System	1	0,7		
Total		139	100,0		

Table 4.5 below shows the number of years the respondents have been working at Tshwane West Education office.

Table 4.5: Frequency Table

Valid		Frequency	Percent	Valid Percent	Cumulative Percent
00 – 05yrs	1	10	7,2	7,2	7,2
06 – 10yrs	2	3	2,2	2,2	9,4
11 – 15yrs	3	5	3,6	3,6	12,9
16 – 20yrs	4	7	5,0	5,0	18,0
21 – 25yrs	5	25	18,0	18,0	36,0
26 – 30yrs	6	27	19,4	19,4	55,4
31yrs+	7	62	44,6	44,6	100,0
	Total	139	100,0	100,0	

Having discussed and painted a picture of the biographical data from the respondents, the below section discusses findings from the research by means of aligning them with objectives.

4.3 Quantitative findings

The self-administrated questionnaire contained closed-ended and open-ended questions for the respondents to provide feedback. This section focuses on the quantitative findings from the study. Therefore, section 4.3 reports on quantitative findings whereas section 4.4 reports on qualitative findings.

Table 4.5 below gives data in terms of percentages, mean and standard deviations.

Table 4.5: Quantitative data

No	Statement	% Strongly Disagree	% Disagree	% Uncertain/ Undecided	% Agree	% Strongly Agree	Mean	Standard Deviation
C1	Subordinates should be given appropriate opportunities to develop their careers.	2,16	2,16	10,07	69,06	16,55	3,96	0,74
C2	The District environment is conducive for employees to develop their careers.	1,44	4,32	17,27	66,91	10,07	3,80	0,73
C3	When employees attend training/workshop there should be return on investment.	1,46	6,78	9,5	67,88	14,44	4,17	0,76
C4	Employees need to continually up their skills/Re-skill themselves.	1,92	8,34	16,51	61,99	11,24	4,29	0,69
C5	It is the responsibility of the department to	1,88	7,34	14,46	60,66	15,66	4,27	0,65

	organize workshops and training at the workplace.							
C6	Employees should have knowledge on how to mentor other colleagues.	2,33	6,88	20,16	59,97	10,66	4,27	0,74
C7	Employees should advance and further their careers for personal and professional growth.	1.44	9,33	15,7	61,77	11,76	4,37	0,69

4.4 Employees' perception on training and development

The self-administrated questionnaire contained open-ended questions for the respondents to provide feedback. This section focuses on the qualitative findings obtained from the self-administered questionnaire. Dane (2011) contend that qualitative research often uses self-administered questions which are predetermined questions. Qualitative research is more interested in reporting on the findings thematically, relying heavily on words to give deeper meaning on the data obtained.

4.4.1 What do you understand by workforce development/training and development?

It is the capacity development of employees with skills in the workplace to enhance their performance as they execute their duties. It is when training is offered to employees to develop their working and empower them with new skills. A professional system to skill, upskill and reskill employees to enhance their performance. A mechanism to enhance efficient optimization in the workplace. It is the initiatives that train and educate individuals to meet the needs of the current and future business and maintain a competitive economy.

Employees are given an opportunity to develop their career:

- Growing of skills development for employees to enhance their performance.
- Growth and development of workplace skills.

- They are training programmes meant to help develop skills of employees and the training should be in accordance with ones' line of work.
- It enables an individual to have the knowledge and skills for a particular job.
- Training and development including delivery of training to employees.
- Skills acquisition and empowering employees to have a better workforce.
- Training aimed at increasing the skills and knowledge of employees.
- Training and development of employees.
- Training that is in line with the work done by officials which target skills needed to further the workers' careers.
- Employer giving employees developmental opportunities through training and workshops to be skilled for their job.
- Focuses on individual's ability to grow their skills and development.
- Bridging of training gaps of employees.
- Training official to perform better in achieving the goal of the department.
- Allowing employees to gather skills and knowledge on work-related issues.
- A process of developing individuals at the workplace for growth purposes.
- Workforce development is considering an interconnected set of solutions to meet employment needs.
- It focuses on an individual's ability to grow their skills and knowledge.
- Employees require training based on their performance, to enhance their performance training needs, to be conducted for that employee.
- Innovative service offered by the employee.
- It is a system to skill, upskill and reskill employees with the aim of ultimate potential feedback.
- Training and development give back to motivation, performance positive work attitude and goal directedness. It taps the potential within the individual and bridges gaps and builds teamwork.

4.4.2 How does training and workshops benefit your performance in the workplace?

According to the findings, the participants responded as follows:

- Training presents a prime opportunity to expand the knowledge base of all employees and improve employee performance. The employee who receives the training is more able to improve their performance in their job.

