

**Capacity building among
employees in the Gauteng
Department of Education, South
Africa: A Case Study of
Ekurhuleni South District**

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DECLARATION

I, Bridget Zanele Tlhakanelo, declare that “CAPACITY BUILDING AMONG EMPLOYEES IN THE GAUTENG DEPARTMENT OF EDUCATION, SOUTH AFRICA: A CASE STUDY OF EKURHULENI SOUTH DISTRICT” is my own work and that all the resources that I have used or cited have been acknowledged by means of complete reference.

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ABSTRACT

The fundamental pursuit of capacity building is to strengthen an organisation's effectiveness and sustainability through empowering employees with skills and knowledge resulting in enhanced performance for both the organisation and its employees. Organisations need to invest in the development of their employees to ensure that employees reach their full potential and become innovative in their thinking to help organisations grow and perform well.

The study aimed at evaluating how learning and development programmes could address the contextual realities of limited individual capabilities and the need to provide relevant opportunities for employee participation and organisation's performance in Ekurhuleni South District by exploring how institutional arrangements such as policies, strategies and frameworks were used by organisation to manage the process of capacity building across all positions occupied by employees. In searching for answers to the research questions, hypotheses were formulated, a triangulation approach in the form of questionnaires, interviews and secondary sources was utilised.

The findings from the analysed data indicated that the employees were dissatisfied with the organisation's capacity building programmes as they did not address their development needs and that their identified needs for development through QMS and PMDS, the SIP and the DIP did not often address their needs. The study recommends among others, proper and effective training for employees which will enable employees to grow personally and professionally.

Key Concepts: capacity building, employee participation, employee engagement, institutional arrangements, learning and development programmes, learning theories and models.

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CHAPTER 1: INTRODUCTION AND BACKGROUND ORIENTATION

1.1 INTRODUCTION

The core business of capacity building is to strengthen an organisation's effectiveness and sustainability through empowering employees with skills and knowledge resulting in enhanced performance for both the organisation and its employees. Capacity building is implemented through different approaches such as learning, development, coaching, mentoring, job shadowing, formal, informal, and on-the-job training. Cox, Jolly, Van der Staaij and Van Stolk (2018:6) state that the process of capacity building is "context-dependent", meaning it can be influenced by organisational aspects such as governance, leadership, administration, programme development and implementation; that the organisation needs to outline the programmes to be undertaken to effectively achieve its organisational goals. Linnell (2003:13) refers to capacity building as the ability of an organisation to effectively fulfil the mission it has set and be able to support itself over time.

This study is founded in the context of capacity building of employees through learning and development programmes that are offered by organisations to empower employees. The study evaluates the institutional arrangements in promoting employee participation in learning and development programmes within the basic education sector. The Education System in South Africa comprises of both the public and independent education sectors within the nine provinces. The study focuses on the Ekurhuleni South District which is located in the Gauteng Department of Education (GDE).

Employees are regarded as the most powerful source of competitive advantage which lead to organisational excellence (Oikonomou, 2018:49). The growth of a developed economy is associated with the learning environment that is created through the workplace (Inanc, Zhou, Gallie, Felstead and Green, 2015:447). The concept of employee participation covers diverse practices targeted at involving employees in decision making (Gallie and Zhou, 2013:28). The assumptions created by varying modes in which learning occurs, are that direct employee participation enhances learning (Inanc *et al.* 2015:448).

In its Annual Performance Plan (APP), the GDE outlines various policies, systems and processes as instruments to legislate, plan and manage the departmental activities efficiently in order to fulfil the mandate of providing quality education (Gauteng Department of Education, 2018/19:12). Learning and development programmes do not happen in isolation but are

guided by legislative frameworks and policies which support personal development, promote a sense of worth and lead to social and economic responsibility (National Development Plan 2030, 2011:261). There is a need to investigate the institutional arrangements for promoting employee participation in learning and development programmes within the GDE. The purpose of this study is to determine what influences the learning and development programmes within the Ekurhuleni South District.

In 1994, the democratic government came into power in South Africa in 1994, the issue of equity, redress and access to learning had to be given priority. In addressing this, the *Constitution of South Africa (1996)* Section 195(1) subsection (h) stipulates that:

“the public administration, must be governed by democratic values and principles including the following principle: good human resources management and career development practices to maximise human potential, must be cultivated”.

Based on this provision, the *Skills Development Act 97* of 1998 was enacted, intended to improve employees' skills through workplace training and education. Employees are to participate in learning programmes and be afforded opportunities to acquire new knowledge and skills. In light of the above, the aim of the study is to determine the execution of this Act within the Ekurhuleni South District of the GDE. Walters and Griffin (2013:6) stated that learning programmes assist individuals to gain better skills and knowledge and therefore organisations should invest in the establishment of learning and development programmes. It is on this basis that the National Skills Development Framework for Employees in Public Education (2006:2) made provision for training and development of all the Department of Education's employees.

The National Skills Development Framework's main objective is the promotion of employees in acquiring skills and knowledge that would enhance performance, enabling efficiency and effectiveness to deliver on the goal of quality education. The National Skills Development Strategy Implementation Report as presented in Department of Labour (2002:3) outlines the following objectives to empower South African workers with skills to perform in global markets:

- “to develop a culture of high-quality life-long learning,
- to foster skills development in the formal economy for productivity and employment growth,
- to stimulate and support skills development in small businesses,

- to promote skills development for employability and sustainable livelihoods through social development initiatives, and
- to assist new entrants into employment”.

An organisation must create a learning culture where employees are afforded an opportunity to grow. Nurturing and developing employees promote learning as values embraced by an organisation. According to Armstrong (2014:286), the goal of learning and development programmes can be achieved when a learning culture is encouraged and supported through resources, policies and funding. A learning culture is important to implement in an organisation that has interest in the growth of its employees. Armstrong (2014:287) further asserts that top management and line- function managers have the responsibility to recognise the value of including learning and development programmes in the strategic and operational plans of the organisation.

Learning and development programmes do not happen in a vacuum. There should be consultation where management, together with employees, identifies the needs for development and establish the means by which these will be realised. Venter, Bendeman, Conradie, Dwortzanowski-Venter, Holtzhausen and Levy (2009:488) supported the notion that for productivity to be realised within an organisation, there needs to be effective engagement with employees; and commitment on the part of management through effective use of researched management styles that are tested to bring about a positive organisational culture, learning, and development programmes. Consultation of employees by the management is key in that it will help managers know the developmental needs of the employees and ensure that programmes selected, to develop capacity for the employees, are authentic and lead to the realisation of both the employee and organisation’s growth.

1.2 ORIENTATION AND BACKGROUND

Employees need sustainable opportunities for growth. These can be provided for through learning and development programmes among other forms of capacity building. Managers play a key role in creating an environment that enhances growth which leads to better performance by employees and improved effectiveness of the organisation. Keep and Mayhew (1996) as cited in Ball (2011:2) argue that learning and development programmes are not a new phenomenon as these concepts were raised by employees as concerns on the failure of employers to develop workplace skills as far back as 1852. The aim of the learning and development programmes is to ensure that employees in an organisation are provided

with an opportunity to develop their skills, knowledge, and competencies through effective programmes (North West University, 2018:2).

The Gauteng Department of Education (2014-2019: 12-22) outlined four goals in response to Outcome 1 of the Department of Basic Education for providing quality education stated as:

“delivering quality education in modern and conducive learning environments; creating a first class administration, focused in supporting a modern and innovative school and classroom; transform public schooling by addressing barriers to access, equity and redress; and increase access to quality pre- and post- schooling educational opportunities”.

These envisaged organisational goals can be realised if a department such as the GDE provides opportunities to employees that enable them to acquire work-based skills and experience through the learning and development programmes which will not only benefit the organisation but also employees.

The work environment is an important context that should provide employees with support and training in order to contribute to a positive job attitude, appropriate ethical standards and professional service delivery (Bates and Khasawneh, 2005:97). The learning and development programmes are an important machinery in the workplace as these equip employees with knowledge and skills needed to empower and impact employees with important learning milestones. Institutional arrangements within an academic department which is an organised structure, should aim to address the holistic well-being of employees by engaging employees in opportunities for growth and development (Harrison cited by Elnaga and Imran, 2013:141). Information is dynamic and employees need to be supported in their endeavour to provide better service to the organisation. Therefore, equipping employees with new knowledge and skills can assist the productivity of an organisation.

According to the Five-Year Strategic Framework Discussion Document for the GDE (2014:9-10), ten strategic pillars are relevant and two of the pillars address issues of learning and development programmes for its employees to achieve the organisational goals as presented below:

“Pillar 2: Teacher Provision and Support

- *It is to strengthen and solidify the direct support to teachers, by using coaches.*
- *Enhance Teacher Development – in realising the goals of the curriculum and improving learner attainment.*

Pillar 9: Skills Development

- *The plan is to significantly upscale skills development in the province in partnership with the Gauteng Department of Economic Development, (Sector Education and Training Authority (SETA) and the private sectors in line with the Gauteng Economic Development Strategy. This will be undertaken through:*
 - *The Master Skills Plan, Further Education and Training (FET) and Adult Education and Training (AET) Sectors and the technical high schools.*
 - *The department will develop management and leadership competencies in the provincial government departments to ensure skilled public servants who are committed to public good and prioritise national development and therefore realising the Gauteng City Region, e.g. partnering with China Executive Leadership Academy Pudong (CELAP) to realise this.*
 - *Delivering priority skills programmes, to respond to the skills needs of Government in Gauteng and the economy.*
 - *Provide bursaries to the top learners from poor backgrounds and intensify career counselling through Life Orientation lessons.*
- *Ensure capacity and skills are strengthened to address the skill needs of the economy”.*

Organisations need to invest in the development of their employees to ensure that employees reach their full potential and be innovative in their thinking to help organisations grow and perform well. Congruent to the above statement, Roodhouse and Mumford (2010:319), stated that the United Kingdom (UK) successively continues to invest massively in the formal education system so that individuals can realize their potential for social and economic good. The National Skills Development Framework (2006:3) envisages that there should be equitable access and participation in learning and development programmes interventions that are properly structured to ensure that employees acquire competencies which enhance performance and improve service delivery. This study attempts to understand the institutional arrangements and the logic of employee participation in learning and development programmes. The underlying conceptual model involving self-efficacy, attitude towards learning, and the benefits; come with learning and development programmes needed by an employee. This assumption still needs to be validated through research as organisational requirements change and several factors, such as economic and social life, can hamper the organisational and employee performance.

The GDE uses the conceptual framework of Performance Management and Development System (PMDS) for Office Based Employees and Public Servants in schools as well as the Quality Management System (QMS) for Teachers. According to Education Labour Relations Council Collective agreement 8 of 2003, both these frameworks provide an opportunity for employees and their line managers to identify areas of development and agree on the action to be followed in addressing their needs. There is a need for the systems to be analysed to determine their impact on the achievement of objectives of the GDE. Research should establish how employees utilise the benefits of the frameworks as organisations can provide opportunities for learning and development programmes, but the onus is upon an individual employee to want to participate, meaning that learning and development programmes are voluntary. Reynolds (2004:9) defines learning as:

“a growth medium which will encourage employees to commit to a range of positive discretionary behaviours, including learning and which has the following characteristics: empowerment not supervision, self-managed learning not instruction, long-term capacity building not short-term fixes”.

Each district in the province has a District Skills Development Committee Team (DSDCT) which is responsible for compiling the Workplace Skills Plan (WSP) that should be adopted by the labour unions (Organised Labour) before it is submitted to the GDE for approval and allocation of funds and service providers. According to Antonacopoulou, Mayo and Solomon (cited by Hurtz and Williams (2009:365), state that more employee development programmes have been implemented as a means of adding value to organisations, maintaining a competitive advantage and enhancing organisational effectiveness through development of the workforce.

The issue of sustainability of the learning and development programmes needs to be taken into consideration by the GDE. Employees identify their skills gaps through the systems that the GDE has put in place such as the School Improvement Plans (SIP), District Improvement Plan (DIP) and Skills Development Plans (SDP). It is important to determine if financial resources are correctly calculated to address skills gaps or shortages. The role of the human resource department (HRD) in the department is critical in that they identify and recognise employees' shortcomings and skills gaps which are discussed at management level and organise all training activities for the organisation (Memon, 2014:280). HRD also organises and interviews facilitators of learning and development programmes to ensure that they are well vested with the content that they deliver, and to ensure that developers of learning materials know exactly what skills are needed by employees in order that their learning needs

and aspirations are met (Truitt, 2011:1). The focus is not only on learning materials, but also on issues such as leave dispensation if workshops are to be conducted during holidays or on Saturdays. According to Subban, Vassan & Stuart, (2016:2), the role of learning and development programmes practitioners has changed, with the evolution from designing and delivering classroom training, towards performance management experts who can offer a range of processes, tools and techniques that are needed to ensure that employees become more skilled and can build satisfying careers.

The GDE employs 65 784 school and office-based educators and 19 926 public servant employees (Gauteng Department of Education Persal: 2019). Opportunity is given to all GDE employees to benefit from the learning and development programmes through bursary schemes, short and long-term courses, workshops, teacher- and -manager skills development programmes. The onus is upon an individual to identify area/s of need through the Personal Growth Plan (PGP) but based on the Ekurhuleni South District Work Skills Planning and Reporting Template (2019/2020), most employees do not use opportunities offered by the Department to participate in the learning and development programmes.

1.3 PROBLEM STATEMENT

Organisations need to aim at unleashing the potential of all employees and encouraging a shared vision that will lead to the realisation of organisational goals.

Capacity building at the GDE, Ekurhuleni South District, is bugged by a lack of employee participation and a lack of resources budgeted for capacity building activities. There were 9374 employed by the GDE in Ekurhuleni South District in the period March 2021 to April 2022 (GDE Persal: 2021). According to the Ekurhuleni South District Work Skills Planning and Reporting Template(WSPRT: 2021/2022), there were 1008 teachers who had indicated the need for capacity building and ES District had 6111 teachers employed in the 183 Public schools excluding Independent schools. From the 900 Departmental Heads, there were 37 who had requested development and out of the 275 Deputy Principals, 40 had indicated a need to undergo capacity building. There were 183 Principals and 35 of them had requested to be capacitated. There were 1075 General Assistants employed and only 45 had indicated a need to be capacitated and of 485 Administrators, 45 had requested capacity building. The figures as per the (WSPRT 2021/2022) show the reluctance of school-based personnel to participate in capacity building programmes. Through interaction with participants using the questionnaire to be provided, the research will establish what the causes of the school-based personnel are for not participating.

Achieving the common purpose of existence and growth of the organisation should be the main priority of organisations. Accordingly, the National Skills Development Framework (2006:3) declares that there should be equitable access and participation in learning and development programmes interventions that are properly structured to ensure that employees acquire competencies that will enhance performance and improve service delivery. This study attempts to understand the institutional arrangements and the logic of employee participation in learning and development programmes interventions through the conceptual model of self-efficacy. The self-efficacy model denotes the attitude towards learning and the benefits that come with learning and development programmes.

The study will delve into three aspects that influence employees' willingness to participate in the learning and development programmes, namely, self-efficacy, attitude toward learning and benefits that come with learning and development programmes. In all the 15 Education District Offices in the Gauteng Province, the District Skills Development Committee Teams (DSDCTs) adjudicate on the applications made by employees to participate in learning and development programmes for their personal and organisational benefit.

The effectiveness of the learning and development programmes is not only reliant on the GDE, but on the preparedness of the employee to participate and invest in the learned behaviour. The Social Cognitive Theory acknowledges that human beings are self-regulatory in nature. They monitor their behaviour through "personal standards, environmental circumstances and affective self-reaction" (Bandura, 1991:248). On the other hand, the Theory of Planned Behaviour is based on an individual's predetermination to perform a given behaviour. The latter theory talks to an individual's preparedness to exert a planned behaviour and the willingness to perform. "The stronger the intention to engage in a behaviour, the more likely should be its performance" (Ajzen, 1991:181). Learning and development programmes are investments that an organisation offers to its employees. To ensure that there is value-for-money in these programmes, monitoring and evaluation systems need to be put in place. The distribution and collection of evaluation forms at the end of the workshop or training programme is not sufficient to draw a conclusion about the impact of the learning and development programmes initiative. Monitoring and evaluation need to be deepened in order to determine the effectiveness of these programmes in the achievement of personal and organisational performance. Essex Safeguarding Adults Board (ESAB, 2019:4) emphasises that evaluation is not a once-off event, but involves assessments carried out at different intervals to assess the impact of the development and also plan for future learning activities.

The role played by Organised Labour is critical in promoting employee participation in the learning and development programmes intervention. Their role, at times comes across as a hindrance when they withdraw and disengage in learning and development programmes activities planned by the GDE. In such cases, employees belonging to Organised Labour are not allowed to participate in activities such as workshops and skills training sessions. In turn, such withdrawal of participation negatively impacts the effectiveness of learning and development programmes interventions. Braton, Helms-Mills, Pynch and Sawchuk, (2003:18) state that in terms of workplace learning, minimising skills requirements to perform a task, not only reduces labour's control over the way work is performed but also minimises the need for work-based learning.

When a substantive number of employees do not participate in learning and development programmes interventions offered by the GDE due to lack of resources, the monitoring and evaluation unit should advise the management on processes to be followed in encouraging participation and review programmes in order to enhance individual and organisational performance. According to Subban et al., (2016:12) the role of learning and development programmes practitioners has changed, with an evolution from designing and delivering classroom training; towards performance management experts who can offer a range of processes, tools and techniques to ensure that employees become skilled and can build satisfying careers. This school of thought is what the monitoring and evaluation unit need to embark on.

1.4 PRIMARY RESEARCH QUESTION AND OBJECTIVES

The main research question of the study is:

How can learning and development programmes address the contextual realities such as limited individual capabilities, the need to provide relevant opportunities for employee participation and an organisation's performance in Ekurhuleni South District?

1.4.1 SECONDARY RESEARCH QUESTIONS

The following questions have been formulated to address the main research question:

- What are the policies, strategies and frameworks that promote employee participation in learning and development programmes?

- What are the measures put in place to review the level of investment of, and relevance of the learning and development programmes to employees?
- How have learning and development programmes enhanced individual and organisational performance in the Ekurhuleni South District?
- What model would be effective for promoting employee participation in learning and development programmes in Ekurhuleni South District?
- Does Organised Labour play a role in influencing employee participation in the learning and development programmes?

1.4.2 RESEARCH OBJECTIVES

The main objective of this study is to evaluate how learning and development programmes can address the contextual realities of limited individual capabilities, the need to provide relevant opportunities for employee participation and an organisation's performance in Ekurhuleni South District.

- To assess the policies, strategies and frameworks put in place for promoting employee participation in learning and development programmes.
- To establish the measures put in place to review the level of investment of, and relevance of the learning and development programmes to employees.
- To establish whether learning and development programmes have enhanced individual and organisational performance in Ekurhuleni South District.
- To establish an effective model for employee participation in learning and development programmes in Ekurhuleni South District.
- To determine the role played by Organised Labour in influencing employee participation in learning and development programmes.

1.5 HYPOTHESES

The hypothesis of the study was:

H1: Government policies, strategies and frameworks promote employee participation in the learning and development programmes.

H2: A developed learning and development programme measures influence the review of the level of investment among employees.

H3: Learning and development programmes enhance employee and the organisational performance.

H4: Effective models support employee participation in learning and development programmes in Ekurhuleni South District.

H5: Organised Labour has influence on employee participation in the learning and development programmes.

1.6 THEORETICAL FRAMEWORK

A theoretical framework is defined as a collection of concepts that are linked and can be used to give direction to the research with the purpose of explaining and predicting research results (Taherdoost 2016:10). The study is contextualised on capacity building. Capacity building comprises three components, namely: organisational and human. The study will address capacity building emphasising an individual's behaviour towards learning and developmental programmes.

Hurtz and Williams (2009:636) addressed the theoretical perspective on the decision of the employee to participate in the learning and development programmes by attributing this to Self-Directed Learning (SDL) Theory, Theory of Reasoned Action (TRA), theory of planned behaviour (TPB) and Social Cognitive Theory. Hurtz and Williams (2009:635) views these theories "as useful frameworks for studying motivational and contextual factors that influence participation in the skills development activities". These theories speak to employee's role since the desire and willingness to learn resides solely with the learner. An individual's behaviour determines the extent to which a person is willing or not willing to learn, irrespective of the circumstances surrounding them. Wood and Bandura (1989:408) describe self-efficacy as the employee's intention to learn. Thus, self-efficacy in both theories is emphasised to reinforce an individual's behaviour towards learning. It propels benefits of one's potential to organise the motivation, comprehensible resources and the trajectory needed to meet given situational demands. Employees who are willing to learn and develop themselves will not make time management an excuse to participate in learning and development programmes but will prioritise and set goals, plan tasks, and monitor their progress.

The theoretical discourse in this study assumes that learning and development programmes contribute to enhanced employee performance. Mezirow (1997:5) stated that: "we transform our frames of reference through critical reflection on the assumption upon which our interpretations, beliefs, and habits of mind and point of view are based." The GDE is introducing e-learning to secondary schools across the province to enhance learner performance from Grade 10 to Grade 12 to address the Fourth Industrial Revolution. Chalkboard and chalk are assumed to be instruments of the past and teachers in these Grades

are expected to undergo learning and development programmes. Some of these teachers have been producing best results using chalkboard and chalk and therefore tend to resist undergoing the process of learning and development programmes. They are able but unwilling. Armstrong (2012: 283) acknowledges that establishing a link between learning and organisational performance is problematic and therefore the assumption that there is a correlation between development and employee performance can also be deemed to be problematic and as Braton *et al.* (2003:5) stated that the dynamics of organisational change and work-based learning are far more than an analysis of the relationship between learning and performance.

1.7 RESEARCH DESIGN AND METHODS

It is important to understand what research is in order to make a decision of the type of study to undertake and the processes involved in the research project. Burns (cited by Mackenzie and Knipe, 2006:2) describes research as “a systematic investigation or inquiry whereby data is collected, analysed and interpreted in some way in an effort to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts”. Therefore, planning must happen before a new fact or information is established on a particular phenomenon.

1.7.1 DESIGN

Ragin (cited by Flick, von Kardorff and Steinke, 2004:146) defines research design as “a plan for collecting and analysing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. The design of an investigation touches on almost all aspects of the research, from minute details of data collection to the selection of the techniques of data analysis”. According to Babbie and Mouton (2001:72), a research design illustrates the process of planning a scientific inquiry; that is, designing a strategy for finding out something. Mouton (1996:107) defines a research design as: “... a set of guidelines and instructions to be followed in addressing the research problem.”

In order to develop knowledge and the nature of knowledge Saunders, Lewis and Thornhill, (2012:129) state that it is important to stipulate the research philosophy to be followed in a study. They distinguish between two major ways of thinking in relation to research philosophy, namely: ontology and epistemology. According to Terreblanche, Durrheim and Painter, (2006:6) “ontology specifies the nature of reality that is to be studied while epistemology specifies the nature of the relationship between the research and what can be known”. The

study will adopt an interpretive philosophy with an ontological assumption that internal reality to be studied is a subjective experience. The researcher believes that the phenomenon to be studied consist of individual's experiences, therefore the study will adopt an empathetic epistemological stance and follow a qualitative methodology.

In order to establish the extent to which institutional arrangements promote employee participation in learning and development programmes, the researcher will conduct telephone interviews with participants from the Ekurhuleni South District Training unit and Organized Labour of the District Office and schools. Questionnaires will be shared electronically by means of a google form link with all employees in the selected secondary schools. The interpretive nature of the study is based on the fact that the research will rely on the subjective relationship between the researcher and the subjects. Gray (2004:16) states that "epistemology provides a philosophical background for deciding what kinds of knowledge are legitimate or adequate."

Positivism prevails in science and assumes that science quantitatively assesses autonomous facts about a single comprehensible phenomenon. In other words, the data analysis has no value and data does not change because it is being observed. (Krauss, 2005:758) states that "positivism is a rejection of metaphysics in that it holds a position that the goal of knowledge is simply to narrate the phenomena we experience". In following the quantitative methodology, the researcher will adopt a positivist epistemological stance. From the ontological point of view, a researcher with a positivist orientation regards reality as being out there in the world needing to be discovered using conventional scientific methodologies. According to Tuli (2010:102) "positivist researchers do not regard themselves as important variables in their research and believe that they remain detached from what they research. The philosophical basis is that the world exists and is knowable and researchers can use quantitative methodology to discover it". The researcher will adopt the objectivity ontology in the gathering of data using numbers to provide evidence to be presented in quantitative form.

1.7.2 METHODS

Walter (cited by Mackenzie and Knipe, 2006:5) defines methodology as "the frame of reference for the research which is influenced by the paradigm in which our theoretical perspective is placed or developed."

1.7.2.1 Site selection

The study will focus on the GDE. The GDE is the Provincial Office for the Basic Education Department based in the Gauteng province. There are 15 district offices of the GDE which are: Tshwane North, Tshwane East, Tshwane South Ekurhuleni North, Ekurhuleni South, Gauteng East, Gauteng North, Gauteng West, Johannesburg South, Johannesburg East, Johannesburg West, Johannesburg North, Johannesburg Central, Sedibeng East and Sedibeng West, (Gauteng Department of Education, 2019:181). For the purpose of this study, the Ekurhuleni South District will be preferred as the research area. The Ekurhuleni South District has 183 schools. The schools are categorised as: 116 Primary Schools, 58 Secondary Schools, 7 Special schools for learners with special needs and 2 Combined Schools.

The 10 Secondary Schools within the Ekurhuleni South District will be selected to form part of the study. Proper channels will be followed by the researcher to obtain permission to conduct the study. Morse (cited by Flick *et al.* 2004:166) differentiate between primary and secondary accessibility of the research site. Primary accessibility refers to when the investigation is selected in a targeted way; while secondary accessibility refers to when the investigation is done through advertisement or some other appeal. In this study, accessibility will be done through primary selection.

1.7.2.2 Sampling Strategy

The study will use Purposive Sampling technique and the participants will be selected according to accessibility and will be based on the research questions at hand and not prejudices of the researcher. Maxwell (cited by Teddlie and Yu, 2007:77) define purposive sampling as “a type of sampling in which particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other sources”. Morgan (cited by Flick *et al.* 2004:167) indicates that when sampling in an organisation is considered, participants should not be selected from the same level in hierarchy or should not belong to the same unit. In congruence, Patton (cited by Flick *et al.* 2004:167) states that “in sampling, the maximal possible variation should be sought”. Accordingly, the participants in the study will be drawn from the different levels of hierarchy and different units. The participants for this study will be drawn from the following three categories:

Employees (200), Ekurhuleni South District Office Training Unit (*Deputy Director: Transversal Human Resources Services*), and Organised Labour Office as represented in the District Skills Development Committee Team (DSDCT).

- *Employees (200)*

In terms of skills programmes and other short courses, the department reported that there were 39 638 needs identified by employees for the period 1 April 2017 to 31 March 2018 and 12 773 training opportunities provided for the period 1 April 2018 and 31 March 2019. Due to COVID restrictions, GDE does not allow any interactions with personnel at school level. The researcher envisages 200 participants for the survey, comprising of the Professionals, Administrators, Skilled Agriculture Horticulture Workers, Cleaners, Machine Operators and Assemblers, and Elementary Occupations. The researcher will send questionnaires through the respective school Principals to distribute to the employees. The questionnaire seeks to assess employee's experiences and participation with regard to capacity building programmes planned for them.

- *Ekurhuleni South District Office Training Unit (Deputy Director: Transversal Human Resources Services)*

Capacity building has a significant effect on employee performance and employee retention (Wassem, Baig, Abrar, et al., 2019:7). The researcher developed a questionnaire for the unit and it will be sent by email. The researcher will arrange a telephone interview with the Deputy Director: Transversal Human Resources Services on behalf of the Ekurhuleni South District Office Training Unit. The Unit is responsible for facilitating and implementing training programmes delegated by the Department of Basic Education. The study aims to obtain knowledge about the guidelines and the manner in which the training is provided to employees. The study will pose research questions about the implementation of the learning and development programmes. The researcher also enquires about the institutional arrangements on the planning process, strategies used and the effects of these strategies on employee participation in the district.

- *Organised Labour representative Official represented in the DSDCT (2)*

Organised labour representatives are key actors in protecting the rights of employees to professional development. There are several Organised Labour Movements established to

represent employees within the education sector for the respective schools. Such movements may include, South African Democratic Teachers' Union (SADTU), National Teachers Union (NATU), National Education Health and Allied Workers' Union (NEHAWU), Professional Educators' Union (PEU), Public Service Association (PSA) and National Professional Teachers' Organisation of South Africa (NAPTOSA). The respective movements are required to nominate members who will serve as representatives to the District Skills Development Committee Team (DSDCT) meetings. Furthermore, among the representatives there are only two members' eligible to vote and sign-off employee training credentials. The two representatives will be interviewed by means of an arranged telephone call. Their office will be interviewed to assist the researcher to outline how organised labour influence employee's capacity building programmes.

1.7.2.2.1 Inclusion and exclusion criteria

The inclusion and exclusion criteria for study participants is important in every research project. Common inclusion criteria include demographic, geographic, and clinical characteristics (Patino and Ferreira, 2018:84).

Inclusion Criteria	Exclusion Criteria
Adults ≥20 years of age	Adults ≥65 years of age
Males and females	Public Primary and Special School Education
Public domain documents and reports Literature on employee capacity building, learning and development programmes	Legislators, Senior Officials and Managers
Secondary schools	Refusal to give informed consent

1.7.3 DATA COLLECTION STRATEGIES

The study will utilise a triangulation approach as a means of collecting data. Olsen (2004:3) defines triangulation as: "the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic". A qualitative and quantitative approach is considered for this study.

1.7.3.1 Qualitative approach

There are various data collection methods that can be used under qualitative research, and these include interviews, focus groups, and document analysis.

- *Interviews*

For this study, the researcher considered the use of interviews to collect data. Arksey and Knight (cited by Gray, 2004:214) regard “interviews as a powerful way of helping people to make explicit things that have hitherto been implicit to articulate perceptions, feelings and understanding”. Semi-structured interviews will be conducted by means of telephone with the participants wherein the researcher will record and take notes having obtained permission from the participants. Semi-structured interview method is endorsed as it allows the researcher to collect data using open-ended questions. This method enables the researcher to explore participant thoughts on the topic selected. The researcher will schedule the interview sessions in consultation with the participants (Deputy Director: Transversal Human Resources Services and Organized Labour representative) and the time upon agreed will be honoured.

- *Secondary sources*

Documents in organisations can be used to gather information. The researcher also considered the use of secondary sources to collect data. Bowen (2009:27) states that “document analysis is a systematic procedure for reviewing or evaluating documents, both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge”. This includes international and national policy documents, books, articles, conference proceedings relating to employee capacity building. The GDE annual reports (annual reports, policy briefs) on the public domain are also considered for this study.

1.7.3.2 Quantitative approach

The quantitative approach may comprise of surveys and usage data for data collection. The researcher preferred the survey method for collecting data among 200 employees in the 10 selected secondary schools in the Ekurhuleni South District. Quantitative research focuses on gathering numerical data (Kabir, 2016:203). It also enables the researcher to generalize data across the groups selected. This will allow the researcher to report data on the identified sample. The researcher is also able to measure data by using different scales, such as interval

scale, ratio scale, nominal scale and ordinal scale, (Kabir, 2016:203). Some of the questions will comprise of Likert scale questions. A statistician was consulted to analyse the questionnaire design for the envisaged survey. A questionnaire will be sent to the Principal's office in the selected schools for distribution to employees.

1.7.4 DATA ANALYSIS

Data analysis refers to a stage where all data is collected and is being examined, considered, categorised and interpreted by the researcher (Sumner and Tribe 2004:20). The study will use mixed methods and concurrent data analysis where data will be prepared, explored, analysed and the findings presented will be used. The study aims to establish the number of employees who benefit from the learning and development programmes offered by the GDE. The data obtained will be quantified using ratio data, where the researcher will gather information of employees who benefit from bursary funds that are available, those who attend various workshops, those who opt for short term or long-term courses, and employees who need reskilling, upskilling and upgrading and compare them with employees who do not want to participate in any learning and development programmes.

Specific rules called *criteria of selection* will be created in an attempt to achieve a measure of objectivity in this process, which have to be established before the data can be analysed (Gray, 2004:328). In using qualitative data analysis, inferences will be made about data (usually text) by systematically and objectively identifying special characteristics (classes or categories) within them by the researcher. Mayring (1983), Flick (1988) (cited by Gray, 2004:238) identify the following steps that make up the analysis process: "summarizing content analysis, explicating content analysis and structuring content analysis". Accordingly, the study will follow these identified steps.

1.7.5 TRUSTWORTHINESS

Most researchers have criticised qualitative research as lacking scientific rigour; therefore, trustworthiness cannot be established. Shenton (2004:63) supports this notion by stating that "positivists often questioned the trustworthiness of qualitative research possibly because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. However, in Carcary (2009:11) a suggestion is made that a research audit trail is one strategy that is recommended to assess trustworthiness of qualitative studies. The Triangulation approach which includes use of primary and secondary sources, interviews and questionnaires, has also been found to be one of the strategies that ensure trustworthiness

as different sources, and a range of participants can be used (Noble and Smith 2015:35). The researcher will ensure that there is no manipulation of findings by not only using triangulation methods but by also allowing the instruments to be used be reviewed by the promoter/supervisor or fellow students.

1.7.6 RELIABILITY AND VALIDITY

The Triangulation approach which the researcher mentioned as a strategy to be used for coalescing data, will improve reliability and validity in evaluating findings. Mathison, (cited by Golafshani, 2003:603) points out that “triangulation has raised an important methodological issue in naturalistic and qualitative approaches to data evaluation in order to control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternative epistemology”.

Stenbacka, (cited by Golafshani, 2003:601) argued that “since the reliability issue concerns measurements, then it has no relevance in qualitative research. She adds that the issue of reliability is an irrelevant matter in the judgment of quality of qualitative research. Therefore, if it is, then the consequence is rather that the study is no good”. The Cronbach Alpha results is a number that is between 0 and 1 and any score that is 0,7 and higher is accepted as reliable (Heale and Twycross, 2015:67). The use of Cronbach Alpha Coefficient and frequency tables will assist the researcher in determining the reliability and validity of the quantitative results.

1.7.7 ETHICAL CONSIDERATIONS

Mouton (2005:239) indicated that “researchers, for example, have the right to collect data through interviewing people but not at the expense of the interviewee’s right to privacy”. The researcher will take an empathetic stance rather than the objective stance in carrying out the research. The researcher made an application to request permission to conduct the study from the GDE before commencement of any interviews with the employees of the organisation. The GDE granted permission for the researcher to conduct research in the selected ten (10) Secondary schools. The NWU research ethics process was also adhered to after an ethical application was granted, Annexure D.

Based on the data collected, the researcher’s role will be to analyse, interpret the results, present research conclusion, and make recommendations. All the sources directly or indirectly used will be acknowledged and data will not be fabricated during the evaluation of findings. Furthermore, the following measures are considered to ensure and uphold ethical standards.

Informed consent

A letter requesting participants to voluntarily participate in the research will be emailed to the school principal for distribution together with the Microsoft Google questionnaire link. The researcher will ensure that the participants are able to make an informed decision as to whether they will participate in the research project. Participants are made aware of the purpose of the project. This is presented on the first page of the questionnaire. The expected time to be spent on the study is also stated on the first page of the questionnaire. Participants will be informed about how the findings of the study will be used. BaSSREC consent forms will be signed by willing participants of the telephone interviews and surveys.

Voluntary participation

In this study, no participants were coerced into agreeing to be interviewed. The researcher ensured the employees participate on voluntary basis without being coerced. Participants were made aware of their choice to withdraw their participation at any time if they felt uncomfortable. Assurance was provided to the effect that they would not be punished for not taking part in the research process.

Do no harm

The researcher respected the participants giving assurance that the research project did not have any intentions to harm the participants. COVID-19 pandemic has its implications on the health and social well-being of the community. There may be risks to conducting face-to-face interviews. The researcher considered using telephone interviews and digital surveys to collect data from the identified participants. Participants were informed about the date of return for the questionnaires.

Confidentiality

Using the terrain that the researcher is familiar with, should not give one an opportunity of manipulating participants to come to the conclusion that the researcher envisages. Confidentiality and anonymity of all the participants and schools were guaranteed, and names of all participants were not revealed. The researcher ensured that any identified information was made available and accessed by anyone who had authority. Confidential information, such as types of employee disability and credential forms for training, was excluded from the thesis and intended articles and conference publication.

The District Training unit had all the contact details of the Organized Labour representatives who were used for the study purpose. Such contact details were used by the researcher, and it will not be communicated to anyone else without the authority.

Anonymity

The privacy of human subjects was protected while data was being collected, analysed, and reported. The identity of the participants remained unknown to the public. The Alias School 1, 2, 3 were used to protect the schools' identities. Data was sourced from a diversified group of employees, and the responses given by participants were generalised. The names of the participants and schools were not included in the research report. Pseudonyms will be used to protect the identity of participants who took part in the research. All participants will be given 7 days to familiarise themselves with the questions developed and for the return of questionnaires.

1.8 CONTRIBUTION OF THE STUDY

The study intends to contribute to the Theory of Planned Behaviour and Social Cognitive theory that advocate self-efficacy in learning and development programmes. The institutional arrangements only lay out the platform in which employees can decide on whether to participate in the learning and development programmes. Braton *et al.* (2003:25) encourage workers to frequently develop in order to make decisions and engage in self-regulation and discipline. Self-efficacy is an important aspect that propels learning and development programmes and as such the findings in this research will contribute towards the theories that support this aspect. Findings and recommendations will be shared with GDE as the main custodian and the university where the researcher has registered. A presentation to the conference will be made. The researcher also envisages accredited journal publications from the respective journals in the field of study.

1.9. PROVISIONAL CHAPTER OUTLINE

The research project will consist of eight chapters structured as follows:

CHAPTER 1: INTRODUCTION, ORIENTATION AND BACKGROUND

This chapter outlines a brief introduction to the study. It starts with the presentation of the orientation and background of the study. It then continues to address the problem statement

and highlights the main research question, sub-research questions and aims of the research. The theoretical framework is briefly discussed, and the research design and methodology are outlined. A brief contribution of the research is presented.

CHAPTER 2: THEORETICAL FRAMEWORK RELATING TO LEARNING AND DEVELOPMENT PROGRAMMES

The Theory of Planned Behaviour and Social Cognitive are key in this chapter as they address the concept of self-efficacy, the willingness of a person to participate in the learning and development programmes. In using the theoretical framework, the study purposes to systematically review and identify underlying theories, models and frameworks used to support capacity building interventions relevant to the public sector. The main purpose is to inform and improve capacity building practices and services offered by public sector organisations such as education, health and other public administration sectors.

CHAPTER 3: CONCEPTUAL FRAMEWORK ON CAPACITY BUILDING

Conceptual Framework on Capacity Building will be discussed in this chapter. The Organized Labour movements play a crucial role in encouraging employees to upgrade, upskill or reskill in order to improve individual and organisational performance. The process of engaging with the Organized Labour is critical as they can withdraw labour and frustrate all the learning and development programmes from happening. Interference by Organized Labour in ensuring that employees participate in the learning and development programmes will be discussed.

CHAPTER 4: OVERVIEW OF INSTITUTIONAL ARRANGEMENTS FOR CAPACITY DEVELOPMENT PROGRAMMES

This chapter will focus on all the policies, strategies and legislative frameworks that are put in place not only by the GDE, which is our purpose of study, but by other legislative frameworks that impact on our subject of study. Learning and development programmes should address contextual realities of the employee and organisation. The HRD becomes critical in identifying skills deficiencies in an organisation and make projections of the needs that have to be urgently addressed including financial implications attached to these needs. The learning and development programmes should focus on enabling employees to acquire knowledge and skills so that there can be personal and organisational growth. The challenges on implementing the learning and development programmes will be highlighted. That which was relevant ten years ago may not be relevant now as organisational dynamics change.

CHAPTER 5: RESEARCH DESIGN AND METHODS

This chapter describes the research design and methods employed in data collection and data analyses. The Triangulation approach will be used as the researcher intends to be objective in a subjective study. The qualitative research is difficult to validate but processes and procedures that this study will undertake will prove the study to be valid and reliable as different research methods will be used and a variety of participants engaged. Documents received from various institutions will prove the reliability and validity of the study.

CHAPTER 6: PRESENTATION OF RESULTS

This chapter addresses all the key findings in relation to the main and sub-questions as well as test relevancy of the methods used. The implications of the theories presented in this chapter on employee participation in the learning and development programmes will be discussed.

CHAPTER 7: EFFECTIVE MODELS PROMOTING EMPLOYEE PARTICIPATION

This chapter assesses various models that can be established in promoting an effective model for employee participation in learning and development programmes.

CHAPTER 8: DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, results will be discussed, conclusions and recommendations of the study will be made in relation to the theories under study and how they can influence employee participation in the learning and development programmes offered by the GDE.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

Theoretical Framework refers to the structure that underpins the study and explains the existence of the problem under investigation. The theoretical framework facilitates the researcher in building a base for the proposed work.

2.1.1 Understanding Theories

The purpose of this systematic review is to identify underlying theories, models and frameworks used to support capacity building interventions relevant to the public sector. The aim is to inform and improve capacity building practices and services offered by public sector organisations such as education, health and other public administration sectors. Thomas (2017:232) defined “theory as a description of a phenomenon and the interactions of its variables that are used to attempt to explain or predict”. According to Glanz, Rimer and Viswanath (2008:25) “the best theory is informed by practice; the best practice should be grounded in theory”. In other words, using theories, models or frameworks as a foundation for capacity building interventions can provide a road map for studying programmes, developing appropriate interventions and evaluating their effectiveness. They can also inform implementation practices and can highlight the interplay between actions and outcomes (Van Belle, van de Pas and Marchal, 2017:2). However, there is limited research around how best to design capacity building interventions to optimize effectiveness, with some academics arguing that it is not always clear how concepts are applied or what theoretical foundation interventions are based upon (Leeman, Calancie, Hartman, Escoffery, Herrmann, Tague, Moore, Wilson, Schreiner and Samuel-Hodge, 2015:2).

There is limited research on capacity building interventions that include theoretical foundations. The purpose of this systematic review establishes underlying theories, models and frameworks used to support capacity building interventions relevant to the public education sector (Bergeron, K., Abdi, S., DeCorby, K., Mensah, G., Rempel, B. and Manson, H., 2017:1). Public education officials engage in learning and development opportunities to build capacity, improve performance and intensify the quality of working environments at schools, district and provincial offices, in order to improve the quality of teaching and learning by ensuring that all learners and employees have access to lifelong learning, as well as education and training, which will, in turn, contribute towards improving quality of life and building a peaceful, prosperous and democratic South Africa (Department of Education,

2021). Capacity building programmes provides employees opportunities to acquire skills, knowledge and systems to assist the education sector to effectively achieve their organisational goal.

Existing theories are useful as they assist to inform implementation and also help not to reinvent the wheel by using theory to inform research in implementation matters as well. Using existing theory can also help inform study design in order to effectively learn from the implementation of policies, programmes and interventions. Firstly, it is important to demonstrate and understand the effectiveness of a policy, programme or intervention and to understand their implementation process, the causal processes that underlie the intervention and the deeper societal change that they envisage. Secondly, theories may offer guidelines regarding the contextual conditions in which a policy programme or intervention is likely to work (or not). Nothing is more practical than a good theory (Van Belle et al. 2017:2).

2.2 THEORIES UNDERPINNING CAPACITY BUILDING

There are many theories underpinning capacity building and capacity development processes. However, the premise of the research is based on two theories, namely, the Theory of Planned Behaviour (TPB), which was birthed from the Theory of Reasoned Action (TRA) and Social Cognitive Theory (SCT), which address the concepts of intention, behaviour and self-efficacy, that is, the willingness of a person to participate in capacity building. The research will give a synopsis of the TRA in order to understand the effects of TPB. Although the premise of research will focus on the TPB and SCT, it is important to note that some organisations have put strategies in place to afford their employees to be self-directed in acquiring knowledge and skills related to their jobs (Lombardozzi, 2016:27). Both the TBP and SCT refer to concepts such as self-efficacy, intention and behaviour which can be linked to self-directed learning. It is therefore important to define what self-directed learning is.

2.2.1 Self-Directed Learning

From classical antiquity, self-directed learning has been in existence. Kapur (2019:2) states that “self-study played an important role in the lives of Greek Philosophers, such as, Socrates, Aristotle and Plato. The other historical examples of self-directed learners include, Alexander the Great, Caesar, Erasmus and Descartes. In colonial America, the lack of educational institutions necessitated that individuals learn on their own. In the United States of America, scholarly efforts to acquire an understanding of self-directed learning took place about 150 years ago”. Knowles (1975:18) is regarded as the author of Self-Directed Learning Theory (SDL) and defines it as a process where learners take initiatives to identify their learning

needs, define their learning goals, establish human and material resources, select and implement appropriate learning strategies, and evaluating learning outcomes with or without the assistance of others. It is self-regulated learning where the learner takes the process of controlling the intellectual abilities and environmental factors that can assist in accelerating learning.

According to Morris (2019:636) “self-directed learning is a process in which a learner assumes responsibility to control their learning objectives and means in order to meet their personal goals or the perceived demands of their individual context”. Employees are afforded an opportunity to choose what and how they learn and engage in productive learning through the on-the-job learning (Lombardozi, 2016:27). Self-directed learning is based on the individual’s intention to want to achieve as well as the encouragement from others. It is also the process that is individual, purposeful and developmental, meaning that it is self-planned and independent learning. The self-directed learner usually holds a high level of self-efficacy, that is, the willingness to be a life-long learner, deep-rooted motivation, precise goals, appropriate approaches and willingness to tackle challenges (Salleh, Zulnadi, Rahim, Zakaria and Hidayat: 2019:170). It also can happen in formal, informal and non-formal environments.

2.2.1.1 Levels of Self- Directed Learning

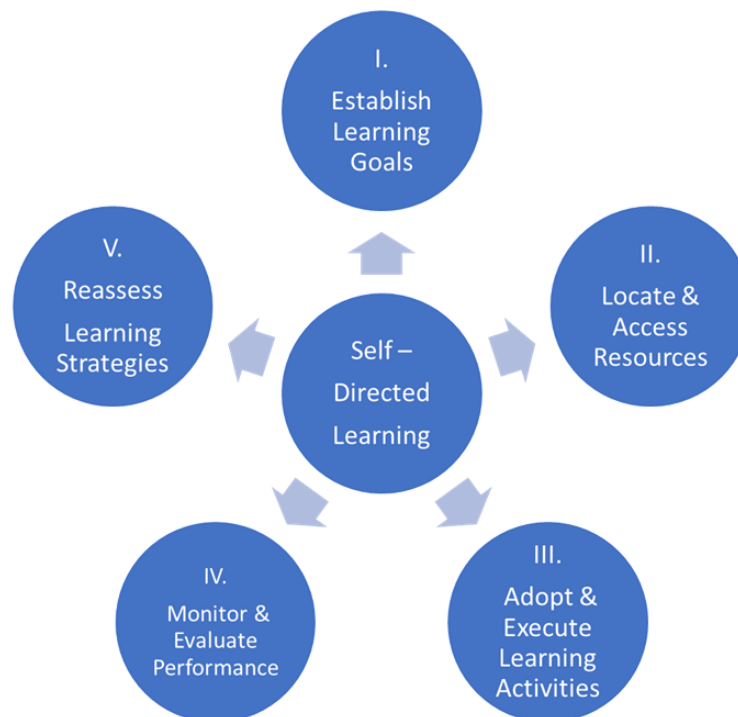
Before an individual can decide to take the mammoth task of wanting to engage in SDL, a readiness assessment to learn needs to be conducted, meaning that, is the employee ready to undertake the task whether the cost will be paid by the employer or not. This includes being self-disciplined; organised by ensuring that the necessary resources such as equipment, time, learning space; self-determining, that is, setting own learning goals; identifying winning strategies to cope with learning and evaluate the learning process by eliminating any learning deficiencies as it unfolds (Lombardozi, 2016:28-29). It is expected that people should acquire the skills of learning to learn. With the rapid technology developing globally, individuals who cannot learn to learn and who cannot organize their own learning processes fall behind in many areas (Taskin cited by Karatas and Arpaci, 2020:3).

Levels of SDL can also include the following aspects:

- the influence of employment relationship upon self-directed learning at work, meaning, employees not only have to learn on the job but the how and what has to be learned;
- the influence of occupational identity upon self-directed learning at work which affords employees to learn outside the confines of formal education and training settings but depend on learning that occurs at work utilising knowledge resources;

- the influence of an attachment to a work group upon self-directed learning at work which focuses on collaborative learning where individuals assist one another in the transfer of skills, knowledge and understanding which then exposes employees to different strategies;
- the influence of personal relationships upon self-directed learning at work where employees forge relationships with others and allow to influence learning (Brown, 2001:1-4). Figure 2.1 shows levels of self-directed learning.

Figure 2.1: Self-directed learning (SDL) conceptual framework.



Source: Kim (2014:151).

All these levels are important in ensuring that self-directed learning is implemented and assist the employee in managing the learning and being able to review the learning process should an objective set not be achieved.

2.2.1.2 Activities of self-directed learning in the workplace

Self-directed learning comes from the desire by employers to support employees who are keen to learn and broaden their scope of managing their own learning to acquire better skills and knowledge in achieving their individual aspirations and assisting the organisation to grow. Lombardozzi, (2016:29) outlines the following as core activities of self-directed learning in the workplace:

- a learning need has to be recognised, that is, new skill or knowledge, or deepening of an existing skill set or knowledge base;
- particular resources and activities need to be selected to assist that the employees engage in self-directed learning in order to gain knowledge;
- activities and resources need to be sought that will help in developing the desired skill and knowledge and this can be accessed using available resources in the organisation, colleagues close by;
- application of a learned knowledge and skills to assess the results of the actions engaged in;
- conducting self-assessment to establish the level of knowledge and skill that the learner wanted to achieve. In this process, the learner reflects and gets feedback from people or clues from the environment that formed part of the criteria for success;
- when unsatisfied with the level of skill or knowledge, the learner can continue to engage in activities and seek resources that will enable him to reach the goals set.

It is vital that through the process of self-directed learning, the direct supervisor/manager supports the employee and create a conducive environment for learning not to be hampered. Learning resources need to be accessible for the learner and networks of peers can help the learner in acquiring the skills and knowledge that he aspires to achieve.

2.2.1.3 Factors Influencing Self-Directed Learning

In most cases, employees are afforded an opportunity to learn by their employers and it important for them to have the interest and willingness to do so. When there is support and guidance given, employees will be able to improve their performance and carry out numerous activities and tasks in a well organised manner (Kapur, 2019:3). For self-directed learning to be effective, an individual must possess characteristics, internal locus of control, motivation, self-efficacy, support and performance (Boyer, Edmondson, Artis and Fleming, 2014:2).

Internal locus of control is when individuals have confidence that they can control situations that influence them. The individuals believe that the outcome of an event is as a results of their own behaviours. These are individuals who are performance-driven, committed to the job, portray job-satisfaction, use various method to solve problems and are goal-oriented. Self-directed learning improves when employees have greater control of the “what, when and how” of learning. “Adult learners get more out of the learning opportunity when they are provided with input and some element of control over the learning method, the materials, the learning environment, and the evaluation of learning effectiveness” (Boyer et.al, 2014:3). Motivation is

a driving force that propels individuals to perform tasks in a well-organised way and ensures that goals set are attained. It is therefore necessary that employers put in place systems that assist the employees to reach the desired outcomes by allowing that employees have control over the learning methods. "Motivation enables the individuals to put in their time and resources towards self-directed learning. When they will be motivated, only then they would carry out their tasks and activities in a well-organized manner. This would enable them to achieve the desired goals and objectives" (Kapur, 2019:4). It is therefore important that employees who take the initiative in self-directed learning are rewarded and incentivised.

Self-efficacy is the belief an individual has about his ability to achieve or be successful in implementing various activities and tasks. Self-efficacy comes from Bandura's SCT where an individual is able set goals and to deal with challenging situations. The actions of the individual are influenced by observing the actions and responses of others. These observations help in shaping the cognitive processes and develop an individual's confidence in his ability by comparing his ability to what he observes in others. The individuals with high levels of self-efficacy in one task may enable them to form the viewpoint that they can be successful in the implementation of other tasks as well. When the environmental conditions are challenging and demanding, the individuals are required to ensure that they generate awareness in terms of various tasks and functions, augment their skills and abilities on a continuous basis and inculcate the traits of diligence, resourcefulness and conscientiousness (Kapur, 2019:4). Self-efficacy can be strengthened when an individual is willing to be taught, become proficient, practice and use core learning skills.

Support from senior managers and co-workers is key in assisting an individual in self-directed learning so that the desired goals can be achieved as tasks and functions in an organisation cannot be carried out in isolation. Kapur (2019:5) states the importance of forging effective relationships with others in order to obtain adequate support and guidance. The attitudes, behaviours and emotions of the employees are influenced by their perceptions of support from their supervisors and co-workers and as such enhances an individual to be more satisfied and committed to the job which will lead to more productive turnovers. Learning is not an easy task and therefore, it is important to enhance one's learning and achieve one's goals and objectives in a well-organized manner by obtaining support and guidance from other people. There is a direct impact of the organizational learning climate when employees are allowed to learn at their own pace and be provided the training they need. Artis and Harris (cited by Boyer et.al, 2014:4) state that "organizational learning climate should serve as a moderator of the relationship between individual characteristics (learner self-directedness, confidence in SDL skills, contextual understanding, and motivation to learn) and willingness to use SDL". An

organisation that supports learning encourages employees to engage in SDL unlike the one that does not.

Performance is perceived to be the central goal of every individual and organisation. Kapur (2019:5) states that performance is a term that is comprehensively made use of in daily life activities of the individuals and organisations. In an organisational setting, it is important for individuals to be completely equipped with methods and procedures that are required to carry out one's job duties in an appropriate manner. Furthermore, than that, individuals need to develop other skills, such as, interpersonal relationships, communication, decision making, problem-solving and critical thinking. These skills will assist employees in carrying out their tasks which will lead to job satisfaction and job performance. Fishbein and Ajzen (cited in Boyer et.al, 2014:4), in their Theory of Reasoned Action also support the sequence of events as follows: "beliefs and attitudes (e.g., support, self-efficacy, internal locus of control, and motivation) lead to behavioural intentions (i.e., willingness to use or readiness for SDL), behavioural intentions lead to behaviours (i.e., SDL use), and behaviours lead to outcomes (e.g., performance)". Organisations that allow employees to engage in SDL and support all the efforts undertaken by employees to enhance individual growth and organisational performance, are able to produce high level of competency and expertise in individuals. The sections that follow will unpack further the importance of encouraging capacity building in the workplace.

2.2.1.4 Challenges facing self-directed learning at work

Self-directed learning is an important aspect that assist in the growth of employees as they learn while working but according to Uys (2021:48), SDL has been criticised for lack of theoretical basis and cannot be applied across various context. Conceptual models for SDL have been developed and studies are being carried out to see how best to integrate these models so that the concept is applicable across contexts. There are compound and complex knowledge and skills gaps that cannot be easily addressed using SDL such as multiple ways of searching for resources, interruptions when learning activities have to be applied and engaging in learning itself (Lombardozzi, 2016:30).

There are challenges facing SDL that have been noted which pose as stumbling blocks and can impede effective learning. One of the challenges is that there are a variety of learning which can lead to multiple ways of searching for resources, engaging in learning and employees being inundated with other activities and responsibilities thus complicating the learning cycle. Some learning activities can compel an employee to forge relationships as

indicated earlier on when addressing levels of self-directed learning, acquire skills needed to access material or activities which can fast-track the learning process and find application opportunities (Lombardozi, 2016:30). Motivating employees to acquire skills and knowledge as means to strengthen their knowledge and skills with the intention of building a career potential, personal rewards can be a challenge if employees cannot see tangible output. Attention is also identified as one of the challenges in that employees can be distracted in the work environments and miss taking the action needed in following the course work. Space and time when not properly managed can be a challenge to self-directed learning as the process requires minimal distractions and if the work environment is noisy and stressful, then a conducive environment for affording the employee a chance to learn cannot be created (Lombardozi, 2016:31-32).

2.2.2 Theory of Reasoned Action

Fishbein (1967) introduced the Theory of Reasoned Action (TRA) in an effort to understand the relationship between attitude and behaviour. This theory attempts to explain the relationship between beliefs, attitudes, intentions and behaviour. According to Ajzen and Fishbein (1980), TRA is based on the assumption that human beings are rational and make systematic use of available information. Furthermore, the most accurate determinant of behaviour is behavioural intention (Ajzen & Fishbein, 1980). The direct determinants of people's behavioural intentions are their attitudes towards performing the behaviour and the subjective norms associated with the behaviour. People consider the implications of their actions before they decide whether or not to perform a given behaviour (Ajzen & Fishbein, 1980; Fishbein & Middlestadt, 1989; Montaño & Kasprzyk, 2002). People who have intentions to achieve goals that they set for themselves, for example, improving their qualifications, buying a new house, working towards a promotion will make a determination as to how to get there. Their attitude and behaviour towards achieving their goals will propel them to focus on what needs to be done.

For a clearer understanding of the TRA, it is important to explain the different fundamental concepts. These concepts are:

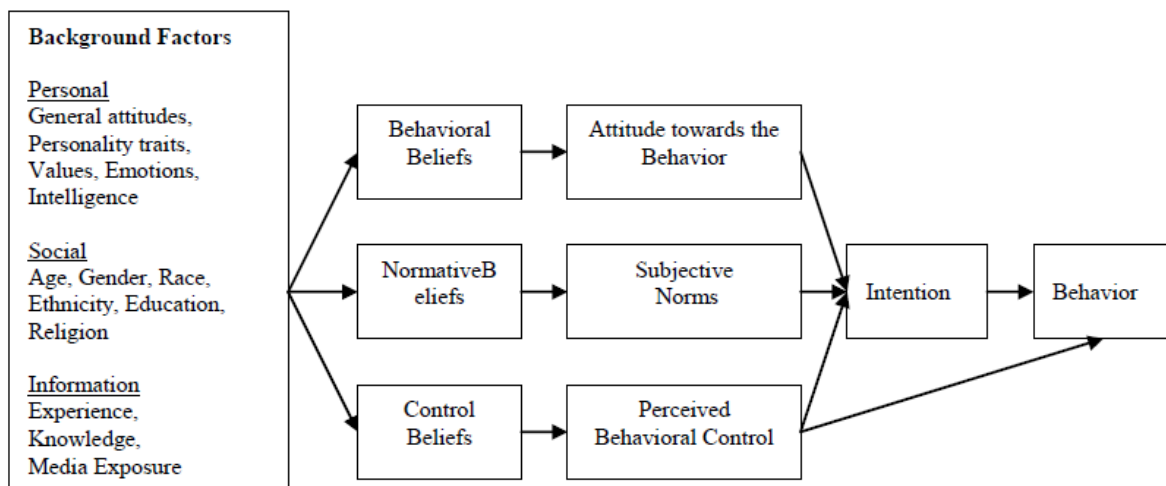
- behavioural criterion, behavioural category and outcome; and
- behavioural elements of action, target, context and time.

Behavioural criterion, behavioural category and outcome: The primary focus of the TRA is on single, directly noticeable behaviour under an individual's control. A distinction needs to be

made between behaviours and experiences that may be the outcome of those behaviours (Ajzen & Fishbein, 1980; Fishbein & Middlestadt, 1989). Behaviour can take the form of a conspicuous recognizable action which is a single act or behavioural criterion. Behavioural categories are not forthrightly observed. Instead, they are implicitly from single actions assumed to be instances of the general behavioural category.

Behavioural elements of action, target, context and time are such that once a behaviour of interest has been ascertained, and the next step is to measure it. This measurement requires deliberation of the four behavioural elements of action, target, context and time. Every action is directed at a target in a given context and at a given point in time (Fishbein & Middlestadt, 1989). Figure 2.2 below is a simplistic representation of the theory of reasoned behaviour.

Figure 2.2: Theory of Planned Behaviour.



Source: Ajzen (2005:135)

According to the theory of planned behaviour, attitude is determined by a person's beliefs about the outcomes or attributes of performing a specific behaviour (that is, behavioural beliefs), loaded by evaluations of those outcomes or attributes. It is assumed that the subjective norm of a person is determined by people closer to the person who will approve or disapprove of the behaviour to be performed. The surmise that beliefs are based on an extensive variety of background factors still needs to be proven. Behavioural intention could be an accumulation of behavioural beliefs that affect attitude towards behaviour. Normative beliefs are considered to result in subjective norms and control beliefs are supposed to produce perceived behaviour control. The assumption that the combination of all these elements leads to the formation of a behavioural intention still needs to be tested (Ajzen & Fishbein, 1980; Montano & Kasprzyk, 2002).

2.2.3 Theory of Planned Behaviour

The pioneer of the Theory of Planned Behaviour (TPB), Ajzen (2002:107), stated that human behaviour is controlled by different spontaneous occurrences relating to beliefs about the consequences of the behaviour, beliefs about the normative expectations of other people and beliefs about the presence of factors which may ease or hamper performance of the behaviour. Ajzen (1991) proposed the theory of planned behaviour by including perceived behavioural control (PBC) to the theory of reasoned action in an effort to account for factors outside a person's control that may affect his/her intentions and behaviour. The addition was based on the idea that behavioural performance is determined by motivation (intention) and ability (behavioural control).

TPB is used for predicting intention and behaviour, although the forecast of self-reported behaviour is superior to observed behaviour. TPB has been applied to a wide range of behaviours in order to better understand how individuals behave in a particular manner. Behavioural decisions are the result of a coherent process in which the behaviour is influenced by norms, attitudes and perceived behaviour control. Sommer (2011:91) stated that "People do what they intend to do and do not do what they do not intend." Employees who want to be capacitated, will do so irrespective of whether they will be promoted to the next level or not. It is the result of a decision-making process that involves an individual processing the information available to him/her, and then deciding on a course of action after reflecting on the consequences of performing the behaviour and his/her beliefs about what other people expect him/her to do. As attitudes and beliefs have been shown to be significant in people's choice of action, the theories of reasoned action and planned behaviour are relevant to behaviour change.

In Armitage and Conner (2001:489), the efficacy of the TPB was supported as a predictor of intentions and behaviour. Behavioural intention could be described as mandates that people give to themselves to act in a certain manner (Sommer, 2011:92). Intention could be understood as an immediate precursor to behaviour (Ajzen, 2002:107). Intentions are assumed to express the motivational factors that influence a behaviour. They are indications of how hard people are willing to try and how much of an effort they are planning to deploy in order to perform the behaviour. A behavioural intention can find expression in behaviour only if the behaviour in question is under volitional control, i.e., if the person can decide at will to perform or not perform the behaviour (Ajzen, 1991:181-182). In other words, intention represents the motivation of an individual's intentional plan to apply effort to perform the

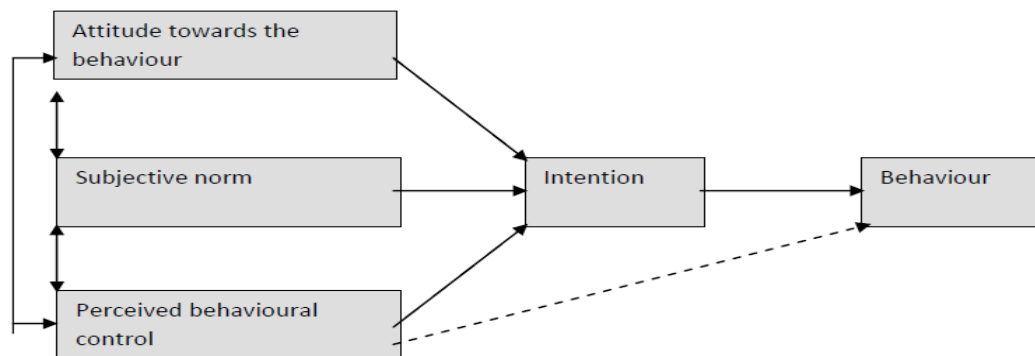
behaviour, for example, the intention to participate in capacity building for self-development which can have an impact in organisational growth.

Behaviour is measured through self-report. Intentions are assumed to capture the motivational factors that influence a behaviour and to indicate how hard people are willing to try or how much effort they would exert to perform the behaviour, for example, behaviours that involve a choice among available alternatives such as people's voting intentions as well as for which party or independent candidate they want to vote for and people's intentions to participate in capacity building offered by the organisation. In contrast, participating in an election or participating in capacity building can be subject to problems of control even if only registered voters are considered or the person has been approved to attend a capacity building programme: lack of transportation, being ill, and other unforeseen events can make participation in an election or capacity building programme relatively difficult (Ajzen, 1991:186-188). People have a choice to want to or not to want to do something. If a person has a strong intention of wanting to be developed, the person's behaviour will indicate the intention to want to participate in a capacity building, for example, by checking when the workshop will take place, being available to attend the workshop and participate in the workshop through asking of questions, making comment and even submitting activities that are to be done. On the other hand, the person may want to attend but due to unforeseen circumstances, the person's intention, may be jeopardised.

Self-predictions should provide better projections of behaviour as they are likely to include a consideration of those factors which may facilitate or inhibit performance of a behaviour, as well as a consideration of the likely choice of other competing behaviours. Intentions are held to conciliate the relationship between desires and self-predictions, suggesting that effects associated with intentions will fall between the desire and self-prediction findings. There are two antecedents of intention: subjective norm and attitude toward the behaviour. Subjective norm refers to the individual's perceptions of general social pressure to perform (or not to perform) the behaviour. If an individual perceives that significant others endorse (or disapprove of) the behaviour, they are more (or less) likely to intend to perform it. Attitude towards the behaviour reflects the individual's global positive or negative evaluations of performing a particular behaviour. In general, the more favourable the attitude towards the behaviour, the stronger should be the individual's intention to perform it (Ajzen, 1991:182). The figure below shows the three listed traits that contribute to the intention to want to perform a certain act and the behaviour to be projected from the act.

Attitudes may be translated into desires, for example, 'I want to perform behaviour x' which then develops into intentions to act, resulting in direct action. Subjective norm is considered to be a function of notable normative beliefs. While subjective norm relates to perceptions of general social pressure, the underlying normative beliefs are concerned with the likelihood that specific individuals or groups with whom the individual is motivated to comply will approve or disapprove of the behaviour (Armitage and Conner, 2001:474-478).

Figure 2.3: Theory of Planned Behaviour.



Source: Ajzen, 1991: 182)

However, evidence from narrative and meta-analytic reviews suggests that the TPB is a useful model for predicting a wide range of behaviours and behavioural intentions in spite of the weaknesses surrounding the theory. The theory may not be sufficient to fully explain people's intentions and actions (Ajzen, 2011:1119). A person's attitude to want to achieve or perform a behaviour, will depend on the strong will that a person has, for example, some people can support ones endeavours to continue studying even when one is on ones way to retirement while others may discredit ones efforts by discouraging from ones intentions to study further. Therefore, ones will power, will determine one's ability to persevere beyond the expectations of others, meaning that one acts on ones intentions.

2.2.3.1 Effects of the Theory of Planned Behaviour

The study will cite examples where the researchers note the effects of the TPB. In conducting their research, Giampietri, Verneau, Del Giudice, Carfora and Finco (2017:2) based their conceptual framework on the TPB in trying to understand and predict human behaviour. The researchers believe that the TPB focuses on a specific behaviour of interest which in their study examines the trust consumers' have in purchasing food at the Short Food Supply Chains (SFSCs) instead of conventional markets. In their explorative survey on Italian university

students, the study found that attitudes, subjective norms and perceived behavioural control had a positive effect on consumer intention to buy at SFSCs instead of conventional market. Giampietri et al. (2017:2) state that:

“TPB’s central premise is that a precise behaviour (BEH) is a function of the intention (INT) to perform it and the perceived behavioural control (PBC). The stronger these two determinants are, the more likely the behavioural performance will be.”

This then indicates that the higher the behaviour which in the study centred around trust, the higher the intention, meaning, the antecedents of consumer behaviour are both the perceived behavioural control and intention.

This study conducted by Collins, Witkiewitz and Larimer (2017:322) tested the TPB as a determinant of growth in risky college drinking over a 3-month period. The TPB model hypothesized that attitudes, subjective norms, and perceived behavioural control would predict intention to engage in risky drinking (“drinking until you get drunk”) which would in turn predict growth in future risky drinking (Collins, et al. 2017:328). Random selection of participants was done where 837 college drinkers (64.2% female) from two U.S. West Coast universities participated in a larger study on college drinking norms. Latent growth analyses, to test the ability of the TPB to predict baseline levels, of as well as linear and quadratic growth, in risky college drinking (i.e., heavy episodic drinking and peak drinking quantity), was used in this study. Self-efficacy, attitudes, and subjective norms extensively predicted baseline intention, which in turn predicted future heavy episodic drinking. Self-efficacy and attitudes were also related to intention in the model of peak drinking; however, subjective norms were not a significant predictor of intention in the peak drinking model.

Mediation analyses showed that intention to engage in risky drinking propitiated the effects of self-efficacy and attitudes on growth in risky drinking. The findings supported the TPB in predicting risky college drinking, which indicate that the students will continue in indulging in heavy drinking. Results suggested that feedback on self-efficacy, attitudes, and intentions to engage in risky drinking may be a helpful addition to personalized feedback interventions for this population. It also provided the first test of the TPB in predicting growth in risky drinking among college students, as well as the ability of intention to mediate the relationships between TPB variables and drinking trajectories (Collins et al. 2017:238). Situations present themselves in various ways, but self-efficacy will assist a person in determining whether to act on what others do or not. In the study on the students drinking, their willingness to continue to indulge in heavy drinking confirmed their planned behaviour.

2.2.3.2 Limitations of the Theory of Planned Behaviour

Despite the TPB being one of the most regularly cited and prominent models for the prediction of human social behaviour research and that it ranks as having the highest scientific impact score among US and Canadian social psychologists, some researchers have completely rejected it as an adequate explanation of human social behaviour (Ajzen, 2011:1113). Most of the researchers who criticise the TPB, base their finding on the mean correlation between intention and behaviour reliabilities as below 0.70. People's behavioural, normative or control beliefs, modify attitudes, subjective norms or perceptions of control can change due to a number of intervening events which can then cause the intention-behaviour correlation to vary substantively. The TPB is primarily concerned with behaviours that are goal-directed and guided by conscious self-regulatory processes.

LaMorte (2019:3) cited the following as limitations of the TPB:

- it assumes the person has acquired the opportunities and resources to be successful in performing the desired behaviour, regardless of the intention.
- it does not account for other variables that factor into behavioural intention and motivation, such as fear, threat, mood, or past experience.
- while it does consider normative influences, it still does not take into account environmental or economic factors that may influence a person's intention to perform a behaviour.
- it assumes that behaviour is the result of a linear decision-making process and does not consider that it can change over time.
- while the added construct of perceived behavioural control was an important addition to the theory, it does not say anything about actual control over behaviour.
- the time frame between "intent" and "behavioural action" is not addressed by the theory.

A frequently voiced criticism of the TPB and other reasoned action models is that they are too 'rational,' not taking enough account of the cognitive and affective processes that are known to bias human judgments and behaviour. The emphasis of TPB is evident in the controlled aspects of human information processing and decision making. The primary focus is on behaviours that are goal-directed and steered by conscious self-regulatory processes. This focus has often been misinterpreted to mean that the theory postulates an impassionate, rational actor who reviews all available information in an unbiased fashion to arrive at a behavioural decision. In reality, the theory draws a much more complex and distinctive picture.

No matter how people arrive at their behavioural, normative and control beliefs, their attitudes towards the behaviour, their subjective norms and their perceptions of behavioural control follow automatically and consistently from their beliefs (Ajzen, 2011:1116). Decisions made by people to perform certain behaviours, solely depend on the judgments that those people have. It cannot be a goal for a person to be a heavy drinker, but it is a choice, even if a person becomes an alcoholic. Planned behaviour is goal-oriented and propels a person toward achieving a set goal.

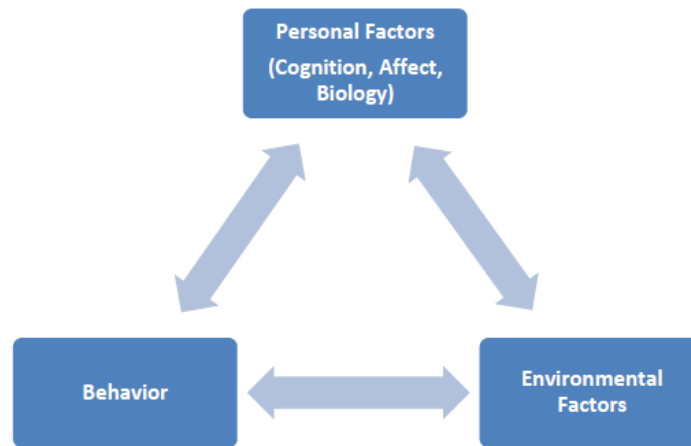
Irrespective of the limitations and criticism, the TPB is able to forecast performance of a behaviour from the intentions to perform the behaviour and from perceived behavioural control. Intentions, in turn, should be predictable from attitude towards the behaviour, subjective norm and perceived behavioural control. "First, like the theory's existing predictors, the proposed variable should be behaviour-specific, conforming to the principle of compatibility. That is, it should be possible to define and measure the proposed factor in terms of the target, action, context and time elements that describe the behavioural criterion. Second, it should be possible to conceive of the proposed variable as a causal factor determining intention and action. Third, the proposed addition should be conceptually independent of the theory's existing predictors. Fourth, the factor considered should potentially be applicable to a wide range of behaviours studied by social scientists. Finally, the proposed variable should consistently improve prediction of intentions or behaviour if it is to be made part of the theory" (Ajzen, 2011: 1119-1120). TPB is therefore established on the premise that intentions are based on careful thinking and reasoning, meaning that decisions to be taken involve a certain amount of information processing while the notion of past behaviour contributes autonomously to the projections of intentions, over and above attitudes, subjective norms and perceived behavioural control.

2.2.4 The Origin of the Social Cognitive Theory

Bandura ((1965) is known as the father of the cognitive theory and further became interested in social aspects of learning at the beginning of his career. Social learning is commonly referred to as observational learning because it comes about as a result of observing others. Early theories considered behaviour to be a function of the person and their environment, or a function of the interaction between the person and their environment. Bandura (1977) believed that behaviour itself influences both the person and the environment, each of which in turn affects behaviour and each other. The result is a compound interplay of factors known as reciprocal determinism. Social learning theory emphasizes that behaviour, personal factors and environmental factors are all equal, interlocking determinants of each other (Bandura,

1973, 1977a: 203). A schematic representation of the theory of reasoned action is shown in the figure below.

Figure 2.4 Factors determining a person's behaviour.



Source: Bandura (1977)

A note must be made on how arrows indicate the direction of influence. Bandura (1977) believed that individuals can purposefully act as agents of change within their environment thus changing the factors that determine their behaviour. In other words, we have the freedom to control factors that determine our behaviour:

Given the same environmental limitations, individuals who have many behavioural options and are consummate at regulating their own behaviour will experience greater freedom than will individuals whose personal resources are limited. (Bandura, 1977a: 203).

This notion is supported in Stajkovic and Stajkovic (2019:1) who stated that humans are not passive objects shaped and shepherded by unforeseen outcomes of an environment. People are independent meaning that they proactively make their way through the complexities and dichotomies of life. They therefore make judgments about the interplay among environment, personal factors, and consequences of their behaviour in order to attain desired outcomes.

The founder of Social Cognitive Theory, Bandura (2001:268), alludes to the fact that most human behaviour is directed by foresight toward events and outcomes projected into the future. Humans have evolved and advanced the capacity for observational learning that enables them to expand their knowledge and skills rapidly through information conveyed by the rich variety of capacity building. People set goals for themselves, anticipate the likely

consequences of their prospective actions, and plan courses of action that are likely to produce desired outcomes and to avoid undesired ones. As people set goals, devise consistent courses of action, and anticipate outcomes, they act on this direction of beliefs. People motivate and guide their actions through dynamic control by setting themselves challenging goals, for example, improving one's qualifications and then deploying their skills, effort and resources, or making use of the resources offered by the organisation, to fulfil them. After people accomplish the goal that they have been pursuing, those with a strong sense of efficacy set higher goals for themselves.

Perceived self-efficacy affects every phase of personal change. It determines whether people even consider changing their behaviour, whether they can enlist the motivation and tenacity needed to succeed should they choose to do so, and how well they maintain the changes they have achieved (Bandura, 2001:288). According to Bandura (2001:270) "efficacy beliefs influence whether people think self-enhancing or self-debilitating, optimistically or pessimistically." People think about the course of action they choose to pursue; the goals they set for themselves and their commitment to achieve those goals. They further determine the efforts they put forth in given ventures and the outcomes they expect their efforts to produce. They predict obstacles that they will face along the way; their resilience to adversity; how much stress and depression they experience in coping with taxing environmental demands; and the accomplishments they recognize. People do not live their lives in individual freedom. They have to work together to secure what they cannot accomplish on their own. People operate in the environment; they monitor and analyse their actions, reflect on the consequences, and react to course correct. These behaviours rely on self-awareness, self-reflection, and compatible self-regulation.

Social Cognitive Theory extends the origination of human agency to collective agency (Bandura, 1999a, 2000c). The more efficacious groups judge themselves to be, the higher their collective ambitions, the greater their motivational investment in their undertakings, the stronger their staying power in the face of hindrances, the more vigorous their resilience to adversity, and the higher their performance accomplishments. People are not only agents of action but self-examiners of their functioning. Effective cognitive functioning requires reliable ways of distinguishing between accurate and faulty thinking. In verifying thought by self-reflective means, people generate ideas, act on them, or predict occurrences from them. They then judge from the results the adequacy of their thoughts and change them accordingly (Bandura, 2001:269). People analyse what they do to reach a certain goal. If they are optimistic about their intention to perform a certain behaviour, they will continue pursuing the

action but if they are pessimistic about the outcome, the intention will be abandoned. People are judges of their own thoughts.

Instead of being just shaped by environments or inner forces, individuals are self-developing, self-regulating, self-reflecting and proactive:

...Social cognitive theory rejects a duality of human agency and a disembodied social structure. Social systems are the product of human activity, and social systems, in turn, help to organize, guide, and regulate human affairs. However, in the dynamic interplay within the societal rule structures, there is considerable personal variation in the interpretation of, adoption of, enforcement of, circumvention of, and opposition to societal prescriptions and sanctions...freedom is conceived not just passively as the absence of constraints, but also proactively as the exercise of self-influence... (Bandura, 2006, p. 165).

People striving to realize an envisioned future guide and motivate their efforts through a set of self-regulatory mechanisms. These are governed by the appraisal of personal capabilities for different pursuits, long-range aspiration merged with working proximal sub goals that lead to its fulfilment, positive and negative outcome expectations for different life courses, the value placed on those envisioned outcomes, and the perceived environmental constraints and opportunity structures (Bandura, 1999:15). People are not only knowers and performers guided by outcome expectations they are also self-reactors with a capacity for self-direction. This capability is grounded in a self-regulatory structure. Once people commit themselves to a valued goal, they seek self-satisfaction from fulfilling it and are prompted to intensify their efforts by discontent with substandard performances. The anticipated affective self-reactions serve as incentive motivators for personal accomplishments. Motivation based on personal standards involves a cognitive comparison process between the standards and perceived performance attainments. The motivational effects do not stem from the standards themselves but rather from several self-reactive influences. These include perceived self-efficacy to fulfil one's standards, affective self-evaluation of one's attainments, and adjustment of proximal sub goals depending on the progress one is making (Bandura, 1999:38). All people have goals that they want to pursue and work towards fulfilling their expectations. The driving force is the person's willingness to achieve that goal in order to satisfy the self. In the process of achieving the goal, there is constant evaluation to assess if the desired outcome will be attained.

Social Cognitive Theory postulates that learning most likely occurs if there is a direct identification between the observer and the model and if the observer also has a good deal of

self-efficacy. According to Bandura (1995:2), self-efficacy is about believing in one's potential to organise and carry out the plan of action needed to manage projected circumstances. It is the extent to which an individual believes that they can master a particular skill. Self-efficacy beliefs function as an important set of close determinants of human motivation, affect, and action which operate through motivational, cognitive, and affective intervening processes. Individual's self-efficacy plays a major role in how goals, tasks, and challenges are approached. Positive incentive motivation is developed when people see similar others gain desired results by their actions. Individuals with high self-efficacy are more likely to believe they can master challenging problems and they can recover quickly from disappointments and setbacks. Individuals with low self-efficacy are prone to be less confident and do not believe they that can perform well, which leads them to avoid challenging tasks. Therefore, self-efficacy plays a central role in behaviour performance. Observers, who have high level of self-efficacy, are more likely to embrace observational learning behaviours (Zhou and Brown, 2017:24).

Bandura (1999:46-47) alluded to the following as sources of self-efficacy:

- mastery experiences: this can be achieved by tackling problems in successive attainable steps. Successes build a robust belief in one's efficacy. Development of resilient self-efficacy requires experiences in overcoming obstacles through perseverant effort;
- vicarious experiences: if people see others like themselves succeed by sustained effort, they come to believe that they, too, have the capacity to succeed;
- social persuasion is the third way of strengthening people's beliefs in their efficacy. If people are persuaded that they have what it takes to succeed, they exert more effort and are more perseverant than if they harbour self-doubts and dwell on personal deficiencies when problems arise;
- physical and emotional states efficacy beliefs are to enhance physical status, reduce negative emotional states and correct misinterpretations of somatic sources of information.

People of high perceived efficacy show greater cognitive resourcefulness, strategic flexibility, and effectiveness in managing their environment. They also set realistic challenges for themselves and visualize success scenarios that provide positive guides for performance. Those who doubt their efficacy visualize failure scenarios that undermine performances by dwelling on things that can go wrong. Efficacy beliefs play a central role in the self-regulation

of motivation (Bandura, 1999:48). People with high perceived self-efficacy, by contrast, approach difficult tasks as challenges to be mastered rather than threats to be avoided. They develop interest in what they do, set challenges for themselves, and sustain strong commitments to them. They concentrate on how to perform successfully rather than on themselves and disruptive personal concerns when they encounter problems. They attribute their failures to lack of knowledge or skill, faulty strategies, or insufficient effort, all of which are remediable. They redouble their efforts in the face of obstacles and soon recover their self-assurance after setbacks. This outlook sustains motivation, reduces stress, and lowers vulnerability to depression (Bandura, 1999:52). It is therefore important to note both the impacts and criticisms associated with the SCT.

2.2.4.1 Impacts of the Social Cognitive Theory

Media-based applications of the Socio-cognitive theory have been implemented globally to promote personal and society wide changes that better the lives of millions of people. An example of an application and formal evaluations of the effect of using the theory is summarized briefly below. These applications have been extensively reviewed elsewhere in greater detail (Bandura, 2002b; Singhal, Cody, Rogers, & Sabido, 2004 cited in Mark, Donaldson & Campbell, 2011:55). The purpose of this study was to test the ability to reduce illiteracy through a self-study programme launched by the Mexican government.

People skilled at reading were encouraged to organize small self-study groups in which they would teach others how to read using manuals developed for this purpose. Although a good idea, only a few persons were enlisted. Daily episodes were created, which lasted for the whole year, to reach, enable, and motivate people to enlist in the program. To entice people to be part of the study groups, a popular performer was assigned in the role of the literate model. She engaged a diverse set of characters to represent the different segments of the population with problems of illiteracy. The use of social models that people are familiar with, enabled the programme to be fully supported and made people realise the potential they have (Mark et al., 2011:55). A prior interview survey revealed several personal barriers that discouraged people from enrolling in the literacy program. Many people did not believe that they had the capabilities to master such a compound skill while others believed that reading skills could only be obtained when one was young. Still, others felt intimidated having an educated person devote their time to helping them learn to read. In the dramatic series using various characters, the mentor corrected these self-dissuading misbeliefs as she persuaded them that they possessed the capabilities to succeed (Mark et al., 2011:56). Some people have low self-esteem and believe that certain tasks can be well performed by the educated or

elite. This misguided belief needs to be addressed as people's level of performing tasks may differ but the potential to perform or succeed if one is willing to learn, is innate.

To provide experienced motivators to pursue the self-study programme, the dramatic series portrayed the significant benefits of literacy both for personal development and for national efficacy and pride. In one of the epilogues, an admired movie star, informed viewers about the national self-study programme and encouraged them to take advantage of it. The next day, 25,000 people showed up at the distribution centre to enrol in the self-study programme. In the year before the televised series, enrolment in the literacy programme was remarkably low under 100,000 but rose instantly during the year of the series to nearly a million. As people develop a sense of efficacy and competencies that enable them to exercise better control over their lives, they serve as models, inspiration, and even tutors for others in the circles in which they travel. From a low enrolment to nearly a million, confirms that when people see similar others gain desired results by their actions, they develop positive incentive motivation. Therefore, efficacy beliefs also shape people's outcome expectations whether they expect their efforts to produce favourable outcomes or detrimental ones (Mark et al., 2011:56). Believing in oneself and having the right attitude to strive towards a certain goal is key in determining the kind of efforts one puts in one's plan, irrespective of whether the outcome will be beneficial or adverse.