- Training creates less need for staff supervision and increases employees' workplace performance.
- Training helps employees acquire new skills and sharpen their existing skills.
- Employees can execute their responsibilities without challenges and build confidence in the workplace.
- Training brings about a positive attitude towards ones' view of their work, as well as increases overall team morale and creativity.
- Officials perform their work efficiently and effectively.
- It enhances skills for one to become more effective in their performance on the condition that they get relevant training aligned with their job description.
- Performs better on specific tasks, minimizes wastage, and increases business turnover.
- Employees keep up with the latest training strategies.
- Provides current information and enhance. better performance.
- Acts like domino effect on improving an employee leadership and performance.
- Increases employee leadership and performance.
- Training brings about a positive attitude towards one's view of work.
- Enhances client satisfaction.
- Reduction of wastage and improves commitment.
- Boosts self-confidence, especially when it comes to practicing and applying the latest technological approaches.
- Employees become the focus.
- Increased job satisfaction and skills learned increase productivity in the workplace.
- These workshops are made specially to improve the skills and knowledge, which will then be utilized in the workshop by the employees.
- Keeps me abreast of recent and current trends.
- Good and enhances service delivery to the clients.
- Training or workshop is to invest in a talent, it will enhance growth, and success of the organization and my performance will improve.
- The benefit of training and development is like a domino effect on improving on employee leadership and performance.
- Training maximizes performance and Increases morale.

- Training builds self-assertiveness and encourages teamwork. Makes employees goal directed.

4.4.3 Benefits of training in the workplace

The study wanted to determine from the respondents what some of the benefits of training in the workplace are. This assisted in determining whether the employees understand the importance of training and upskilling themselves.

More people get to improve their skills when trained. On-the-job training allows for ongoing application of newly acquired skills. It increases job satisfaction, and it ensures that employees continuously develop their skills. The environment is familiar and that enhances learning or easy acquisition of skills. A training programme allows you to strengthen those skills that each employee needs to improve. A developmental programme brings all employees to a higher level so that they all have similar skills and knowledge.

- Training also increases the efficiencies of the employees in terms of how they do their work.
- Development, career pathing.
- To increase production at the workplace.
- To improve job satisfaction at the workplace.
- Training improves performance.
- It increases job satisfaction, employee motivation, efficiency in processes, resulting in financial and increased innovation in strategies and products.
- Computer literacy enhances the administration of the workplace.
- Management skills workshop (improves human relations at work with the stakeholders).
- Latest technological trends are protected.
- Maximizes performance with less expenditure.

4.4.4 Performance management and development role

The study wanted to determine the role that performance management and development and/or teacher development played in training and development from Tshwane West District employees.

This ensures that employees are reaching their performance goals within the company.

It assists employees to have improved knowledge and skills to perform better in their job. Human resource development officers conduct skills audit and available trainings in line with employee's needs. Planning and coordinate training to develop employees by offering bursaries to those who are interested in pursuing their studies. Advocacy of training opportunities. Organize training programmes and workshops in the workplace and ensure that the training budget is utilized. Employee's performance is aligned with the organization goals. Conduct a SWOT analysis and develop employees. Monitor the work of employees. Develop and improve employees to perform better. Constantly renew employees with opportunities to grow. Officials are workshopped and awarded with a relevant certificate. Performance management exists to ensure that employees improve in terms of how they do their work.

Waqanimaravu and Arasanmi (2020), in a study on human resource development found that, focuses on upskilling employees on knowledge related to the workplace, and in most cases the training it provided internally. In general, employees in an organisation are likely to use most opportunities for developing themselves (Han & Perry, 2020). Employees find themselves accountable for their actions as they are stimulated by their values to continuously want to learn (Han & Perry, 2020). Continuous professional development is critical as it serves as a tool for capacity building for development of almost all disciplines and sectors (Steyn, 2011). Organisations must be able to manage a diverse workforce and ensure employees are given equal opportunities for development, either formal or informal (Han & Perry, 2020). Romzek and Dubnick (1987 cited in Han & Perry, 2020) point out that training can produce output that benefits the organization and the individual, but if it is not properly aligned to the organization, it cannot benefit both the organization and the individual for growth in their career perspectives.

Waqanimaravu and Arasanmi (2020) emphasize the importance of training employees as a universal necessity that is required to update and upgrade the employee's skills and proficiency in the workplace. Training and developing employees are a strategy well used internationally to improve the workforce. Lawton and Wimpenny (2003) suggest that it is essential for the context in which professional development takes place and that most attention is given to influence the outcome of the training

programme being offered. Training and development offered for employees are often believed to enhance the individual's capabilities and to also contribute to the organisation's performance (Lee, 2020). Development of employees results in a positive impact on the organization in both operational and financial aspects (Hopp & Spearman, 2004). Nair *et al.* (2011) are of an opinion that it is vital for organisations to maintain a balance of training provided to employees, and that this training is in adherence to a structured intervention. The involvement and assurance of employees is more associated to the success of continuous enhancement (Jurburg *et al.*, 2017; Lleo *et al.*, 2017).

4.4.5 Obstacles of attending professional development programmes.

The study asked respondents what some of the obstacles were that prevented them from attending a professional development course or workshop in the period 2018/19.