In Prussia, Anderson and Manz (1998:535) an examination of the role of self-efficacy in mediating the relationship between self-leadership skills and performance showed that self-leadership strategy impacted self-efficacy, which directly influenced performance. Similarly, in a study with military cadets, McCormick (2001:31) built on the SCT to assume that leadership self-efficacy is a critical cognitive variable responsible for regulating leader effectiveness in organisations and concluded that leadership efficacy was associated with both leadership potential and performance. Paglis and Green (2002:232) measured leadership self-efficacy and found it to incorporate direction setting and gaining followers' commitment. Leaders with this measured self-efficacy were perceived to engage in more leadership attempts. In the same fashion, Stajkovic, Bandura, Locke, Lee and Sergent (2018:239) also found self-efficacy to be a more important predictor than the Big 5 traits (openness, conscientiousness, extroversion, agreeableness, and neuroticism) on performance. In the context of transformational leadership, Pillai and Williams (2004:156) discovered that employee self-efficacy is enhanced by life-changing learners in building commitment and high-performing work groups. Similarly, Gong, Huang and Farh (2009:775) found employees' self-efficacy mediated the relationship between supervisor-rated employee job performance and transformational leadership, as well as employee creativity and employee sales. Leaders that

are willing to provide leadership and guidance to teams that they lead, set the tone for building functional and high performing teams. Leaders must be willing to learn from the team members and be open by sharing information that will assist the organisation to perform. The process of openness and agreeableness will also encourage employees' willingness to cooperate with the leader and improve performance.

2.2.4.2 Criticism of the Social Cognitive Theory

Self-efficacy is an individual's conviction to mobilize the motivation, cognitive resources and courses of action, needed to successfully carry out a specific task within a given context, using the abilities he or she possesses (Stajkovic & Luthans, 1998b: 66). Depending on whether their self-beliefs of efficacy enhance or hinder their motivation and problem-solving efforts, employees with the same skills may, therefore, perform poorly, adequately, or extraordinarily (Wood & Bandura, 1989: 364). SCT partly recognizes self-efficacy as a self-regulatory mechanism to control individuals' motivation, performance, attitudes, and behaviours because "much of the knowledge and behaviours of organisational participants is generated from the organisational environment" which is not under the control of employees, meaning that the organisational environment is another influence process on employees (Stajkovic & Luthans, 1998b: 63). Therefore, not considering the internal organisational environment aspect of SCT provides only an incomplete understanding of human thought and action in organisational setting. Self-efficacy does not exert uniform influence over employee attitudes and actions. In fact, there are even studies indicating that self-efficacy has a negative effect on individual performance. An omission of the contextual factors would overestimate the effects of self-efficacy and give rise to the misleading assumption that self-efficacy is the key to effectiveness and satisfaction at work, whereas the reality may be more intricate (Ozyilmaz, Erdogan and Karaemogullari, 2017:5). It is true that self-efficacy can have a negative connotation in that there are people in organisations who are willing to pull down efforts that the management provides to employees. People's actions and thoughts cannot be controlled as humans are rational beings.

LaMorte (2019:5) stated that there are several limitations of SCT which should be considered when using this theory in public health and the limitations of the model include the following:

- the theory assumes that changes in the environment will automatically lead to changes in the person when this may not always be true.

- it is loosely organized, based solely on the dynamic interplay between person, behaviour, and environment. It is unclear the extent to which each of these factors influence actual behaviour and if one is more influential than another.
- it heavily focuses on processes of learning and in doing so, disregards biological and hormonal predispositions that may influence behaviours, regardless of past experience and expectations.
- it does not focus on emotion or motivation, other than through reference to past experience. There is minimal attention on these factors.
- it can be broad reaching, so it can be difficult to operationalize in entirety.

It must be noted that there are no theories without flaws, as well as that there are no theories that do not have an impact on any particular study or research that was conducted. A theory can have high impact on a particular situation and in another, a low one.

2.3 MEASUREMENT IN THE CONTEXT OF ORGANISATIONAL LEARNING AND DEVELOPMENT

This section provides an overview of some of the frameworks used for employee capacity and measuring employee training. The section on measuring employee training aims to establish the measures put in place to evaluate the level of investment and relevance of the learning and development programmes of employees. The researcher briefly defines evaluation, programme evaluation, discusses reasons for conducting learning program evaluation, and outlines some theoretical bases for evaluation models. The section highlights the similarities and differences between these models and illustrate the benefits and disadvantages of each approach.

2.3.1 Learning Evaluation

At the most fundamental level, evaluation involves making a value judgment about information that one has available (Cook, 2010). Many definitions of training evaluation have been used in the literature to describe multiple aspects of evaluation and what it measures (Alsalamah & Callinan, 2021). Evaluation is “any attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information” (Rae, 2002). Evaluation is the process of gathering information about the merit or worth of a program for the purpose of making decisions about its effectiveness or for program improvement (Owston, 2008). Evaluation of training is defined as “a process that may be used to determine the effectiveness and/or efficiency of instructional programmes”

(Alsalamah & Callinan, 2021). Thus, educational program evaluation uses information to make a decision about the value or worth of an educational program (Cook, 2010).

2.3.2 Learning measurement and evaluation

The need for impact evaluation is being increasingly recognized in institutional, public and private sectors, as well as by people interested in training. Many elements fuel contemporary attention to evaluation (Marshall and Rossett, 2014:7). Studies of learning measurement and evaluation have largely focused on two target audiences, namely: learning and development practitioners and the organization decision makers (Billorou, Pacheco & Vargas, 2011:7). Measurement can serve a range of purposes, from informing improvements to shaping existing and future courses, to determining the return on training investments (Marshall and Rossett, 2014:7).

In the past, educational program evaluation practices often assumed a simple linear (cause-effect) perspective when assessing program elements and outcomes. More recent evaluation scholarship describes educational programs as complex systems with nonlinear relationships between their elements and program-related changes (Frye & Hemmer, 2012). Institutions need to assess their learning programs developed to see if they have an effect to their learners especially in the context of their organization.

Statistics prove that companies across the globe invest heavily in employee training and development (Jay, 2022). As indicated in in the preceding sections, employee training seeks to “improve skills and productivity, and to retain staff” (van Rooij and Merkebu, 2015:279). When it comes to training, you want to be sure that you are getting the most out of your investment (Verma, 2022). Learning and development plays a key role in addressing the skills gap affecting industry sectors and, ultimately, national economies worldwide (van Rooij and Merkebu, 2015:275). Institutions expect to gain improved skills and productivity, and greater retention rates when planning for training and development (Verma, 2022). Institutions want to be sure that they are getting the most out of your investment. Evaluation is undertaken to:

- to determine if the training benefits employees.
- to see the effect on business performance and determine the training’s ROI.
- to uncover issues in the training process and improve it (Jay, 2022).

Measurement is a bigger L&D priority now than it has ever been (Dillon, 2020). In industry, it is customary to inspect the finished product (Mishra & Pandey, 2013:5). Upon completion, learning and development practitioners should determine whether a particular training intervention is accomplished and if it is worth the organization's investment (van Rooij and Merkebu, 2015:279). Measuring effectiveness is critically important for a successful training organization although it may be seen as a challenge for L&D. Measures of learning are needed to improve future programs and to eliminate ineffective programs (Kirkpatrick & Craig, 1970:35). Measuring effectiveness allows organisations to ensure that future training programs are appropriately targeted and that the budget is allocated for the envisaged training. Organisations consist of human beings and are dependent on them for their existence (Welikala & Sohal, 2008:627).

2.3.3 Measuring training effectiveness

It is worthwhile noting that evaluation may serve a number of key quality control functions in addition to establishing training's business value (Bailey, 2022). Measuring the return on investment (ROI) in learning and development, and performance improvement has earned a place among the critical issues in the Human Resource Development (HRD) field (Phillips, 2007). Training effectiveness measures the impact of training on the trainee's knowledge, skills, performance, and the company's ROI (Jay, 2022). Geertshuis, Holmes, Geertshuis, Clancy & Bristol (2002:11) outlined that organisations which invest money in training should be pertinent about measuring L&D. Institution need to be able to measure the effectiveness of your training in order to know if it's meeting your goals (Verma, 2022).

Institutions have a stake in aligning their learning and development efforts with business performance goals (van Rooij and Merkebu, 2015:279). The issues in training evaluation centre around *which* training outcomes are important and *how* and *when* they should be measured (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). It's important to know when and how to measure employee training (Verma, 2022). Kearns (2005) have also suggested a calculation process to determine the economic return on investment (ROI) for individual learning and training processes. Improper assessment may jeopardize the measuring process. It will unable managers to determine whether their employees are learning the material and meeting company's standards. It may be stressed that the training's goals and objectives should be determined before training occurs, so that measures could be clearly and accurately measured (Jay, 2022)

2.3.4 Employee training assessment

Measuring the benefits of training is an activity, which can also help people to identify the value of training, rather than just the actual costs (Tennant, Boonkrong & Roberts, 2002). It is emphasised that a strategic approach should be adopted, to ensure that training programmes are consistent with the overall objectives of the organisation (Beer et al., 1985). This view is supported by Kenny and Reid (1986), who argue that evaluation: “Can be used to demonstrate a clear and reliable linkage between training effectiveness and the fulfilment of strategic organisational objectives”.

Evaluation methods focuses on learner or trainer perceptions (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). A variety of mixed methods approaches principles, procedures, and metrics are available for measuring training. A selection of the above will depend on institutional specific training goals and the type of training delivered. The approaches to evaluation inform the design process (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). A mixed methods approach is used to evaluate the capacity building (Beesley & Shebby, 2010). The principles and procedures applied to all kinds of training activities may include performance review, participation in outside programs, programmed instruction, and the reading of selected books (Kirkpatrick & Craig, 1970:35). Training programmes may have short-term, intermediate, and long-term outcomes to build capacity (Beesley & Shebby, 2010).

There are a number of evaluation metrics you can use to measure employee training effectiveness (Verma, 2022). The metrics include two categories: learner outcomes and process measures. The two metrics may be used together to get a well-rounded view of training’s effectiveness. Learner outcomes are what institutions hope to achieve with their training, such as increased productivity or better customer service. This will be effective on support staff. There are a number of different evaluation metrics that can used to measure learner outcomes, such as: test scores, course completion rates, job satisfaction, and task performance. You can also measure employee satisfaction with training. Employee satisfaction tells you whether your employees feel they are getting the most out of training and whether they believe it is helping them meet their goals (Verma, 2022). Furthermore, managers can measure how much training has improved employee performance. This can be done by comparing pre- and post-training data. By looking at improvement rates, managers can see which types of training are most effective.

Process measures are the most suitable management tool for judging and rewarding quality (Lilford, Brown, and Nicholl, 2007:648). This measures how well employees perform their new tasks after completing training (Verma, 2022). It tracks things like how much employees learned and how engaged they were in the training. Process measures can include things like hours of training completed, trainer satisfaction, and participant engagement.

2.4 TRAINING EVALUATION MODELS

The section above indicated that there are many valuable approaches to training evaluation. Learning and training professionals have always recognised the need to evaluate the effectiveness of learning and training interventions (Anderson, 2007). Prior to the 1970s, educational program evaluators tended to concentrate on determining the extent to which a program met its stated objectives, a model first advocated by Tyler (1942). Kearns (2005) have also suggested a calculation process to determine the economic return on investment (ROI) for individual learning and training processes. Reductionism, system theory, and (most recently) complexity theory have inspired the development of models commonly applied in evaluation studies today (Frye & Hemmer, 2012). The models that emerged were developed in response to the need to provide accountability for institutional program expenditures in respective units (Owston, 2008).

Some have specified the areas of measurement in depth, whilst others have indicated only broad areas of measurement (Tennant, Boonkrong & Roberts, 2002). Training evaluation models are systematic frameworks for investigating and analyzing the effectiveness of training or learning journeys (Deller, 2020). Each training evaluation model takes a slightly different approach and may or may not answer some or all of these questions. A number of models can be considered for measuring the effectiveness of training programmes (Tennant, Boonkrong & Roberts, 2002). Newer evaluation models support learning about the dynamic processes within the programs, allowing an additional focus on program improvement (Frye & Hemmer, 2012). For this study, five proven evaluation models are identified. The respective models are most trusted by institutions.

- Context Input Process Products (CIPP)
- Anderson's Model of Learning Evaluation
- Learning Transfer Evaluation Model (LTEM)
- The CIRO Model
- Kaufman's Model of Learning Evaluation
- The Phillips ROI Model
- Kirkpatrick's Four-level Training Evaluation Model

2.4.1 Context Input Process Products (CIPP)

The CIPP model, originally developed in the 1960s. Stufflebeam proposed his context, input, process, and product (CIPP) model, which describes four kinds of evaluative activities (Frye and Hemmer, 2012). The CIPP evaluation model was created for the decision-making towards education improvement, so this model is appropriate in this regard (Lee, Shin and Lee, 2019). Evaluation models targeting decision makers seek to determine the contribution of learning to an organization's bottom line using finance-based indicators such as return on investment (ROI) (van Rooij & Merkebu, 2015:280).

The CIPP evaluation model was developed with the purpose of providing systematic information for decision-making as a proactive evaluation from the very beginning (Lee, Shin and Lee, 2019). In essence, the CIPP model asks of a program: What needs to be done? How should it be done? Is it being done? Did it succeed? (Frye and Hemmer, 2012). The model focuses on helping decision-makers to make decisions around planning, structuring, implementation, and recycling (Simister & Haddock, 2021). It emphasises the need to carry out more work at the planning stage and goes further in addressing a key problem with evaluations getting the results used (Stufflebeam et. al. 2007). The four elements of CIPP are discussed below.

Context

Context evaluation assesses the problems, needs, and opportunities present in the educational program's setting (Frye and Hemmer, 2012). It involves identifying the relevant elements in the educational environment as well as identifying problems, needs, and opportunities in a context or educational situation (Lee, Shin and Lee, 2019). The process makes it possible for managers to judge the appropriateness of predetermined goals (Lee, Shin and Lee, 2019). In context evaluation, factors such as needs, facilities, and problems are examined in a specific and defined environment. At this stage, the education system is evaluated in terms of goals and the target population (Saif, 2017).

Input

The main purpose of input evaluation is to help develop a program that can bring about educational changes to achieve the goals set in the context evaluation stage so that the consequences and outputs of the educational system have high utility and value (Saif, 2017). Input evaluation assesses competing strategies and the work plans and budgets (Frye and

Hemmer, 2012). In the input dimension, the use of the resources and strategies to achieve the goals of an educational program or system is evaluated (Lee, Shin and Lee, 2019). Input includes all individuals and human resources, including employees, financial resources, and other resources that are connected to an educational program (Lee, Shin and Lee, 2019). At this stage of evaluation, the required information is collected on how the resources are used to achieve the goals of the educational program (Saif, 2017).

Process

Process refers to all activities that take place during the implementation of the program (Lee, Shin and Lee, 2019). Process focuses on the way the program is implemented and determines the effect of the educational program on learners (Lee, Shin and Lee, 2019). Process evaluation involves evaluation of teaching–learning activities as well as instructors' behaviours, knowledge, and experiences and examines the management and supervision procedures (Lee, Shin and Lee, 2019). Process evaluation monitors, documents, and assesses program activities (Frye & Hemmer, 2012). It also provides an opportunity to simultaneously apply the results of the two previous stages of evaluation to improve the implementation of the educational program (Saif, 2017).

Product

Product evaluation examines the impact of the program on the target audience, the quality and significance of outcomes, and the extent to which the program is sustainable and transferable (Frye and Hemmer, 2012). The CIPD Partnership Model of Learning highlights the importance of delivering and validating cost-effective and collaborative learning processes that are aligned with the organisation's strategic priorities (Anderson, 2007). The model emphasises the importance of ensuring that:

- learning processes deliver value to the organisation.
- learning resources are deployed in a cost-effective way (Anderson, 2007).

It encourages the careful selection of intervention technique to suit the performance problem (Sutton, 2006). Stufflebeam also reconciled his model with Scriven's formative and summative evaluation by stating that formative evaluation focuses on decision making and summative evaluation on accountability (Owston, 2008).

2.4.2 Anderson's Value of Learning Model

Anderson's model of Evaluation is very high level – or 'big picture', and targets the organization as a whole (Downes, 2019). Anderson's Value of Learning model helps to align an organization's training programs with its strategic priorities. It does this by focusing on the evaluation of learning strategy, rather than the outcome of individual programs (Anderson, 2007). This model allows decision-makers to ask whether their current approach to assessing and reporting on the value of learning is an appropriate reflection of the characteristics of their organisation (Anderson, 2007). The Value of Learning model's focus on both learning strategy and alignment with an organization's strategic priorities is extremely helpful (Downes, 2019). Anderson's model is a three-stage cycle that helps an organization determine the best training strategy for their needs. The three stages are:

- *Stage 1:* Determine the current alignment of training against strategic priorities for the organization.
- *Stage 2:* Use a range of methods to assess and evaluate the contribution of learning.
- *Stage 3:* Establish the most relevant approaches for your organization.

Stage 1 requires managers to know their organization's strategic priorities and to develop a learning strategy that supports those priorities.

Stage 2 evaluates the contribution of learning in an organization (Downes, 2019). Use a range of methods to assess and evaluate the contribution of learning (Downes, 2019). On this stage, Anderson introduced the following methods to measure: Learning function measures; Return on investment measures; Return on expectation measures, and Benchmark and capacity measures (Anderson, 2007). Learning function measures looks at the effectiveness and efficiency of the learning function in an organization. Return on investment measures how much did particular learning programs and interventions cost, and how does that compare to revenue generated and/or costs saved (Downes, 2019).

Stage 3 requires managers to establish the most relevant approaches for their organization (Anderson, 2007). The model recognizes that organizations differ and, as a result, that the measures outlined in the second stage will be more or less important depending on the specific needs of an organization (Downes, 2019).

Limitations

The Value of Learning model is regarded as a high level and flexible measure. However, it is indicated that it is less useful in offering practical direction to specific evaluations. The model encourages organizations to evaluate the effectiveness and efficiency of learning in the organizations as a whole, but it provides little direction as to how to measure either effectiveness or efficiency (Downes, 2019). It is indicated that the model must be combined with other models, such as Kirkpatrick's model, to achieve the detail of individual learning initiatives in order to paint an overall picture of the effectiveness of learning in the organization (Downes, 2019).

2.4.3 Learning Transfer Evaluation Model (LTEM)

The Learning Transfer Evaluation Model (LTEM) was developed by Will Thalheimer in 2018. Thalheimer (2018) devised the Learning Transfer Evaluation Model (LTEM) as an alternative to Kirkpatrick's model to help organisations and learning professionals determine the effectiveness of their evaluation methods. It is an alternative option to Kirkpatrick's model to help organisations and learning professionals determine the effectiveness of their evaluation methods (Davies, 2021). The new model is more sophisticated, in keeping with the new professionalism needed in the rapidly advancing learning field (Thalheimer, 2018).

It is designed specifically to help organizations and learning professionals determine whether their evaluation methods are effective in providing valid feedback (Thalheimer, 2018). It is reported that previous evaluation models have not done so effectively (Okunji and Ezebuihe, 2021). The model is designed to be critical for all learning interventions, including classroom learning, e-learning, mobile learning, on-the-job learning, self-study learning, etc (Okunji and Ezebuihe, 2021). LTEM is composed of eight levels—starting from completely inadequate methods of learning evaluation all the way through to the effects of learning transfer (Thalheimer, 2018). The model is designed to be relevant for all learning interventions. This model has the following eight levels.

- Level 1—Attendance
- Level 2—Activity
- Level 3—Learner Perceptions
- Level 4—Knowledge
- Level 5—Decision Making Competence

- Level 6—Task Competence
- Level 7—Transfer
- Level 8—Effects of Transfer

Level 1 and Level 2 measure employee/ learner participation and perceptions in the training programmes. In level 4, learners' knowledge is tested based on their recalling and retention capabilities (Thalheimer, 2018). On decision making competence learner are tested to provide real-life simulations (Thalheimer, 2018). Several workshops are offered to enhance people development and key behavioural competencies. Level 5 seeks to measure supervisors and team leaders have decisive skills for reaching consensus in their workstation. In level 6, the learners' decision-making skills are combined with their ability to convert plans into action and deliver the results. Level 6 enables managers to understand if further training can improve performance in the workplace. Level 7 measures the learners' ability to transfer the knowledge to his or her workspace. This may be to offer typing skills to an administrator, such training can assist staff to release minutes of the meeting within two days after a meeting. The last level deals with how the learners' new learning is transferred to others around them (colleagues, clients, family, etc.) and if the learner has leadership skills (both positive and negative effects are measured) (Thalheimer, 2018).

The first six of which focus on learning and the top two demonstrating where learning becomes application and integration at work (Davies, 2021). It is unfortunate that the Value of Learning Model is a three-stage cycle that's intended to be applied at the organization level, rather than for specific learning interventions.

2.4.4 The CIRO Model

In 1970, Peter Warr, Michael Bird, and Neil Rackham and published their book, Evaluation of management training (Deller, 2021). Their framework for evaluating training became is known as the 'CIRO model' and offers businesses a way of evaluating training needs and results. CIRO is an acronym that stands for the four levels which make up this approach to learning evaluation. They are:

- Stage 1: Context
- Stage 2: Input
- Stage 3: Reaction
- Stage 4: Output

The CIRO Model is a training evaluation model that is used to evaluate the effectiveness of management training course (Deller, 2021). Unlike other models such as Kirkpatrick's Model that can be applied to a broad range of training and evaluation programs, the CIRO model is specifically aimed at evaluating management training. Managers are still considered as employees in an institution. This is a generalised approach to measuring the effectiveness of management training programmes pioneered in Europe in the late 1960s by Warr, Bird and Rackham (Warr, Bird et al. 1970). The CIRO model is hierarchical, meaning that practitioners must start by studying 'Context', before moving through 'Input', 'Reaction' and 'Output' (Deller, 2021). The CIRO model focuses on measurements both before and after the training has been carried out (Tennant, Boonkrong & Roberts, 2002). The first three levels of the CIRO model are 'Evaluations' and the fourth level is the 'Outcome', or results. According to the CIRO model, prior to assessing reactions and outcomes, there must be an analysis of the context and possible inputs (Deller, 2021).

The model does recommend the adoption of measures during the training, which can give the training provider important information regarding the current situation of the training course, leading to improvements (Tennant, Boonkrong & Roberts, 2002).

Stage 1 Context Evaluation

Stage 1 is used to assess the operational situation that a business or organization finds itself in (Deller, 2021). This is essentially a diagnostic phase and involves collecting information about the current operating environment in order to determine if training is needed and if so what its objectives should be (Sutton, 2006). The stage also provide useful information that can be used to determine the training needs and objectives. During this first stage, a training-needs analysis is conducted, based upon the conditions in the organization. The context evaluation helps to flag up any factors that may have an impact on the effect of the training (Deller, 2021).

Stage 2 Input Evaluation

Input Evaluation speaks about gathering information about possible training techniques and methods to identify the best choice of training intervention (Deller, 2021). This stage also addresses design, planning, management and delivery of the training course. It analyses the organization's resources and determines how these resources can best be used to achieve the desired objectives. This is essentially concerned with the process of weighing information

and evidence to determine the most appropriate intervention strategy to achieve the stated goals (Sutton, 2006).

Stage 3: Reaction Evaluation

The third stage of the CIRO Model involves gathering the views of the participants and collecting suggestions about the training they received (Deller, 2021). The purpose is to gather essentially subjective data directly from training participants in order to attempt to improve the training process (Sutton, 2006). The trainees are asked to give their reactions to the following aspects: program content, approach, and value-added. Such information gathered may be used to enhance employee participation in learning programmes and improve the training programme.

Stage 4: Outcome

The fourth stage of the CIRO Model looks at what learning took place and whether this learning made an impact on the employee's work (Deller, 2021). Outcome evaluation is itself seen as a four-stage process, namely:

- Defining trend objectives
- Selecting or constructing measures for those objectives
- Making the measures at the appropriate time
- Assessing the results and using them to improve later programmes (Sutton, 2006).

Lastly, the managers would present results from the training and determine whether the ultimate level, intermediate and immediate goals were met (Sutton, 2006).

2.4.5 Kaufman's Model of Learning Evaluation

Kaufman's model builds from Kirkpatrick's model. Kaufman introduced Five Levels of Evaluation as a reaction to and development of the Kirkpatrick Model's four levels (Downe, 2019) and aims to improve upon it in various ways (Kauffman & Keller, 1994). The Kaufman's Five Levels of Evaluation is presented in Table 2.1.

Table 2.1 Kaufman’s Five Levels of Evaluation

LEVEL	DESCRIPTION
Level 1a: Input	This covers the training materials such as digital resources that are used to support the training or coaching.
Level 1b: Process	The second part of the first level measures process acceptability and efficiency. In other words, the actual delivery of the learning experience.
Level 2: Acquisition	Kaufman’s second level studies the payoffs for both individuals and small groups. The ‘micro-level client’ would usually be the learner, so managers would be studying whether they acquired the learning and whether they used it on the job.
Level 3: Application	The third level evaluates how well participants utilize what they learned in their on-the-job performance.
Level 4: Organisational payoffs	Kaufman’s fourth level measures payoffs for the organization as a whole. The ‘macro-level client’ would typically be the business or organization undertaking the evaluation. This level includes performance improvement evaluations and a cost-benefit and/or cost-consequence analysis.
Level 5: Societal Outcomes	Kaufman’s fifth level focused on what he termed ‘mega-level clients. This could refer to a business’ clientele and/or to society as a whole.

Source: Researcher compilation, adapted from (Kauffman & Keller, 1994).

Kirkpatrick divides evaluation by type of impact, mainly to the learner, while Kaufman’s model evaluates the impact on different groups. This model covers the need to evaluate input in terms of human and financial resources, as well as the ‘reaction’ of learners to training (Kaufman & Keller 1994). It also proposes that both the acquisition and application of learning can be measured at either learner, or small group level. Finally, it suggests going beyond organisational level change, and evaluating the wider societal impact of training (Simister & Haddock, 2021).

Kaufman divided the first level into two, grouped Kirkpatrick’s levels 2 and 3 as ‘micro’ levels, and added a fifth level to evaluate results for both customers and society. Kaufman offered

some useful ideas, such as splitting the first level into two and evaluating the content provide and the resources for managers invest separately believed that this approach would “contribute to continuous improvement by comparing intentions with results” (Kauffman, Keller, 1994). By separating resources from delivery, Kaufman’s model makes it far easier to see which factor was responsible for the success or failure of a course (Deller, 2021).

2.4.6 The Phillips ROI Model

In every aspect of human resource development (HRD), the concept of return on investment (ROI) is being explored, tested, discussed, or debated (Phillips, 1998). The Phillips ROI model can be thought of as an extended version of Kirkpatrick’s taxonomy (Sutton, 2006). The Phillips approach not only extends Kirkpatrick but also adds a level of process that was missing from the Kirkpatrick model. They both have the same levels, except for an extra one in the end – Return on investment (ROI). While Kirkpatrick’s model evaluates only a return on expectations (ROE), the ROI model can actually tell you if it was the right decision to invest in a training program (Sutton, 2006). The Phillips model measures training outcomes at five levels. The summary of the five levels is summarised in table 2.2.

Table 2.2 The Phillips ROI Model

Level	Brief Description
Level 1 - Reaction, Satisfaction, & Planned Action	Measures participant reaction to and satisfaction with the training program and participant’s plans for action
Level 2 - Learning	Measures skills and knowledge gains
Level 3 - Application and Implementation	Measures changes in on-the-job application, behaviour change, and implementation.
Level 4 - Business Impact	Measures business impact
Level 5 - Return on Investment (ROI)	Compares the monetary value of the business outcomes with the costs of the training program

Source: Bailey, 2022

The Phillips ROI model is more prescriptive but arguably easier to implement than many of its predecessors (Sutton, 2006). Phillips the ROI calculation is based upon a strict interpretation of financial benefits from the programme. He recommends using annualised values for training programmes of duration between one day and one month so that the first-year impact of the

training programme is developed. The financial outcome can be expressed as a ratio of Benefits to Cost (BCR), but more commonly the Return on Investment is calculated as a percentage using the following formula (Sutton, 2006). It strongly supports the compliance and check purposes of evaluation but is weak in challenging the assumptions of causality in the business model (Sutton, 2006).

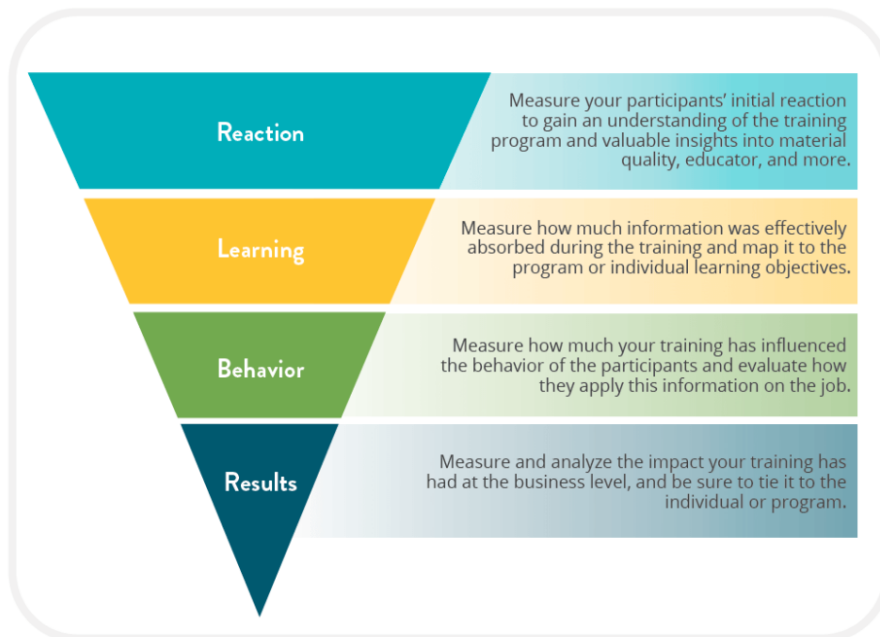
Level 5 - Return on Investment (ROI) is the ultimate level of evaluation. Investment in training programs often results in higher returns to the organization than many other investments such as capital equipment or technology. The Phillips ROI Model compare the training cost to the value it provided. It compares the monetary benefits from the program with the program costs. The ROI can be expressed in several ways, it is usually presented as a percentage or cost/benefit ratio (Phillips 2005). The Phillips' model evolves from, and can be distinguished from, the earlier Kirkpatrick model by the adoption of return on investment to yield additional, critical insight. ROI allows decision makers to compare the ultimate value of a training investment with other potential investment opportunities (Bailey, 2022). Phillips indicates that the training value should exceeds the training cost. In case the results are negative, managers improve your training.

2.4.7 Kirkpatrick's Four-Level Training Evaluation Model

During the 1950s, the University of Wisconsin Professor Donald Kirkpatrick developed the Kirkpatrick Evaluation Model for evaluating training. The Kirkpatrick model is by far the most popular and widely used training evaluation model in use today (Deller, 2020). The model is composed of four levels: reaction, learning, behaviour, and results. Kirkpatrick continued to refine his model, leading to the publication of *Evaluating Training Programs: The Four Levels*, in 1993. This book represented the first time that a training evaluation model had been made available in an easy-to-use reference guide, and use of Kirkpatrick's model grew rapidly (Deller, 2020). This is one of the most successful models that help you measure the effectiveness of customized corporate training programs. Kirkpatrick introduced the four levels of measurement and the key indicators to look for at each level. The Kirkpatrick's evaluation model essentially measures the four levels presented in Figure 2.5.

Figure 2.5 The Kirkpatrick's evaluation model

THE KIRKPATRICK MODEL



Source: Deller, 2020

Level 1 - Reaction

This level helps you determine how the participants responded to the training (Deller, 2020). This level measures how learners have reacted to the training, the relevance and usefulness of the training (Jay, 2022).

Level 2 – Learning

At this stage of evaluation, managers will be able to determine if the training is meeting its set objectives (Alsalamah & Callinan, 2021). It also identifies the skills that institutional training can develop within learners (Jay, 2022) for improving content and method of deliver (Alsalamah & Callinan, 2021).

Level 3 - Behaviour

The behaviour stage's goal is to see whether or not the employee's behaviour has changed due to the training received (Jay, 2022). This level evaluates the effects of training on the work performance of the participants in their work environment (Alsalamah & Callinan, 2021).

Level 4 - Results

The final stage's goal is to evaluate how effective the training program has been in driving results in your business (Jay, 2022). Companies faced with small training budgets and even smaller evaluation budgets, may be forced to use much less time-consuming methods (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). This model enables managers to measure the tangible results of the training such as reduced cost, improved quality, increased productivity, employee retention, and higher morale (Alsalamah & Callinan, 2021). In this stage, it's common to measure results like productivity, efficiency, and customer satisfaction (Jay, 2022).

Kirkpatrick's work has received a great deal of attention within the field of training evaluation (Deller, 2020). Kirkpatrick's model stimulated a number of supportive and conflicting models of varying levels of sophistication. Kirkpatrick's innovative model provided a way for any organization to evaluate any course or training program with ease (Deller, 2020). His model focuses on internal criteria and external criteria. The reaction and learning criteria focus on what occurs within the training programme. Behavioural and results criteria are seen as external criteria as they focus on changes that occur outside (and typically after) the programme. In the practice of training evaluation, considerations of theoretical validity are often outweighed by the constraints of time and finance (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). There is a long history of attempts to accurately assess the impact of learning (Kurt, 2016).

2.5 BEST TIME TO EVALUATE TRAINING

Training programs can be evaluated either while they are being developed or after they've been delivered. The best approach for any company would be to evaluate their training programs both before and after those were delivered (Bloom, 2022). Two types of evaluation are identified, namely: formative and summative popularized inspired by Scriven (1972) as a way of distinguishing two kinds of roles evaluators play. Scriven (1972) indicated that managers can assess the merits of a program while it is still under development, or they can assess the outcomes of an already completed program.

Formative evaluation aims to discover issues and loopholes in your course and fix them before it's too late, meaning while the course hasn't been delivered to learners (Bloom, 2022). Formative evaluation is seen as being a diagnostic process to provide the information necessary to drive improvement (Sutton, 2006). Formative evaluation considers the following

approaches, namely: *performance analysis*, *cause analysis* and *the selection / design of improvement interventions* (Sutton, 2006) for evaluations.

Summative evaluation takes place after learners have completed the course (Bloom, 2022). Summative evaluation is seen as determining the effectiveness of an intervention after its implementation (Sutton, 2006). It is built on *immediate reaction* and *immediate competence*. This type of evaluation allows managers to make improvements in the program for future learners. Evaluating managers can use surveys, interviews, tests, and available methods for assessment (Sutton, 2006). Both types of evaluation are important for improving training programs. However, the processes are sometimes constraint by lack of available resources. Managers may use both simultaneously and on individual basis to enhance workplace training program system (Bloom, 2022).

2.6 CHALLENGES

Learning programs can have a dramatic impact on business performance (Rochelle, 2015). From the above sections, it can be said that evaluation allows training to be appraised in financial terms and can provide data to justify increased training (Tennant, Boonkrong & Roberts, 2002). Whilst the organization decision makers are charged with evaluating the extent to which all learning and development initiatives map to strategic goals and thus, determine the funding of such initiatives (van Rooij and Merkebu, 2015:279). Evaluation can identify best practices and opportunities for improvement and thus optimize scarce resources (Marshall and Rossett, 2014:7). However, the process have its pros and cons. The study conducted by Marshall and Rossett (2014:7) examined barriers faced by learning and performance professionals when they attempt to conduct evaluation in their organizations. Griffin (2012) offers a credible list as echoed Derven (2012) concerning evaluation methodology. This includes:

- an evaluation study without a sponsor or a clear picture of how data will be used
- concern about obtaining negative results
- business interruption or costs
- short-term focus
- lack of skill or knowledge about how to conduct evaluation studies
- expectations and buy-in of stakeholders that are not established in advance Derven (2012)

At the top of the list of barriers to training measurement was lack of resources. Many traditional L&D tactics remain data-poor (Dillon, 2020). The economic climate presses most organizations to make hard choices about resources (Marshall and Rossett, 2014:7). The study conducted by Marshall & Rossett (2014:7) found that the lack of access to data in the workplace and reporting data in meaningful and actionable ways are two of the most prominent barriers identified by practitioners (Marshall & Rossett, 2014:7). Derven (2012) also cites the 2010 Bersin study, titled “High Impact Learning Measurement”, which found that fewer than 7% of organizations regularly evaluate the effects of their training programs. Others hesitate because it is difficult to isolate training as the factor that affects behaviours and results. In addition, leaders fail to consistently attend to training evaluation (Derven, 2012).

Griffin (2012) points to dissatisfaction with current models and judges them overly complex. Evaluators experience their barriers as residing in their work environments, not in themselves (Marshall & Rossett, 2014:7). Anderson’s Value of Learning Model emphasizes the importance of aligning training and learning with an organization’s strategic priorities above all else. High-performing organizations have more alignment between L&D and the business (Rochelle, 2015).

2.7 RETURN OF INVESTMENT

Workplace learning and performance professionals across the globe express appreciation for evaluation (Marshall & Rossett, 2014). Only a third of learning programs are examined to determine if participants can do what the program purports to teach (Marshall & Rossett, 2014). Although evaluation of training plays a vital role in measuring training outcomes, it is a source of frustration for institutions, who may struggle to make sense of the approaches, various requirements and necessary evidence to conduct it (Allen, 2006).

The solution to this dilemma is to build a strategic approach to learning evaluation (Derven, 2012:55). A learning evaluation strategy (LES) is a guide for designing and implementing a learning evaluation that consists of a plan of action that integrates learning with business goals and values. LES is based on five principles:

- Focus on high-priority learning areas.
- Address evaluation requirements of multiple stakeholders.
- Foster shared responsibility for performance improvement.
- Collect data and use resources efficiently.
- Conduct action planning (Derven, 2012:55).

The evaluation measures should be implemented concurrently with the training programme, in order to achieve continuous improvement of training courses, and help organisations identify the true value of training rather than merely the cost (Tennant, Boonkrong & Roberts, 2002). Workplace learning and performance professionals across the globe express appreciation for evaluation (Marshall & Rossett, 2014).

Due to the expense, time, and business interruption that learning evaluation involves, differential investment is essential for other training initiatives (Derven, 2012:55). The approaches to evaluation should inform the design process (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). The approaches to evaluation should inform the design process (Geertshuis, Holmes, Geertshuis, Clancy & Bristol, 2002:11). One way to demonstrate ROI is to ensure key performance indicators (KPIs) are aligned with training goals. The training goals should mention how they intend to impact the KPIs. KPIs are for the achievement of expected outcomes (Naz, Sehr, Afzal, Amir-Gilani, Ayaz, et al., 2019).

2.8 EMPLOYEE PARTICIPATION EVALUATION MODEL

The concept of employee participation is common to many different discipline areas in the social sciences (Wilkinson, et al., 2010). The topic of employee participation has received renewed attention in recent times, in part because of an engaging series of debates that has spanned a period of several years (Glew, et al., 1995). There is a growing body of evidence that workforce participation impacts on organisation performance and survival (Ridley-Duff & Ponton, 2014). Scholarly attention to participation dates back to the earliest works in the field (Glew, et al., 1995). Employee participation varies considerably depending on the discipline. It can relate to trade union representation or legislative process designed to provide channels for employee representatives to engage in some form of joint decision making with employers (Wilkinson, 2010).

Employee participation is a process in which employees take control of their work and its conditions by incorporating their involvement in decisions regarding their work (Strauss, 2006). Examples of participatory methods involves: partnership and ownership building, power and resource sharing, and community organizing (The Victorian Health Promotion Foundation, 2022). Employee participation schemes promote equal opportunities and incentives that enhance employee's commitment and retention (Allen, 2015). Employee participation includes direct and indirect forms of participation. This includes employee's task delegation and

consultation, employee representations, and shared ownership schemes (Wilkinson, et al., 2010).

Direct participation: Delegative participation, Consultative participation

Indirect participation: Worker director, Worker union, Employee Retention (Wilkinson, et al., 2010).

Managerial consultation, delegation, and encouragement are frequently viewed as variables that have effects on employee's performance and employee retention (Khalid & Nawab, 2018).

2.8.1 MODELS FOR EMPLOYEE PARTICIPATION

Leana and Florkowski (1992) described four theoretical models that are used to justify employee involvement programs. These models include:

- a human relations model, which assumes that both worker and management interests might be served by employee involvement programs;
- a human resources model, which promotes employee involvement as a tool for employee development;
- a workplace democracy model, which champions employee involvement as a way of redistributing power within organizations; and
- instrumental management, which views employee involvement as a vehicle for reaching management goals (Leana & Florkowski, 1992).

Glew, et al. (1995) suggested that differing types of programs might be associated with these different philosophies.

2.8.1.1 A human relations model

Human relations theory: a school of organizational thought which focuses on worker satisfaction, informal workplace organizations, and a means of influencing employee productivity (Cooley, 2016). Human relation school of thought appears to be a developmental deviation from the scientific and classical viewpoint that man was an economic animal who responds only to financial incentives (Omodan, Tsetetsi & Dube, 2020). The assumptions of the theory are as follows:

- Belongingness, inclusiveness, recognition
- Communication as power of manipulative influence
- Motivation by social, psychological and economic incentives
- Groups and social group within workplace (Omodan, Tsotetsi & Dube, 2020).

Omodan, Tsotetsi & Dube (2020) reported that employees should be encouraged and developed in organisation. Communication channels between various levels in the organisation are recommended for employee developing employees. The human relations theory has three main components. Firstly, the theory places an emphasis on the importance of the individual. Second, human relations theory takes into account the informal organizations in the workplace. Human Relations Theory focuses specifically on the individuals needs and resultant behaviours of individuals and groups. The primary contributors to Human Relations Theory are: Elton Mayo and Mary Parker Follet. Mayo is best known for his contribution to human relationships management through the Hawthorne experiments. Whereas Follet advocated for the integration of decision making through communication channels.

2.9 CHAPTER SUMMARY

The study has based its theoretical framework on the Theory of Planned Behaviour and Social Cognitive Theory. The two theories deal with the intention to want to act and supports the notion of self-efficacy as a base on which a behaviour needs to be fulfilled. The willingness of an individual to want to participate in the capacity building programme, will determine the need for personal development. People are rational beings and therefore need to be afforded an opportunity to decide or not to in wanting to acquire a skill and develop their knowledge. The two theories do not dictate what has to be done but emphasise that a person's willingness to under capacity building programmes will be determined by the intention to act. The Self-directed learning supports TPB and SCT which emphasize that individual commitment and the need to want to learn, are key in ensuring that individual growth is achieved, and this leads to organisational performance.

Affording employees opportunities for growth will be determined by their willingness to attend the capacity building programmes. When resources are readily available and the people's intention to act on the planned behaviour, like the research conducted on the self-study programme, people believed in themselves, had the right attitude to want to participate thus fulfilling their personal desire to want to achieve. All people have beliefs that they can and therefore need to be assisted to want to do. Even people with self-low morale, if provided with

the right motivation to want to learn, can achieve their personal goals. For example, a learner in Grade 4 who cannot read, a lower Grade reader can be given to that learner and once the learner's confidence is boosted, the teacher can increase the level of the reader. The whole scenario talks to provision of relevant resources to address a deficiency. With employees the deficiency can be addressed by providing relevant capacity programmes that can address issues of skills to improve personal and organisation performance.

The Theory of Planned Behaviour and Social Cognitive Theory as they provide the basic principles to promote key changes that significantly improve the quality of peoples' lives. It is important to continually evaluate these theories in order to verify their effectiveness and improve future applications. In chapter 3, the researcher will discuss conceptual framework on capacity building.

CHAPTER 3: CONCEPTUAL FRAMEWORK ON CAPACITY BUILDING

3.1 INTRODUCTION

Every organisation that wants to thrive will invest in the development of its employees. An organisation invests in the capacity building of its employees because it believes a skilled workforce will make it become competitive in the ever-changing global economy. To remain competitive, an organisation must ensure that its employees learn and develop. Salas, Tannenbaum, Kraiger and Smith-Jentsch (2012:74), state that capacity building allows an organisation to adapt, produce, compete, innovate, excel, improve service, be safe and reach goals. It is therefore imperative that an organisation should find more adaptive means of addressing the challenging, competitive, ever-changing global economy by investing in capacity building activities and encouraging employees to participate in capacity building that will make the organisation more effective and productive. Organisational and employee performance are key in mapping out what kind of capacity building is needed to ensure that both the organisation and employee achieve the desired goals. Different organisations engage employees in capacity building processes for different outcomes.

For the purpose of the research, the study will define key concepts such as capacity, capacity building, capacity development, employee and participation so as to reflect a broader understanding of the topic. Focus will also be on the levels of capacity building with more emphasis on individuals as employees in an organisation as well as the organisation itself by addressing several aspects: the background and history of employee capacity building, rationale for capacity building, the benefits of capacity building, legislative frameworks in South Africa governing and supporting capacity building, processes of capacity building and capacity building activities in relation to case studies of both the private and public sectors citing international and local perspectives. Literature review relating to employee participation will be discussed in this chapter. The Theory of Planned Behaviour and Social Cognitive Theory are key in this chapter as they address the concept of self-efficacy, the willingness of a person to participate in the capacity building programmes. The Organized Labour plays a pivotal role in encouraging employees to upgrade, upskill or reskill in order to improve the individual and organisational performance. The process of engaging the Organized Labour is critical as they can withdraw labour and frustrate all the capacity building programmes from happening. Capacity building barriers will also be addressed in this chapter. The chapter will define capacity, capacity building and capacity development to give clear understanding of these concepts. A definition of terms is presented and discussed in the next section.

3.2 DEFINITION OF TERMS

The definitions of capacity, capacity development and capacity building are multidimensional and also abstract. They are vast and cannot be seen or undertaken in isolation as there are different types of capacity and different forms they may take. They happen in both the public and private sectors. It is therefore important to define what all these concepts are by consulting a number of sources to have a better understanding what these terms refer to.

3.2.1 Capacity defined

The term capacity is defined capacity as “the ability to carry out stated objectives” (Brown, Lafond and Macintyre, 2001; OECD/DAC, 2006:8). This ability to carry-out enables individuals to perform functions, solve problems in a sustainable manner (UNDP, 2006:3). The OECD/DAC (2006:8) indicates that “the ability of people refers to a state whereby organisations and society refers to a situation where an individual as a whole to manage their affairs successfully”. The authors describe capacity as a process and an outcome (Brown, Lafond and Macintyre, 2001). Brown, Lafond and Macintyre (2001) highlighted that capacity develops in stages and is multidimensional. Leeman, et al., (2015:2) view capacity as a tool to provide on-going support to employees. Capacity arises with the aim of increasing skills, knowledge, awareness, self-efficacy, and motivation to adopt and implement evidence-based intervention (EBI) for practitioners in the workplace (Leeman, et al., 2015:2). It relates to the ability at various levels (individuals, groups, organisations, workforce, systems, state, and ecosystem) to perform effectively, efficiently and in a sustainable manner in order to achieve desired objectives (Baillie, Bjarnholt, Gruber & Hughes, 2008:1032). Brown, Lafond and Macintyre (2001) studied the elements of capacity, namely inputs (resources), processes (functions), outputs, and outcomes. All these definitions relate to capacity as a concept that resides within human beings, organisations/institutions and an environment which enables effective use of available resources.

3.2.2 Definitions of Capacity Development and Capacity Building

Capacity building can be said to have its forerunner in the concepts of ‘institution building’, ‘institutional strengthening’, ‘human resource development’, ‘institutional economics’, community development, organisational development and sustainable development (Morgan 2006; Kühl 2009; Keijzer & Janus 2014). “Capacity building is an approach to the development of sustainable skills, structures, resources and commitment to health improvement in health and other sectors to prolong and multiply health gains. It increases the range of people,

organisations and communities who are able to address health problems (e.g. obesity), and in particular, problems that arise out of social inequity and social exclusion (Baillie et.al. 2008, 1032)". Capacity building should be driven by local demands and contribute to sustainable development of institutions and societies. Below are definitions of capacity development by selected development agencies. The table below defines capacity development and capacity building.

Table 3.1 Definitions of capacity buildings from several sources.

UNDP	Capacity development: 'the process through which individuals, organisations, institutions and societies develop abilities to perform functions, solve problems and set and achieve objectives' (UNDP 2006)
World Bank	Capacity development: 'A locally driven process of transformational learning by leaders, coalitions and other agents that leads to actions that support changes in institutional capacity areas – ownership, policy, and organisational – to advance development goals' (World Bank)
OECD	Capacity development: 'The process by which individuals, groups and organisations, institutions and countries develop, enhance and organise their systems, resources and knowledge; all reflected in their abilities, individually and collectively, to perform functions, solve problems and achieve objectives' (OECD 2006)
CIDA	Capacity building: 'A process by which individuals, groups, institutions, organisations, and societies enhance their abilities to identify and meet development challenges in a sustainable manner' (CIDA 1996, in Lusthaus et al. 1999)
GIZ	Capacity development: 'The self-driven process through which people, organisations and companies mobilize and build out their capabilities in order to achieve capacity' (GIZ, translation)
USAID	Capacity building: 'An on-going evidence-driven process to improve the ability of an individual, team, organisation, network, sector or community to create measurable and sustainable results' in terms of effectively 'apply[ing] its skills, assets and resources to achieve its goals' (USAID 2012)

Adapted from the Paris Framework for Climate Change: (Khan, Roberts, Huq and Hoffmeister, 2018).

From the various sources consulted, it can be deduced that capacity development and capacity building are vast and cannot be confined to a single definition, they are a continual process of improvement, ongoing and they are internal processes in assisting organisations to come up with measures of addressing their needs. As alluded to earlier on, these terms are multidimensional, that is, they are used for different purposes and take different forms. All these definitions address the three key abilities that make capacity building to be effective and sustainable, namely, environmental abilities, organisational abilities, and human abilities. For the purpose of the study, the definition proposed in OECD (2006) as reflected in table 2.1 will be adopted as it relates to what the research intends to address in understanding how the employees in the Gauteng Department of Education as a public, education sector benefit from the capacity building provided and ensuring that the organisational goals are achieved. An employee is defined in the next section.

3.2.3 Definition of an Employee

Employees are an essential component of any organisation strengthening the argument that they should be treated as major shareholders. Elnaga and Imran (2013:137) supports the argument for employees as major shareholders stating that an employee is a blood stream of any organisation. The accomplishments and disasters occurring in an organisation depend on the performance of its employees. Muhl (2002:13) defines an employee as a person working for another in return for financial or other compensations. Most organisations invest in the development of knowledge; abilities and skills of the employees to enrich both the individual employee and the organisation. Irawanto (2015:159) alludes to the fact that many organisations are allowing their employees to participate in the process of making organisational decisions. Such positions and arguments taken by scholars and practitioners suggest positive steps towards recognising the role of the major shareholder, the employee.

Kamau and Chege (2016:260) define employee participation as involvement of people in decision-making processes where programmes are implemented and there is development and involvement of employees to benefit from these processes. There are various categories of employees in the workplace these include permanent employees, substitutes, (those who stand in for people who have gone on leave for various reasons), temporary employees, on-call employees, leased employees, contractual employees, those on learnerships and internships. Most organisations afford these employees opportunities to attend capacity building processes which will be discussed in the next chapter as processes of capacity building differ from organisation to organisation. In light of the definition of capacity, the study

will address what employee participation is and how it adds value to capacity building within an organisation.

3.2.4 Employee Participation

Participation is widely and broadly defined and includes all forms of consultation or engagement with employees and to some extent, narrowed down to a briefing meeting. It is therefore important to understand what is meant by participation and as Heller, Pusić, Strauss and Wilpert (1998) as cited in Wilkinson, Gollan, Marchington and Lewin (2009:9) state that:

“Definitions of participation abounds. Some authors insist that participation must be a group process, involving groups of employees and their boss; others stress delegation, the process by which an individual employee is given greater freedom to make decisions on his or her own. Some restrict the term ‘participation’ to formal institutions, such as work councils; other definitions embrace ‘informal participation’, the day-to-day relations between supervisors in which subordinates are allowed substantial input into decisions. Finally, there are those who stress participation as a process and those who are concerned with participation as a result.”

Any form of participation considered in terms of its degree, level, range and form will depend on organisational values and goals but also the intent behind allowing employees to participate.

Cotton, Vollrath, Froggatt, Lengrick-Hall and Jennings (1988:9) indicate that there are three categories of participation that both the organisation and the employees can engage in, namely, formal or informal, direct or indirect and access participation. Formal participation is categorized by a system of rules that has been imposed on or granted to the organisation (e.g., formally established quality circles). On the other hand, informal participation is a non-statutory, consensus stemming from inter-acting members (e.g. casual superior-subordinate exchanges). Direct participation deals with immediate personal involvement while indirect participation has to do with some form of employee representation. Access participation is the amount of power organisation members can apply when making a given decision.

However, Gollan and Xu (2015:NP4) stated that:

“in general, the term participation refers to how employees are able to have a say over work activities and organisational decision-making issues within the organisation in which they work. Some authors insist that participation must be a group process, involving groups of employees and their boss; others stress delegation, the process by which the individual employee is given greater freedom to make decisions on his or her own. Some restrict the term ‘participation’ to formal institutions, such as works councils; other definitions embrace ‘informal participation’, the day-to-day relations between supervisors and subordinates in which subordinates are allowed substantial input into work decisions. Finally, there are those who stress participation as a process and those who are concerned with participation as a result”. Therefore, engaging employees to participate in decision making as to which activities will benefit the organisation in reaching its desired goals and also addressing individual growth, will assist to eliminate push-back when employees are supposed to participate in capacity building programmes. The next section will focus on the background and history of employee capacity building.

3.3 BACKGROUND AND HISTORY OF EMPLOYEE CAPACITY BUILDING

Capacity building activities emanate from goals that need to be achieved and sustained globally by both developing and developed countries. Capacity building emphasized ‘the need to build development on indigenous resources, ownership and leadership and by bringing human resources development to the fore’ (OECD 2006). Capacity building in developing countries has become part of development cooperation, as seen below in the examples of several, in unison, environmental agreements with provisions unequivocally dedicated to capacity building:

- The 1992 Earth Summit recognized capacity building as one of the means of implementation for Agenda 21, the global blueprint for sustainable development. Chapter 37 of Agenda 21 gave particular focus to national mechanisms and international cooperation for capacity building in developing countries (Chapter 37: 1).
- The UN Framework Convention on Climate Change (UNFCCC) in Article 6 laid out a plan for promoting education, training and public awareness of climate change.
- The Convention on Biological Diversity (CBD), Articles 13 and 18 discussed the need to build capacity in developing countries, as did the UN Convention to Combat Desertification (UNCCD) in its Article 19.

- The 2001 Stockholm Convention Article 10 called for ‘Public information, awareness and education’, by ‘Provision to the public of all available information on persistent organic pollutants, and the development of educational and public awareness programmes [and for] Public participation [and] Training of workers, scientists, educators and technical and managerial personnel.’
- The Nagoya Protocol on sharing the benefits of biodiversity in its Article 22 (Khan et al., 2018:8).

The UNDP integrated this capacity-building system into its work on reaching the Millennium Development Goals (MDGs) by the year 2015. The UNDP (2006) states that it focused on building capacity at the institutional level because it believed that:

"institutions are at the heart of human development, and that when they are able to perform better...they can contribute more meaningfully to the achievement of national human development goals."

The newly established United Nations became a leading player in co-ordinating the global fight against hunger. The UN has three agencies that work to promote food security and agricultural development: the Food and Agriculture Organisation (FAO), the World Food Programme (WFP) and the International Fund for Agricultural Development (IFAD). FAO is the world's agricultural knowledge agency providing policy and technical assistance to developing countries to promote food security, nutrition and sustainable agricultural production, particularly in rural areas. WFP's key mission is to deliver food into the hands of the hungry poor. The agency steps in during emergencies and uses food to aid recovery after emergencies. Its longer-term approaches to hunger help the transition from recovery to development. IFAD, with its knowledge of rural poverty and exclusive focus on poor rural people, designs and implements programmes to help those people to access the assets, services and opportunities they need to overcome poverty (Dando, 2012; Grigg, 1981; Butterfly and Shepherd, 2006).

The main goals were to build capacity for developing and under-developed countries to receive development using resources in their countries to combat hunger and be able to sustain themselves. The main objective of SDG2 addressing hunger is to increase food production by ensuring that proper markets, access to land and technology are increased and provide efficient incomes for farmers. However, we know that of the 46 Africa countries listed on the UNDP, most of the countries in Sub-Saharan Africa still battle with issues of hunger although the goal is to eradicate hunger and “achieve food security and improved nutrition and

promote sustainable agriculture" by 2030 (UNDP, 2017). It is therefore important that governments in these countries address issues of land in order to be able to achieve this goal.

The United Nations Sustainable Development Goals makes reference to capacity building (rather than capacity development) in several aspects : Sustainable Development Goal 17 is aimed at strengthening and revitalizing the implementation of the Global Partnership for Sustainable Development. Target 9 of that goal promotes the enhancement of international support in implementing effective and targeted capacity building to support developing countries in executing national plans to administer all the Sustainable Development Goals, including through north-south, south-south and triangular cooperation (United, Nations: 2017).

Sustainable Development Goal 6 also includes capacity building in its Target 6a which is aimed at expanding international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies by the year 2030. Similarly, Sustainable Development Goal 8 Target 8.10 reinforces building of capacity of domestic financial institutions to make banking, insurance and financial services accessible to all people." (United Nations: 2017). Employees are a key determinant of an organisation's success and are often the "face" of the agency to customers and stakeholders.

Sustainable opportunities for growth are needed by every employee. These opportunities can be provided for through various forms of capacity building. Managers play a key role in creating an environment that enhances growth which leads to better performance by employees and improved effectiveness of the organisation. Keep and Mayhew (cited by Ball, 2011:2) argue that capacity building is not a new phenomenon as employees raised concerns on the failure of employers to develop workplace skills as far back as 1852. However, the United Nations (UN) dates the first efforts in capacity building back to the 1950s (UN, 1999:14). During the 1950s, capacity building mainly focused on physical assets ensuring that the institutional infrastructure of developing countries is improved and that the ability of development organisations to implement donor-funded projects is ameliorated. The focus of capacity building then shifted from improving the infrastructure of a country and the focal point was on the level of service delivery organisations and Small and Medium-sized Enterprises (SMEs). Business Development Services (BDS) has been providing support to SMEs and donors have been at the forefront corroborating this service since the mid-1970s. However, during the

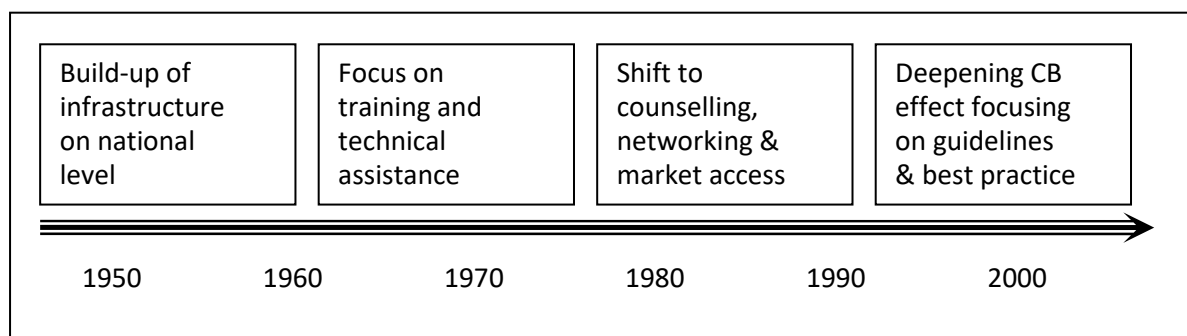
1970s and early 1980s BDS focus was restricted to training and technology done by donor and implementing agencies working directly with SMEs, (World Bank, 1997: 5).

The focus on capacity building has narrowed since those years of the 1980s limiting it primarily to training staff and importing technologies from the Western countries. Over the years and late 1980s, capacity building gradually evolved and had grown to comprise a variety of services, such as counselling, facilitation of market access, development of networks and improvement of market information in SMEs (World Bank, 1997: 5). During the late 1980s more attention was given to capacity building in the world of development organisations. As the UN reports: There was an increase of capacity issues which dominated in the late 1980s and early 1990s, (UN 1999: 14). In the late 1990s, there was a shift from the provision of physical assets and hardware and a turn towards putting the primary emphasis on increasing the knowledge, skills, and ability of people at various levels to be more effective in their work. However, a shift emerged from haphazardly performing all kinds of services to dedicating resources to formulating best practices, success stories and guiding principles for Business Support Organisations (BSOs) and SMEs in the network.

The World Bank reported that big strides were made in the early 1990s where credit programmes for small businesses were turned into a well-defined set of best practice principles that could be extensively replicated, (World Bank 1997: 5). There is still a need to provide guidelines on practices that can be applied to BSOs and SMEs in developing countries currently. Although capacity building is very much popular in the world of development according to Schacter (1999), the body of knowledge on guidelines in implementing capacity building projects still requires a huge amount of work to be done to produce the intended results. Literature on capacity building has developed so much these days, however, what needs to be addressed by researchers is what it actually implies in practical terms (Lopes & Theisohn, 2003: 1). Capacity building is not an event but a process and as researchers, there is need to understand the times and ensure that relevant capacity building programmes that will make individuals and organisations to thrive are implemented. We are now in the Fourth Industrial Revolution and technology has made greater strides which then forces organisations to align themselves with such.

The table below illustrates the development of capacity building from the 1900s to the year 2000:

Table 3.2: History of Capacity Building



Source: de Wal (2007:6)

It is interesting to note that the facet of capacity building is still unfolding and as the world is currently faced with the COVID 19 pandemic, many organisations are now moving away from working in offices but allow employees to work from home. Meetings are now held online and most employees need to be capacitated on e-learning as most developing and under-developing countries still need to adapt to the new change. Not only are employees faced with this new change but schools and universities are also adapting, using online teaching and learning, which disadvantages those who have not been exposed to it earlier on or those who do not have gadgets to participate in such learning. Thus, capacity building is needed to assist in adapting to the change. The rationale for employee capacity building will be addressed in the next section.

3.4 RATIONALE FOR EMPLOYEE CAPACITY BUILDING

Organisations may engage the employees in capacity building for the purpose of organisational performance and improve the effectiveness and sustainability of the organisation. Capacity building focuses on the human, scientific, organisational, technological, and institutional resources of an organisation or a country. The rationale for capacity building is to meet the expectations of the employee, enhance their standard of living and helping to contribute to national development. Through empowering individuals, the organisation intends achieving optimum state of self-reliance economically and technologically. Individuals need to be capacitated in order to move the economy and be able to sustain themselves and improve the welfare of others (Pollyn, Barinua and John-Agi, 2016:79).

Furthermore, capacity building improves the overall well-being of individuals, which also depends on access to education and health care, freedom of expression, the rule of law, respect for diversity, protection from violence and the preservation of the environment (UNDP,

2009:3). Individuals may agree to be capacitated on the knowledge and skills for promotional purposes or for better employment opportunities outside the organisation that they are employed in. However, the perspectives on what capacity-building means differ, depending on the context and the viewpoints of a variety of stakeholders as organisations have different goals to achieve and use different strategies that are most effective to achieve such goals (van der Kwaak, Ormel and Ritchers, 2012:5). Therefore, the rationale for capacity building differs as different organisations have different needs or goals that have to be met, which are not static, thus the rationale for employee capacity building will differ based on the organisational and individual needs and goals. Objectives relating to employee participation in capacity building will be addressed next.

3.5 OBJECTIVES OF EMPLOYEE PARTICIPATION IN CAPACITY BUILDING

The objective of capacity building is to increase social and economic resilience by tackling problems related to policy and methods of development, while considering the potential, limits, and needs of the people. According to James as cited in Loza (2004:301) the objectives of capacity building are aimed firstly at establishing the strengths of the organisation in order to improve the internal weaknesses; and secondly, use capacity building as a tool to assist non-profits organisations in meeting the challenges of a swiftly changing external environment and serve their communities. Employee participation in capacity building is viewed as one of the most effective problem-solving process to improve principles of organisational performance (Tahsildari and Shahnaei, 2015:58).

Therefore, employee participation is regarded as an investment for both the employee and the organisation. Employee participation allows employees to achieve their goals allowing employees to provide ideas and assigning responsibilities to employees. These can be achieved through means of capacity building (Irawanto, 2015:161). Individual employees possess knowledge and as such if there is employee participation, this knowledge is shared among the employees for the benefit of the employee and the organisation. Yip, Ng and Lau (2012:262) regard employee participation as the key to making knowledge-sharing activities work and effective for the organisation.

Employee participation in capacity building varies from one organisation to another and include forms such as coaching, mentoring, on-the-job training, learning and development, job-shadowing, information sharing, decision-making, to list but a few. In some instances, participation is referred to as direct and indirect employee participation. Blawat (2014:31) supports this statement by alluding to different types of participation as short-term,

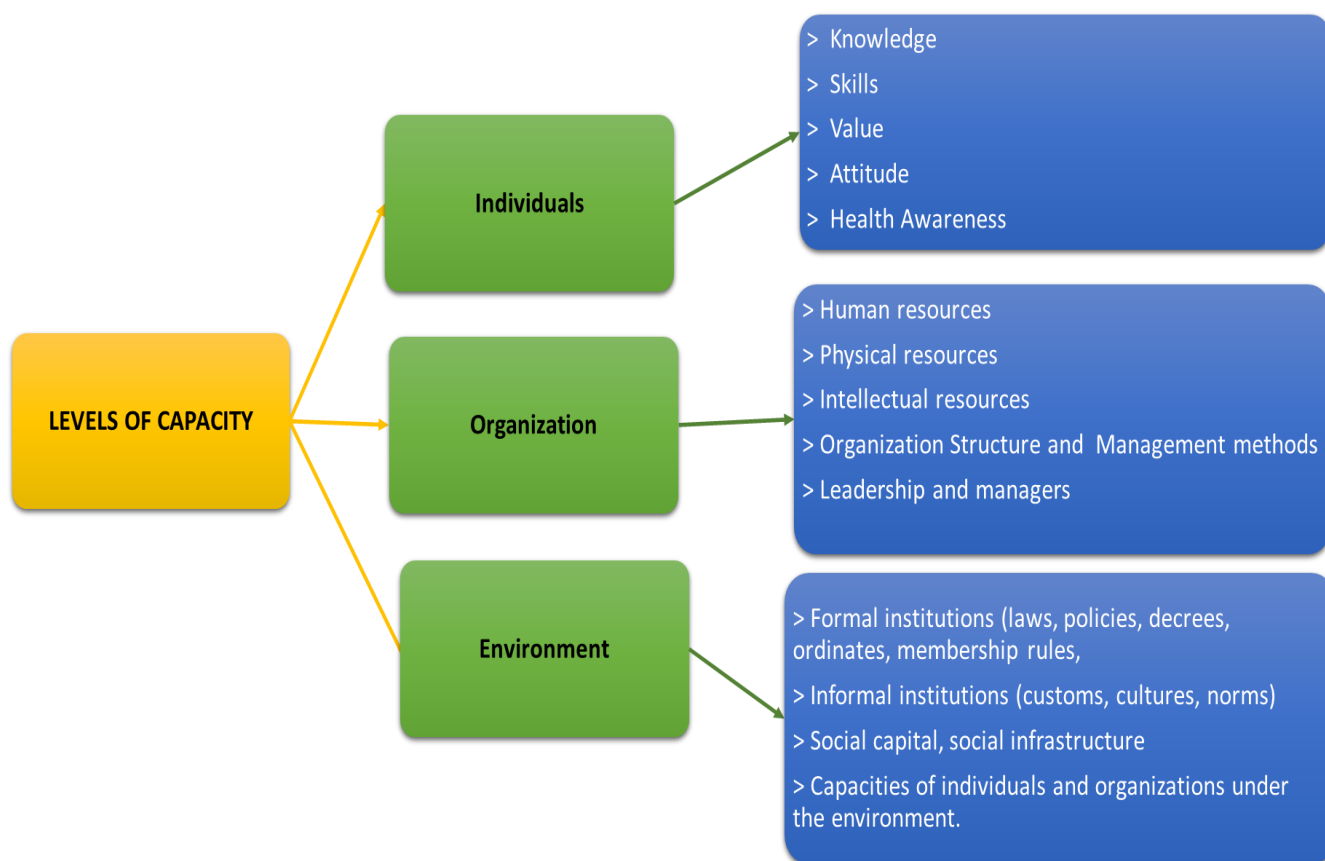
consultative, representative, decision-making, formal and informal participation. The effectiveness of this capacity building becomes difficult to assess as objectives for allowing employees to participate in these programmes by organisations differ.

Some organisations believe that allowing employees to participate in capacity building will lead to job satisfaction, which will result in positive productivity for the organisation (Butali and Njoroge, 2018:478). This is supported by Kim (cited by Irawanto, 2015:161) who states that with the participation in hand, employees' motivation increases, which brings forth about both individual benefits and organisational effectiveness. Busck, Knudsen and Lind (2010:287) regard employee participation as a contribution to the success of the organisation and of the employee in the premises of the organisation. It is about the influence employees have in decision-making throughout the organisation. Not only should employees be encouraged to participate in the capacity building, but the management should ensure that resources are available, and that the organisation is able to sustain such programmes. The study will discuss various levels of capacity building and the impact thereof in the next section.

3.6 LEVELS OF CAPACITY BUILDING

From the OECD definition, it is clear that the individual, organisation and environment are key in collectively using resources to provide knowledge, skills and values that can bring about change in the organisation and assist the system to achieve the organisational goals effectively and efficiently. The following three levels will be addressed, namely, individual level, organisational level, and environmental level.

Figure 3.1: Key capacity features and elements at the three levels.



Adapted from Matachi (2006:6)

3.6.1 Capacity Building at Individual level

Capacity building at individual level addresses an individual’s will and ability to achieve set objectives using one’s own knowledge and skills (Matachi, 2006:5). There are various ways that the individual can be developed, and these include, but are not confined, to on-the-job training, formal, informal, or non-formal education, independent reading, mentoring, coaching, learnerships, internships, job-shadowing, workshops and trainings. At this level, individuals are provided with skills, experience and knowledge that will enable them to achieve objectives that they have set for themselves and become self-sustainable. Each person possesses a mix of capacities that allows them to perform, whether at home, at work or in society at large. Some of these capacities are acquired through formal training and education, others through learning by doing and experience (UNDP, 2009:5).

For individuals, capacity building can focus on leadership, skills development, and other personal and professional effectiveness (Whittle, Colgan and Rafferty, 2012:8). The forms and

models of employee participation in capacity building are conditioned by diverse factors such as: the system in place for labour administration, the industrial relations system, models of employee representation, the (public or private) nature of the employment relationship, the organisational dimension of enterprises and markets and the relationship between legislative and contractual sources (Arrigo and Casale, 2010:2). Forms of participation differ depending on the scope of decisions, how influential workers can exert themselves over management, and the organisational level at which decisions are made (Gollan and Xu, 2015).

3.6.2 Capacity Building at Organisational level

Capacity building at organisational level refers to processes that will be implemented by the organisation in influencing its performance and these include human resources; intellectual resources; physical resources; inter-institutional linkage; incentive and reward systems, organisational culture and leadership managers (Matachi, 2006:5). The organisational level deals with internal policies, arrangements, procedures, and frameworks that allow an organisation to operate and deliver on its mandate, and that assist the coming together of individual capacities to work together and achieve goals. If these exist and are well-resourced and well aligned, the capability of an organisation to perform will be greater than the sum of its parts. Organisations have different forms of capacity building in relation to organisational work that they engage in and these include but are not limited to governance, leadership, administration (human resources, financial management), programme development and implementation, evaluation, advocacy, and policy change.

Capacity building impacts organisational competitiveness, revenue, and performance. Unfortunately, most of the public, private and international organisations are not recognizing the importance of capacity building to increase their employee's productivity and when the economy slows or when profits decline, many organisations first seek cuts in their capacity building budgets (Matachi, 2006:5). There is a positive link between capacity building and employee performance as capacity building bring benefits for the employee along and the organisation by positively impacting employee performance through the enhancement of employee's competencies and behaviour (Matachi, 2006:5). It is therefore clear that organisations that focus on shareholders and customer satisfaction realize the importance of investing in capacity building, and thus recognize the worth of employee development.

3.6.3 Capacity Building at Environmental level

Capacity building at environmental level involves conditions necessary for the environment to demonstrate capacity at the individual and organisational levels. The process of capacity building deals with frameworks and systems that are needed to form and implement policies and strategies beyond an individual and the organisation. It includes dimensions such as political, social, economic, administrative, legal, technological, cultural, etc. that influence and propitiate the effectiveness and sustainability of capacity building efforts (Matachi, 2006:5). Enabling environment: the broader system within which individuals and organisations function and one that facilitates or hampers their existence and performance. The level of capacity is not easy to grasp tangibly but it is central to the understanding of capacity issues. These issues determine the 'rules of the game' for interaction between and among organisations. Capacities at the level of the environment include policies, legislation, power relations and social norms, all of which govern the mandates, priorities, modes of operation and civic engagement across different parts of society.

Lammert, Johnson and Fiore (2015:2-3) allude to the fact that in the field of education, change usually involves developing three types of capacity: human (individual), organisational and environment (structural and material). Human (individual) capacity includes both the intellectual capacity (e.g., knowledge, skills) and the will (e.g., interest, patience, and persistence) to implement needed changes. The knowledge and skills that the individuals acquire make them to perform effectively. Organisational capacity involves interaction, collaboration, and communication among people not only within the organisation but also with other sectors and organisations. Environment capacity exists independently of the people working within the organisation and includes elements like policies, procedures, and practices. It also includes the fiscal resources, materials, and equipment needed to meet organisational goals and implement change. These types of capacities are interdependent and growth in one area is dependent on growth in another and as such need to be aligned and addressed if the organisation wants to meet its goals for change.

Organisations need to plan, implement, and evaluate appropriate capacity building programmes and measures by developing a core of well-trained employees rather than rely on external consultants. Capacity building provides employees with skills and knowledge which are not only beneficial to the individual employee but to the organisation and wider community. de Graaf as cited in Crisp, Swerissen and Duckett (2000:101) stated that development is for, and about, people. However, this statement should not be understood in a narrow, individualistic sense as capacity building is not only confined to individual

improvement, enrichment, education, or influence, as such individualized changes are very often obstacles to sustained development as it leads to increased inequality, waste of social resources, conflict and competition. In other words, when capacity building is provided, it is not only for the benefit of an individual but for the community and the organisation that the employee serves. The following section deals with benefits of capacity building.

3.7 BENEFITS OF CAPACITY BUILDING

One of the most critical challenges facing the organisations is motivating its workforce. To address this challenge, most organisations promote employee development as a means of maintaining and developing the capabilities of both individual employees and the organisation through different capacity building (Lee and Bruvold, 2003:981). Porter (1990), (cited by Lee and Bruvold ,2003:983) found that organisations that spend most of their financial resources on capacity building for their employees are the most competitive and that on-the-job learning has accounted for over one-half of the productivity increase. Investment in employees therefore means that employees are equipped with new skills and knowledge and are then able to enhance personal growth whether through formal or informal capacity building programmes.

The purpose of capacity building offered by organisations go far beyond improving the work culture but do afford employees opportunities for promotion within and outside the organisation. Vijayabanu and Amudha (2012:275) alluded to the fact that capacity building is a human asset which is used to attain individual and organisational needs intended to improve the work culture. Dingsøy and Moe (2008:217) made reference to three reasons that make employees participate in capacity building as:

- to improve the knowledge upon which organisational systems are built;
- to enable people to develop realistic expectations and reduce resistance to change; and
- to increase workplace democracy by giving the employees of an organisation the opportunity to participate in decisions that are likely to affect their work.

Employees participate in capacity building to support career progression within and outside the organisation. It must be noted that context-specific capacity building is important in supporting effective change within the organisation (Elliott, 2020:277). Employees also believe that participating in capacity building affords them an opportunity to be away from work and

this helps them reflect and analyse current challenges from a distance, but also creates space for them to come up with solutions to better address challenges that exist in the organisation.

Aguinis and Kraiger (2009:452-454) pointed to capacity building as producing important benefits for individual employees, teams (such as attitudes, motivation, and empowerment) as well as for organisations. Capacity building that benefits employees and teams to perform well are those that focus on both the cognitive and interpersonal skills, including psychomotor skills or tasks. On-the-job capacity building leads to greater innovation and implicit skills. These skills are behaviours acquired through informal learning which are useful for effective performance. Participating in the capacity building exposes employees to strategic knowledge, meaning that they know when to apply a specific skill or knowledge and this enables consistency in performance across conditions but not only that, it also enhances their self-efficacy and self-management.

3.7.1 Benefits for an individual employee and teams

Jha (2016:82-83) postulated the following as benefits for an individual employee and teams:

- Increased productivity- exposing employees to new technology improves efficiency and productivity as there is less wastage of money, time, and resources.
- Job satisfaction- employees give their best services and execute their duties because of the role they play in the organisation.
- Increased consistency- employees benefit from regular capacity building thus increasing their knowledge of tasks and procedures and enables them to complete tasks on time without hassles.
- Employee weaknesses addressed- participating in capacity building assists employees to eliminate weaknesses which can hinder them from giving their best outputs, thus affording employees the opportunity to gain cognate skills and knowledge.
- Less supervision- employees will be well accustomed with the job and empowered to address tasks independently thus needing less supervision.
- Reduction in time learning- being exposed to capacity building reduces processes of employees learning through trial-and-error methods and also not learning the right methods of doing work.
- Team spirit- builds sense of teamwork and the eagerness to learn from other employees.

- Reduction of turnover and absenteeism- capacity building creates confidence in the minds of the employees, and this gives them a sense of security in the workplace.
- Reduction of error and accidents- employees, receiving the right skills and at the right time, have less chances of committing errors in the workplace.
- Employee potential uncovered- employees attending capacity building are offered an opportunity to unleash their potential by sharing ideas with the management. This allows potential leaders to be identified.
- Talent pool- regularly exposing employees to capacity building creates a pool of well skilled and knowledgeable employees who will bridge the gap should there be a vacancy.
- Optimum resource utilization- opportunities for broad structure in the development of human resources, technical and behavioural skills are provided thus assisting employees to attain personal growth.
- Skills development- capacity building increases the employee's job knowledge and skills at all levels and expand horizons of human intellect and overall personality.

Benson (2006:176) indicates that development affects employees' attitudes in that an individual will seek to respond in kind when afforded an opportunity to receive something of value. Employees perceive the provision of capacity building to be a benefit offered by their employers along with pay and other fringe benefits. In Tansky and Cohen (cited by Benson, 2006:176) it was found that "employee satisfaction with development opportunities in general is related to organisational commitment". Time spent on work-based development, which include training, tuition-reimbursement opportunities and courses organized by the organisation, are seen as benefits by employees and these are positively related with organisational commitment. Offering employees good development benefits will make the current jobs more attractive as compared to organisations that do not offer their employees any capacity building.

Lee and Bruvold (2003:983) on the other hand state that investing in employees through providing continuous learning, develops their current skills and helps them gain new ones which can be adapted and in turn, make employees perform effectively. Settoon, Bennett and Liden (1996:221) indicated that the establishment of high-quality exchange relationships in an organisation contribute positively to positive beneficial actions directed at employees, which in turn, create obligations for employees to reciprocate in positive, beneficial ways. Therefore, organisations that provide employees with skills and competencies in order to retain them,

increase the commitment employees demonstrate through their attitudes and behaviours in ensuring that the organisations become effective and profitable.

Capacity building that employees and teams participate in also benefit the organisations. An assessment of the effects on employee turnover and organisation's investment in employee development, via a tuition reimbursement programme, that was conducted by Benson, Finegold and Mohrman (2004:315) found that investment in training via tuition reimbursement decreased turnover while employees were still attending classes but upon receiving their degrees, turnover increased even though the employees were not promoted. This therefore points to the need to offer development opportunities on an ongoing basis and also aligning capacity building within an organisation's performance management system.

Employees also perceive development programmes as investments by the organisation to offer them long-term growth. They make themselves more valuable to the organisation but not withstanding the fact that they can also be valuable in the outside market. Lee and Bruvold (2003:985) stated that having employee development programmes available in the organisation improves employees' perceptions of their employer and increases employees' overall positive feelings towards the employer, which in turn may impact on job satisfaction. This statement is supported by Lancaster and Di Milia (2014:644) stating that providing capacity building for employees' growth and career opportunities is a sign that they are valued and respected by the organisation, and in return, employees show higher levels of commitment which leads to job satisfaction.

Capacity building enhances the well-being of employees by providing benefits such as skill acquisition and career development while on the other hand, it enhances an organisation's productivity. Nordhaug (1989:377) identified three types of benefits that employees received from participating in capacity building, namely, development of learning motivation (the desire to participate in more training and the desire to learn), career development (being provided with opportunities for promotion and more interesting assignments), and psychosocial development (e.g., self-actualization and improved ability to participate in nonworking organisations).

Employees that have been developed take a more active role in the organisation, take initiatives and their participation in the activities of the organisation is enhanced. In a study conducted by Pelit, Öztürk and Arslantürk (2011:796) in the Hospitality sector, it was found that employees who would have participated in development programmes are able to provide the unsatisfied customer with various alternatives using their creativity and personal skills in

responding to customers. The employees are furthermore able to use their individual skills and offer on- the- spot solutions and responses to enhance service delivery. This is supported by Weber, Unterrainer and Hőge (2019:1018) who state that employees engaged in continuous opportunities of development are able to influence strategic and tactical decisions and this allows employees to experience and develop personal and collective efficacy, creating a spiral of participation-aspiration.

3.7.2 Benefits for the organisation

Jha (2016:83) postulated the following as benefits for the Organisation:

- Increased Profit- in aligning to the organisational objectives and focusing on employee development, service; employee satisfaction; innovation; productivity; efficiency; and profits increase.
- Continuous Improvement- organisations that are committed to capacity building create a cycle of improvement that ensures that strategies that are planned are being implemented, evaluated, improved, and monitored.
- Employee development- participating in the capacity building brings about increased communication that influences desired changes among employees. Organisations that constantly enhance employee skills are able to meet market requirements that are forever changing.
- Increased Communication- constant communication with employees where the organisational goals and values are shared facilitates feedback across all levels and leads to an increase, should there be a need for change within the organisation, and affords a platform for shared improvement.
- Product and Service Enhancement- innovation leads to service and product enhancement. Through capacity building, innovation by employees is achieved by focusing on rewarding successes, boosting motivation and morale that will enable the organisation to be competitive and be able to meet the demands of customer expectations and preferences.

Therefore, organisations that want to be productive and be able to compete in the ever-changing and challenging global arena must develop a sustained long-term capacity building strategy to enable their valuable human resources to work effectively and accomplish the organisational goals. To achieve the competitive advantage and get the best results, organisations have to provide the means to upgrade their employees which they can best do

by organizing capacity building, which not only improve the employees' skills but also enhance their performance, motivation and give a sense of job satisfaction. Processes of capacity building will be discussed in the following section.

3.8 PROCESSES OF CAPACITY BUILDING

It is important to know why an organisation needs to invest in capacity building processes by allowing employees to enable processes of development, rather than being controlled by precisely accessing what employees can and cannot do and promoting learning and ownership of what they can do. Capacity building is all about enriching skills and knowledge that employees possess and matching that with organisational values to reach envisaged goals. According to Mukwevho (2015:115) the process of management of capacity building entails the application of knowledge, skills, tools (resources), techniques and systems. Therefore, before any form of capacity building can be undertaken by an organisation, systematic needs assessments must be conducted. The UNDP (2009) holds up to the following five steps of capacity building processes:

Engage stakeholders on capacity building

This entails that there should be consultation processes with all stakeholders to ascertain what type of capacity building is needed, why is it needed and how employees and the organisation will benefit from the process. Key stakeholders need to show commitment and agree on priorities by committing to move forward together, and transparency, accountability, sense of empowerment and decision-making must be encouraged;

Assess capacity assets and needs

priorities need to be determined to incorporate strategies, programmes, projects and the budget that is agreed upon. The scope of capacity assessment and analysis of the findings must be decided upon by key stakeholders;

Formulate a capacity building response

Well-designed policies, procedures and processes to assist the organisation to work efficiently must be put in place, resources must be adequately prepared and planned for and that includes financial resources, physical resources (meaning the environment where capacity building will take place), and human resources (preparedness of employees to participate in capacity building, including those who will be facilitating the process), in order to achieve organisational effectiveness;

Implement a capacity building response

This assists the organisation by strengthening sustainability and addressing relationship dynamics. There should be progress indicators that include the organisation's improvements and capacity increases which lead to sustained improvements; and

Evaluate capacity building

This process promotes accountability, performance management and learning. Clear evidence of change in the organisation's performance, adaptability and stability to meet its goals should be measured. Indicators of the monitoring and evaluation framework of the organisation should be incorporated to ensure that goals are achieved by both the organisation and the individual employee.