From the findings, several respondents indicated that internal processes for approving training were prolonged and often lead to them not attending some of the training. For example: "*Delay in approving submission for training within the district*" was one of the answers given. This may suggest that there may be lots of red tape that makes it difficult for employees at Tshwane West District to attend training programmes. However, what raised eyebrows from the respondents was that some of the Tshwane West District employees felt they could not find time for attending training programmes because their roles and duties are demanding. For example: "*Workload, administrative duties related to work*" was one of the responses. It is important for the organisation to have control in place to relieve employees so that they can attend training, or else some of the employees will be deprived from enhancing their skills and knowledge.

Most of the respondents stated that they could not attend training programmes due to budget and financial reasons. For instance, "*Budget Constraints*", "*Financial resources e.g., Computer, printer etc.*", "*Lack of time and budget*" were some of the responses on the questionnaire. Lee (2020) points out that fixed costs for training more employees may reduce the high cost of training per person. Often, training may be easier to practically implement in large scale organisations, given that they can access inexpensive capital (Hashimoto, 1979 cited in Lee, 2020). So, the views by Lee (2020) suggest that there are ways where organisations can lower training expenses on their employees. Apart from training programmes, it was discovered that there were other issues raised by the respondents. Some of the respondents raised issues related to

venues used for training that are not easily accessible for some of them. For example, “Venue: accessibility, space and structural factors”, “Transport to attend training” were some of the answers given. This may suggest that some of the venues are not easily accessible.

In general, there are challenges experienced by employees, and those challenges resulted from internal processes hindering other employees from attending training. For example, “*Competing priorities between work and training*”, “*During training, most learners have to save several barriers to teach an employee who did not receive the preparation notes for training workshop*” [sic] were some of the answers on the questionnaires. Molope and Oduaran (2020) assert that development intervention programmes are in most cases necessitated by the ongoing changes in society, workplace, policies, and discoveries that occur at all levels. Therefore, employee must not compromise attending training, as the world of work continues to change because of new discoveries.

What was worrying from the data was a point raised which stated, “*The new template is simple but does not show how it will benefit the end user*”. This may suggest that the organisation has introduced a new system and employees were not fully trained and only provided with a manual of the operations of the system. This point raises concerns, whether there are employees who are unable to use the system, given that a new system is introduced in an organisation to assist employees, and this seems not to be the case.

Some of the respondents pointed out that some of the facilitators conducting trainings are not experts in what they are training. For example, “*Some experience even leaves adults doubting their ability to learn new skills*”, “*Human resource: not well-informed facilitators in some fields*”. This question the quality-of-service providers that provide training programmes for Tshwane West District.

However, there were also respondents who indicated that they did not face challenges to attend training. For example, “*I did not have obstacles to attending professional development workshop in2018/19*” [sic]. It is evident from this view that there are employees who can attend training programmes hustle free. Training and continuous capacity development of employees somehow add to the organizational success in performance. Allocating time for employees to attend training and funding for such training require organisations to be dynamic in their planning so that it does not affect

the productivity of the organization. Fabriz *et al.* (2020) point out that the professional development has become increasingly important in the current society, even though there is little evidence on how employees transform through such intervention programmes.

4.5 Summary of key findings

The central problem being investigated in this study was the workforce development, which includes assessing the significance of employee training in an organisation, particularly at Tshwane West District office. Employees at TW District office do attend capacity building programmes and workshops organized by the district and external service providers; however, what is to be researched is the significance and effectiveness of training and developmental intervention on those employees.

The study is divided into five chapters and it was organized as follows:

Chapter One: Introduces the study and its primary purpose and objectives on why the study was undertaken. The chapter focuses on the background, introduction, the problem statement/core research question, research methodology, research objectives, importance/benefits of the proposed study, as well as the delimitations and assumptions.

Chapter Two: Literature review and related concepts. The literature review was mapped to align literature on the topic, using themes that are in accordance with the purpose and objectives of the study. All the relevant and necessary sources were visited for a literature review.

Chapter Three: Gives a detailed research methodology and discusses how the research was carried out. The methodology that will be used to investigate this study will be thoroughly investigated and cross-examined.

Chapter Four: Focuses on data analysis. The collected data is analysed and interpreted. This chapter draws on discussions by means of analysing the collected data and using the literature review to support findings.

Chapter Five: The conclusion, recommendations and limitations are discussed.

Throughout this section, the empirical findings are integrated with and discussed in the light of the findings of the literature review.

In investigating the significance of employee training in an organisation, the following aspects were arrived at: -

Benefits of training in the workplace

- Employees continuously grow their skills and are more confident and efficient.
- Overall job satisfaction and better understanding of their service delivery, which leads to effective and efficient service delivery.
- Tools of the trade are available and thereby increases employee motivation.
- Improves work ethics and commitment.
- Able to perform better on a specific task and do not waste time on a specific task.
- Happy staff – self-confidence improves and as such wastage is minimized and performance maximized.
- Ongoing application of newly acquired skills.
- Increases/boosts morale, and self-confidence.
- Reduces wastage and improves performance in relation to the quality of work.
- Employees acquire more knowledge, and tools of trade are available.
- Reinforce skills in the workplace and builds confidence.
- Training increases the employees' motivation and morale.