"A rigorous and systematic way of supporting capacity building through the process lens can assist in improving the consistency, coherence and impact of efforts; thus promoting a common frame of reference for a programmatic response to capacity building. The diagram below depicts the process of capacity building (UNDP, 2009:6). The effectiveness of capacity building is not only reliant on the organisation providing financial and other resources, neither on the employees' willingness to participate on capacity building, but also on the trainers who provide such programmes. The trainers must understand both the organisational and employees' needs in order to achieve goals as envisaged by the organisation and the employees.

Congruent to the above statement, Govender and Bisschoff (2007:56) stated that "training providers should have practical, manageable skills policies and procedures for improving lower-level skills, developing human capital and the increasing competitiveness of the employee, organisation, and country. Training providers and managers must be competent to deal with action learning, mentoring, self-development, counselling, coaching and facilitation skills. The challenge is to improve employee development, create job satisfaction and treat every human resource as part of the assets of the organisation".

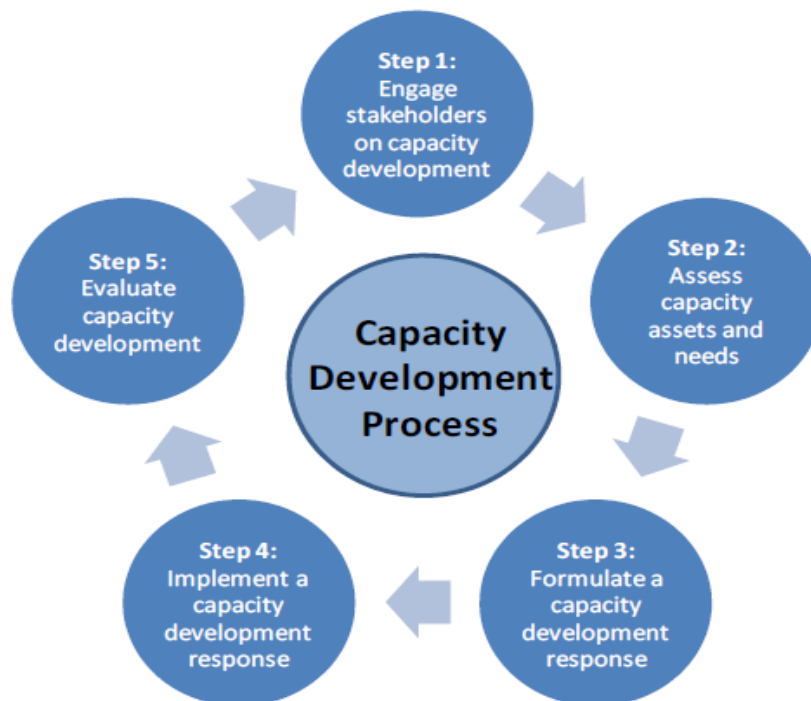
It is therefore important to monitor, review and evaluate any capacity building programmes to ensure that the goals envisaged by the organisation and the employees are achieved and that the whole capacity building process is not a fruitless expenditure. The capacity-building literature outside public health suggests the process of capacity building should be an interlinked, continuing process that consists of several interrelated elements:

- the assessment of capacity-building needs through a variety of activities using a variety of tools and instruments;
- the planning of a capacity-building programmes involving various stakeholders;
- the implementation of the capacity-building programmes using own resources or resources provided by others (like the local government); and finally
- the evaluation of the impacts of capacity-building activities.

The last step (evaluation) would then again restart the capacity-building cycle (Baillie et al. 2008:1034). The diagram below therefore supports the processes of capacity building.

It must be noted that capacity building processes are not always the ideal solution, but an organisation can use non-capacity building solutions such as meetings, discussions and team building activities to engage employees in ensuring that organisational goals are achieved. In order to establish whether an organisation needs to take its employees through capacity building processes, these needs analyses have to be considered: job-task analysis, organisational analysis, and person analysis.

Figure 3.2: The processes of Capacity Building.



Adapted from UNDP (2009:1)

Job-task analysis deals with specific functions of a job and outlines the task requirements as well as competencies, needed to complete these tasks. This process assists an organisation to identify what development employees need to undertake and how it should be conducted. Organisational analysis addresses capacity building priorities that are needed by examining strategic priorities and resources needed, not overlooking the organisation's culture, values, norms, limitations, and sustainability of the capacity building processes. This analysis assists in ensuring that the right capacity building is provided within the 'strategic alignment' and the environment for conducting these programmes is conducive 'environmental readiness' (Salas et al. 2012:81).

Person analysis is the process identifying employees who need to be developed and on what should the development be based. In this regard, individual employees need to identify their developmental needs so that training can be tailor-made to address, or close the gaps between, actual and needed competencies (Salas et al. 2012:82). Focus is on the characteristics of the employees to be developed as this will predict whether they will benefit from the capacity building provided, especially those who have long been with the organisation or older employees. Verhaeghen and Salthouse (1997:232) allude to the fact that training materials need to be adapted for older workers to accommodate known cognitive changes in older adults. For example, slowing of cognitive processes is one of the best-known, age-related effects. Meta-analytic evidence exposes a strong negative correlation between age and speed of processing. It is therefore important to use advanced trainers where older employees need to be developed.

Consideration should be taken when planning capacity building processes for the employees. The learning climate should be conducive for learning in that employees come up with certain expectations which, of course, need to be met. False expectations should not be created by the organisation or the trainers themselves about the capacity building that is to unfold. Employees participating in the capacity building should understand how relevant the programme to successful job performance is and be taken through realistic previews of what and how content will be covered. Subtle organisational practices like informing the employees in advance when the capacity building will unfold and what benefits will employees gain by participating, prepare the atmosphere for conducive learning. It is therefore important that the organisation should guide employees to the right training, clarify employees' expectations, prepare employees, and reinforce learning objectives. Before exposing employees to training, it is important to prepare their mental state and reduce their anxiety by demonstrating the value of training before it begins, and make sure employees are highly involved and engaged with their jobs (Aguinis and Kraiger, 2009:461).

Salas et al. (2012:80) highlighted important steps to be considered in any capacity building effort by considering training needs analysis. Proper diagnosis of what needs to be trained should be conducted, for whom and for what purpose, and within what type of organisational system. The outcomes of this diagnosis should address:

- expected learning outcomes;
- guidance for training design and delivery;
- ideas for training evaluation; and
- Information about organisational factors that will likely facilitate or hinder training effectiveness.

3.3 below explains the processes to be followed by organisations when intending to provide capacity building for the employees.

Table 3.3 Checklist of steps to be taken before Training.

Step	Actions	Outcomes
<input type="checkbox"/> Conduct training needs analysis	Determine what needs to be trained, who needs to be trained, and what type of organisational system you are dealing with.	Clarifies expected learning outcomes and provides guidance for training design and evaluation. Enhances training effectiveness
<input type="checkbox"/> Job-task analysis	Specify work and competency requirements. Examine teamwork demands, if needed. Identify what trainees need to know vs what trainees need to access. Consider conducting a cognitive task analysis for knowledge-based jobs.	Ensures that the training provided will address real job requirements and demands
<input type="checkbox"/> Organisational analysis	Examine strategic priorities and the culture, norms, resources, limitations, and support for training.	Enables strategic resource-allocation decisions.

		Identifies how the work environment can support or hinder the training objectives.
□ Person's analysis	Uncover who needs training and determine what kind of training they need.	Clarifies training demand and trainees' needs.
□ Prepare learning climate	Determine whether training must be adapted for some learners.	Maximizes benefits of the training by ensuring fit with trainees' needs.
□ Schedule training	Schedule training close to when trainees will be able to use it on the job what they have learned.	Reduces skill decay and atrophy
□ Notify employees	Communicate clear expectations about the training. Describe training as an "opportunity" without overselling. Inform employees about post training follow-up. Communicate the importance of training.	Encourages the right attendees. Ensures trainees enter with appropriate expectations, which enhances readiness and learning.
□ Establish attendance policies	Determine whether attendance should be mandatory.	Helps ensure employee motivation and attendance.
□ Prepare supervisors and leaders	Prepare supervisors to support their employees and send the right signals about training.	Enhances employees' motivation to learn.

Source: Salas et al. 2012:85

Employee participation therefore has diverse notions and disciplines. It is based on a distinction of roles and powers between employers and employees, each with its own responsibilities (Arrigo and Casale, 2010:4). Employee participation translates to the fact that whatever capacity building programme an organisation intends offering to its employees, it should be structured in such a manner that the outcomes of the capacity building are beneficial to both the organisation and the employee. If performance management is key to the organisation, the content of the capacity building should be aligned with the envisaged goal in mind. Jonck and de Coning (2020:2) state that specifically, training is an expression of

the needs of employees which have to be responded to by the organisation in addressing the identified knowledge and capabilities of employees to perform their job functions more effectively. Having acceded to the training intervention, trainees are supposed to utilise and/or implement these newly acquired knowledge and skills to increase job performance (behavioural change) which should eventually result in return on investment for the organisation.

Unit 14 (9) supports employee participation by articulating the following activities as processes of capacity building:

- Preparing information material to promote the organisation's work;
- Developing and implementing job descriptions;
- Developing a formal organisational chart;
- Preparing and maintaining a core operating budget;
- Developing a routine for strategic planning and work plan management;
- Developing fund raising strategies and building a donor database; and;
- Developing a database to measure, trend and evaluate working activities.

The study will address capacity building strategies in the next paragraphs.

3.9 CAPACITY BUILDING STRATEGIES

Nixon (1994: 17-18) describes five strategies that an organisation can use in developing its employees to work as individuals and teams to reach organisational goals.

3.9.1 Establishing a vision

An organisation must create and develop a vision that inspires and engages employees and provides a shared view of how to achieve it. The vision should be inclusive, drawing employees in by portraying a future that is meaningful and exciting. Buss (2010:12) states that the core of every strategy relies on clearly defined goals which are important preconditions to define concrete activities and handle expectations. A blueprint of what the future may hold and the impact it may have on work organisation of employees is important. A people-centred strategy gives employees an understanding of how the vision and goals of the organisation can be attained through capacity building, necessary to bridge the employees' perceptions which will eventually develop into aspirations. Gratton (cited by Burlacu and Mura, 2019:384)

states that a dialogue at various levels in the organisation paves the way for a strategy of learning process for development and presupposes that there is a capacity to learn from one another. This approach clearly makes employees to fully participate in development processes whilst acknowledging their specialized knowledge.

3.9.2 Prioritizing and acting only where most impact is possible

An organisation needs to know how employees feel about and perceive their organisation. Employees need to be provided with clues as to what is valued by the organisation and what excites and motivates them. Processes, systems and policies need to be vertically and horizontally aligned with each other in order to meet goals of the organisation. Alignment of the organisation processes needs to be developed with employees, especially human resource systems such as rewards, capacity building and career management. Burlacu and Mura (2019:385) indicate that “specified targets are necessary to initiate change and indicate to employees the path of transformation. Organisational processes should be aligned to support this path”. When employees know what is expected of them and have been engaged throughout the whole process, then meeting organisational goals can be feasible.

Linnell (2003:13-14) states that capacity building approaches are huge; a continuum- that ranges from peer-to-peer teaching, facilitated organisational development, training and academy study, research, publishing, and grant-making. Furthermore, capacity building also takes place in a wide range of organisations, within communities, in whole geographic sectors, within the non-profit sectors, and across sectors. It involves individuals and groups of individuals, organisations, groups of organisations within the same discipline or sector, and organisations and actors from different fields and sectors. Capacity building happens in all aspects of life amid everything else that is going on in a non-profit’s experiences and it isolates capacity building from all the factors that lead to it, happen during it and proceed afterward.

3.9.3 Developing strong relationships with employees

The employer-employee relationship that is characterized by a fairly stable alignment between organisational goals and employee expectations need to be reinforced through the building of trust, justice and fairness in the organisation. Delbridge and Whitfield (2001:474) stated that allowing employees to participate in decision making can potentially yield benefits to both the organisation and employees. Zhi, Abba and Hamid (2020:113-114) were of the view that several aspects are benefits of employee participation in decision making, employee satisfaction and motivation, improved service/product quality, meeting production timeline,

ability to work with less supervision and easy resolution of industrial disputes. Employees are allowed to put into action their tasks and responsibilities which gives them the discretionary authority to implement their tasks. Managers assign duties to the employees and work is divided in such a way that it is effectively executed. This form of participation reduces the manager's workload thus allowing the manager to manage rather than focus on functionally executed tasks. Participation in this form restricts employees only to the operational aspects of the organisation (Khalid and Nawab, 2018:3). When employees feel valued and the relationship between the employees and management is strengthened, then all personnel in the organisation focus on their roles and responsibilities and processes of management becomes effective.

Employees are given ample opportunities to participate in the organisation by providing inputs to the managers before taking decisions in the form of recommendations or suggestions. The final decisions are however made by the managers. This form of participation allows different forms of views and ideas to be exchanged between the managers and employees, as well as among the employees themselves (Khalid and Nawab, 2018:3). Capacity building has to be facilitated within the organisations through decision-making processes to ensure that the employees are able to participate. Therefore, building and sustaining capacity require the expertise of the employee and organisation.

3.9.4 Expanding networks

Network opportunities are established especially where employees from different organisations attend the same capacity building. Elliott (2020:278) referred to these networks as "the value of collective learning and the wider experiential or informal elements of learning with a formal setting". Thus, capacity building processes widen horizons and get employees to understand different ways of operating, provide opportunities for widening experience and identifying different and better ways of doing things. In a research conducted by Lancaster and Di Milia (2014:652), it was found that there are benefits in building networking relationships with peers and senior managers which encourages participants to discuss successes and failures in applying new skills after receiving training. Developing partnerships between organisations can be another approach to building capacity where flow of knowledge to plan and implement programmes may emerge.

Therefore, engaging in a close cooperation with other organisations and institutions assists in avoiding efficiency losses and overlaps in activities and maximises resource utilisation by focusing on the existing gaps with regards to structure, tools and instruments. Networks play

a significant role at fostering the collaboration between existing initiatives and between organisations or institutions in general (Buss, 2010:15). Networking does not only strengthen the expansion of knowledge and expertise but the establishment of partnerships, working relationships are increased which are key to the sustainability of capacity building and this becomes evident only when a capacitated employee is actually applying the acquired skills and expertise, that the capacity process can be regarded as successful (Buss, 2010:24). Networking is all about sharing and not taking from other employees or organisations. It fosters long-lasting relationships which can assist in promoting individual and organisational growth. It further assists individuals and organisations in gaining more knowledge and getting fresh ideas for growth.

3.9.5 Using internal and external support groups

Capacity building strategies recognise that capacity building is not restricted to training of individuals or groups, but it is rather a process that requires the amalgamation of all stakeholders (policy makers, academic institutions, finance institutions, the general public, etc.) that can have an influence on the performance of specific capacity building activities (Buss, 2010:10). Organisations can reinforce capacity building by using internal and external support groups. In strengthening the organisations, the Swedish International Development Cooperation Agency (Sida) commissioned a study about the efficacy of the twinning method as a vehicle for sustainable organisational capacity building, and to examine ways of strengthening the method.

There are presuppositions about skill and knowledge transfer, issues of unbalanced patterns of influence, expertise, resources and experience between twinned organisations, incentives and disincentives, contradictions between sustainable capacity development and improvement at the professional/technical level and expectations and perceptions of Sida and the partner organisations in order to improve their learning processes. There is a strong belief in Sida (1997) that “two institutions with the same or similar task in their respective countries should be able to create a more dynamic cooperation atmosphere, and that the twinning of two organisations means learning; that the two organisations learn from each other through sharing experience” (Jones, 2001:93). Twinning of organisations has benefits that can assist growth in that it can assist in the identification of best practices, development of new approaches, broadening of new horizons and capacity building. Through the Programme of Reorganisation, the MEC of the Gauteng Department of Education (2016) introduced the twinning of schools where urban schools will twin with township schools. The aims are to build

capacity and share resources in order to foster quality of teaching and learning and enable the organisation to reach its desired goals.

Effective and sustainable training and development need to be adapted in order to broaden capacity building among organisations and individuals. Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ, 2009) introduced the Engineering Capacity Building Programme (ECBP) by making use of the peer-to-peer twinning approach for developing capacity in individuals, and it achieved very good results. In this approach, an expert in a field is paired to an individual, who needs to improve his/her skills in that particular field, to achieve a 'learning by supervised doing' effect. The reason for the success of this type of approach is that twinning does not only cover the propositions of knowledge transfer, as it is the case in traditional trainings, but it also provides the opportunity to put the newly acquired knowledge and skills into practice with the guidance of a mentor, who can provide feedback and support throughout the learning process. However, the disadvantage of this approach is that it can be very resource intensive even though particularly interesting. For example, in the solar and wind energy sectors, twinning approaches might be interesting in the context of building up local technology centres. There would be a direct knowledge transfer that would provide these centres with the necessary skills to support the local development of wind and solar technologies and provide capacity building to individuals locally (Buss, 2010:19). In South Africa, we have a challenge of electricity and there are provinces that are forever windy that can assist in overcoming this problem. Sectors dealing with solar and wind energy need to collaborate, share expertise and ideas in order to address this challenge in our country. Twinning is all about sharing good practice with other organisations for the betterment of the nation. The next section deals with employee capacity building activities.

3.10 EMPLOYEE CAPACITY BUILDING ACTIVITIES

There are different capacity building activities that employees can participate in regarding their job and workplace. These activities are not only confined to the capacity building where employees are supposed to attend courses and be certificated, but include concepts like coaching, mentoring, on-the-job training, off-the-job training, collective bargaining, self-management, job-shadowing, decision-making, strategic planning and computer literacy. Capacity building activities may also not have the same effects but when properly implemented by an organisation may contribute to the establishment of healthy working conditions, which can translate to the achievement of organisational goals and employee growth.

Capacity building activities, such as in service training, focus on continuous professional growth and are an integral part of staff development. They provide updates of knowledge and competencies for achieving and enhancing job performance, as well as achieving objectives of the organisation. Workshops/seminars are used to upgrade professional efficiency. The purpose of using these forms of capacity building is to learn new problem-solving skills that could make the employees more committed to their jobs. Refresher courses are used as contemporary development programmes to enhance the knowledge, skills, and competencies that the employees already possess.

Electronic training, as a form of capacity building, affords an employee the opportunity to keep abreast with the changes in his environment. The employee is afforded an opportunity to get information relevant to skills development through the use of a computer and get familiar in using the internet. It also makes it easier for the employee to get and share information. Staff meetings are on-the-job development where the employer meets with the employees to discuss specific issues related to the work to be done. Meetings afford the platform to address problems encountered by employees and seek solutions to deal with such (Okenjom, Akoloh, Ikurite and Ihekoronye, 2017:477-478). It is therefore important that employees participate in capacity building activities and the organisation provides resources for such activities to take place. The figure 3.3 below expands the understanding of what capacity building activities entail and has been borrowed from the Food and Agriculture Organisation of the United Nations.

Figure 3.3: Capacity Building Activities.



Adapted from FAO (2019).

To assess the relevance and effectiveness of capacity building projects in an organisation, it is important to evaluate how well an organisation has aligned its capacity building interventions with the development priorities and related institutional, organisational, and individual capacity constraints. Dale (2000:212) has formed six evaluation categories, namely, efficiency, relevance, effectiveness, impacts, sustainability, and replicability, which constitute a set of main variables which evaluators are expected to address. These categories will be explained in detail as they assist organisations and individuals to assess the impact of capacity building.

Efficiency is one of these categories and is the link between inputs and outputs. In determining the efficiency of capacity building support within projects, the World Bank gives support through studies and equipment to upgrade the functioning of individual organisations.

Capacity building inputs (such as studies, technical assistance, training, equipment, and financial resources for the support of change processes) and outputs (such as new or enhanced institutional frameworks, organisational structures and processes, and individual skills and performance) are linked to the results chain of the immediate public sector outputs and longer-term outcomes and development results (World Bank, 2005:9). Thus Dale (2000:212) states that efficiency establishes the extent in which the outputs are created and their quality proportional to the resources invested.

Regarding relevancy in capacity building, clearly defined problems need to be addressed by the World Bank operations such as diagnosis of the political economy context, systemic treatment of capacity constraints and assessment of capacity to build capacity (World Bank, 2005: 12). The evaluation reviewed three sets of operations to determine how well individual interventions diagnosed capacity constraints and designed measures to overcome them. The findings indicate that the relevance of the World Bank's capacity building efforts is undermined by insufficient monitoring and evaluation of the World Bank's interventions and the failure of operations to draw lessons from experience. This is particularly a problem with capacity building activities that are encapsulated in operations and therefore not tracked, monitored and evaluated as core objectives (World Bank, 2005:18). Dale (2000:213) alluded to the fact that relevance establishes to what extent the project has addressed the right priorities and deals with the question of whether the resources could provide greater advantage for some possible development measures.

Effective capacity building starts within the premise of building upon what already exists, rather than transferring entirely new systems. The effectiveness of the World Bank's capacity building activities has varied both across countries and within countries and across sectors. To be effective, capacity building efforts will need to be more explicitly managed as a core objective by the organisations and the World Bank, but the supportive enabling environment is not yet apparent. Specificity measures how readily output performance can be monitored and, therefore, improvement measures identified and tracked. Transaction intensity describes how complex/conflictual the decision process is to get from inputs to outputs, including the number and strength of relevant interest groups. Clear goals, strong interests, a known technique transferable across countries and readily measurable results, have characterized work in other organisations and sectors. These factors facilitated the design of a systematic capacity building strategy and made it possible to create "enclaves" of effectiveness, even in environments of inefficiency, although there are risks to sustainability of the enclaved gains (World Bank, 2005:25). Dale (2000:212) stated that effectiveness is the link between the targets and the output, or the impact of the capacity building project. It expresses the degree

to which the planned outputs, anticipated results and intended effects, are being or, have been produced or achieved. Organisations should set up systems to continually monitor and evaluate the effectiveness of the programmes that they are implementing to ensure the relevancy of such programmes and ensure that the desired outcomes are achieved.

Impact in capacity building can be direct and indirect. The impact of employees participating in the capacity building are not only based on organisational investment but also increase the intellectual capital of the organisation in that the knowledge, skills, attitudes and behaviour of employees are enhanced (Bulut and Culha, 2010:310). Employees, who have the appropriate motivation to learn, must be targeted by the organisations as they show keen interest to develop their personal skills and improve the organisation's productivity, efficiency, and effectiveness (Garavan, Carbery, O'Malley and O'Donnell, 2010:165). Dale (2000:214) indicated that the impact lasts longer and often has indirect results of the programme or project, for the intended recipients and any other people who will benefit from the project.

Attribution of impact to inputs is always uncertain, particularly when dealing with compound processes such as capacity building. A more effective approach is to work backwards from attainable impact to determine potential input. However, the best time for evaluating a change programme is before the programme starts. The implementers must know what they intend to achieve out of the programme or project how are they going to get there and whether they have successfully arrived at their planned destination. It is always good to assess both your starting and ending points to be able to indicate if the mission has been accomplished. (OECD, 2011:59).

There is no model or process that will ensure successful and sustainable capacity building in all contexts, irrespective of how well the process was designed and funded, whether it is a private company or a public sector organisation, there are too many variables to guarantee success. The process of sustainability needs more than good analysis, planning and action plans. It needs quality leadership and continuing commitment. Leaders who are looking for new ideas to improve productivity or service delivery, who are brave enough to embrace and implement them, are the ones that are the most successful in modifying their organisations. Without a clear vision and the courage to challenge existing practices and grasp the unknown, leaders only become managers. It also needs 'buy-in' from those benefiting from capacity building to make the change sustainable (OECD, 2011:16). Congruent to the above statements, Dale (2000:214) states that the core of any capacity building is the sustainability it accomplishes. It evaluates whether the organisation is able to sustain the positive turnaround of the project after the project has come to an end.

According to Dale (2000:251) replicability refers to the evaluation of the project and the viability of repeating the project or parts of it for later use in another context, organisation or capacity building project. This part of the evaluation is strictly for the purpose of the donor organisation. This approach tends to assume that poorer countries can and should replicate approaches already refined over time by their richer partners or donors. However, most people these days recognise the deficiency of this approach and the need for much more local modification of imported knowledge. The process really needs to be turned inside out. The process of capacity building should be initiated by recipients, starting from their understanding of local knowledge and practice, assessing the capacities and potential of local individuals, organisations and communities then working out ways to build on these. These processes involve appreciating the different interests involved and anticipating how potential conflicts can be dealt with. Such processes can ensure that new technologies being introduced will be better modified to local production systems. This approach also reflects a more pragmatic view of learning (Brown, 2015:159). Besides strategies to reinforce capacity building, there are also barriers that impede capacity building, and these will be discussed in the next section.

3.11 CAPACITY BUILDING BARRIERS

Capacity building is an ongoing process, therefore, the activities that are to be implemented and the programmes such as learning and development, training, and networking (that are designed to carry out this process), need adequate time and dedication to succeed. Capacity building initiatives are a long-term investment; therefore, resources and time are needed to execute the planned programmes and without these, effective and realistic capacity building will be jeopardized (Culver and Pathy, 2000). A common challenge is balancing resource availability with the intensity and reach of capacity-building activities. A consistent concern for organisations is lack of financial and staffing resources. Appropriate governance structures and decision-making frameworks, aligning stakeholder interests with the vision of the organisation, balancing short-term objectives with long-term goals, securing resources to sustain the effort without compromising it, and evaluating the impact of the programmes can also be cited as barriers to capacity building processes (Alexander, Christianson, Hearld, Hurley and Scanlon, 2010:645).

According to Culver and Pathy (2000), knowledge and understanding of what capacity building is has reinforced numerous misconceptions about capacity building as an activity that requires funding which has caused non-profit organisations to be dependent on donors. Monitoring and evaluation are important components of capacity building programmes and have been in most instances neglected. Individual tools and approaches lack indicators or other evaluation

criteria even when capacity building is a programme or intervention's primary focus. Lack of common indicators and standards prevent capacity building providers from objectively comparing interventions or determining whether a capacity building practice, activity, tool, or project is best or promising practice. Lack of evidence demonstrating the impact of capacity building interventions on systems and outcome to organisations operating in a results-driven donor environment has also been identified as a barrier (US Agency for International Development (USAID), 2010:7).

Congruent to the issues mentioned above, Hadfield, Chapman, Curryer and Barrett (2002:47) have identified these factors as impeding capacity building improvement processes which relate to:

- improvement policies with unrealistic expectations and pressures that damage chances of sustaining improvement by mismanaging the external environment,
- inability to sustain individual development over longer periods,
- lack of common language around teaching and learning, and
- challenges surrounding traditional notions of leadership versus delegated responsibilities.

Having noted these challenges, Alexander et al. (2010:647) alluded to the fact that formal studies on barriers to capacity building provide a useful starting point to identify challenges to developing sustainable programmes. Hannah (2006: 12) discusses the tension between a programme's desire to produce tangible outcomes ("product") and the need to develop processes that support capacity building ("processes"). Funding agencies that stress output production over capacity building.

USAID (2010:8) reinforces capacity building challenges as identified and defined in the literature review as follows:

3.11.1 Capacity Building challenges

Mention must be made that capacity building challenges are insufficiently defined, evaluated and reported upon. The following have been noted as challenges of capacity building: few tools, approaches, interventions, and programmes have undergone rigorous evaluation.

- When viewed as a supporting element of projects or as a means of achieving primary goals, capacity building may not be held to the same standards as primary project activities and may not be included in the evaluation and research process.
- Multiple definitions and disparities in understanding of the term *capacity building* may cause confusion among donors, providers, and recipients.
- The multiplicity of capacity building approaches and frameworks makes relevant evaluation research difficult.
- The small number of organisations involved in many capacity building efforts and the heterogeneity of approaches and tools used, limit the potential sample size, affecting research design and the quality of substantive evaluation and published research.
- The lack of common indicators and standards prevents capacity building providers from objectively comparing interventions or determining a promising capacity building practice, activity, tool, or project.
- Donor demands and the competitive nature of development funding means that capacity builders may be unwilling to evaluate and share outcome results that might be negative.

3.11.2 External factors affecting capacity building

Below are external factors that impede capacity building processes noted as follows:

- Project timelines make planning and implementing capacity building to meet organisational needs difficult in the appropriate time frame.
- Organisations may be pressured to use funds earmarked for capacity building without a defined strategy, assessed need, or desired outcome.
- When viewed as an element of a project, capacity building may not be based on assessed needs nor developed in a participatory fashion with implementing organisations.
- Few capacity building tools are designed specifically for HIV/AIDS organisations or programmes.

3.11.3 Limitations of capacity building tools and approaches

Reports for projects using capacity building are often not published, or capacity building results may not be included, thereby limiting the fields' ability both to determine and use promising practices and to build on preexisting work.

- The wide variety of organisations undergoing capacity building may limit the ability to generalize results, and the wide variety of settings in which capacity building is used leads to difficulty in generalizing approaches across settings (e.g., midlevel development, post-conflict, concentrated epidemic).
- Providers often believe that the most effective interventions should be designed to meet the specific needs of local implementing organisations, making general inferences difficult.
- Organisations may be willing to share their tools but may not publish them, make them available electronically, or translate them.

Determining the most appropriate level of capacity building at national, regional, and organisational level is difficult as it applies to creating pressure to produce and measure short-term outcomes, possibly, at the expense of processes that support and sustain longer term capacity. It must also be noted that the demands of implementing programmes as opposed to the planning stage can undermine longer term capacity-building goals. Specifically, the operational and monitoring demands of implementing these programmes can dominate staff time and effort, resulting in a loss of focus on longer term programme goals.

In order to circumvent the serious challenges that can impact the success of capacity building programmes, there are enabling questions that Loza (2004:305) has identified to bridge the gaps, weaknesses and strengths in measuring the success of the capacity building partnership as follows:

- In what ways is the partnership mutually beneficial?
- Has the internal weakness (for example, organisational, managerial, financial skills, and networks) of organisation been strengthened?
- In what ways has the programme enabled the organisation to fulfil its mission statement and meet the demands of change?
- Does the partnership enable the organisation to be more self-reliant?
- Are the processes and outcomes of the programmes viable once the partnership ceases?
- Has the capacity building programme achieved its aims and objectives?
- In what ways has strengthening the capacity of the organisation contributed positively to the communities served by that organisation?

Self-evaluation or assessment by an organisation is very critical in that it paves the way for an organisation to identify their correct needs so that the partnership processes are able to deal

exactly with the needs identified and be able to support the organisation accordingly. The aim of the partnership is that the support should be accurate and realistic to address the needs of the organisation and in so doing enable the organisation to be more self-reliant and also achieve its mission statement. Needs analysis that are inaccurate, can render the processes and outcomes of the programmes unattainable once the partnership has come to an end.

3.12 CASE STUDIES ON CAPACITY BUILDING

Different organisations engage employees in capacity building for different outcomes. The study will compare how the organisations implement capacity building and how fully engaged are the employees in the processes. Four cases from the private sector and four from the public sector are analysed in this research from both the international, regional and local perspectives. There are four selected private cases: the British Gas in Britain, the Sultan Hotel in Jakarta, the Commercial Banks in Kakamega Central District in Kenya and the Cisco Systems- the Smith Family in Australia. For the Public sector the analysis considers Primary Healthcare centres in Stockholm Sweden, a Primary school in New Zealand, the Kabupaten Sikka District in Indonesia and the Gauteng Department of Education in South Africa. The reasons for selecting these specific cases are that they were implemented in different sectors, different countries and different parts of the world. They also involve developing countries such as South Africa, Kenya and Indonesia as well as developed countries such as Britain, Sweden and New Zealand.

3.12.1 Private Sector case studies

The British Gas developed an employee suggestion programme where employees were allowed to recognize problems and possible solutions. More than 11 000 suggestions were received by the organisation and approximately 10 percent were implemented, adding value to the organisation of £10 million (Erstad, 1997:327). A clearly defined structure to ensure the successful implementation of the capacity building was put in place at the British Gas. Employees were offered a scratch card to the value of £5 maximum as an incentive. The main objective was to get employees to participate in the capacity building process and managers had to stimulate, communicate and encourage employees in the flatter organisation, on which the managers were measured in their performance appraisals. The organisation used awards as an incentive where suggestions by employees added value and were in line with business objectives (Erstad, 1997:328). The suggestions provided by the employees assisted the managers to craft relevant capacity building programmes that led employees to participate, which also assisted the company to achieve its organisational goal of sharing problems but

also coming up with solutions to better improve the performance of the company. Engaging employees is always the best solution as capacity building must not be a fruitless expenditure. Capacity building is not a one-size fits all kind of approach, but the management must be guided by the needs of the employees in order to make it relevant.

A study on employee participation in the Tourism Sector in the Sultan Hotel Jakarta was conducted where 650 employees, both permanent and contracted, were employed by the organisation. The Hotel offered accommodation for guests that were on vacation as well as catering for conferences, meetings and wedding receptions. Capacity building was considered to be very important in improving employee performance and the main goal was to improve competence. It was believed that employees with high competence could be seen from the increase in work attitudes, responsibilities in work, work disciplines, skills, and knowledge (Ekhsan, Fahlevi and Rabiah, 2019:240). The Hotel implemented the capacity building for all divisions including the Front Office. In involving all divisions, hotel managers were required to use their ability to compile, and use management strategies, or operational management and strategies, to improve hotel performance and advance competitiveness in the business world globally. In a school setup, there are different levels that can assist the school to perform well. The General Assistants that take care of the environment and surroundings are key in that a clean school is a strong force to be reckoned with. The Front Office is the face of the school and as such, administrators can market the school when properly capacitated in issues of etiquette and knowing how to receive different stakeholders. Most teachers are promoted to managerial positions and for a school to be well-managed, such leaders lack disciplines to be able to address human resource issues, deal with conflict management, curriculum management and financial management. Therefore, employee performance across all levels is very critical.

The commercial banks in Kakamega Central District, Kenya, focused on employee productivity and organisational performance by investigating the impact of capacity building and employee productivity. Wanyama and Mutsotso (2010:73) identified weak supervision and equipping of employees with expertise, skills, and knowledge as aspects necessary to improve employee productivity and improve performance of the banks. There was a belief that employee competence had a positive effect on organisational competence.

Having identified weak supervision and inadequacy in expertise of employees, necessary skills and knowledge were addressed through on-the-job training to improve the performance of the banks. The study conducted by Wanyama and Mutsotso focused on capacity building and employee production on organisational performance. The findings of the study confirmed

that job skills are acquired through capacity building, motivation and satisfaction to bring about an increase in quality service delivery, organisational effectiveness, efficiency and profitability (Wanyama and Mutsotso, 2010:75).

The benefits of corporate partnerships with the community services sector present a strong business case for corporate community investment through building the capacities of community organisations to meet their commitments to the communities they serve and in delivering exceptional benefits to the community overall. A case study of Cisco Systems-The Smith Family partnership is included as an example of a business-community partnership that has developed a successful capacity building programme (Loza, 2004:299).

Cisco Systems is the worldwide leader for Internet networking. According to the company, there is a belief that the Internet and education are 'the two great equalisers' (Loza, 2004:305). Cisco Systems helps non-profit organisations to reach new levels of productivity and long-standing intervention unwaveringly gives way to lasting transformation. The Cisco Systems and the Smith Family partnership is an Australian example of a capacity building partnership which was launched in 2000 and proved successful. The Smith Family is an independent, non-religious, non-political and not for profit organisation helping disadvantaged families to avoid the cycle of poverty and participate more fully in society by implementing practical and effective programmes. Cisco Systems and its employees assist the Smith Family in a variety of capacity building projects around the digital divide to reach 10,000 disadvantaged families. These involve improving the organisation's communication networks, including a new voice and data network for The Smith Family to creating e-learning and certification opportunities for disadvantaged families. The organisation's new communication network has built the capacity of The Smith Family enabling the organisation to provide services to customers more efficiently and effectively and to give substantial support to rural and regional areas.

In her study of the Cisco Systems-Smith Family partnership, Cahill (2003: 156) claims that the internal capacity of The Smith Family has been strengthened through a variety of mechanisms. The Smith Family used to have access to 120 computers across its sites, it now has 450 networked computers. The voice network has enabled the increased functionality of voicemail, directories and call management systems. The network makes communication and sharing of information more freely accessible among the organisation's multiple sites including its remote sites. The partnership with Cisco Systems, therefore, has enabled the organisation to grow in its IT capabilities and has given The Smith Family technological sophistication that most community organisations do not have. According to The Smith Family's CEO, this "enhances our ability to deliver services more efficiently and effectively". Finally, the exchange of

resources and skills and the development of positive networks, have resulted in the CEO of Cisco Systems providing direct governance of The Smith Family Board. Skills in IT have been developed. The partnership prides itself with the following achievements:

- New opportunities for e-volunteering have emerged.
- Greater understanding of business theory and practice, and how to effectively utilize and engage corporate volunteering staff, have become embedded in The Smith Family staff.
- This is expected to result in benefits in other corporate relationships that The Smith Family may wish to embark upon.
- As with Cisco Systems, the partnership has increased The Smith Family's profile and positioned it as a leader in business-community partnerships.
- The technological programmes have heightened the demand for more active research on the digital divide and resulted in The Smith Family undertaking research on the extent of the digital divide for their clients. Out of this, there is growing recognition for The Smith Family to extend its networks to other community organisations to address the digital divide.
- Dense and positive networks have been established between the two parties resulting in an increase in social capital across members of both parties. Partnerships are important in assisting growth of organisations in capacity building. Memoranda of understanding between business and community/public on partnerships, have to be clearly defined so that the support offered to the community/public addresses the need of that community. In the Ekurhuleni South District schools, Clicks Foundation is in partnership as a business entity by providing computers to the schools at elementary level to assist young learners in e-learning. The schools are therefore expected to safeguard the assets but most importantly ensure that learners optimally use the resources. The programme has been engineered such that usage of the resources are monitored and the schools and learners that mostly use the resources are certificated. Therefore, business and community/public partnerships are of major importance.

3.12.2 Public sector case studies

The eHealth intervention consisted of workshops aimed to improve employees' competencies, skills, behaviours and attitudes in information and communication technologies such as electronic health records. It was directed towards staff in primary healthcare centres in Stockholm, Sweden. The workshops were conducted at every centre and all employees were

invited to participate. Eight workshops were offered at each workplace. Approximately 10 employees participated in each workshop, and the workshops were repeated until all employees at each centre had attended. One employee at every centre was appointed as a process facilitator and was responsible for leading the workshops at the centre. The process facilitators were, in turn, coached by employees with a special assignment as instructors responsible for developing the intervention activities and materials. Time spent on the intervention was counted as working hours (Abildgaard, Hasson, von Thiele Schwarz, Løvseth, Ala-Laurinaho and Nielsen, 2018:752).

Work with flow (WWF) was conducted at white-collar organisations in the Stockholm region, Sweden. The intervention was a web-based system for occupational health management. Individual, group and organisation-level activities were covered in the capacity building exercise and encouraged employees and managers to jointly work on improving the work environment. Continuous evaluation of one's own health and the psychosocial work environment were provided in the system. Together with feedback on the results, the system provided suggestions for activities to improve wellbeing and work environment for the individuals and groups. Line managers and employees were inspired to discuss the results of the surveys, make action plans and follow up on changes on a regular basis. To assist the line managers, interactive self-learning exercises on how to manage employee development, problem solving, goal setting, communication and stress management were provided. At the organisation level, the HR representatives and senior managers were able to follow work groups' survey results (Abildgaard et al. 2018:7520).

Crisp, Swerissen & Duckett (2000:100) conducted capacity building within the health sector and identified four approaches as having potential to increase organisational performance as follows:

- a top-down organisational approach which might begin with changing agency policies or practices,
- a bottom-up organisational approach, e.g., provision of skills to staff,
- a partnership approach which involves strengthening the relationships between organisations, and
- a community organizing approach in which individual community members are drawn into forming new organisations or joining existing ones to improve the health of community members.

The Education sector has a diverse population and stakeholders go through capacity building processes in one form or another. For years, improvement of schools has been a concern of all the stakeholders involved in education. School systems, structures and processes have been put in place to improve the quality of education globally. For the education system to engage in capacity building for school improvement, consideration should be made regarding the school vision, that is, what does the school want to achieve out of the whole exercise of capacity building. In relation to the school culture, how are issues managed and governed. Pertaining to the staff professional development, is staff encouraged to participate in capacity building processes and do stakeholders as agents of change have the capacity to provide guidance to the school.

A case study of a Primary school in New Zealand was conducted by Stringer (2013:81) which was deemed to be underperforming. For a period of two years, capacity building processes were implemented by the school's stakeholders. The Board of Trustees comprising of the elected parents, the principal and staff representative, have legal authority for school governance and management. The first point of departure for the stakeholders was the school's vision which was adapted to legislative mandates as promulgated by the New Zealand government's National Education guidelines. The vision of the school and resulting practices insisted on an inclusive community approach to building capacity for individual, community and systematic improvement. The focus was on strengthening capacity for self-governance and self-management through advancing the senior managers' knowledge, skills, expertise, collaborative strategies, and networks of support. The capacity building strategies in this school paid dividends, as alluded by Stringer (2013:116), that the conditions of the school were changed by the staff enthusiasm, opportunities for professional development and a working culture. Collaborating with community structures and stakeholders assist in providing solutions for organisational growth and such efforts where expertise and skills are provided, assist in the achievement of organisational goals.

In Indonesia, capacity building was deemed as a major issue of concern and the enactment of the Indonesia's Act No. 20/2003 on National Policy in Education System regulated educational decentralization through the implementation of School-Based Management and School-Based Curriculum. The study in Indonesia, conducted by the UNDP (1992:2), which was done in Kabupaten Sikka District, defines human capacity as "the process that equips individuals with the understanding, skills, access to information, knowledge, and training in order for individuals to perform effectively while institutional capacity building enhances decision making through developing and fostering educational issues or policy. Capacity

building is essential in assisting individuals acquire necessary skills and to use the knowledge received effectively, assisting organisations to perform at their optimum.

Most of the capacity processes in Indonesia were driven by the District Education Office-MoNE staff. Indonesian school principals managed schools but left the capacity building processes of teachers, professional supervision, and guidance to the supervisors in the District Education Office. The challenge of depending on the District Education Office for capacity building was that they did not visit schools regularly to provide the needed support for teachers. The other challenge was that some of the District Education Office staff were civil servants who had no educational background. School Principals also depended on the supervisors to provide leadership in all professional areas, however the latter did not have the capacity to perform such roles. Supervisors only had the capacity for professional development in curriculum leadership and curriculum development (Haris, 2016:30). Although teachers are supposed to form communities of good practice and assist one another with capacity building and development, one of the core functions of the District Education Office is to offer support and build capacity in schools. GDE expects officials appointed in supporting and monitoring schools to conduct capacity building for School Management Teams and School Governing Bodies so that schools are well managed and governed. Officials appointed to service schools must have an understanding of school operations so as to offer guidance that is relevant and assist the schools to achieve quality results.