Performance management and development role

- To develop and enhance service delivery.
- Employees are trained to reduce employee turnover.
- Performance management and development.
- Encourages training and development to improve performance.

- It ensures that employees are continuously developing their skills along with the changing needs of the business landscape, as well as constantly rendering employees with opportunities to grow.
- It backs areas that need development and will bring in relevant interventions.
- It allocated funds as per the need's analysis by employees.
- It identifies skills, weaknesses, and strengths.
- It helps in the correct placement of employees.
- It helps the employer to determine a salary incentive and new methods of work.
- It separates and identifies leaders in different fields.
- It helps in identifying training needs.

4.6 Chapter summary

The primary objective of this study has been framed as assessing the significance of employee training at Tshwane West Education District office in Gauteng province. After having analysed the data collected through from this study, it is evident that there are challenges that inhibit some of the employees from attending training workshops or other developmental training.

The next chapter discusses conclusions, recommendations, and some of the limitations that the study encountered.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

5.1 Introduction

Chapter Five is a reflection on the completed research study that focused on workforce development, particularly understanding the usefulness of training and development programmes. The intention of Chapter Five is to assess the essential components and contribution of the undertaken study towards literature. The outcomes of the research study revealed that there is a necessity to address some of the challenges experienced by employees, so that the organisation can find alternative ways to eliminate some of the challenges in training and development, faced by the Tshwane West District employees.

5.2 Conclusions

Based on the analysis of the research, it is evident that the implementation of policies and procedures should be revisited to ensure compliance and to promote effective management of training and development initiatives.

It is evident that training is a very critical component for performance to improve and develop officials in an organisation. Thus, managers should ensure that employees are offered training opportunities to enhance employees' skills development and ultimately to achieve the institutional goals of providing quality services.

In today's work environment, employee development is the number #1 factor for employee retention, especially among Millennials. Top employee development methods used by organizations most frequently include training programs and leadership development programs. Investments in employee learning and development directly impact employee engagement and productivity, improving overall business success metrics.

5.3 Recommendations

Based on the above-mentioned findings of the research and critiques, the following recommendations are viewed to be of educative value:

It is recommended that the Gauteng Department of Education extends training opportunities to managers involved in the assessment of employees to equip them with skills which will assist them to function optimally and manage tensions during the assessment process. Management should create a conducive atmosphere to ensure that all employees are afforded opportunities to raise their concerns about their performance.

- It is recommended that training opportunities are extended to all employees who require such training.
- It is recommended that organisations strengthen training and development initiatives to make employees more productive and effective.
- When employees are trained to become better performers, they feel a sense of accomplishment. They realize that they are effectively contributing towards organizational goals and thus get a morale boost.
- The existing workforce is trained to increase their productivity and motivated to contribute their best towards the organization. The employees will be more confident about themselves and enthusiastic about their job. They will adapt to technological changes and innovations more readily.
- Training often takes place in groups where the trainees are encouraged to interact with each other and discuss organizational issues. This helps to create team spirit among the employees.
- Development programmes provide opportunities to the employees to enhance their skills and knowledge and help them to achieve better career growth.

5.4 Limitations

The focus of this research was on Tshwane West Education District office in South Africa. That was done purposively as the researcher had easy access to the population. The research only focused on Tshwane West Education District office and did not include any other education district offices in the Gauteng province. Therefore, the researcher acknowledges that the findings may not be generalised as the population is relatively small and might differ from other education district offices in South Africa.

5.5 Further research

Based on the findings and recommendations provided above, the following areas of further research have been identified:

- The effect of gender disparity in the implementation of training and development.
- Adherence to training and development policies in the public service.
- Investigating South African norms and standards on training and development of employees.
- A similar study can be carried out on a national level, and with a massive sample of educational district offices in South Africa; and
- A similar study can be conducted employing in-depth interviews to allow the researcher to ask probing questions.

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APPENDIX A
- Data collection instrument(s) -

SECTION A:

BIOGRAPHICAL INFORMATION

Answer the following questions by crossing an (X) in the appropriate block:

1. Gender

Female	1
Male	2

2. Your rank

Director	1
Deputy Director	2
Assistant Director (ASD)	3
Chief Education Specialist (CES)	4
Deputy Chief Education Specialist (DCES)	5
Senior Education Specialist (SES)	6
Other (Specify).....	7

3. Highest academic qualification

Matric	1
Certificate	2
Bachelor Degree/H.E.D	3
Honours/B.Ed. (Hons)	4
Master's Degree	5
Doctorate (PhD)	6
Other (Specify)	7

4. Sub-directorate

E-Learning	1
Curriculum delivery	2
Provisioning	3
Finance and admin	4
Circuits	5
Policy and planning DISM	6
Other (Specify)	7

5. Your overall work experience

0 – 5 years	1
6 – 10 years	2
11 – 15 years	3
16 – 20 years	4
21 – 25 years	5
26 – 30 years	6
31 years +	7

SECTION B:

PROFESSIONAL DEVELOPMENT EXPERIENCE

1. Do you have a professional development portfolio/file at work?

Yes	1
No	2

2. Is there a Teacher Centre/Training Centre in your District?

Yes	1
No	2
Uncertain	3

3. Have you ever heard of the term “personal growth plan”?

Yes	1
No	2
Uncertain	3

4. I am furthering my studies towards a degree/diploma/certificate at a University/Technikon/College/Higher education institute”?