One of the objectives that the District Education Office was engaged in was the capacity building in staff selection. The purpose was to improve the promotion and training programme for head teachers and school supervisors, in order to improve the quality of education in schools. This process of the selection of head teachers was unfavourable to school communities as it was seen to lack transparency and considered unfair (Haris, 2016:32). In GDE, District officials are part of the selection process on promotional posts only as resource persons to help guide the process. The official who is assigned to the school can only be part of the panel when the principal has to be appointed. No official participates in the recruitment of teachers as that is the function of the School Governing Bodies. Even with all these processes in place, the processes still face challenges as there will always be grievances lodged.

The Kabupaten Sikka District engaged in a number of capacity building programmes which entailed planning; staff selection; primary education testing programmes; improvement of service delivery at sub-district level; development of grievance processes; management of the distribution of documents to schools; improvement of the regulation of cluster activities, which

focused on professional development for both teachers and principals. Funding for the capacity building programmes for teachers and school principals was provided for by the province and the districts were required to submit activities for professional development programmes from schools' clusters. Funds were then allocated to the core schools to conduct capacity building programmes. A Guideline for Clusters' Development of Professional Development Programmes and Regulations for Cluster Activities were developed and are being implemented to regulate capacity building processes in all the Districts in Indonesia (Haris, 2016: 33-35). GDE has subject advisers who have specialised in the subjects in which they offer support to schools. These officials manage curriculum matters and ensure that the curriculum management model is implemented across all grades and subjects. Reports are generated to assist the management of the schools to close loopholes where performance is unsatisfactory. Professional Learning Communities (PLCs) are created to support teachers with capacity building within the subjects and phases.

South Africa's Education system is a combination of the systems as applied by New Zealand and Indonesia. The School Governing Bodies (SGBs), which comprises of the school principal, parents, staff representatives and learner representatives, the latter being in secondary schools only, are the equivalent of the Board of Trustees in New Zealand. The SGBs, according to the South African Schools Act (SASA) 1996 as amended, are responsible for the governance of public schools whereas the School Management Teams (SMTs), comprising of the school principal, deputy principal(s), and departmental heads managing different subjects, are responsible for the management of public schools (Maringe and Prew, 2014:78). SMTs deal with daily functions of the schools such as ensuring that the timetable is available for each teacher and class and also monitor that quality teaching and learning is provided. Reports of performance are generated, and schools are supported by District officials to achieve quality results. The SGB manage the finances of the schools and set systems to provide resources that will enhance teaching and learning.

The School Governing Bodies are elected every three years and parents who still have children in a particular school, can still be re-elected to serve until they no longer have children in the school. All other components are to serve for the three-year term with the exception of learners in secondary schools whose term of office is only one year.

It is imperative to have the SGBs capacitated as they have to govern schools and among other powers that they have, is that of managing finances of the schools. Motala and Pampallis (2001) allude to the fact that it may be dangerous to allocate considerable powers to communities through legislation in that many schools may not have the capacity or expertise

to exercise their powers especially financial obligations and recruitment of the staff in all categories, that is, from the principal to the general assistant. On the other hand, Chaka (2005: 25) argues that the challenges of the SGBs in implementing the legislated functions are that most of them have low literacy skills and comprehending the legislative frameworks governing SGBs poses a huge challenge. Some SGB members do not understand that Principals are implementers of the decisions concluded in the SGB meetings. The matter of merely electing people who are vocal but have no skill to assist the schools in moving forward greatly hampers growth and development in most of the schools.

According to the SASA 1996 as amended, the SGBs have been allocated powers to deal with these aspects:

- providing quality education for all learners,
- developing and adopting a constitution of the school,
- adopting a mission and vision of the school,
- adopting a code of conduct for learners,
- developing and adopting policies for the school, including admission policy and language policy, and
- making recommendations to the Provincial Head of Department on the appointment of staff following interviews.

To be able to perform such tasks and others as outline in Chapter 21 of SASA 1996 as amended, required skills and capacity hence in 1997, the National Minister of Education, commissioned the development of training materials to capacitate SGBs in carrying out their newly legislated mandates. The Gauteng Department of Education established a structure called Education, Management and Governance Development (EMGD) which focuses on capacity building for both SGBs and SMTs. District Officials are trained to assist the EMGD in training the SGBs but also service providers are outsourced to conduct the training. However, financial constraints impact these trainings. Not only do financial constraints impact the SGB trainings across the province but poor attendance and contextual factors such as transport costs to the venues and inconsistent quality of facilitators, affect attendance of the training. Maringe and Prew (2014: 78) noted the inconsistency in relation to the training of SGBs and that those who were appointed as service providers used different approaches and presented different content. There was no collegiality among service providers in the quality of training across the province and the problem of SGB capacity building was aggravated. There was lack of consistency in the development of the content/material to be used for SGB capacity

which resulted in the service providers using their own experiences. Before any training or capacity building process can unfold, logistics such as transport for the participants, venues to be used and catering, if the training will last the whole day, need to be well arranged but over and above this, training material should be well structured, relevant and address important aspects.

In 2001, Gauteng Department of Education established an institution called Matthew Goniwe School of Leadership and Governance (MGSLG) that will provide capacity building for school management and governance to have both structures understand their roles and functions in managing and governing schools. All capacity building programmes are centralized and standardized across the province and there are programmes developed to capacitate both the SGBs and SMTs. There is improvement of capacity building for both these structures, however, funding becomes a challenge leading to training becoming irregular.

The current state of MGSLG as an institution that offers capacity building programmes to all the stakeholders in education in the province has improved in that training is found to be relevant and the quality of facilitators has tremendously improved. School Management Teams are also central in carrying out the vision and mission of the GDE. Through MGSLG, capacity building was initiated to support the management teams in schools. In 2002, MGSLG, in collaboration with the University of Johannesburg, piloted a two-year Advanced Certificate in Education Management and Governance (ACE) programme for Principals with the aim of empowering principals to effectively lead and manage schools and to improve the delivery of education across the school system (Sullivan, Masitara, Mc Lennan and Dale-Jones, 2013:35). Msila and Mtshali (2013:49) state that the ACE programme assisted principals to gain confidence and provided them with skills of improving the culture of teaching and learning where performance was poor. Principals were able to network and support one another irrespective of poor resources that most of the schools still contend with.

All these are endeavours that the GDE has put in place to support and strengthen capacity building of all the stakeholders. There is a strong belief that for education to succeed and improve, these three components are important: the teacher, the learner, and the parent. Therefore, capacity building of all these stakeholders is critical. These are not the only stakeholders in education that the GDE capacitates. There are administrators and general workers that also undergo capacity building programmes aligned to their development needs. The policy framework on the performance management and development systems of employees on levels 1-12, affords an employee to draw up a personal development plan (PDP) that identifies the employee's competency and development needs in terms of the

fundamental requirements of the job with the aim of improving these and the development plan must be approved by the supervisor (GDE: 2019:5). Depending on an individual employee, the capacity building programmes range from a one-day workshop, or short-term course, to a full bursary award.

Although the SGBs are not employees of GDE, especially the parent component, it is critical that they be capacitated so that they understand the operations of the organisation in order to carry out the vision and mission of GDE and assist schools in achieving the organisational goals of providing quality teaching and learning. As governors in schools, they play a critical role of providing resources to the school communities thus making the environment conducive for teaching and learning.

Selecting the abovementioned countries gives a general view of capacity building projects which provides less sentient cultural bias of evaluating projects from one specific country and sector. These cases also provide a range of why these organisations engaged in capacity building projects and as such provide a complete picture of capacity building initiatives. Investigating these cases contributes to drawing up generic conclusions as opposed to researching a particular sector or country. The research therefore aims at providing a general knowledge gap on capacity building projects by providing general recommendations as is evident from this set of cases.

3.13 SUMMARY CHAPTER

Capacity building is impossible without financial resources and other resources from external sources as these produce future benefits. While it is acknowledged that external sources assist in capacity building, dependence on such resources should be avoided as these are for a limited time and not an indefinite period. Capacity building should be promoted within the organisation as there are employees with vast knowledge and experience who can assist in developing others, for example, a teacher who performs above average on a particular subject can become a resource for the school and assist those who experience challenges in mastering a particular concept. External resources are aimed at improving community and public practices through capacity building programmes and as such need to be sustained. Organisations need to focus on continuous learning and improvement and encourage employees to become self-critical as individuals and a collective by reflecting in, through and on practices in order to improve performance in addressing the needs of the community. Education is an important sector that needs to continually develop capacity for all the

employees in schools, as well as District offices, to ensure that the organisational goals of attaining quality teaching and learning can be realised.

Capacity building programmes are good initiatives however, it must be clear from the funder's perspective what the intentions are in providing capacity building processes, meaning that targets in funding agreements must be specified; steps to facilitate capacity building programmes should be outlined in the funding agreements and there should be a commitment not to use projects that have been initially funded as pilot projects (Crisp et al. 2000:105-106). When funding is allocated for capacity building in an organisation, terms and references need to be understood as funders are keen in developing organisations so that they can benefit communities that they serve. Earlier, mention was made of the Clicks Foundation that assists elementary schools with computers, such initiatives also allow communities to identify young people who can train the learners in e-learning and those young people get paid by the Foundation. This initiative addresses needs of the community by creating job opportunities for the youth.

For organisations to achieve maximum output in performance, they need to develop and sustain high levels of capacity building and employee productivity through learning and development on the job, as a prerequisite for continued performance. It is therefore imperative that indicators such as employee performance, job skills, public relations, employee motivation and satisfaction be actively practised in organisations as these will lead to an increase in profitability, efficiency, organisational effectiveness, product quality, supervision and manpower competence (Wanyama and Mutsotso, 2010:76). Organisations that have high-capacity building programmes and employee productivity often increase the employees' motivation, performance, job skills and satisfaction, leading to a proportional increase in the organisational performance. An overview of institutional arrangements for capacity development programmes will be discussed in the next chapter.

CHAPTER 4: OVERVIEW OF INSTITUTIONAL ARRANGEMENTS FOR CAPACITY DEVELOPMENT PROGRAMMES

4.1 INTRODUCTION

This chapter will address the institutional arrangements that are available and used in South Africa to address the issues of capacity building. The chapter begins by discussing the environment under which capacity building is carried out in South Africa. An overview of the institutional arrangements for capacity building programmes.

4.2 CAPACITY BUILDING BACKGROUND IN SOUTH AFRICA

The South African education, training and skills challenge is incongruous with labour demand and supply dynamics, where low-skilled potential workers are in excess while high-skilled workers are in demand in both the economy and labour market. Reddy, Wildschut, Luescher, Petersen, Rust and Kalina, 2018: 6 state that “the focus on the skills development challenge should not only be on a small number of skilled people in the workplace but also on the unemployed, the youth, low-skilled people, the marginalised, and those in vulnerable forms of employment, including the self-employed”. In order to improve the employability of workers, the inclusiveness of economic growth and the productivity of corporations, appropriate education and skills are needed, especially in countries that are developing. According to the International Labour Office (ILO), 2011:1,” this realization has led organisations to increase interest in the formulation of skills development policies to drive the change necessary to meet development challenges. Many of these policies, progressively broad in scope and outreach, are underpinned by efforts to bring the world of education and training and the world of work closer together”.

Institutional arrangements are policies, systems, processes and structures used by organisations to legislate, plan and manage their activities efficiently and to effectively coordinate with others in fulfilling their mandates (UNFCCC, 2015). Institutional arrangements for capacity building assists in policy coherence relating to issues of transparency, effectiveness and accountability which ensure that there is participatory, inclusive and responsive decision-making at all levels. Institutional arrangements can help bring together relevant ministries and government entities to enhance coherence across sustainable development-related policies. Institutional mechanisms assist in aligning priorities, policies and plans between various levels of government. These mechanisms ensure that laws, policies, plans, programmes and major developments are developed through participatory

processes. When institutional arrangements are in place, they systematically monitor and evaluate the effects of policies on sustainable monitoring, reporting and evaluation development and cross-sectoral impacts (United Nations: Department of Economic and Social Affairs: 2020:8). Institutional arrangements guide organisations on how to effectively roll out their activities. Furthermore, organisations need to plan, implement, and monitor and evaluate activities in fulfilling their mandates and this systematic process must be conducted across the sectors.

4.3 OVERVIEW OF THE DEPARTMENT OF EDUCATION

South Africa has two ministries that oversee education which are the Department of Basic Education that focuses on providing Early Childhood Development from Grades R to 3, the General Education Training phase, from Grades 4 to 9, and the Further Education and Training phase, from Grades 10-12; and the Department of Higher Education, Science and Technology which provides post-school education and training. The Department of Basic Education is responsible for all the schools in the 9 Provinces. Each Province has a Provincial Office of Education under the leadership of the Member of the Executive Council (MEC) who manages, and coordinates matters that originate from Parliament and other legislative structures. Each Provincial Office has District Education Offices and in Gauteng Department of Education, there are 15 Districts which have been mentioned in Chapter 1. The role of each District is to support and monitor schools within their jurisdiction. Each District is managed by the District Director and Executive District Management Team (EDMT). The research focuses on the Ekurhuleni South District, in the Province of Gauteng.

The Ekurhuleni South District staff complement comprises of the District Director, the Executive District Management Team (EDMT), the District Management Team (DMT), Senior Education Specialists, Administrators and General Assistants. At school level, the Principal manages the school together with the School Management Team (SMT), i.e. the Deputy Principal/s and Departmental Heads responsible for each department, Teachers, Administrators and General Assistants.

Ekurhuleni South District comprises of 236 schools, according to Source: GDE – Education Management Information Systems (2021), which are further classified as:

- Public Ordinary Primary Schools numbering up to 116 schools.
- Public Ordinary Secondary Schools numbering up to 58 schools.
- Public Ordinary Combined Schools numbering up to 2 schools.

- Public Ordinary LSEN Schools numbering up to 7 schools.
- Independent schools numbering up 53 schools.
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4.4 BACKGROUND ON INSTITUTIONAL ARRANGEMENTS

4.4. 1 Governments

One of the most fundamental ideas associated with capacity building is to build the capacities of governments in developing countries as a result they are able to handle the problems related to environmental protection, and economic and social needs (OECD, 2002:3). “Developing a government's capacity, whether at the local, regional or national level, can improve governance and can lead to sustainable development and political reform. Capacity building in governments often aims at empowering governments to be able to budget, collect revenue, create and implement laws, and promote civic engagement” (OECD, 2002:3). Governments are capacitated to deal with challenges that impact on all the social, cultural, environmental and economic needs so that they become self-sustainable.

4.4.2 Local communities and NGOs

International donors often include capacity building as a form of interventions with local governments or NGOs working in developing areas. A study conducted by McKinsey & Company in 2001 observed that "the act of resetting aspirations and strategy is often the first step in improving an organisation's capacity". Secondly, good management is important in that it fosters committed people in senior positions to make capacity building happen. Thirdly, patience is required: "there are few quick fixes when it comes to building capacity" (McKinsey & Company (2001). Some methods of capacity building for NGOs include, among others, organizing exposure visits, on-the-job training, visiting training centres, office and documentation support, learning centres, conducting oversight visits and consultations.

4.4.3 Private sector organisations

Eade, (1997) states that for private sector organisations “capacity building may go beyond the improvement of services for public organisations and include fund-raising and income generation, diversity, partnerships and collaboration, marketing, positioning, planning and other activities relating to production and performance”. Capacity development of private organisations involves the build-up of an organisation's tangible and intangible assets (Kaplan,

2000). "Organisation development (OD) is the study and implementation of practices, systems, and techniques that affect organisational change. The goal of which is to modify an organisation's performance and/or culture" (Kaplan, 2000).

An organisation is the central component of successful strategy. The learning organisation puts emphasis on developing the capability of all its employees through self-development and staff development, embracing the concept of "learning on the job" (Duke, 1999:22). An effective institutional arrangement is needed to effect human decisions and interactions, as well as economic performance and development, as many organisations need new approaches and strategies to address existing and emerging problems in dealing with capacity building. Effective institutional arrangements will empower stakeholders towards building a real stakeholder's partnership in implementing capacity building programmes to allow the participatory approach. According to (Kinnear and Sutherland, 2000:106) "intellectual capital and employees' knowledge are considered by a number of organisations as essential resources for effective organisations". Employees need to be encouraged to develop themselves firstly by using internal processes like job-shadowing and learning-on-the job. Encouraging stakeholders' partnership will assist an organisation in meeting its organisational obligations and reaching its goals. When institutional arrangements are in place, organisations will know how to deal with capacity building processes.

There are various definitions and interpretations about the concept of institution. According to Hamzah (2010:70) the concept can basically be divided into two categories, which are "an institution as an organisation and an institution as rule". Formal organisations, including all collectively determined sets of working rules in the form of social norms, ethical precepts and customs, are an "institution". The institution as rule can be defined as 'established law, custom or practice'. Institutions as a rule are designed not only to structure and regularise interactions between actors, but also to provide compatibility and predictability (Hamzah, 2010:70). Institutions are not "simply workable adaptations to the environment, but they are advantageous projections in subjective reality that eliminate risks" (Kostov and Lingard, 2003:472). "All systems of social arrangement include systems of government, public administration across all spheres of government, including the police force, military education system, judicial system and all systems that administer the economy are referred to as institutions." (Gunnarsson, 2001:20). Institutions, therefore, refer to laws, rules and regulations but also norms and customs that shape and promote repeated interaction between human beings as individuals or in groups.

There are social framework of norms, values, and taken-for-granted assumptions about what constitutes appropriate or acceptable economic behaviour from that organisations operate within. Hamzah (2010:73) states that “institutional theorists are interested, in particular, in how organisational structures and processes become institutionalised over time”. Actions that tend to be enduring, socially accepted, resistant to change and not directly reliant on rewards or monitoring for their persistence. Institutional theorists argue that there are many activities in organisations that are taken for granted or so strongly endorsed by the management (such as approaches to managing employees, routines for assigning resources) that they do not even question the appropriateness or rationality of these activities are referred to as institutionalized activities (Hamzah, 2010:71). Without a framework on norms and values, which provide guidelines on what is acceptable and acceptable economic behaviour, organisations cannot be in a position to deal with institutional activities that have to be implemented.

4.5 THE RATIONALE FOR INSTITUTIONAL ARRANGEMENTS ON CAPACITY BUILDING

Institutional arrangements have been dealt with by several bodies under the Convention and outside the Convention. In taking stock of what is happening and provide guidance where necessary, UNESCO (1994) provided the following as the rationale for institutional arrangements on capacity building:

- “There is need to track progress and adapt approaches to meet emerging needs (need to set performance targets and indicators for the targets).
- Need to ensure adequacy of action in the different fields and completeness with regard to fulfilling the objective of the convention.
- Need to have a systematic, holistic and sustainable system, that individual efforts from different players contribute towards and implement activities in a coordinated manner.”

In a report provided by (ILO, 2011:1), many countries are focusing on skills development to deal the challenges that are driving the economic, social and developmental interests. Policymakers know that their countries must produce the higher value added, higher quality goods and services that can yield higher wages and profits needed in order to gain or maintain their status as high-income countries. Countries need a skilled workforce and an education and training system that appropriately prepares young people to enter the labour market in order to accomplish economic development (ILO, 2011:1). Inclusive growth can be achieved if countries can be committed and focus on the pattern of economic development that

addresses social equity, social inclusion, poverty alleviation and peace. According to ILO (2011:1), the National policy or Strategy Plan drives the increased interest in skills development as an important means of addressing economic, social and developmental concerns using TVET (technical and vocational education and training), HRD (human resources development) or Lifelong Learning. The focus of the policy is not only on young people who have completed their formal schooling, but also on adult workers, school dropouts, workers in the informal economy and disadvantaged groups. It is separate from, though often linked with, general education or labour policies (ILO, 2011:1). Exposing people to lifelong learning and improving issues of skills development, can assist economic growth and address issues of poverty alleviation and social equity and inclusion.

The national skills policies address issues such as the key principles of effective policy development, implementation, and monitoring and evaluation. The ILO's Recommendation No. 195 provides policy guidelines on education, training, lifelong learning and human resources development (ILO: 2004). The key messages are:

- “Skills development is the shared responsibility of government, employers and individual workers, with social partners playing a critical role.
- Skills are fundamental to, but not sufficient for, gaining decent jobs: linking skills with employment opportunities and decent work is critical, and skills need to be an integral part of economic growth and employment strategies.
- Lifelong learning is an important goal to be pursued via specific programmes.
- Equal opportunities for education and training must be provided to all, including those engaged in the informal economy.”

Ziderman, 1997:352 stated that:

“there has been a move from primary reliance on policies that emphasised capital investment in plant, machinery and infrastructure, or export-led growth strategies, to a broader approach that assigns a central role to investments in human capital. Expenditures on improved education, training and health are now no longer regarded solely (or mainly) as benefits stemming from economic growth and rising incomes; increasingly, they are also seen as investments in human capital that make this sustained economic growth possible. This approach is shared not only by national governments but is endorsed

in the investment policies of international aid agencies. Improving education, training and health expenditures promotes economic growth that can build and sustain human capital.”

4.6 DEFINITION OF INSTITUTIONAL ARRANGEMENTS

According to the UNFCCC (1999) Organisations use institutional arrangements such as policies, systems, processes and structures to plan, manage and legislate their activities efficiently and to effectively correlate with others in fulfilling their mandates and also used in the process of capacity building for an organisation in a holistic manner. According to Lin and Nugent (1995:2307), an institutional arrangement is a set of behavioural rules that governs behaviour in a designated area while on the other hand, institutional structure embraces the totality of institutional arrangements in an economy, including its organisations, law, customs and ideology. The institutional arrangements do not work in silos but within existing structures by providing strategic reinforcement of capacity where they are required to exploit and strengthen the full potential of government and its delivery partners. Simply put, the difference between institutional mechanisms and institutional arrangements is only a matter of “how to” and “by whom”. Formal institutional arrangements refer to contracts, legislative and decision-making processes, administrative hierarchies, budget mechanisms and bureau types (Hamzah, 2010:72). When institutional arrangements are put in place, work within their mandates and implement plans and policies, organisations can effectively fulfil their mandates.

A major focus of study in the Public Administration sphere has long been on institutional arrangements. Organisations have an obligation to support employees through trainings and other programmes required, in relation to their needs, to update and upgrade the quality of their contribution. Tuladhar (2010:114) stated that the success of management can be accomplished if the manager’s way of thinking and behaving is rooted in positive mental attitude. Even those without a high degree of formal knowledge and information and skills have been successful in reaching a reputable point of achievement because of their positive attitude. Without a positive attitude, success will not be achieved as positive thinking and attitude are clearly essential for all manners of success. Sikhosana (s.a.) emphasises that the following institutional arrangements are integral in ensuring the success of capacity building in any organisation:

- “There is need to track progress and adapt approaches to meet emerging needs (need to set performance targets and indicators for the targets)

- Need to ensure adequacy of action in the different fields and completeness with regard to fulfilling the objective of the convention.
- Need to have a systematic, holistic and sustainable system, that individual efforts from different players contribute towards and implement activities in a coordinated manner.”

Having dedicated institutional arrangements can help address capacity building in a comprehensive manner.

Institutional arrangements must be able to provide the much-needed space for a better participatory decision-making partnership and refrain from an inflexible bureaucratic structure, “top-down” decision-making systems confined to a limited co-operation between the relevant parties (Hamzah, 2010:78). In other words, all relevant parties must agree on solutions that address not only the organisational problems but contribute to strategies for human resource development. For example, institutional arrangements should recognize that employees need sound basic skills to support versatility in the workplace as well as higher skills levels, whilst management need improved interpersonal, people management and business management skills in order to introduce well-structured public service entry-level training programmes and regular upgrading of the skills of workers and management (www.dpsa.gov.za).

4.7 LEGISLATION AND POLICIES GOVERNING CAPACITY BUILDING IN SOUTH AFRICA

The issue of equity, redress and access to learning had to be given priority in 1994 when the democratic government came into power in South Africa. Among issues that were to be prioritized was capacity building for the human capital which the Apartheid regime failed to provide for the majority of the people. It was important to prioritize capacity building to afford South Africa the ability to compete in the fast-growing global economy. The country needed a well-trained and skilled workforce to be able to address the anomalies created by the Apartheid regime in providing subservient education for the majority of the South African population. In addressing this, new legislations were promulgated and among others were:

- “the Constitution of the Republic of South Africa (Act no. 108 of 1996),
- the South African Qualification Authority Act (Act no. 28 of 1995),
- the Skills Development Act (Act no. 97 of 1998), and
- the Skills Development Levies Act (Act no.9 of 1999).

Other than these legislations, strategies to address capacity building were developed:

- the National Skills Development Strategy.
- the Human Resource Development Strategy”.

These pieces of legislation assist in understanding endeavours made by the government of South Africa to address and support issues of capacity building.

ILO (2011:7) indicates that South Africa has been focusing on redressing racial inequality in accessing and obtaining skills. Through a network of Sector Education and Training Authorities (SETAs), the country aims to build a demand-led skills development system by taking a sectoral approach. Guidance on the development of such a system with clear numerical success indicators, especially equity targets has been provided by the National Skills Development Strategies (NSDSs). However, during the recent policy dialogue over the third NSDS, caution was noted that the numerical targets adopted in previous versions were too rigid to adequately reflect economic conditions in different sectors. Emphasis is accordingly now being given to Sector Skills Plans (SSPs), which will be developed by each SETA and will map out detailed implementation plans and success indicators, taking account of sector-specific situations and needs (ILO, 2011:7). The establishment of SETAs, in partnership with out learning institutions, can assist the country improve the economic conditions.

It is therefore necessary to put in place legislation, proper strategies, policies, processes and procedures in order to effectively manage and guide the skills development, training and capacity building of employees within the Public Service are necessary. The Department of Basic Education provides all the guidelines relating to institutional arrangements and these will be discussed in the sub-headings below.

4.7.1 Constitution of the Republic of South Africa of 1996

The Constitution of South Africa (1996) chapter 10, Section 195(1) subsection (h) as amended, stipulates that: “the public administration, must be governed by democratic values and principles including the following principles:

- a high standard of professional ethics must be promoted and maintained,
- efficient, economic and effective use of resources must be promoted,

- public administration must be develop-oriented,
- services must be provided impartially, fairly, equitably and without bias,
- people's needs must be responded to, and the public must be encouraged to participate in policymaking,
- public administration must be accountable,
- transparency must be fostered by providing the public with timely, accessible and accurate information,
- good human resources management and career development practices to maximise human potential, must be cultivated, and
- public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation."

The supreme law of the Republic of South Africa is the Constitution and obligations imposed by it, must be fulfilled (Van der Westhuizen and Wessels, 2010:33). The Constitution validates the need for equal opportunities in quality education and training, HRD and Human Development (HD) for all South African citizens (Barlett (2011:46). These principles, as outlined above, form the basis of the practice of South African public administration and are applicable to every sphere of government, state organs, including public and private enterprises.

4.7.2 White Paper on Education and Training 1995

The Ministry's first White Paper on Education and Training in a Democratic South Africa: First Steps to Develop a New System published in February 1995 endorsed the fundamental policy framework of the Ministry of Basic Education. The White Paper on Education and Training (1995) stated that

"Education and training are central activities [in] our society. They are of vital interest to every family and to the health and prosperity of our national economy. The government's policy for education and training is therefore a matter of national importance second to none".

An integrated approach implies a view of learning which rejects a rigid division between "academic" and "applied", "theory" and "practice", "knowledge" and "skills", "head" and "hand"

(Department of Education, 1995: 15). Training is a vital part of many learning programmes administered in schools, teachers' colleges, technical colleges, technikons and universities. Education and training are each essential elements of human resource development. These elements are linked to the development of a new National Qualification Framework (NQF) based on a system of credits for learning outcomes achieved, will encourage creative work on the design of curricula and the recognition of learning attainments wherever education and training are offered. Opportunities for people whose academic or career paths have been needlessly blocked because their prior knowledge (acquired informally or by work experience) has not been assessed and certified, or because their qualifications have not been recognised for admission to further learning, or employment purposes and such a venture will open doors for acknowledgement of priory learning. In terms of a National Qualification Framework, the concept of lifelong learning is incorporated in the human resource development strategy of the government's Reconstruction and Development Programme (www.dhet.gov.za). Stakeholders in education need to form partnerships with other sectors and revisit the curricula design which will create opportunities and create career paths that are needed to boost the economy of the country.

The Federation of School Governing Bodies of South African Schools (FEDSAS) New education and training policies to address the legacies of under-development and inequitable development, and provide learning opportunities for all, will be based principally on the constitutional guarantees of equal educational rights for all persons and non-discrimination, and their formulation and implementation must also scrupulously observe all other constitutional guarantees and protections which apply to education (DBE, 1995:21) There are also values and principles that enhance the reconstruction and development of education and training and these include:

- “education and training are basic human rights.
- the over-arching goal of policy must be to enable all individuals to value, have access to, and succeed in lifelong education and training of good quality.
- the system must increasingly open access to education and training opportunities of good quality, to all children, youth and adults, and provide the means for learners to move easily from one learning context to another, so that the possibilities for lifelong learning are enhanced.
- the state's resources must be deployed according to the principle of equity, so that they are used to provide essentially the same quality of learning opportunities for all citizens.

- the improvement of the quality of education and training services is essential.
- the principle of democratic governance should increasingly be reflected in every level of the system, by the involvement, in consultation and appropriate forms of decision-making, of elected representatives of the main stakeholders, interest groups and role-players.
- the restoration of the culture of teaching, learning and management involves the creation of a culture of accountability.
- the realisation of democracy, liberty, equality, justice and peace are necessary conditions for the full pursuit and enjoyment of lifelong learning.
- the system of education and training, taken overall, has developed many areas of inefficiency, where funds are wasted, and staff are not well employed. The productivity of the system – what it produces in terms of personal learning, marketable skills, and examination results, in relation to what it has cost – is very low in much of the system. Improving efficiency and productivity is essential in order to justify the cost of the system to the public, to secure more funds for development when they are needed, to raise the quality of performance across the system, and thus improve the life chances of the learners” (DBE, 1995: 21-23).

4.7.3 Skills Development Act 97 of 1998

The President of the Republic of South Africa signed the Skills Development Act of 97 of 1998 on the 20th of October 1998. The following Acts were repealed:

The Manpower Training Act (56 of 1981), the Guidance and Training Act (62 of 1981) and the Local Government Training Act (41 of 1985). Section 2 of the Act sets out the various purposes of the Act as follows:

- “to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African work force;
- to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995;
- to provide for Learnerships that lead to recognised occupational qualifications;
- to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund;
- to provide for and regulate employment services; and
- to provide for matters connected therewith.

The fundamental aim of the Skills Development Act (97 of 1998) is to encourage an investment in human resource skills for effective growth and development in the public service. All government departments are to provide capacity building initiatives that need to be realised for effective service delivery in the public service. Ballies (2008:30) states that “the attainment of productive skills or development and training by employees are essentially important, adding value to individuals and also strengthening organisations in achieving organisational growth”. Employees are required to improve their skills and abilities. Congruent to the above statement, Mohlala (2004:23) mentions that training and development in acquiring skills and knowledge have been key in improving both the employee and organisational competitiveness. The statements are further supported by Byars and Rue (2008:160) emphasising that the acquisition of skills, knowledge and abilities necessary to assist an employee perform the job can be realised through training and development. Van Dyk, Nel and Haasbroek (2001:39) state that the rationale for the Skills Development Act, as an institutional arrangement, is to implement workplace strategies and improve the skills of the South African workforce by improving the work prospects of previously indigent people through education and training.

The main purposes of Act 97 of 1998 are:

- “to develop the skills of the South African workforce –
 - (i) to improve the quality of life of workers, their prospects of work and labour mobility;
 - (ii) to improve productivity in the workplace and the competitiveness of employers;
 - (iii) to promote self-employment; and
 - (iv) to improve the delivery of social services;
- to increase the levels of investment in education and training in the labour market and to improve the return on that investment;
- to encourage employers –
 - (i) to use the workplace as an active learning environment;
 - (ii) to provide employees with the opportunities to acquire new skills;
 - (iii) to provide opportunities for new entrants to the labour market to gain work experience; and
 - (iv) to employ persons who find it difficult to be employed;
- to encourage workers to participate in learning programmes;

- to improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- to ensure the quality of learning in and for the workplace;
- to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African work force;
- to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995;
- to provide for Learnerships that lead to recognised occupational qualifications;
- to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund;
- to provide for and regulate employment services; and
- to provide for matters connected therewith” (DoL, 1998:10-11).

Under the Skills Development Act, statutory bodies with the responsibility of assuring quality education and training in designated sectors were instituted. These bodies are known as SETAs which has a mandate to facilitate development and implementation of the Recognition of Prior Learning (RPL) processes for the workforce in their sectors and quality assure the processes. Together with the Act, the SETAs are powerful drivers for the implementation of the RPL (www.saqqa.org.za). Nel, Sovo and Du Plessis (2004:363) allude to the Skills Development Act as seeking to grow the skills of the South African workers and also promoting self-employment and delivery of services. The Act further encourages workplace learning and provision of a variety of opportunities of new recruits into the labour market by affording them access to gaining work experience.

4.7.4 The Skills Development Levies Act (Act No. 9 of 1999)

The Skills Development Levies Act is beneficial to the workforce. The main aims are to provide opportunities, financing for skills development and regulate employment services for those in the South African workforce to gain recognised occupational qualifications. The objectives of the Skills Development Levies Act 9 of 1999 are:

- “to provide for Learnerships that lead to recognised occupational qualifications;
- to provide for the financing of skills development by means of a levy-grant scheme and a National Skills Fund;
- to provide for and regulate employment services; and
- to provide for matters connected therewith.

Apart from legislations, the following strategies were also developed to complement investment in human resource skills in the workplace, namely: The National Skills Development Strategy and the Human Resource Development Strategy.

4.7.5 The National Skills Development Strategy

The strategy aimed at reducing inequalities by increasing access to high quality and relevant education and training and skills development opportunities, including workplace learning and experience, to enable effective participation in the economy and society by all South Africans. The five objectives outlined in (DoL: 2002) are as follows:

- “to develop a culture of high quality lifelong learning;
- to foster skills development in the formal economy for productivity and growth;
- to stimulate and support skills development in small business;
- to promote skills development for employability and sustainable livelihoods through social development initiatives; and
- to assist new entrants’ development”.

4.7.6 Human Resource Development Strategy

The Cabinet adopted a human resource strategy which was comprehensive and was to be implemented countrywide in 2001. HRD-SA (2009: 7) declared the mission of that early strategy, called the Human Resources Development Strategy for South Africa: A nation at work for a better life, was:

- “to maximise the potential of the people of South Africa, through the acquisition of knowledge and skill;
- to work productively and competitively in order to achieve a rising quality of life for all; and
- to set in place an operational plan, together with the necessary institutional arrangements, to achieve this”.

The purpose of this Strategy is to engage full participation of people in the society and to provide a plan to ensure they are equipped to be able to find or create work, and to benefit fairly from it. Having outlined these pieces of legislation, it will then be important to discuss

processes of capacity building with a clear understanding of what the country intends to achieve in strengthening skills development.

Through formal or informal settings, HRD serves to improve the productivity of people in their areas of work by intensifying the skills, knowledge and abilities of individuals, whether these are in economic and social development in order to support increased productivity and improvements to the skills base in a country. HRD is about taking resolute action to accelerate opportunities for individuals, by increasing the aggregate levels of skills in the workforce so that we can thereby benefit society as a whole. The Human Resource Development Strategy for South Africa (HRD-SA) needs to focus on improving sector skills plans to develop a national master scarce skills list, in order to direct HRD in improving return on investments with regard to HRD programmes and projects (HRD-SA 2009: 7). The HRD-SA should provide a platform to programmes of capacity building which will create work and develop economic growth.

Human Resource Development Strategy for Public Service (2006:50) indicated that “this legislation introduces new institutions, programmes and funding policies designed to increase investment in skills development”. The two overriding priorities that this legislation seeks to address include firstly, the global economy realities and the imperative to increase skills within the country to improve productivity and competitiveness of its industry, business, commerce and services. The second is to bring about a balance on the challenges of an unequal society, to make it more inclusive and to encourage greater cohesion. The document concentrates on the provision of formal training and education opportunities but also recognises the key role played by less formal, though no less important, forms of staff development, especially through various modes of learning such as on-the-job learning opportunities such as coaching, mentoring, work shadowing, job rotation, job enrichment, and participation in multi-skilled project teams.

The purpose of the Human Resources Development (HRD) Strategy is to provide a plan to ensure that people are equipped to participate fully in society, to be able to find or create work, and to benefit fairly from it. Venter, van der Walt, Phutiagae, Khalo, van Niekerk and Nealer (2007:183) state that the HRD strategy has been adopted to support a holistic approach to training and development in the South African public sector. To enable it to actualise its constitutional mandate of creating a better life for all, the government envisages a public sector that is guided by the ethos of service and committed to the provision of high-quality services. Venter, et al. (2007:183) state that the key mission of the HRDS is to set in place an operational plan together with the necessary institutional arrangement to achieve this plan by

promoting the potential of the people of South Africa through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all. Pillay (2016:14) indicates that the strategic HRD strategic framework provides strategic vision and direction for human resource development across the entire public service. The HRDS made a commitment to increase the number of appropriately skilled people to meet the demands of our current and emerging economic and social development priorities. Table 4.1 below depicts strategic priorities and strategic objectives to be addressed in order to fulfil the commitment:

Table 4.1 The Human Resource Development Strategic Framework

Strategic Priority 2.1: To ensure that skills and development planning is credible, integrated, coordinated and responsive to social and economic demands.	
Strategic objective	Indicator/outputs
To ensure that there is a coordinated and credible master scarce skills list that accounts for the imperatives of all key stakeholders and economic sectors.	Masters skills list that is credibly accepted and utilised by all major stakeholders.
To ensure that enrolment planning for FET is guided by coordinated master scarce skills list that sufficiently accounts for the imperatives of all key stakeholders and economic sectors.	FET institutional planning and funding decision informed by the master skills list.
To ensure that enrolment planning of HET is guided by coordinated master scarce skills list that sufficiently accounts for the imperatives of all key stakeholders and economic sectors	HET rolling plan, institutional planning and funding decision informed by the master skills list.
To ensure that planning for SETA skills development is based on a coordinated master scarce skills list that sufficiently accounts for the imperatives of all stakeholders and economic sectors.	SETA funding and training facilitation informed by the master skills list

Strategic Priority 2.2: To ensure that skills development programmes are demanded-let through substantive and systematic input from employers in the determination of skills demands for the country	
Strategic objective	Indicator/outputs
To ensure that employers establish capability for the effective articulation of their assessment of projected demand for skills through annual WSP/ATR submission processes.	Capability existing in all economic sectors for systematic and rigorous articulation of employer assessment of the demand for skills in the respective economic sectors.
To ensure that the SETA sector skills plans are based on credible and substantive input from employers	Employer input for the development of sector skills plans are systematic, credible and rigorous
To ensure that the master scarce skills list is based on credible and substantive input from employers.	Employer input for the development of master scarce skills are systematic, credible and rigorous
To increase coverage and scope of employer reporting on workplace training activities and spending (including levy and non-levy funded training)	Percentage of levy-paying companies that report on total workplace training activities and spending.

Source: Pillay (2016:14)

This national framework is intended to provide the overarching strategic direction for human resource development within the public service. Boohene (2011:266) indicated that research in Human Resource Management (HRM) states that any successful organisation is highly influenced by the competence of its human resource (HR), in relation to the human resource management practices of the organisation. Therefore, in terms of the public-sector, public-sector organisations require good quality of human resources and human resource management practices. Boohene (2011:267) contended that the effectiveness of human resource practise, particularly employee selection procedures, performance appraisal, rewards and benefits management, and employee training and development are reliant on organisational productivity and performance on which have a direct bearing on productivity and performance if they are not well organized and managed. If people are well trained and developed in organisations, there will be an increase in productivity. The assumption that underpins the practice of HRM according to Boohene (2011:267), is that organisational performance largely depends on people who are the organisation's key resource. Therefore, the effectiveness and development of appropriate range of HR policies and processes when

well implemented, will bring about a substantial impact on the firm's performance. In the public sector, effective provision of services or effective administration of services by the public servants depends largely on the human resource management practices in the public sector. The National Skills Development Framework's main objective is the promotion of employees acquiring skills and knowledge that would improve performance, enabling efficiency and effectiveness to deliver on the goal of quality education. The National Skills Development Strategy (2002:3) outlined the following objectives to empower South African workers with skills to perform in global markets:

- “to develop a culture of high-quality life-long learning;
- to foster skills development in the formal economy for productivity and employment growth;
- to stimulate and support skills development in small businesses;
- to promote skills development for employability and sustainable livelihoods through social development initiatives; and
- to assist new entrants into employment”.

4.7.7 The South African Qualification Authority (SAQA) (Act No. 58 of 1995)

There is enormous potential for economic development growth and success in South Africa. This is a country that has mineral resources, environment, technological and financial infrastructure and can become an economic giant. But has unfortunately been neglected in the past to invest in the development of those human competences the country urgently needs to economically become what it has the potential of being. The education and training systems were disconnected due to this neglect (SAQA: 1995).

The objectives of the National Qualifications Framework according to SAQA (1995) are to:

- “create an integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within, education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities; and thereby
- contribute to the full personal development of each learner and the social and economic development of the nation at large”.

The SAQA Act 1995 provides a regulatory framework for the establishment of a national education and training qualifications authority and the National Qualification Framework (NQF). Based on this principle, the Skills Development Act 97 of 1998 was established with the aim to improve the skills of employees through education and training in the workplace. The Skills Development Act, 1998 “provides for an institutional framework for the implementation of national, sector and workplace strategies with the purpose of improving the skills of the South African workforce” (SAQA, 1995). In transforming the education and training systems, the following objectives must be met, and they include the development of a system more responsive to the needs of the economy, individuals, and society at large. In addition, transformation processes also intend to eradicate past, unjust educational policies, particularly policies that prevented people from accessing education and training (SAQA, 1995).

In order to address the challenges of training in government departments, SAQA made provision for the accreditation of Education and Training Quality Assurance Bodies. The SAQA Act (1995) clearly stipulates the following as functions of Education and Training Quality Assurance Bodies:

- “accredit constituent providers for specific standards or qualifications registered on the National Qualifications Framework;
- promote quality amongst constituent providers;
- monitor provision by constituent providers;
- evaluate assessment and facilitation of moderation among constituent providers;
- register constituent assessors for specified registered standards or qualifications in terms of the criteria established for this purpose;
- take responsibility for the certification of constituent learners;
- co-operate with the relevant body or bodies appointed to moderate across Education and Training Quality Assurance Bodies including but not limited to, moderating the quality assurance on specified standards or qualifications for which one or more Education and Training Quality Assurance Bodies are accredited;
- recommend new standards or qualifications to National Standards Bodies for consideration, or modifications to existing standards or qualifications to National Standards Bodies for consideration;
- maintain a data-base acceptable to the Authority;
- submit reports to the Authority in accordance with the requirements of the Authority, and

- perform such other functions as may, from time-to-time, be assigned to it by the Authority”. SAQA needs to regularly regulate process of authenticating qualifications of service providers so that capacity building programmes are conducted by accredited institutions. Not only should the process of authenticating be done but monitoring needs to be intensified.