Yes	1
No	2

5. Were you ever been prevented from attending a workshop/training course in 2019?

Yes	1
No	2

SECTION C

CHARACTERISTICS TOWARDS THE VALUE/IMPORTANCE OF TRAINING AT TW DISTRICT OFFICE

Views by employees about the characteristics towards the value/usefulness of training at Tshwane West District office. Put a cross (X) to the answer that represents your response.

Scale value

Strongly agree	5
Agree	4
Uncertain/undecided	3
Disagree	2
Strongly disagree	1

<u>Characteristic</u>					
1. Subordinates should be given appropriate opportunities to develop their career.	1	2	3	4	5
2. The District environment is conducive for employees to develop their careers.	1	2	3	4	5
3. When employees attend training/a workshop there should be return on investment.	1	2	3	4	5
4. Employees need to continually up skill/Re-skill themselves.	1	2	3	4	5
5. It is the responsibility of the department to organize workshops and training at the workplace.	1	2	3	4	5
6. Employees should have the knowledge on how to mentor other colleagues.	1	2	3	4	5
7. Employees should advance and further their careers for personal and professional growth.	1	2	3	4	5

SECTION D

PERCEPTION OF EMPLOYEE DEVELOPMENT

Please rate the extent to which you agree or disagree with the following statements by making an “X” over the appropriate number on the 1- to 5-point scale next to the statement.

1 =	2 =	3 =	4 =	5 =
<i>Strongly disagree</i>	<i>Disagree</i>	<i>Uncertain</i>	<i>Agree</i>	<i>Strongly agree</i>

Statements: Workforce development					
1. Professional development/training should be rewarded with promotion.	1	2	3	4	5
2. Self-confidence increases when employees are trained and developed.	1	2	3	4	5
3. Supervisors should motivate their subordinates to attend workshops or professional development programmes.	1	2	3	4	5
4. Employees attend training to keep up with the latest skills.	1	2	3	4	5
5. One of the benefits of training officials in the workplace is “Increased job satisfaction”.	1	2	3	4	5

SECTION E

PERCEPTION OF TRAINING AND DEVELOPMENT

SEMI-STRUCTURED QUESTIONNAIRES FOR EMPLOYEES.

1.1 What do you understand by workforce development/training and development?

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1.2 How does training and workshops benefit your performance in the workplace?

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1.3 What are the benefits of training in the workplace? (Name at least two aspects)

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1.3 What role does Performance Management and development/Teacher Development play in the training and development of employees?

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1.5 What were your obstacles to attending a professional development course or workshop in 2018/9?.....

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APPENDIX B
- Letter of authorization -

27 JULY 2018

To whom it may concern

**RE: Request for permission to conduct research on WORKFORCE
DEVELOPMENT: ASSESSING THE SIGNIFICANCE OF EMPLOYEE TRAINING
AT TSHWANE WEST DISTRICT OFFICE.**

This is to confirm that Mr S.J. Mthimunye,

(University no: 31446140) is an MBA candidate at the NWU Business School.

For him to complete the programme, he must conduct research and submit a dissertation on the abovementioned research topic. The proposed topic for the study is ***WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE OF EMPLOYEE TRAINING AT TSHWANE WEST DISTRICT OFFICE.***

The information gathered from the research will be treated with confidentiality and will be used for academic purposes. In addition, the study will be approved by the University's Ethical Committee, therefore it must satisfy all conditions set for ethical research.

Your assistance on the above gathering of information for the afore-stated research will be highly appreciated.

Regards,



Prof Christoff Botha

APPENDIX C
- GDE Request form -



GDE RESEARCH REQUEST FORM

REQUEST TO CONDUCT RESEARCH IN INSTITUTIONS AND/OR OFFICES OF THE GAUTENG DEPARTMENT OF EDUCATION

1. PARTICULARS OF THE RESEARCHER

1.1	Details of the Researcher	
Surname and Initials:		MTHIMUNYE
First Name/s:		SPEELMAN JAMES
Title (Prof / Dr / Mr / Mrs / Ms):		MR
Student Number (if relevant):		31446140
SA ID Number:		6802106058087
Work permit no. (If not SA citizen)		N/A

1.2	Private Contact Details	
Home Address		Postal Address (if different)
28 BROODBOOM STREET		P.O. BOX 155
KARENPARK		ROSSLYN
PRETORIA NORTH		PRETORIA
		KAREN PARK - AKASIA
Postal code: 0118		Postal code: 0200
Tel: 084 272 7496		Cell: 082 364 3001
Fax: 0867297168		E-mail: james1m@live.com

2. PURPOSE AND DETAILS OF THE PROPOSED RESEARCH

2.1	<i>Purpose of the research (Place cross where appropriate)</i>	
Undergraduate Study – Self		
Postgraduate Study – Self		X
Private Company/Agency – Commissioned by Provincial Government or Department		
Private Research by Independent Researcher		
Non-Governmental Organisation		
National Department of Education		
Commissions and Committees		
Independent Research Agencies		
Statutory Research Agencies		
Higher Education Institutions only		
2.2	<i>Full title of Thesis / Dissertation / Research Project</i>	
WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE OF		
EMPLOYEE TRAINING AT TSHWANE WEST DISTRICT OFFICE		
2.3	Value of the Research to Education (Attach Research Proposal)	
REFER TO ATTACHMENTS: DATA COLLECTION INSTRUMENT OR QUESTIONNAIRES		
2.4		Date
Envisaged date of completion of research in GDE institutions		2019/30/06
Envisaged date of submission of Research Report and Research Summary to GDE:		2020/30/12
2.5	Student and Postgraduate Enrolment Particulars	
Name of institution where enrolled:		NORTH WEST UNIVERSITY
Degree / Qualification:		MBA
Faculty and Discipline / Area of Study:		BUSINESS SCHOOL
Name of Supervisor / Promoter:		PROF CHISTOFF BOTHA
2.6	Employer	

Name of Organisation:	TSHWANE WEST DISTRICT OFFICE
Position in Organisation:	SENIOR EDUCATION SPECIALIST
Head of Organisation:	Ms P. GALEGO
Street Address:	2216 BLOCK U MABOPANE
	C/O KLIPGAT ROAD
Postal Code:	0190
Telephone Number (Code + Ext):	012 725 1300 EXT 1301
Fax Number:	012 702 7723
E-mail:	Paula.galego@gautng.gov.za

2.7	PERSAL Number (GDE employees only)
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9	0	2	3	6	1	0	6
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3. PROPOSED RESEARCH METHOD/S

(Please indicate by placing a cross in the appropriate block if the following modes would be adopted)

3.1 Questionnaire/s (If Yes, supply copies of each to be used)

YES	X	NO	
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3.2 Interview/s (If Yes, provide copies of each schedule)

YES		NO	X
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3.3 Use of official documents.

YES		NO	X
If Yes, please specify the document/s:			
N/A			

3.4 Workshop/s / Group Discussions (If Yes, Supply details)

YES		NO	X
N/A			

3.5 Standardised Tests (e.g., Psychometric Tests)

YES		NO	X
<i>If Yes, please specify the test/s to be used and provide a copy/ies</i>			
N/A			

4. INSTITUTIONS TO BE INVOLVED IN THE RESEARCH

4.1 Type and NUMBER of Institutions (Please indicate by placing a cross alongside all types of institutions to be researched)

INSTITUTIONS	Write NUMBER here
<i>Primary Schools</i>	
<i>Secondary Schools</i>	N/A
<i>ABET Centres</i>	N/A
<i>ECD Sites</i>	N/A
<i>LSEN Schools</i>	N/A
<i>Further Education and Training Institutions</i>	N/A
<i>Districts and/or Head Office</i>	1

4.2 Name/s of institutions to be researched (Please complete on a separate sheet if space is found to be insufficient)

Name/s of Institution/s
TSHWANE WEST DISTRICT OFFICE

4.3 District/s where the study is to be conducted. (Please indicate by placing a cross alongside the relevant district/s)

District/s			
<i>Ekurhuleni North</i>		<i>Ekurhuleni South</i>	
<i>Gauteng East</i>		<i>Gauteng North</i>	
<i>Gauteng West</i>		<i>Johannesburg Central</i>	
<i>Johannesburg East</i>		<i>Johannesburg North</i>	
<i>Johannesburg South</i>		<i>Johannesburg West</i>	
<i>Sedibeng East</i>		<i>Sedibeng West</i>	
<i>Tshwane North</i>		<i>Tshwane South</i>	
<i>Tshwane West</i>	X		

If Head Office/s (Please indicate Directorate/s)
N/A

4.4 Number of learners to be involved per school (Please indicate the number by gender)

Grade	1		2		3		4		5		6	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

Grade	7		8		9		10		11		12	
<i>Gender</i>	B	G	B	G	B	G	B	G	B	G	B	G
<i>Number</i>												

4.5 Number of educators/officials involved in the study (Please indicate the number in the relevant column)

<i>Type of staff</i>	<i>Educators</i>	<i>HODs</i>	<i>Deputy Principals</i>	<i>Principal</i>	<i>Lecturer</i>	<i>Office Based Officials</i>
<i>Number</i>						302

4.6 Are the participants to be involved in groups or individually?

<i>Groups</i>		<i>Individually</i>	
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4.7 Average period of time each participant will be involved in the test or other research activities (Please indicate time in minutes)

Participant/s	Activity	Time
		20 Minutes

4.8 Time of day that you propose to conduct your research.

<i>During school hours (for <u>limited</u> observation only)</i>		<i><u>After</u> work Hours</i>	<i>X</i>
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4.9 School term/s during which the research would be undertaken


<i>First Term</i>		<i>Second Term</i>		<i>Third Term</i>	<i>X</i>
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CONDITIONS FOR CONDUCTING RESEARCH IN GDE