4.7.8 The National Framework for Teacher Education and Development in South Africa

The blueprint of the policy framework for teacher education and development in South Africa is aimed at equipping a teaching profession to meet the needs of a democratic South Africa in the 21st century. The Framework brings accuracy and consistency to the complicated model of teacher education activities, from initial recruitment and preparation to self-motivated professional development.

This policy framework aims to provide an overall strategy for the successful recruitment, retention and professional development of teachers. More specifically, the policy framework aims to ensure that:

- “teachers are properly equipped to undertake their essential and demanding tasks;
- teachers are able to continually enhance their professional competence and performance;
- appropriately qualified teachers fill all vacancies in all schools, and that there is a dynamic balance between demand and supply of teachers;
- there is a community of competent teachers dedicated to providing education of high quality, with high levels of performance as well as ethical and professional standards of conduct; and
- teachers are deservedly held in high regard by the people of South Africa”. (DBE, 2007:1).

For effective teaching together with the teacher’s willingness and ability to reflect on practice and learn from the learners’ own experience of being taught, both theoretical and content knowledge, including pedagogical knowledge, are necessary. These characteristics need to be integrated so that teachers can confidently apply conceptual knowledge-in-practice. It is therefore imperative that all teachers strengthen their skills, not necessarily qualifications, for the delivery of the new curriculum that is not static. A large majority needs to enhance their subject knowledge base, pedagogical content knowledge and teaching skills. All teachers

need to acquire skills in acknowledging, recognizing and addressing barriers to learning and creating inclusive and enabling teaching and learning environments for all learners, including those with disabilities and other special needs. Special attention is needed to equip needs teachers to also develop specialist skills in areas such as health and physical education, HIV and AIDS support, teaching learners with disabilities, diversity management, classroom management and discipline as they perform a generalist function.

4.7.9 South African Schools Act 84 of 1996

The School Governing Bodies (SGBs), according to the *South African Schools Act (SASA) 1996* as amended, are responsible for the governance of public schools whereas the School Management Teams (SMTs), comprising of the school principal, deputy principal(s), and departmental heads managing different subjects, are responsible for the management of public schools (Maringe and Prew, 2014:78). The School Governing Bodies are elected every three years and parents who still have children in a particular school, can still be re-elected to serve until they no longer have children there. All other components are to serve for the three-year term with the exception of learners in secondary schools, whose term of office is only one year.

It was imperative to have the SGBs capacitated as they had to govern schools and among the other responsibilities that they have is that of managing the finances of the schools. Motala and Pampallis, as cited by Maringe and Prew (2014:77), alluded to the fact that it may be dangerous to allocate considerable powers to communities through legislation in that many schools may not have the capacity or expertise to exercise their powers, especially financial obligations and recruitment of the staff in all categories, that is, from the principal to the general assistant. On the other hand, Chaka, as cited by Maringe and Prew (2014:79), argued that it is difficult to implement legislated functions of the SGBs in areas where there is low literacy and high levels of poverty due to lack of relevant skills, lack of resources and competing priorities.

According to the *SASA 84 of 1996* as amended, the SGBs have been allocated powers to deal with the following aspects:

- “providing quality education for all learners,
- developing and adopting a constitution of the school,
- adopting a mission and vision of the school,

- adopting a code of conduct for learners,
- developing and adopting policies for the school, including admission policy and language policy, and
- making recommendations to the Provincial Head of Department on the appointment of staff following interviews”.

To be able to perform such tasks and others, as outlined in Chapter 21 of SASA 84 of 1996 as amended, required skills and capacity, hence in 1997 the National Minister of Education commissioned the development of training materials to capacitate SGBs in carrying out their new legislated mandates. The Gauteng Department of Education established a structure called Education, Management and Governance Development (EMGD) which focused on capacity building for both SGBs and SMTs. District Officials were trained to assist the EMGD in training the SGBs but also service providers were outsourced to conduct the training. However, financial constraints impacted these trainings. Not only had financial constraints impacted the SGB trainings across the province but poor attendance and contextual factors, such as transport costs to the venues and inconsistent quality of facilitators, affected attendance of the training. Maringe and Prew (2014: 78) alluded to the fact that challenges of SGB training were inconsistent, with each service provider using different approach and presenting different content. The diversity of the quality of training across the province aggravated the problem of SGB capacity.

4.7.10 Skills Development Plan for the Gauteng Department of Education

In 2003, the Gauteng Department of Education established an institution called Matthew Goniwe School of Leadership and Governance (MGSLG) that would provide capacity building for school management and governance to have both structures understand their roles and functions in the managing and governing of schools. MGSLG was established to research, develop and deliver cutting edge capacity building programmes in School Management and Leadership, School Governance and Teacher Development for schools in the Gauteng Province (Kangong, 2019:1). All capacity building programmes were centralized and standardized across the province and there was a programme developed to capacitate both the SGBs and SMTs. There was notable improvement in capacity building for both these structures, however, funding then became a challenge, and this led to training becoming irregular. The current state of MGSLG, as an institution that offers capacity building programmes to all the stakeholders in education in the province, has improved in that training is found to be relevant and the quality of facilitators has tremendously improved.

It must, however, be noted that the mandate of MGSLG has broadened as the institution does not only cater for SGB and SMT capacity building programmes only but also deals with teacher development and learner representative development. According to Maringe and Prew (2014:185) in their strategic plan, the institution has outlined these activities to address the issue of capacity building for all the stakeholders as follows:

- “teacher development on policy, curriculum content and pedagogy,
- management and leadership development to support schools and district offices,
- pre-grade R and grade R development and support for practitioners,
- facilitation and family support in education through dialogue,
- school governance development and support,
- effective partnerships and stakeholder management,
- school and district improvement plans, and
- learner and youth development empowerment”.

MGSLG is not the only institution mandated by the GDE to address teacher development mandates. Sci-Bono Discovery Centre is mandated to implement the GDE’s strategy on strengthening and improving the teaching of Mathematics, Science and Technology. The institution also supports learners through a Secondary School Improvement Programme where learners are supported in most subjects offered in the curriculum. Maringe and Prew (2014:179) state that Sci-Bono outlines its support for capacity building by linking its goals to the GDE objectives as follows:

- “to improve the teaching and learning of Mathematics, Science and Technology in Gauteng schools,
- to provide career education to all learners in Gauteng, and
- to promote and improve public awareness of, and engagement with, science, engineering, and technology”.

The GDE always strives to encourage employees to participate in capacity building programmes. Addressing the employees, the Deputy Director: Office Staff Training and Learnerships

(OSTL), Lehlohonolo Hlalele, urged the staff to capacitate themselves by using free online courses, due to COVID-19, as face-to-face courses are no longer encouraged. He stated that

the GDE's objective is to encourage all employees to enrol with the National School of Governance (NSG) Online Training by developing and equipping themselves with the necessary skills and knowledge in order to meet employee and organisational goals. The training programmes are the initiative of the NSG to improve the capacity of public servants, which is in line with their mandate as an institution. Hlalele (2021) explained that:

“Our role as provincial departments, and GDE specifically, is to coordinate our workforce and make employees aware of developmental opportunities on offer. These programmes are part of our Workplace Skills Plan and we budget for them. But since demand for training always outstrips supply, and considering financial constraints experienced by the department, we always welcome and embrace any external support towards capacitating the GDE workforce for free,”

The envisaged courses will enhance both individual and organisational performance. For example, all directorates are expected to complete annual operational plans which should be aligned to organisational strategic plans and goals. Having ethical employees dealing with public funds is of critical importance, especially within the audit scope. These courses are valuable to most line managers who may not be Human Resource Management specialists and may be struggling with managing employees who need to be approved for incapacity leave or who may need to be disciplined or developed due to poor performance (GDE, 2021).

As mandated by the Department of Basic Education, GDE follows the Quality Management System (QMS) for all the teachers that are School-Based and Performance Management and Development System (PMDS) for all Administrators and General Assistants at schools, as well as at the District Offices. The PMDS is also used for all teachers who are Office-Based. In terms of the School-Based teachers, the immediate supervisor is responsible for the development needs of the teachers but can still escalate outside the school boundaries should there be any need. ELRC Collective Agreement Number 2 (2020) states that the SMT is responsible for the development needs of educators using the lesson observation and appraisal instruments during the mid-year and annual appraisal submissions. Development needs that have not been addressed have to be addressed in the Summative Score Sheet for the School. The Policy Framework on the Performance Management and Development System of Employees on levels 1 to 12 (2019:5), for Office-Based and non-teaching staff at school level, states that Performance Agreements must include an employee's Personal Development Plan which have to be agreed upon between the employee and the supervisor and should include the employee's knowledge, skill and attribute requirement.

4.7.11 Continuing Professional Teacher Development System

According to SACE (2013:6) professional development is important for teachers as it empowers them to grow their knowledge and skills throughout their careers. Like all professions, teaching requires deep knowledge because it is not static but is continuously updated and widened, and it involves complex skills that need to be continually adapted to new circumstances. Parents entrust teachers with profound responsibilities and therefore need to continuously strengthen their capacity to help children along the path of learning, understanding and development. They need to continuously renew their commitment to their profession, to express their pride in its ideals of service, their dedication to the development of children and their determination to contribute to a just and thriving nation (SACE, 2013:6). The Personnel Administrative Measures (PAM) supports professional development and encourages life-long learning and development. Teachers are to prioritise areas for development and growth throughout their careers in education. Teachers need to understand that education is dynamic and as such capacity building programmes strengthen skills and knowledge that are needed to address challenges in education (DBE, 1998).

It is mandatory that teachers participate in professional development as part of the South African Council for Educators' (SACE) Code of Professional Ethics for educators. They need to commit themselves to observe the code, therefore, professional development should not be an option but an obligation for all teachers. Moreover, all state-employed teachers and many privately employed teachers are required to undertake professional development as part of their conditions of service. Principals, deputy principals and departmental heads are required, as part of their duties and responsibilities, to help teachers develop professionally and required also to develop themselves professionally. Therefore, "professional development is an all-teacher and all-school affair" (SACE, 2013:7). Teachers have an obligation to attend professional development. PAM indicates that teachers need to be informed a term prior about the capacity building programmes taking place. Capacity building can start internally with people, including teachers who are knowledgeable and can share their expertise. The SMT is not the only structure that can develop capacity in a school.

It is expected, through the Continuous Professional Teacher Development (CPTD), that teachers' efforts to individually improve themselves as professionals will be encouraged and recognised. Schools are afforded opportunities to create platforms to develop teachers' knowledge, skills, commitment and service and their teachers' school-based professional development activities will be recognised (SACE: 2013). External providers will be assisted by SACE to improve and maintain the quality, effectiveness and relevance of their programmes

for teachers. Providers must be approved by SACE and their activities endorsed by SACE. Only SACE endorsed programme activities will carry PD points. Teachers' participation in such programmes will be recognised and their feedback will be encouraged. SACE (2013) will:

- “provide all teachers with information on how to develop themselves professionally;
- keep a record of teachers' professional development on its CPTD Information System (CPTD-IS);
- screen external providers of professional development activities and approve those that meet SACE's quality criteria;
- evaluate activities proposed by external providers and endorse those that meet SACE's criteria of relevance, effectiveness and quality (fitness of purpose and fitness for purpose);
- and, monitor and evaluate the CPTD Management System in order to ensure that it helps improve teachers' professionalism and the quality of teaching and learning in schools”.

The expectations are that the professional teacher developments should be activities that are led by the schools, the employer, other service providers, self-initiated and qualification programmes (SACE, 2013:8). Professional teacher development is a collective effort to be conducted by the school community, stakeholders and partnerships supporting the growth of education.

4.8 FORMS OF CAPACITY BUILDING PROGRAMMES

There are various forms of capacity building programmes which include learning and development, job-shadowing, coaching, mentoring, internship and learnerships. For the purpose of the study, learning and development programmes will be dealt with in detail.

4.8.1 Background to learning and development

There has been a dramatic change in the workplace and business domain in past years which has led to learning and development demand in addressing this change (Subban et al. 2016:2). Tynjälä (2012:11-12) categorized the changes into three major challenges. The first challenge relates to issues of climate, energy and environment challenges. The second concern is attributed to the networked economic life. The third concern affects the physical, psychological and social well-being. All the economic, climate, energy and environment global

challenges impact the workplaces directly or indirectly and have to be resolved to some extent not only by political circles but at grassroots levels. Most organisations are faced with physical, psychological and social challenges and the management is often under pressure to make necessary changes in the workplace in order to meet these changes. While Tynjälä (2012) categorized the changes into three challenges, Marquardt (2002:2) referred to these winds of change as forces that will necessitate “the organisation to adopt company-wide learning, and these are globalisation and the global economy, technology, radical transformation of the work world, increased customer influence, emergence of knowledge and learning as major organisational assets, changing roles and expectations of employees, workplace diversity and mobility, and rapidly escalating change and chaos”.

Kulkarni (2013:137) stated that for an organisation to succeed, it depends on the quality of its workforce but to be able to sustain the quality of the workforce many organisations are forced to attract qualitative workforce; recruit intelligent, dynamic and enthusiastic people; and motivate current employees to develop their skills in the competitive market. Organisations that thrive and become sustainable, always put the interest of their employees first. Becker, cited by (Memon 2014:27-28), stated that “people run machines, not machines run people so investment on people gives you productivity”. It is therefore important that organisations should invest in developing their workforce so that organisational growth and competitiveness can be sustained.

Any organisation that values employees as assets will ensure that the employees are provided with an opportunity to enrich their skills and knowledge which in the end bring a return on investment to the organisation. It must be noted that organisations that do not develop their employees run the risk of not only losing them to other organisations but also that performance will not be effectively and efficiently accomplished as the work environment is not static but changes due to dynamics in the global arena. It is not only changes in terms of technology advancement, but organisations need to understand the importance of retaining their employees due to rapid development knowledge so that there can be proper handover when older employees retire and the younger ones would have gained experience through informal learning and development that takes place in organisations.

Marquardt 1999:75) states that once, the prime aim of business was to turn profit. Now, the aim of business has shifted to become focused on becoming the effective learning organisation. The ultimate realisation is that whilst profit is important, without effective and continuous learning, it would not be possible to pursue profit or the production of innovative practice. Hence the strange thought: the business of business is learning-and all else will

follow”. There must be a purpose aligned to an organisational goal of why employers afford their employees opportunities to learn and develop otherwise the whole process of learning and develop becomes a futile exercise if the purpose is not aligned to an organisational goal. Not only should organisations contribute toward employee development but employees themselves must be prepared to also contribute toward the growth of the organisation by ensuring that organisational goals are reached. Jehanzeb and Bashir (2013:243) state that the success and failure of the organisation rely on the performance of employees as employees are reputable resources of the organisation. Employees are therefore key in ensuring the success of the organisation and ensuring that the goals of the organisation are attained.

It is therefore important to understand what learning and development are in order to note the impact that they have in strengthening the organisation for being globally competitive.

4.8.2 Importance of learning and development

Workplace learning and development are key in tackling the economic and social factors such as low levels of productivity, low levels of skills within the employees and low levels of participation in training. Kersh and Evans (2006:130) highlight the following as economic, social and personal benefits associated with workplace learning and development:

- “for policy makers, as noted in Unwin and Fuller (2003), that the concept of learning at work offers the potential of delivering economic benefits as well as tackling social exclusion; Fuller, Munro and Rainbird (2004) argued that policy-makers focus on workplace learning as a way of improving organisational performance and, at the aggregate level, economic success;
- for educationists and trade unionists, workplace learning represents the opportunity to reach adults who do not participate in, or have little access to, formal learning opportunities; here, the workplace can provide a supportive and motivating site for individual adult learners, thus enhancing their skills and knowledge”.

It is therefore important to define and understand what learning and development are, as benefits to both the organisation and employees.

4.8.3 What is learning and how is it promoted in organisations

Sadler-Smith (2002:2) refers to learning as the acquisition of knowledge, skills and competencies by the employee. It refers to investment, as the human capital becomes an asset to the organisation. He states that “it is through learning that we can acquire new knowledge, skills and attitudes that may enable us to function and perform more efficiently and effectively and exercise greater choice in our working and personal lives”. Learning and development happen for different purposes to different employees, including organisations. It is therefore important to understand these purposes as depicted in the table below. Table 4.2 is arranged according to the outline provided in Sadler-Smith (2002:13) which articulates and explains what learning entails:

Table 4.2 Outline of what learning entails

Field or sub-field	Description	Source
Andragogy	The process of gaining knowledge and or expertise.	Knowles et al. (1998:17)
Behaviourist psychology	Learning can be understood in terms of environmental events (stimuli) and their effect upon behaviour without recourse to internal mental process.	Schwartz and Reisberg (1991:14)
Cognitive psychology:	Learning is best understood in terms of the events taking place inside the learner and the role of mental processes in the acquisition of knowledge.	Schwartz and Reisberg (1991: 2)
Education	It has the quality of personal involvement (both of feelings and cognitive aspects), of being self-initiated (the impetus comes from within), of being pervasive (making a difference in the behaviour, attitudes and even personality of the learner), of being evaluated by the learner (who knows if it is meeting a need) and of having the essence of meaning.	Rogers (1985: 121-2).
Experimental learning	The process whereby knowledge is created through the transformation of experience.	Kolb (1984:38)
Instructional design	A change in human disposition or capability that persists over a period of time and is not simply ascribable to processes of growth.	Gagne (1965)

Knowledge management	The creation of new knowledge, dissemination of it throughout the whole organisation and embodiment of it in new technologies, products and services.	Nonaka (1991)
Organisation science	A process of detecting and correcting error.	Argyris (1991)
Organisational behaviour	A relatively permanent change in behaviour, or potential behaviour, that results from experience.	Rollinson and Broadfield (2002:172)
Situated Learning	For individuals, it is an issue of engaging in and contributing to the practice of their communities; for communities, it is an issue of refining their practice and ensuring new generations of members; for organisations, it is an issue of sustaining the interconnectedness of communities of practise.	Wenger (1998: 7- 8)
Training	The systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in another environment”.	Goldstein (1993: 3)

Adapted from Sadler-Smith (2002:13).

Sadler-Smith (2002: 4) argued that learning can be perceived in different ways which are not necessary all positive. From a positive perspective, learning assists employees to grow, yearn toward and realize higher-level needs; it enhances human potential individually and collectively for employees, organisations, society and humanity. On a neutral note, learning confines itself to a narrower technical-rationalist and instrumentalist aiming at solving everyday problems through the effective transfer of information and knowledge. Not only can learning be viewed as positive or neutral but it can also have a negative assumption in that it can be used as a tool for oppression, especially outside organisational learning, for example, political, religious or educational indoctrination.

Having mentioned how learning and development is perceived by others, it is equally important to state the philosophy behind learning and development as outlined in Armstrong (2012:275-276) that:

- “Learning and development activities make a major contribution to the successful attainment of the organisation’s objectives, and investment in them benefits all the stakeholders of the organisation.
- Learning and development plans and programmes should be integrated with and support the achievement of business and human resource strategies.
- Learning and development should be performance-related-designed to achieve specified improvements in corporate, functional, team and individual performance, and make a major contribution to bottom-line results.
- Everyone in the organisation should be encouraged and given the opportunity to learn – to develop their skills and knowledge to the maximum of their capacity.
- Personal development processes provide the framework for individual and self-directed learning.
- While the need to invest in learning and development is recognized, the prime responsibility rests with individual employees, who will be given the guidance and support of their manager and, as necessary, members of the HR department”.

All these aspects mentioned above, will be realized provided that the individual employee is keen to learn and be developed not overlooking the fact that even the employer should ensure that resources for promoting the learning and development programmes are available and easily accessible for the employee to embark on such programmes.

Learning and development programmes are needed in organisations so that employees’ skills and competencies are improved and that there is growth in both the employee and the organisation. Vinesh (2014:214) stated that learning and development are mainly for employees but have a profitable advantage for the organisation in that once employees perform, then the organisation performs and this leads to customer satisfaction, quality of performance and that management and control become effective. Marquardt (1999:77) alluded to the following as important dimensions and characteristics of a learning organisation:

- “Learning is accomplished by the organisational system as a whole, almost as if the organisation were a single brain.

- Organisational members recognise the official importance of ongoing organisation-wide learning for the organisation's current and future success.
- Learning is a continuous, strategically used process, integrated with and running parallel to work.
- There is a focus on creativity and generative learning.
- Systems thinking is fundamental.
- People have continuous access to information and data resources that are important to the company's success.
- A corporate climate exists that encourages, rewards, and accelerates individual and group learning.
- Workers network in an innovative, community-like manner inside and outside the organisation.
- Change is embraced, and unexpected surprises, and even failures, are viewed as opportunities to learn.
- The organisation is agile and flexible.
- Everyone is driven by a desire for quality and continuous improvement.
- Activities are characterised by aspiration, reflection, and conceptualisation.
- There are well developed, core competencies that serve as taking-off points for new products and services.
- The organisation possesses the ability to continuously adapt, renew, and revitalise itself in response to the changing environment."

Learning and development are not only confined to transferring of skills but also have a bearing on the attitudes and behaviours of the employees. To substantiate this statement, employees who are afforded an opportunity to learn and develop, show allegiance to the organisation by staying longer and adding value to the growth of the organisation. "We need learning that can enable people to engage in transformative and innovative learning, rather than in reproductive learning, and in networked and social learning rather than in individual learning, as well as in ethical and value-conscious rather than "value-free and objective learning" (Tynjälä, 2012:12). Learning happens in both explicit and implicit ways. As previously mentioned, learning processes in organisations can be formal, informal, planned or unplanned. In most organisations, learning takes place informally, meaning implicitly, where the process of acquiring new knowledge and skills happen without recognizing what has been learned. Eraut (2004), as cited by Tynjälä (2012:18), points out that "informal learning is largely invisible, respondents in studies lack awareness of their own learning, and that people still equate learning with formal education and training". Informal learning can also

be regarded as experimental learning; employees learn on-the-job. In most cases, this type of learning may be reactive in that the employee may be conscious and intentional about what he wants to learn.

Tynjälä (2012:18) referred to deliberate informal learning as a process in which the work-based goal is clear with learning as a probable by-product. This type of learning can be associated with coaching, mentoring, job shadowing, job-rotation or cross-site project work, as examples. According to European Foundation Management Development (EFMD) (2012: 1) most of the adult learning happens at the workplace through sharing of ideas, experience and practice and not necessarily through formal learning. Kolb (2007:4) refers to this kind of learning as experiential learning where the workplace is able to enhance and supplement formal education and foster personal development through meaningful work and career-development opportunities. In a report for the US Bureau of Labour Statistics, as cited by EFMD (2012:2), “people learn 70% of what they know about their jobs informally”. This kind of learning and development taps into the limited resources and time that the organisations may have but affords employees greater opportunities for development, provides flexible learning opportunities and increases improvement in performance.

Not only does learning happen informally at the workplace but employees are also exposed to formal, planned and structured ways of learning. This kind of learning is mostly career development oriented. Organisations need employees who have thinking skills and mostly employ graduates who they think will contribute to sowing the seed of high-level thinking. However, other organisations invest in their employees by allowing them to go through formal education. EFMD (2012:13) stated that University-led development affords people an opportunity to learn, and the process is not once-off. People are empowered to be high-level thinkers and some people get an opportunity to make up for a chance that they never had. Such opportunities, afforded by companies, serve as a reward and motivation for an individual and organisation. Affording and exposing the employees to better learning and development processes not only enhance their self-worth but contribute toward the organisational growth and help in realizing achievable goals for both the employee and the organisation.

It must be emphasized that workplace learning, be it formal, informal or on-the-job training, depends on the commitment by the leadership, as well as effective management, in supporting learning cultures and environments within an organisation. It is therefore important that the organisational culture be embraced by the employer and employees as it includes beliefs, values, rituals, practices and customs of the organisation. This culture

recognises learning as important for business success and that learning is a habit and an integrated part of all organisational functions. There must be a vision that encapsulates the goals, direction and hopes of the organisation where learning and learners continuously create new and improving products and services. The organisation strategy refers to action plan tactics, methodologies and steps taken by the organisation to ensure that learning is acquired, transferred and fully utilised in the organisation actions and operations (Schwandt & Marquardt, 1999: 85-86). However, there are organisations where employers ignore the learning culture and give reasons such as: training has no value as knowledge and skill development is not needed; there is no time to release the employees; they fear that once they have invested in training their employees will be poached by other organisations; training does not address their needs and becomes too theoretical and other organisations believe that training is costly (Jones, 1996:15). Organisations need to understand that empowering their employees assists in organisational growth and those that do not afford employees opportunities for growth stifle their own growth in that there are dynamics globally that will force change in the way systems used to operate. People are poached by other organisations whether capacity building has been provided or not.

4.8.4 Development and organisational impact

For us to be able to understand the notion of learning and development, it is critically important to understand what development is in order to focus on both aspects for the benefit of the study. Sadler-Smith (2005:10) defined development as acquisition of skills, knowledge and attitudes that raise an individual to be more effective and fulfil both personal and professional life over a longer period. It transforms an individual's state of being and the end results are realised". The EFMD (2012:29) explained how Toyota adopted a philosophy of taking responsibility as an organisation to develop its employees using their line managers and not HR or any trainers. Employees are assigned jobs based on their development opportunities by their managers. The development then lies in the stretch between their current ability and the learning they need to go through to complete the assignments successfully. Managers also coach and support the employee throughout the assigned job to help him or her succeed, affording an employee enough room to think, allowing mistakes, and using each one as a steppingstone to development. This kind of development allows the employee to think out of the box and become innovative and creative in the assigned activity. It also provides sustainable learning processes which will lead to long lasting changes in the workplace behaviour. This kind of behaviour is termed personal development planning where employees carry the assignment with guidance, encouragement and help from their managers as required.

Jacobs and Washington (2003:343) supported the notion that employee development programmes make positive contributions to the performance of the organisation. It is also alluded that organisations which offer a range of learning and development programmes enhance employee performance, which leads to the organisation performing well. This notion is widely supported although lacking substantial research basis. According to Jacobs and Washington (2003:344), employee development refers to a set of programmes that are consolidated over a period of time to ensure that individuals acquire necessary skills to be able to competently perform their duties in promoting the organisation's goals. Therefore, development is not an event but a process that will enhance employee growth and lead the organisation into realizing its goal.

Development encompasses unleashing of the human capital that already exists and channelling talents where they are mostly needed and are most productive, by using what employees know and how they can apply that knowledge. Flanagan and Finger (2000:321) highlighted the following as attributes of development in a learning organisation:

- have everyone reflect on practice,
- consciously evaluate and live the company's goals, norms and values,
- have everyone experiment and question, searching for new strategies for innovation and action,
- use teamwork and group approaches,
- focus on self-esteem, self-discovery and self-directedness,
- value the whole person, including feelings and emotions, in learning,
- motivate through empowerment,
- foster continuous, informal, on-the-job learning,
- focus on service and contribution to the whole,
- give control to get control,
- encourage people to act as if the business is their business,
- recognise that the manager is the leading learner.

Therefore, organisations that display these attributes are more likely to achieve their goals and managers take the lead in learning and development and not only ensure that resources are available but make use of the resources themselves to give direction to the organisation. Furthermore, learning organisations should not impose on what employees have to learn or how they have to learn but rather enable employees to invest in their own development by creating a conducive climate to learning. Armstrong (2012:656) referred to the whole process

as a learning culture that promotes learning and is recognised by top management, line managers and employees as an important and fundamental organisational process where everyone is committed and in which they are continuously engaged.

There are researchers such as Scarborough, Swan and Preston; Easterby-Smith, as well as Argyris and Schon, cited by Armstrong (2012:657 -658), who believe that the notion of learning organisation is rather vague as it incorporates various elements about human resource development, systematic training, action learning, organisational development and knowledge management, with a combination of the precepts of total quality management. This notion, held by these researchers, is not convincing as learning organisations do not focus on the achievement of organisational goals only but promote learning as a way of life in the workplace and also empower personal employee growth. Wick and Leon (cited by Armstrong 2012:657) defined the learning organisation as one that continually improves by progressively creating and refining the capabilities required for future success. Flanagan and Finger (2000:321) support the notion of learning organisation by stating that in learning organisations where development is encouraged and supported, people create the results that they truly desire by continually expand their capacity to develop, where extensive and new patterns of thinking are nurtured, where collective ambition is set free and where people are continually learning how to learn together.

It is therefore important to acknowledge that learning and development programmes offered by organisations are meant to improve an employee's performance and in so doing, the organisation will also benefit as there will be organisational performance as well. For this to be realized, needs analysis on learning and development has to be conducted and resources to address such needs have to be available so that the whole learning and development program does not become a fruitless expenditure. This notion is supported by Chisholm and Fennes (2006:15) who state that planning in workplace learning is essential as it leads to quality learning outcomes. Without planning for capacity building, the whole process will be a futile exercise. Therefore, it is important that learning and development programmes be aligned to the needs of the organisation.

4.9 GLOBAL FRAMEWORKS ON LEARNING AND DEVELOPMENT

With the evolution of time and the advancement of technology, skills acquired by people today will not match the jobs of tomorrow and newly acquired skills will quickly become outdated. It is a fact that countries are confronted with the challenge of an increasing mismatch between skills and jobs. Countries have now moved to the Fourth Industrialisation and as such,

organisations must adapt to the new challenges by providing their employees with knowledge and skills that will match the shift that is happening globally.

4.9.1 International Labour Organisation on skills development

The ILO (2021:1) has been steering its efforts towards “promoting the acquisition of skills, competencies and qualifications for all workers, throughout their working lives, as a joint responsibility of governments and social partners”. In a transformative change in the world of work driven by technological innovations, demographic shifts, environmental and climate change, and globalization, the ILO has therefore developed its “Core skills for life and work in the 21st Century”. This Framework provides a shared vision of the ILO Centenary Declaration and its human-centred approach to shaping a secure future of work, with full, productive and freely chosen employment and decent work for all. To further develop this human-centred approach to the future of work, the Framework proposes a range of core skills to strengthen the capacities of all people to pursue lifelong learning and to address the needs of vulnerable groups, who would not otherwise be able to benefit from the opportunities offered by a changing world of work (ILO, 2021:1). ILO Declarations, Conventions, Recommendations and other legal instruments emphasize the need for people to acquire skills in order to obtain full, productive employment and decent work, and also for their well-being, spiritual and personal development, and active citizenship. To meet these dual objectives relating to work and life, the development of core skills is essential. Table 4.3 below depicts a summary of international core skills framework:

Table 4.3 Summary of international core skills frameworks

Framework name	Terminology	Rationale and definition of core skills	Main categories of core skills
The Assessment and Teaching of 21st Century Skills (ATCS) (University of Melbourne, Cisco, Intel and Microsoft 2009)	21st-century skills	Rationale: to adapt and innovate in response to new demands and the changing circumstances being brought about by the shift to advanced knowledge economies and globalization. Definition: high-priority skills everyone needs to possess if they are to be productive and	<ul style="list-style-type: none"> • Ways of thinking (creativity and innovation, problem-solving, learning to learn) • Ways of working (communication, collaboration)

Framework name	Terminology	Rationale and definition of core skills	Main categories of core skills
		creative workers and citizens of the 21st century.	<ul style="list-style-type: none"> • Tools for working (information literacy, ICT literacy) • Living in the world (local and global citizenship, life and career, personal and social responsibility)
The Definition and Selection of Key Competencies (OECD 1999)	Key competencies	<p>Rationale: • to provide a sound conceptual framework to inform the identification of key skills and strengthen international surveys (i.e., PISA (b)) measuring the level of skills of young people and adults (i.e., PIAAC).</p> <p>• to improve the assessment of how well young people and adults are prepared for life's challenges, as well as lifelong learning.</p> <p>Definition: the ability to meet complex demands by drawing on and mobilizing psychological resources (including skills and attitudes) in a particular context.</p>	<ul style="list-style-type: none"> • Using tools interactively • Interact in heterogeneous groups • Act autonomously
Transferable Skills in Technical and Vocational Education and Training (TVET): Policy Implications	Transferable skills	<p>Rationale: because of demographic, economic, technological and environmental changes, countries must address emerging skills needs, taking into account their respective economic strength and potential.</p>	<ul style="list-style-type: none"> • Critical and innovative thinking • Interpersonal skills • Intrapersonal skills • Global citizenship • Media and information literacy

Framework name	Terminology	Rationale and definition of core skills	Main categories of core skills
(UNESCO 2014)		Definition: a number of important competencies (skills) that can be learnt and are required by everyone, if they are to successfully adapt to changes and lead meaningful and productive lives.	

Source: adapted from ILO (2021:20).

There are two common goals that have identified as selected core skills frameworks which are:

- “to raise awareness of the importance of core skills among governments, employers’ and workers’ organisations, and other stakeholders;
- to guide the type of core skills required by the current and future workforce” (ILO (2021:26)).

Despite envisaged goals on the selected core skills frameworks, several limitations have been noted by ILO (2021:26) as:

- “a lack of coherence in defining and categorizing core skills;
- a difference in terminology and a lack of a conceptual definition for each core skill;
- an absence of discussion on core skills development, not only for youth, but also for older workers and disadvantaged groups;
- a majority of frameworks do not adequately address the impact on core skills made by the global drivers of transformative change in the world of work”.

ILO (2021:26) has conducted a thorough literature review of international and national core skills frameworks, and an analysis of the impact of the global drivers of transformative changes on the world of work so as to infuse the most important core skills necessary to adjust to the future of work. Procedural and proper consultations with academia, experts in the area of core skills development, other UN agencies and representatives of national authorities for skills development have assisted in revising these skills into 19 core skills which

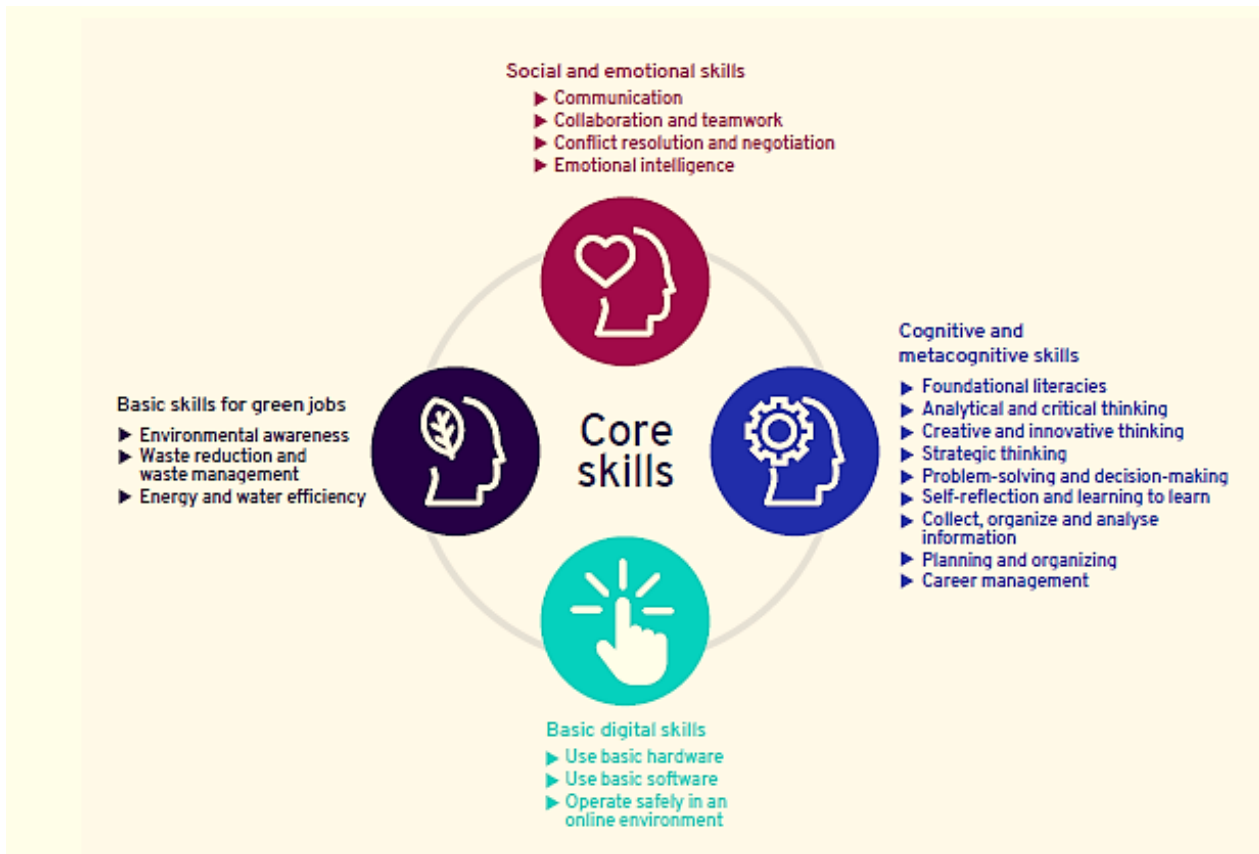
are considered essential, both for work and life, and grouping them into the following four categories, namely, 'social and emotional skills; cognitive and metacognitive skills; basic digital skills; and basic skills for green jobs' (ILO, 2021:26). The four core skills serve as a driving force in ensuring that skills for the future are imparted through capacity building processes and people are well-equipped for future challenges. These categories are further explained in paragraphs that follow. Social and emotional skills refer to one's "abilities to regulate one's thoughts, emotions and behaviour" (ILO, 2021: 26). There is a high demand of social and emotional skills across all organisations globally. Not only are these skills necessary but, they assist individuals to adapt to the future of work. They are also important for attaining decent living standards, regulating stress levels, empathizing with others and resolving conflicts. Examples of social and emotional skills are collaboration and teamwork; communications; conflict resolution and negotiation and emotional intelligence.

Cognitive skills refer to "the brain's ability to process new information, understand, remember and use it" (ILO, 2021:27). When these skills are well developed, they provide an individual with the ability to manage the process of analysing new information and apply it to other contexts more quickly and efficiently. Examples of cognitive skills are self-reflection and learning to learn; problem-solving and decision-making; foundational literacies; strategic thinking; analytical and critical thinking; creative and innovative thinking; collecting, organizing and analysing information; planning and organizing; and career management. One of the most effective and cost-efficient methods for improving learning and the ability to transfer or adapt learning to different contexts is metacognition. Students who use metacognitive skills and related strategies are more likely to show an improvement in a number of subjects, that includes numeracy and literacy. Examples of metacognitive skills are self-reflection and learning to learn (ILO, 2021:27).

Basic digital skills are "a set of skills used for performing basic tasks and that involves the use of hardware, software and basic online operations" (ILO, 2021: 27). They empower individuals to gain digital literacy and flourish in the workplace and in society. Basic digital skills enrich people's lives, enable us to interact with others and access government, commercial and financial services. Examples of basic digital skills are use of basic hardware and software and being able to operate them safely in an online environment (ILO, 2021:28). Basic skills for green jobs refer to "those skills related to environmental regulation and requirements to constrain climate change" (ILO, 2021:28). Governments, in consultation with social partners, need to support and ensure responsive training and education to foster environmental awareness to citizens and workers, to strive to optimize efficiency and handling and disposing of waste responsibly. Examples of basic skills for green jobs are: environmental awareness;

energy and water efficiency; and waste reduction and waste management (ILO, 2021:28). Figure 4.1 below explains the four core skills categories.

Figure 4.1 ILO global framework for core skills



Source adapted from ILO (2021:26).

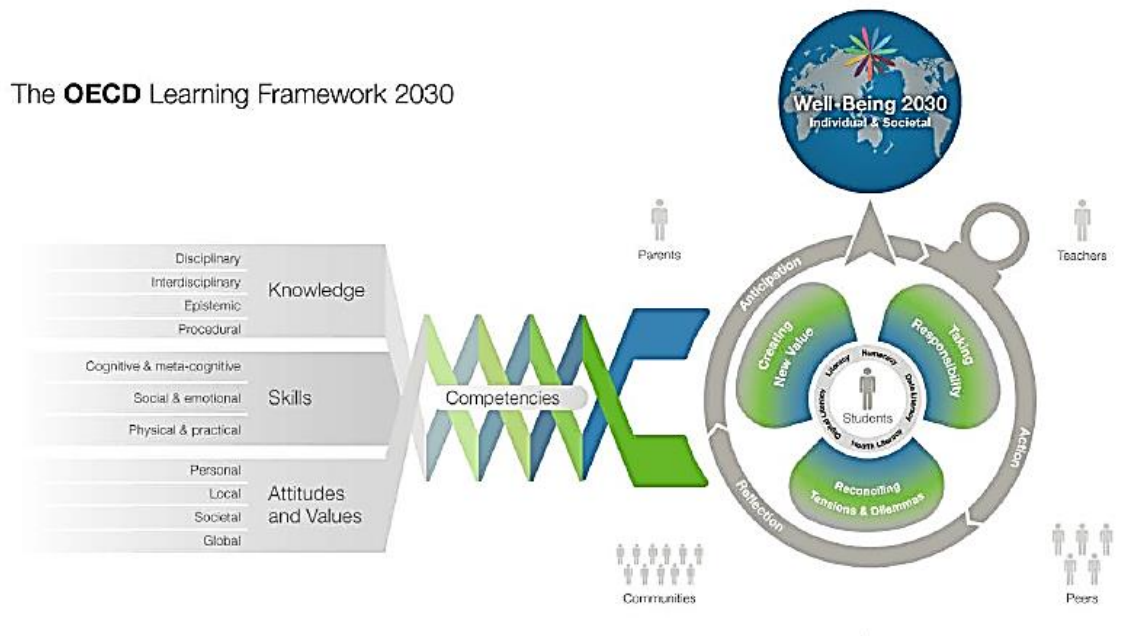
The implementation of these four categories is critical in that the challenges facing the world can be eliminated if countries can capacitate their people to deal with these core skills.

4.9.2 The Organisation of Economic Co-operation and Development Framework

The OECD Learning Framework 2030 offers a vision and some supporting structures for the future of education systems. “It is about orientation, not prescription” (OECD, 2018:3). Government representatives and various stakeholders within the growing community of partners, including thought leaders, experts, school networks, school leaders, teachers, students and youth groups, parents, universities, local organisations and social partners have been in the forefront of co-creating the OECD Education 2030 learning framework. There are rapid and profound changes globally and so do societies. These challenges are

environmental, economic and social threats (OECD, 2018:3). OECD Education 2030 stakeholders have co-developed a “learning compass” that shows how young people can navigate their lives and their world as portrayed in the figure below.