Permission may be granted to proceed with the above study subject to the conditions listed below being met and permission may be withdrawn should any of these conditions be flouted:

- 1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB.) must be presented with a copy of this letter.*
- 2. The Researcher will make every effort to obtain the goodwill and co-operation of the GDE District officials, principals, SGBs, teachers, parents and learners involved. Participation is voluntary and additional remuneration will not be paid;*
- 3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and/or Director must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*
- 4. Research may only commence from the second week of February and must be concluded by the end of the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*
- 5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
- 6. It is the researcher's responsibility to obtain written consent from the SGB/s; principal/s, educator/s, parents and learners, as applicable, before commencing with research.*
- 7. The researcher is responsible for supplying and utilizing his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and/or the office/s visited for supplying such resources.*

8. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
9. On completion of the study, the researcher must supply the Director: Education Research and Knowledge Management, with electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary template).
10. The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.
11. Should the researcher have been involved with research at a school and/or a district/head office level, the Director/s and school/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

DECLARATION BY THE RESEARCHER	
1. I declare that all statements made by myself in this application are true and accurate.	
2. I accept the conditions associated with the granting of approval to conduct research and undertake to abide by them.	
Signature:	
Date:	27 September 2018
DECLARATION BY SUPERVISOR / PROMOTER / LECTURER	
I declare that: (Name of <u>Researcher: MTHIMUNYE, S.J.</u>)	
1. is enrolled at the institution / employed by the organisation to which the undersigned is attached	
2. The questionnaires / structured interviews / tests meet the criteria of: <ul style="list-style-type: none"> • Educational Accountability. • Proper Research Design. • Sensitivity towards Participants. • Correct Content and Terminology. • Acceptable Grammar. • Absence of Non-essential / Superfluous items. • Ethical clearance 	
3. I will ensure that after successful completion of the degree / project an electronic copy of the Research Report / Thesis / Dissertation and a Research Summary (on the GDE template) will be sent by the researcher to the GDE.	
Surname:	PROF C. BOTHA
First Name/s:	CHRISTOFF
Institution / Organisation:	NWU BUSINESS SHOOOL
Faculty / Department (where relevant):	BUSINESS SCHOOL

Telephone:	018 299 1672
E-mail:	Christoff.botha@nwu.ac.za
Signature:	
Date:	27 September 2018

ANNEXURE A:

ADDITIONAL INFORMATION FOR GROUP RESEARCH


This information must be completed by **every** researcher/ student who will be visiting GDE Institutions for research purposes.

By signing this declaration, the researcher / students accept the conditions associated with the granting of approval to conduct research in GDE Institutions and undertakes to abide by them.

Supervisor/ Promoter / Lecturer's Surname and Name:

Prof Christoff Botha

DECLARATION BY RESEARCHERS / STUDENTS:

Surname & Initials	Name	Tel	Email address	Signature
Mthimunye	James	082 364 3001	James1m@live.com	

N.B. This form (and all other relevant documentation where available) may be completed and forwarded electronically to Gumani.mukatuni@gauteng.gov.za; Dineo.Mashigo@gauteng.gov.za and please copy (cc) ResearchInfo@gauteng.gov.za. The last 2 pages of this document must however have the original signatures of both the researcher and his/her supervisor or promoter. It should be scanned and emailed, posted or hand delivered (in a sealed envelope) to Gumani Mukatuni, 7th Floor, 6 Hollard Building, Main and Simmonds Streets, Johannesburg. All enquiries pertaining to the status of research requests can be directed to Gumani Mukatuni on tel. no. 011 355 0775 or Dineo Mashigo on tel. no. 011 355 0336.

APPENDIX D
- GDE Research Approval letter -



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	24 January 2019
Validity of Research Approval:	05 February 2019 – 30 September 2019 2018/377
Name of Researcher:	Mthimunya S.J
Address of Researcher:	28 Broodboom Street Karenpark Pretoria North, 0118
Telephone Number:	084 272 7496/ 082 364 3001
Email address:	james1m@live.com
Research Topic:	Workforce Development: Assessing the significance of employee training at Tshwane West District Office.
Type of qualification	Masters
Number and type of schools:	District and / or Head Office
District/s/HO	Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

[Signature] 24/01/2019

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 366 0488

Email: Fuill.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

APPENDIX E
- Ethics informed concerned form -



Ethics informed consent form

MBASTUDY:

-

BUSINESS SCHOOL

NORTH-WEST UNIVERSITY

RESEARCHER: J. MTHIMUNYE

SOUTH AFRICA

CELL: 0823643001

Email: james1m@live.com

Dear Interviewee

This **Informed Consent Statement** serves to confirm the following information as it relates to the MBA mini dissertation on the WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE OF EMPLOYEE TRAINING AT TSHWANE WEST EDUCATION DISTRICT OFFICE

1. The sole purpose of this study is to obtain information from experts (such as yourself) employed and/or operating in the energy industry to determine the nature of your everyday experience related to the research topic.
2. The procedure to be followed is a mixture between qualitative and quantitative research design, which includes structured, controlled, and prescriptive questions but also open-ended questions where you will have the opportunity to communicate your views on the relevant topic during a face-to-face in-depth interview. Basic background information related will be asked e.g., your name, academic qualifications and related experience to the topic.
3. The duration of the interview will take no longer than a maximum of 2 hours.
4. If at any point during the interview you should feel uncomfortable, you will be provided with the opportunity to make your discomfort known or immediately have the option to end your participation.
5. This interview takes place on a voluntary basis.
6. The confidentiality of the interview data is guaranteed. Fictitious names will be utilised when quoting statements in the dissertation.
7. Any confidential information that prohibits the researcher to publish it in the final dissertation should be communicated during the interview.
8. A list of questions to be asked in the interview will be made available to the interviewee prior to the interview. This is done to ensure a mutual understanding of what will be asked to avoid confusion during the interview.
9. A summarised copy of the final dissertation will be made available to the interviewee upon request.
10. The data gathered from the interview will only be used for research purposes.

I, _____ (name and surname), hereby declare that I have read and understand the contents of the Informed Consent Statement and give my full consent to _____ progress with the interview on _____ (date) and use the information communicated by myself to him in his MBA dissertation.

<u>Name and designation</u>	<u>Signature</u>	<u>Date</u>
Interviewee		

APPENDIX F
- Consent Letter -

**WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE
OF EMPLOYEE TRAINING AT TSHWANE WEST DISTRICT
EDUCATION OFFICE**

CONFIDENTIAL

**Researcher: S.J. MTHIMUNYE
082 364 3001**

**Study leader: Prof C. BOTHA
018 299 1672**

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**WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE
OF EMPLOYEE TRAINING AT TSHWANE WEST DISTRICT
EDUCATION OFFICE**

Dear Respondent

The researcher is currently conducting a study on: **WORKFORCE DEVELOPMENT: ASSESSING THE SIGNIFICANCE OF EMPLOYEE TRAINING AT TSHWANE WEST DISTRICT EDUCATION OFFICE.**

You are humbly requested to spare few minutes of your time to respond to the questionnaires. Please respond as genuinely as you possibly can since the objective is to provide authentic and reliable data on workforce development at Tshwane West District education office.

All responses are confidential and neither the individual nor the organisation would be identified in any report or release. There are no wrong or right answers and therefore you need not fear any form of recrimination. Your answers will be treated as confidentially as possible. Participants may withdraw from the study at any time and may ask that his/her data no longer be used in the study, without stating reasons and without fear of any form of prejudice.

Thank you in anticipation for your willingness to contribute to the success of this important research study.

Yours faithfully



S.J. MTHIMUNYE

Cell: +27 82 364 3001

E-mail: james1m@live.com

APPENDIX G
- Language Editor's Certificate -

This certificate declares that the thesis with the title **Workforce Development: Assessing the significance of employee training at Tshwane West Education District office**, by **Speelman James Mthimunya**, was edited by:

Ann-Lize Grewar

BA in Language and Literature Studies

BA Hons in Translation Studies

SATI-membership number: 1002647

SATI Accreditation: APSInterp Afr-Eng

Chairperson of SATI North-West Chapter

Professional Editor's Guild membership number BOS008

Language Director at Language Matters PTY(Ltd)

annlizeboshoff@gmail.com / 072 758 5797



Signed on 23/11/2020

Ann-Lize Grewar
Language Practitioner
B.A. Language and Literature Studies
B.A. Hons. Translation Studies

Contact us:
info@languagematters.co.za
www.languagematters.co.za



Ann-Lize Grewar
Taalpraktisyn
B.A. Taal- en Literatuurstudies
B.A. Hons. Vertaalkunde

Kontak ons:
info@languagematters.co.za
www.languagematters.co.za

Disclaimer: The editor cannot take responsibility for any changes made after the signed date on this certificate. It remains the responsibility of the client to incorporate all reasonable changes and/or comments as suggested by the editor. The editor can only take responsibility for quality work within reasonable request with regards to timeous delivery of the manuscript from the client, i.e. at least five (5) working days for a manuscript length of 80 pages.

Date of receipt: 11/11/2020

Date of delivery: 23/11/2020

APPENDIX H
- Ethics' Certificate -

Economic and Management Sciences Research Ethics Committee (EMS-REC)

5 December 2020

Dear Prof Botha,

EMS-REC FEEDBACK: 20112020 Student:

Mthimunye, J (31446140) (NWU-00816-20-A4) Applicant: Prof C Botha - MBA

Your ethics application on, Workforce development: Assessing the significance of employee training at Tshwane West Education District Office, which served on the EMS-REC meeting of 20 November 2020, refers.

Outcome: Approved as a minimal risk study. A number NWU-00816-20-A4 is given for one year of ethics clearance. Due to the Covid-19 lock down ethics clearance for applications that involve data collection or any form of contact with participants are subject to the restrictions imposed by the South African government.

Kind regards,

Prof Mark Rathbone Chairperson:

**Economic and Management Sciences Research Ethics Committee
(EMS-REC)**