Figure 4.2: The OECD Learning Framework 2030: Work-in-progress



Source adapted from OECD (2018:4).

Education plays a fundamental role in developing the knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form concise and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be vital in the coming years (OECD, 2018:4). Education is not only about preparing young people for the world of work but should go beyond that. It needs to equip students with the skills they need to become diligent, responsible and active citizens. “The concept of proficiency implies more than just the acquisition of knowledge and skills; it involves the assembling of knowledge, skills, attitudes and values to meet complex demands. Future-ready students will need both extensive and specialised knowledge” (OECD, 2018:5). Skills and knowledge acquisition are not enough as dynamics change. It is therefore important that students in the future are empowered with substantial and specialised techniques to be able to face global challenges as mentioned in the four categories.

Building on the OECD Key Competencies (the DeSeCo project: Definition and Selection of Competencies), the OECD Education 2030 project has identified three further categories of competencies, the "Transformative Competencies", that together address the growing need for young people to be innovative, responsible and aware as outlined by (Hrast and Mulej, 2020:26):

- "Creating new value
- Reconciling tensions and dilemmas
- Taking responsibility".

The OECD Learning Framework 2030 therefore expands a complex concept: the mobilisation of knowledge, skills, attitudes and values through a process of reflection, anticipation and action, in order to develop the inter-related competencies needed to engage with the world (OECD, 2018:6). To ensure that the new learning framework is actionable, the OECD Education 2030 stakeholders have worked together to transcribe the transformative proficiencies and other key concepts into a set of specific constructs (e.g., creativity, critical thinking, responsibility, resilience, collaboration) so that teachers and school leaders can better integrate them into curricula. They have also built a knowledge base for curriculum redesign (OECD, 2018:6).

Curriculum change assumes that education is an environment with many stakeholders. Stakeholders in education such as students, teachers, school leaders, parents, national and local policy makers, academic experts, organized labour, and social and business partners have worked as one to develop this project (OECD, 2018:6). Without the involvement of stakeholders, it becomes difficult to design a curriculum that will address challenges that the globe encounter. When stakeholders work toward a common goal, by sharing ideas and collaborating with one another, then solutions are provided to tackle those challenges.

4.10 INTERNATIONAL TRENDS ON LEARNING AND DEVELOPMENT

4.10.1 Importance of workplace learning

As alluded in Ball (2011:2), learning and development programmes are not a new phenomenon. Lee, Fuller, Ashton, Butler, Felstead, Unwin and Walters (2004:2) also state that development of knowledge and skills in the workplace has been on-going and that learning that occurs within the workplace needs to be acknowledged. These aspects were noted as far back as 1852 when employees saw the need to be developed in the workplace

whether informally or formally so. This study will look at international trends as far as learning and development is concerned and what benefit has been evident in the growth of employees, as well as the organisation's performance. There is evidence of research conducted in a number of countries internationally, and of interest is to establish how learning and development has contributed to an employee's performance and the organisation achieving its goals. The research focuses on the workplace as a learning site, as well as those who are employed in these organisations.

Researchers define the workplace as a specific social setting which, in principle, offers a wide variety of learning opportunities and experiences and these have been categorized by Chisholm, Spanning and Mitterhofer (2006:109) as follows:

- "in-company training seminars and courses, which take place off the job (and perhaps outside working hours);
- explicit training episodes taking place on the job (and therefore within working hours);
- Seamless learning/working in which the work process itself constitutes a continuous learning experience".

An informal process of dialogue has been established and is known as Asia-Europe Meeting (ASEM), which comprises of 27 European Union member states, the European Commission and 13 Asia countries, and addresses issues of economic, political and cultural concerns. The main focus of the dialogue is to develop innovative, research-based concepts and understanding of what works in lifelong learning, more especially in working places. Although the members of ASEM have inconsistencies regarding the ages of those in the workplace, there is an understanding of workplace learning as adult learning that may be situated at all points along the learning continuum between formal and informal learning, but which is directly linked to the workplace and to work processes. Training may take place away from the workplace but company-funded, but in essence it is learning that takes place at the workplace and in, or alongside, one's work (Chisholm and Fennes 2006:15). Companies that encourage workplace learning understand that such learnings do not happen within the confines of the workplace only. What is important is that learning that is company-funded will be tailor-made to address the needs of the company and help toward the realisation of the company goals.

Chisholm et al. (2006:112) identified the following as features for learning in conducive workplaces:

- “adequate information on the aims and meaning of job tasks;
- effective participation in the specification of the aims, the planning and organisation of the work;
- opportunities for control and improvement;
- variable, complex but also manageable tasks;
- feedback on success and achievement;
- opportunities for communication and co-operation;
- opportunities for cognitive and emotional reflection”.

Feedback is important when employees have been afforded an opportunity to participate in learning and development programmes as employees gather information and understand job tasks and are able to communicate and work as a corporate. The process affords employees the opportunity to manage complex tasks and become effective in carrying out aims and plans of the organisation.

4.10.2 Lessons learnt from workplace development

According to Milana and Desjardins (2007:1), “the Nordic countries have a long-shared history of supporting and fostering a rich adult learning culture.” Ethical work is not automatic and if it were so, there would absolutely be no need, or little opportunities, for workplace development and any programmes that support new forms of work (Gustavsen, 2011:464). The Nordic Model on workplace learning came into existence as a way of forging co-operation between organised labour market parties on one hand and the state on the other. This model was based on reducing conflicts among employers, labour unions and the government in working life. According to Rubenson (2006: 336) the model promoted adult learning and development and as such “a highly developed corporatist structure fostered a tradition of collaboration between the state and the labour market organisations such that the Confederation of Blue-Collar Workers”, which is a labour organisation, became engaged in producing research based policy documents on adult learning and development aimed at influencing public policy, while also organising study circles for its membership at the workplaces (Rubenson, 2006: 336). The main purpose of the model was to promote co-operation between management and employees in the workplace.

Elkjaer, Høyrup and Pedersen (2006:20) conducted research in which they concluded that 20% of all adults between 25-65 years old in the Nordic countries participate in some kind of adult education and training each year. These researchers view the organisation as the learning environment and constitute the learning community, meaning that while working, learning takes place in an organisation. "Learning and competence development are understood to be embedded in the relations and networks of the organisation as well as of individuals" (Elkjaer et. al.2006:22). Therefore, learning does not take place outside the organisation but through participation in social relations at practice and happens while working on tasks and taking part in everyday organisation life (Elkjaer et. al. (2006:22). This kind of learning has lasting changes in individual competencies as a result of interaction with the environment. Though subtle and often difficult to identify, learning at work takes its cue from action, interaction and communication.

It is stated in a study conducted by Rosdahl, Fridberg, Valk, Halapuu, Mellander, Lind, Malin, Bjorkeng, Størset, Anderssen and Sønnesyn (2015:165) in the Nordic countries, that larger organisations contribute more to the development of their employees than smaller organisations. These studies conclude that these larger organisations also attract employees that are highly skilled who prioritise development for their personal growth and that of their organisations. Most of the employees in the Nordic countries are employed in the public sector as compared to the private sector.

Rosdahl et al. (2015:184) alluded to fact that in the Nordic countries, there are two types of adult training, namely, formal and non-formal learning and development. The formal learning and development is documented through a qualification of some diploma or certificate while non-formal training activities are characterised through on-the-job training sessions organised by supervisors or co-workers; seminars or workshops; and other courses or private lessons. In a study conducted by the Programme for the International Assessment of Adult Competencies (PIAAC) on participants in both the public and private sectors on non-formal learning and development, it was found that (4,7% in Estonia, 8,3% in Sweden, between 16,2% and 19,9% in Norway, Demark and Finland) employees were obliged to participate as it was a requirement from their employers and 5% indicated that the reason for the participation was "just to get a certificate" (Rosdahl, 2015:184). Most of the non-formal learning and development happens during working hours and the reasons are that employers are involved in providing financial resources for non-formal learning and development as compared to formal ones and that learning is job related.

In the Nordic research, Elkjaer et al. (2006:24) distinguished workplace learning between reproductive and development or innovative learning. Reproductive learning is perceived as knowledge and routines that the employee acquires that are already applied in the workplace. While development learning is based on acquiring new knowledge created by individuals or groups at work which has long-term benefits. Engeström (2001: 140) made a distinction between reproductive and development learning as “learning something that is already known and applied in the work organisation and learning something qualitatively new, which changes the way things are perceived and done”. Thus, learning is created through activities in which employees become involved and is dependent on the employee’s motivation and background, as well as structural factors within the learning environment.

Based on the research conducted in Sweden by Lindell and Stenström (2005:27), it was argued that the motives for pursuing workplace learning in both the public and private sector can be related to economical, educational, social and cultural needs. These researchers believe that “the motivation of organisations for workplace learning varies and depends on the character of the industry and company as well as on employees and managers’ skill levels” (Lindell and Stenström, 2005:27). Hence most companies invest in workplace learning as an organisation’s success depends on the employee’s competence.

4.10.3 How good management impacts learning and development

It must be noted that good management of workplace learning is not on which courses are offered to employees, but it is about organisational development in general and also based on what kinds of working environments best support this kind of learning and how people learn at work. Involving employees in the formulation of goals, plans and organisational development plays a vital role in that it expands opportunities for exchange of experiences and reflection, and this kind of involvement in work tasks improves the quality of workplace learning, facilitates group processes, organisational culture and organisational structures that promote learning (Ellström, Gustavsson and Svedin, 1996).

Good management is able to combine business, organisational and development processes so that development becomes an inherent part of company strategy and not only production. Therefore, workplace learning is entirely dependent on an understanding of learning processes and willingness by the management to integrate development and production and giving developmental activities equal priority with production (Ellström, Gustavsson and Svedin, 1996). In the Swedish telecommunications industry, learning is not an option as employees there need be continuously engaged in learning in order to be innovative (Döös,

Wilhelmson, Backlund & Dixon, 2005:213). Management must be in the forefront of encouraging employees to participate in the workplace learning by leading by example. When managers understand the essence of development and make it a coherent part of the organisation, it becomes easy for employees to understand the need to consistently participate in learning.

Nilsson (2003:12) supported the notion of workplace learning after conducting qualitative studies in four manufacturing companies and noting that workplace learning not only promotes humanistic and competitive/economic success but positively influences the health, well-being and personal development of their employees. In other studies of manufacturing companies conducted in Kock (2002:8), it was found that the companies that were efficient, quality-oriented and experienced flexible production, afforded their workers wider possibilities to increase their level and range of competencies by exposing them to workplace learning. However, there are still companies that do not support the notion of workplace learning and do not prioritize it. In a research study by Ellström et al. (1996) for the process operators and manager at Holman Paper AB in Sweden, it was found that educational activities provide low short-term profitability for the company and are limited by external contextual factors. But this is one in a hundred companies that believes that workplace learning is not crucial towards the development of organisational and employee competences.

4.10.4 How governments promote learning and development

In Thailand, the Eight National Economic and Social Development Plan (1997-2001) focused on the holistic people-centred development approach. The Ninth Plan (2002-2006), as a strategic, plan had its emphasis on balanced development of human, social, economic, and environmental resources (Ratchusanti, 2009:2). In the Tenth Plan (2007-2011), the focus was on Human Resource Development as a critical economic development issue. For education policy, the government emphasized increasing the quality of education, both formal and informal educational systems, and support production and development of workforce that would be responsive to the structural changes in the manufacturing and service sectors (Ratchusanti, 2009:2). It is imperative to align the education systems, whether formal and informal, with the skills needs of the country.

In a study conducted in Thailand, it has been found that both governmental and non-governmental factors have led to the motivation of workplace learning in that during the mid-1980s and 1990s, the economy in Thailand grew vastly, with labour intensive activities being in the forefront. (Wongboonsin and Rojvithee, 2006:43). The analysis made by the Asian

Development Bank in 1994 and 1998 respectively, found that the Thai economic development and competitiveness could not flourish due to lack of technically qualified personal thus the country's economy could not increase its market share nor move towards higher-value manufacturing (Wongboonsin and Rojvithee, 2006:43). Collaboration between government and stakeholders in promoting workplace learning will assist in providing the country with skilled people to boost the economy.

In a report tabled for Thailand's vision of becoming the hub of profitable industries over the coming decades, the national policy needed to focus on stimulating industrial change and upgrading workforce skill levels, particularly through strengthening lifelong learning. Prioritising skill development for formal and informal workplace promotes effective policy mechanisms and adequate budget for human resource development to assist the 12 Regional Institutes of Skills Development and 56 Provincial Skill Development centres in Thailand (Wannagatesiri, Kruea-In, Nukultham and Thongperm, 2015:1054). Thus, working place learning has become a growing trend in Thailand.

There was economic and financial crisis in Thailand between 1997-1998, which led to many companies downsizing, and some even closing, thus reducing the employment levels. Through its Labour Ministry and Thailand being a member of ASEM, the focus was on intensifying workforce training and retraining in that from their previous experience, low investment in retraining workers to meet changing labour market demands resulted in lack of skilled workers needed for the recovery of the economy (Wongboonsin and Rojvithee, 2006:44). Social security programmes in planning strategies were included, given the fact that social safety nets were better equipped to weather economic storms. It is through the financial and technical assistance of the United Nations Development Programme (UNDP) that a five-year work programme, in which human resources development and workforce training in the context of globalisation and trade liberalisation were prioritized. The focus was on creating decent work, peer-learning processes and the standardisation of qualifications (Wongboonsin and Rojvithee, 2006:44). Upskilling of workers is important as it assists in equipping workers with innovative ways of dealing with challenging labour markets and helps recover the economy of a country.

Wongboonsin (2003:14) identified six common factors that influence employers' decision to introduce workplace learning as:

- “most consistently mentioned: the challenge of globalisation, regionalisation and the knowledge economy;

- governmental policy initiatives and supporting mechanisms;
- market pressure affecting prospects for profit making, and/or business survival, leading to the redefinition of company performance;
- growing recognition of international training standards and quality accreditation systems;
- technological product and organisational changes in company;
- vision, leadership and commitment at top management level”.

Based on the research conducted in Thailand, Wongboonsin and Rojvithee (2006:48) state that “workplace learning is regarded as part of the business strategies required to meet the challenges of globalisation”. All companies are of the view that a knowledgeable and competent workforce is one of the most essential resources for business success. Vision, leadership and commitment of the top-management level within firms have also begun to play important roles in workplace learning in Thailand. Wongboonsin and Rojvithee (2006:49) suggest that effective and sustainable learning cultures are driven more by business needs and leadership commitment than by policy initiatives. Focusing on operational and productive learning cultures assist businesses with strategies to meet their needs which will make them address globalisation challenges.

In Thailand, workplace learning is done through formal training courses and on-the-job mentoring activities. In a survey conducted in Puapongsakorn, as cited by Wongboonsin and Rojvithee (2006:49) of the 26 industrial and service sectors, it has been found that large firms focus on formal training courses while small firms focus on-the-job mentoring activities. In another survey conducted in Zeufack (1998:21), 82% of the companies that were sampled gave informal training to new employees while 58% provided formal training to existing ones. Government provided abundant training facilities and most organisations opted to use formal training rather than in-house training. Training that is done in the workplace covers mostly the skills and competencies for decision making, problem-solving, communication and foreign language.

Various case studies have been conducted in Thailand to assess the importance of workplace learning and it must be indicated that they vary from one type of an organisation to another, and the purpose of offering training varies. Tromrod (2002:34) found that most of the training for factory staff focused on the classic project development cycle, programme development, identification of training needs, evaluation and monitoring, putting of training outcome into practice of real-life work, output-outcome reports, as well as modification of

training. Companies that participate in workplace training have benefitted from tax deduction twice the level of the training cost and this has led to growth in companies in training their employees (Wongboonsin and Rojvithee 2006:52). There are, however, setbacks regarding workplace learning as some companies find training and re-training to be yielding poor return on investment or even a waste of investment but companies who provide training benefit.

The Collective Bargaining Act no.2 of 1991 allowed bilateral negotiations between the employees and the trade unions. In the Czech Republic a distinction is made between the company collective arrangements (CCA) that has been concluded between the relevant trade union authority and the employer, as well as higher-level collective arrangements between the relevant higher trade union authority (HLCA) and employers' organisations, to fast-track workplace learning (Halá, Kroupa, Mansfeldová, Kux, Vaškova and Pleskot, 2002:47). One of the HLCA requirements allowed arrangements for employee training to be made whereby employers allow the employees to improve their qualifications. It must also be noted that even with the CCAs, the scope of opportunities and benefits by the employer for staff training is traditionally very poor – undertakings in the CCA seldom go beyond declarations and generalisations (Halá et al. 2002:62). Organised labour or unions assist in the promotion of workplace learning. It is important for organised labour to sit in committees that decide on the kind of development that will best suit their members as is the case in the GDE.

To support what Halá et al. alluded to, Araújo and Malecěk (2015:7) indicated that the Czech labour has undergone marked changes, however, vocational training has acted slowly to the labour market demands and there is little workplace training. Araújo and Malecěk (2015:31) state that workplace training should follow binding standards, and these should include the content to be shared with the employees: the duration of the training, qualifications that service providers have and assessment criteria to be implemented. Gaps have also been identified in the Vocational and Education Training (VET) system which has led some organisations to have their own VET schools, to ensure that employees work with up-to-date machinery. There is no synergy between what happens in VET schools and workplaces.

The Czech Republic has not invested much on workplace learning but it must be noted that most of the adults participate in non-formal education. Pol, Novotný, Chaloupková and Šimberová (2006:72) indicated that “workplace learning has not been prioritised for major Czech institutions working in the fields of lifelong learning and human resource development (National Training Fund, National Institute of Technical and Vocational Education, Institute for Information and Education), nor has it been dealt with any detail in any important study or conceptual document, including both versions of the strategy of Human Resource

Development for the Czech Republic (1999, 2003)". Furthermore, employee development is only barely defined in terms of competence development; it is more often referred to under the label of education/training, whether formal or non-formal. What is evident in the Czech Republic are examples of good practice by companies where success stories about employees' development had been promoted, rather than systematically documented case studies of companies affording employees learning and development opportunities. Mostly, workplace learning is about implementation methods and the management of learning processes, within the framework of company policies and the ways in which employees are implicated in their implementation (Pol et al. 2006:74). Learning and development programmes should add value to the organisation and should be based on the policy structures of the company. Employees must be able to implement methods learnt from the learning and development programmes that they attended.

However, investment on workplace learning has been placed on Czech schools, where there are 20 secondary technical schools. It is believed that opportunities for continuous development and renewal of the knowledge and skills are offered through their schooling system. The concept of workplace learning of the Czech Republic is slowly gaining momentum although there is evidence that development of employees' skills is provided by external agencies, outside their workplace. Companies are now restoring their own systems of training and opportunities for workplace learning are now being provided by many organisations although numbers have not been quantified (Pol et al. 2006:75). Collaboration between companies and schools need to be reinforced so that students are prepared for the workplace. It is important to offer employees opportunities for development so that upskilling and reskilling can boost the economy.

The Chinese economy has sharply risen and has led to a demand in all sectors for employees to adapt to working conditions in global market economies. Rao and Varghese (cited by Alagaraja and Wang, 2012:423) indicated that "enterprise-and state-led training are primary sources of support for skill acquisition and development". There has been a demand for workplace learning to keep up with the global economic activities and sustaining productivity and competitiveness of the Chinese economy, hence the interest in investing in the on-the-job and off-the-job training, mentoring schemes, work-based vocational certification systems or university degree programmes, including Master of Business Administrations (MBAs), (Sun, 2006:89).

Due to this rise in the economy, the Chinese labour force has expanded from 870 million in 2000 and has reached 1 billion in 2013. It is on this note that China needs to invest more on

intellectual capital rather than rely on more hands for its economy to be sustained. The report of the Ministry of Education (2003) indicated that the current education and level of qualifications of the Chinese workforce are inadequate to meet both the country's economy and social development needs (Sun, 2006: 89). Since 1978, the educational system's persistent goal has been to prepare a mix of skilled personnel for the developing economy. Due to the sustained economic growth overtime, there has been an increased demand for skilled personnel thus an expansion of the educational system as outlined in the 1993 Outline of Education Reform and Development, as well as the 1999 Action Plan for Educational Development (Tsang, 2000:591). Investing in people and ensuring that the correct skills are taught, and the education system is aligned to the needs of the country, assist in developing the economy.

Although China adopted concepts and theories from North America as approaches to workforce learning as competence development, such as the International Personnel Management Association's certification system, Chinese research has now focused on aligning appropriate models for some sectors and functions so as to develop competency and performance (Sun, 2006:90). The focus of workplace learning in China is on managerial competencies and little emphasis on workers who are on lower levels and those doing manual work. The management learning and development programmes were delivered through in-house training, use of regional training centres, local outsourcing training, overseas work and study programmes, and the local universities MBA programmes. The professional learning and development programmes were either financially sponsored by the employers or employees were allowed time off from work to do the activities (Alagaraja and Wang, 2012:423). Prioritising managers has been the key focus in China, as well as exposing the managers to a variety of programmes. It is a step in the right direction; however, workers must not be left behind as managers rely on them for production.

According to (Wang, Rothwell and Sun, 2009:209) "the Program of National Management Training for the Ninth Five-Year Plan (FYP) explicitly regulated that during the ninth FYP period (1996-2000), managers of all state owned enterprises (SOEs) were subjected to a 3 month training, which was mandatory, and were provided with managerial skills that included finance, marketing, international business, economics, leadership and human resource development". Further than that, managers had to take off 7 days each year to undergo off-the-job training (Wang, Rothwell and Sun, 2009:209). To deal with enterprise reform context, management learning and development received top priority and was widely adopted by the Chinese organisations as a core strategy of promoting organisational and employee effectiveness (Alagaraja and Wang, 2012:422). China's central government passed these

laws and regulations, the Vocational Education Law (1996); the Labour Law (1994,2007); and the Employment Promotion Law (2007) which mandated organisations to provide skills training and corresponding financial support to respond to the critical shortage of managerial talents.

4.10.5 Importance of formal and non-formal learning and development

Chisholm, Spannring and Mitterhofer (2006:99) stated that there is increasing interest in research and policy attention on both workplace learning and competence development throughout Europe. Organisations and employees must adapt to the rapidly changing contexts by responding to the demands for innovation and quality, hence both employers and employees continuing vocational education and training (CVET) plays a major role in German-speaking Europe. The Vocational Education and Training Act of 1969 afforded the labour unions equal executive powers with employer associations, chambers of handicrafts, chambers of commerce and industry, including the responsible federal authority, to create new training occupations or change the existing ones. The 4000 occupations that exist are binding for both the trainee and the training establishment (Frommberger and Reinisch, 2004:78). Employers and employees need to understand rapid changes and adapt accordingly. Involvement of labour unions assists in the buy-ins so that the workforce can understand changes in other occupations and start upskilling themselves through vocational education and training.

German's Dual System of apprenticeship is determined by the state active role that ensures that occupational standards and conditions of apprenticeship are secured. "The most interesting aspect of German's Dual System is the fact that, the state cannot dictate to companies regarding quality standards. Besides public institutions such as the Federal Ministry of Education and Research (BMBF) and the Federal Institute of Vocational Training (BiBB) and the various federal state ministries of education, there are expectations that firms should participate in successfully promoting vocational training in the workplace" (Deissinger, 2004:78). It must be noted that there has been a shift from company-based CVET towards individualised, subject-oriented learning processes with the focus on competence development in working contexts as well as on self-directed, self-organised learning strategies. These kinds of learning processes promote the concept of an active learner and enhance employee autonomy thus giving the workers greater control of their own knowledge resources and how they shape their work-lives. However, organisations still want to tap into the pooling of knowledge and competence for their economic interests on what individual employees have drawn from learning-conducive work environments. This then makes

workplace learning a contested terrain for playing out interests that are part congruent, but to some extent in conflict (Chisholm et al. 2006:09). Focusing on activities that are learner-centred assist individual growth as employees become active learners who bring their experience and expertise into the workplace but in some instance, conflict can arise as some may become dominant and want to take over the learning space.

However, it must be indicated that in the German-speaking Europe, workplace-learning opportunities are not evenly distributed. Employees who benefit from workplace learning are mostly those in strategic positions and those with higher levels of educational attainment. This kind of setup contradicts the modern organisational theory on structural inequalities in access to learning opportunities, which emphasises the need to transfer responsibility and decision-making competence throughout the system in order to increase the organisation's collective competence Harteis (2000), as cited by Chisholm et al., 2006:114). The imbalance that is evident in German-speaking Europe may be difficult to overcome as it expresses social and educational inequalities. However, research suggests that workplace learning has the opportunity to offer competence development regardless of the educational and social background of an individual. In other words, when an individual is prepared to learn and is committed to the cause through informal learning or on-the-job learning, then competence development can be achieved regardless of an individual's educational background.

According to Omen (cited by Frommberger and Reinisch, 2004:78), specialist training is organised differently in German than in the Netherlands. There are many regulations that master craftsmen are subjected to which causes commotion and compels artisans to train their colleagues rather than being trained by master craftsmen. There are numerous further training schools and theoretical schools throughout Germany. There, the workplace is the primary site of training and employees are not exposed to external training.

According to (Muhamad and Idris, 2005: 63) "the thrust of the Malaysian economy had shifted from agriculture, as the dominant sector, to industrialisation". This shift had compelled the government to deem human resource development as the primary thrust for national development as reflected in various policies, programmes and strategies (Hashim,2008). "Malaysia's national development policies and plans have supported the country's growth by consistently emphasizing human resource development" (Leong, Narunan and Sim, 2010: 3). One of the strategies was the promotion of workplace learning which was supported by the Human Resources Development Fund (HRDF). Employers in the private sector were mandated by the Malaysian government to contribute 1% of their total profit to the HRDF. Through this fund, the Ministry of Human Resources was able to set up training places where

formal learning and development programmes for public sector employees were conducted by employers and private training providers. Employers in the private sector also made learning and development programmes accessible to their employees and were also allowed to utilize the HRDF (Muhamad and Idris, 2005: 63). Skills development should not be the burden of the government, but involvement of private sector is important. In South Africa, companies are still mandated to contribute 1% to assist in skills development, especially for the youth.

In the past, Malaysia did not have any systems in place to promote the development of workplace learning. Prior to 1980, 70% of organisations surveyed in Malaysia for workplace learning and development indicated a slight improvement in employee skills. Most of these organisations focused primarily on the development of skills for the job and this was done through on-the-job training. In the government of Malaysia's "Vision 20/20" plan, the importance of training was acknowledged which led towards increasing the effectiveness of the existing educational institutions and expanding the scope for technical training (Kuruville and Arudsothy, 1995:20-21). In their Tenth Economic Plan (2011-2015), Malaysia adopted four strategies to broaden access to quality technical and vocational education training (TVET) which aimed at improving the perception of TVET and attracting trainees; developing highly effective TVET instructors; upgrading and aligning TVET curriculum; and streamlining the delivery of TVET (Martinez-Fernandez and Choi, 2013:166). Aligning the curriculum at schools and higher institutions of learning assists the whole process of skills development and this can lead to expanded opportunities for strengthening the economy of a country.

"Malaysia's political-economic agenda thus sees workplace learning as an instrument in the nation's aspiration to join ranks of the developed countries of the world" (asemlllhub.org). The Government of Malaysia saw a need to improve lifelong learning of its citizens and during the Parliamentary session in March 2006, the Prime Minister presented the Ninth Malaysia Development Plan in which the country undertook to focus more on lifelong learning initiatives and raise knowledge and skills levels of its citizen by 2020.

For the country to achieve the aim of improving its human capital, the implementation of workplace learning has been formalized through a variety of ways and Malaysians participate in employment activities as part of their formal workplace learning. According to Buang, Halim, Salamuddin, Harun, Yasin and Mustapha (2006:122), both public and private sector employees are subjected to these kinds of activities:

- "attending courses at corporate universities;

- following distance learning courses, which are offered by most public universities;
- participating in training courses, seminars, workshops and conferences provided for public sector staff;
- undertaking industrial attachments and apprenticeship in the government departments and offices as well as participating in Multinational Corporation.
- taking work-based competency courses compulsory for all public servants;
- in the private sector, following courses conducted by the Human Capital Development Corporation, the Federation of Malaysia Management Association and in companies themselves”.

In a study conducted by Buang et al. 2006:123, the focus was on the impact of participating and not participating in formal and non-formal workplace learning and its relation to generic competence development, non-economic values and professional development, comparing public and private employees. Questionnaires using closed questions were randomly distributed to 250 government employees and 300 manufacturing employees in the private sector. The study indicated that 70% of the 250 government employees interviewed and 80% of the 300 private sector employees have participated in formal learning at the workplace and the remainder participated in non-formal learning, meaning that the latter, sought learning opportunities on their own initiative, and had not relied on learning offered by the employer. Their findings indicated that both the public and private sector employees endorsed that workplace learning contributed strongly to the development of their expertise. Pang, Rajamorganan and Simon, 2010:3) state that the talents, skills, creativity and will of its people are the most important resource of any nation... Our people are our paramount resource. Without the participation of employees in workplace learning and development, countries will not have skilled and experienced workforce and it is therefore important for countries to invest in the development of their citizenry.

4.10.6 Developed countries supporting workplace learning and development

The United Kingdom (UK) and Ireland are no exception to all other countries in the world that believe that it is through celerity changes in the economic and social development, including globalisation, that contributed to the ways in which adult and workplace learning have been perceived. The National Institute of Adult and Continuing Learning (1999), as cited by Kersh and Evans (2006:128), has emphasised workplace learning as the core of national strategies

that should promote lifelong learning and encourage higher participation where workers will have expanded opportunities of working together and accessing a range of learning activities and achievements for, or through, the workplace. However, both the UK and Ireland governments have been irresolute including the rest of the Anglo-Saxon world, in influencing vocational education and training thus making workplace development the responsibility of employers. Greater anatomy has been given to employers in that fewer legislative obligations to consult and train employers have been imposed but the significant role played by the unions has limited the degree and scope that employers have in these countries (Kersh and Evans, 2006:127). Labour unions are key in fighting for the rights of employees to be developed, much as the employers have the latitude of not exposing employees to capacity building programmes, labour unions play a significant role in ensuring that these programmes are offered to the employees.

Government initiatives in the UK, as reported by the Cabinet Office Strategy Unit, set workplace learning in the wider context of government policy and mapped out an action plan for the policy development. Silverman (2003:3) states that Prime Minister Gordon Brown has launched a number of training pilot projects for employers which are presently being evaluated by the Institute for Employment Studies in six areas of the country. Some of these projects include guaranteed time-off to train employees and financial support from the government to have these trainings undertaken. The creation of National Occupational Standards and Modern Apprenticeship Frameworks, managed by the Social Skills Councils (SSC), are some of the initiatives of the UK government to foster competence across all the sectors of the workforce, with associated quality control. Tanase (2016:1-2) alludes to the focus of the SSC as:

- “developing a forward-looking skills and productivity agenda and action plan for the sector;
- securing commitment to the skills agenda from the employers, government, key agencies and learning institutions, through consultation and agreement on delivery of the action plan;
- promoting employer investment in skills and innovation;
- building an effective employer network;
- defining key sector occupational skills and promoting career opportunities;
- promoting learning and qualifications; and
- reporting on the impact of public and private investment in meeting sector skills priorities and raising productivity”.

The Labour government in the UK developed a strategy that focused on raising standards and promoting social and economic inclusion in order to improve the low levels of skill that prevailed in the workforce. Both the employer and employees lead the way in skills development. It was until the year 2002 that Ireland came to the fore by creating the National Adult Learning Council that coordinated a strategy for the development and delivery of adult-learning across all levels and sectors. There are national plans such as the National Development Plan; Programme for Sustaining Progress; and National Action Plans on Employment; National Anti-Poverty Strategy that are integrated to deal with the delivery of education, training, welfare, social inclusion and industrial development policies. The National Social Partnership is one of the processes that represents a further significant inter-departmental and inter-agency initiative between government departments and other organisations (Kersh and Evans, 2006:128). Social and economic solutions can be improved when there is collaboration between the government and the stakeholders. Without the employers and employees addressing the bigger picture of skills shortages and acting on improving that, economies globally will not thrive.

The workplace is a primary base for the acquisition of work-related competencies. Employees have an obligation to acquire their competencies not only through formal education and training but also through experiences from real-life settings of their workplace (asemlllhub.org). In Ireland and the UK, post-compulsory education and training, including workplace learning, have been associated with the concept of competence-based education and training (CBET) and the National Vocational Qualifications (NVQs) which are used to assess the skills and knowledge people need to do their jobs effectively. These are national occupational standards and afford people the opportunity to demonstrate their competence in their work and thereby gain formal recognition (Kersh and Evans, 2006:131). Real life experience happens at work, and it is important that employers should encourage this kind of learning but also expose the employees to other forms of training.

The post-compulsory education and training in Britain, the government's promotion of the contribution of employee learning to competitiveness and the economic well-being of organisations and companies have led to the personal development, social learning and active citizenship of individual employees. Companies are becoming learning organisations in that they create opportunities for on-and off-the job learning, access to knowledge-based qualifications, and finally a structure for progression, Fuller and Unwin (2004:10). Through the surveys conducted by the UK Chartered Institute of Personnel and Development, it has been found that learning closest to the workplace is more effective. In-house development

programmes, coaching by line managers, on-the-job training, job shadowing and secondments are rated as the most effective as compared to external conferences and workshops, including formal education and courses (Neugebauer and Evans-Brain, 2016:98-99). The workplace becomes productive when employees are exposed to personal development that enhances their skills and knowledge. Organisations that afford employees opportunities for growth, whether through on-the-job training or any mode of acquiring a qualification, stand a better chance of being productive and that also impacts on the economic growth of the country.

Hungary established Act C1 of 2001 as one of the legislatives that ensured transparency and accountability of the adult learning system and also provide a basis for the state support. Various public bodies and ministries take responsibility for formal and informal adult learning. The Ministry of National Resources is responsible for all the tasks related to adult education and is assisted by the National Vocational and Training Council, which is responsible for the preparation of professional decision making, proposals and evaluations. Various sources finance adult learning and both the central and local government funds are utilized for both public employees and disadvantaged groups. However, employment and training-related funding come from the Labour Market Fund and this fund supports the training of persons registered as unemployed or at the risk of being unemployed (Csanádi, Csizmady and Róbert, 2014:267). The initiative by the government to implement reforms on workplace learning and tightening up quality standards, which can be strengthened through inspections and efficient assessments of skills acquired through training, can be beneficial to the employees and organisations (Machlica, 2016:30). The public works scheme is one of the measures used by government through the active labour market policy to alleviate the insufficient skill problem (Machlica, 2016:18). Training programmes are facilitated by public employment services and the Turr Istvan Institute for public work participants, and mostly focus on agriculture, basic and professional skills.

In Hungary, the key priority is to modernise the legal, managerial, organisational and financial framework conditions for the implementation of lifelong learning. After leaving compulsory education and training, company-based learning becomes the main organisational setting in which lifelong learning takes place and where knowledge acquired becomes the work-force centre for adaptation and application thus leading to effectiveness (asemlhub.org). In research conducted in Szabó and Czàszàr (2004), as cited by Benedek and Erdei (2006:150), companies and workplaces in Hungary did not expect to provide continuing vocational education and training (CVET), directly or indirectly, did not systematically consider how workplace learning might be taking place and how to draw from it. Benedek and Erdei

(2006:150) analysed the company-based learning by categorizing them into labour economics, focusing on employment-related issues; organisational sociology, focusing on corporate learning cultures; and educational science. Viszt (cited by Benedek and Erdei 2006:150) stated that a strong relationship between workforce development and organisational structure is evident and that the differences in the extent and nature of company-based learning are notable within the industrial/occupational sectors. This notion supports the belief that employee development has a strong bearing on organisational performance.

In a study conducted for the Hungarian State Railways that employ approximately 8000 staff, though attending company-based and job-specific courses, a number of employees do not take up the opportunity to acquire more generic competencies and are also not encouraged to do so by their supervisors, whereas employees at Paks Nuclear Power Plant are exposed to basic and advanced training courses both on site as well as at institutions of higher learning. Employees at the plant receive both financial and professional support of the International Atomic Energy Agency and this kind of support is viewed amongst the leading examples of good practice worldwide (asemlhub.org).

Other sectors, such as finance sector companies, provide high-quality professional education. The KPMG-BME Academy focuses on finance sector-companies and together with the Budapest University of Technology and Economics, provide high-quality professional education for employees, and monitors training needs in order to develop tailor-made programmes. High level expertise and specialised competence are needed for companies operating in highly competitive markets and for such companies to survive, they need to continuously invest in intellectual capital for sustainability, provide knowledge management strategies where training as professional development plays an important role for learning (Benedek and Erdei, 2006:154). SAP, as a multinational company also operating in Hungary focusing on software solutions for companies, also offers modified on-site training at individual company workplaces. Individual employees are offered direct access to customised training courses and non-formal and self-directed learning is encouraged.

From the research conducted in all the countries mentioned in this study, it is evident that workplace learning and development are key in improving employee development and organisational growth. This depends entirely on the keenness of the employee's willingness to learn and the organisation's ability to provide resources for the employee to learn and develop.

4.11 SOUTH AFRICA'S PERSPECTIVE ON LEARNING AND DEVELOPMENT

Like all developed and developing countries, South Africa is no exception in ensuring that organisations offer opportunities for learning and development programmes to their employees in order to deal with the fast, ever-changing, developing world due to digitalisation, the fourth industrial revolution, globalisation and other developments. Lynham and Cunningham (2004:315) state that South Africa has embraced education, training and development of its citizenry to address challenges of the past and pressures of competing globally in paving the way for long-term economic growth and social well-being. The integrated human resource development policy and legislative framework assisted in prioritising skills development on the national agenda. For the country to achieve economic success, the standard and quality of human capital need to be raised through formal, informal, on-the-job and off-the-job lifelong learning.

In the South African context, learning and development has become a national imperative to ensure that the skills profile of the nation's human capital and capabilities are raised through formalised national legislative skills development structures. There should be continuous upgrading of skills in the workforce and workplace learning and development should be a fundamental part of all vocational programmes. For South Africa to remain competitive, employers need to provide workplace training that is relevant with the skills needed in the real labour market (Coetzee, Botha, Kiley and Truman, 2019:2). There are legislative frameworks that support and give guidance on how the workforce can be transformed through learning and development programmes. These legislative frameworks will be addressed later on in the study.

Due to the economic growth, that is generally low in the country and that favours high-skilled employees, there is a need for formal learning and development due to the mismatch between labour demand and supply. Akoojee, Gewer and McGrath (2005:99) indicated that "in seeking to meet both the social and economic aspirations, the government has increasingly identified skills development as a crucial issue. In President Mbeki's statements on national development vision, skills are seen as both [a] constraint on socio-economic delivery and a means of simultaneously addressing the need for international competitiveness and the upliftment of those in poverty and those who lack". A number of local contextual challenges impacting human capital development such as the education level and skill base of the labour force, the continuous upgrading of skills in the workforce, workplace-based learning and development as an important part of all vocational programmes, among others, needs to be addressed. Coetzee, Botha, Kiley, Truman and Tshilongamulenzhe (2013:3) stated that there

is a need for organisations to have a skilled, talented and knowledgeable workforce which will become a competitive resource for organisations and address issues of economic and job growth. This can be achievable if organisations invest in their employees by ensuring that learning and development programmes are accessible to all.

The National Skills Development Strategy has been introduced by the Department of Labour (1997) to replace all former skills development systems with the Sectoral Education and Training Authorities (SETAs), where employers and labour unions representatives are stakeholders' bodies (www.etdpseta.org.za). Employers are to contribute 1% of payroll costs to a levy-grant system which will support development of employees within the organisations. Employers are expected to send their training plans, known as Workplace Skills Plans (WSP) and Annual Training Reports (ATR), of all the training offered to the employees to SETA and they will be compensated from the 80% collected while the 20% remains with the National Skills Fund. WSP is a strategic document outlining ways that the employer is going to use to address the training and development needs in the workplace. The skills development plan needs to be comprehensive in order to address all the needs of the organisation and employees so as to meet its strategic goals. This system intends encouraging employers to train their employees and also supply training for each sector represented (Allais, 2012:633). Providing skills to the employees is key and when employers commit to the contribution of the 1% levy on skills development and ensure that their employees receive training, then the organisational and individual needs will be realised.

Haasbroek (2002), as cited by Lynham and Cunningham (2004:318-319), stated that there are critical flaws regarding the collection of levies that industries are supposed to contribute toward training, including an insufficient number of the workforce that are supposed to receive training, and a weak correlation between training and the skills needed by the labour markets. Over and above these mentioned deficiencies, it must be noted that these following shortcomings also affected the training funding: employer expenditure on training was inadequate; employees' attitudes toward training restricted investment; training systems were not well coordinated; there identification of gaps in the provision of training; there was no competition in the training market; and barriers made it impossible for suppliers to enter the training market (Lynham and Cunningham, 2004:319). Training should not be conducted without a clear objective. It is important to match the needs of the organisation, the employees and the country before embarking on skills development. The aim of providing skill development, among others, is to ensure that the economy of the country grows for the benefit of all its citizens.

Mapasela and Hay (2005:121) state that “employers who fail to submit skills plans deny employees direct access to paid levies”. This is an unfair practice by employers since the levy is not only for employers to train but it also assists in reviewing the quality assurance system and measuring and analysing the quality of training and development (Mapasela and Hay, 2005:121). Employers who are less inclined to undertake training themselves normally poach skilled and trained employees from the organisations that have trained them, by offering better salaries (Lundall, 2003:1). The integrated policies and legislation require organisations that have more than fifty employees to formulate plans to develop their employees but despite these efforts to invest in employees and skills, there is evidence that South African Organisations are disinvesting in people (Jackson, 1999:310). Employees get disadvantaged when their employers do not pay skills levies for their development. It is therefore important that government tightens the system of assuring that all companies are registered and adhere to policies and legislations that compel employers to develop their employees. When the levy is paid, it does not necessarily mean that the employer should do the training, but service providers can be sourced to conduct training on behalf of the organisation.

Although the National Skills Fund is considered a good example of improving skills, it has, however, only considered upskilling of the low, intermediate and high skills and has not focused on high skills training (Kraak cited by Allais, 2012:634). Mukora (2008:13) supported the sentiments of Kraak that training artisans and other mid-level skills remain extremely low. Arguments are that only 65% of employers are paying the levy and a mere 10% of those participate effectively in promoting learning and development for their employees. Mumenthey, Wildschut and Kruss (2012:17) conducted an impact study of the National Skills Development Strategy and revealed that there are inconsistencies in standards regarding the implementation of training procedures across different occupational sectors and this has extensively impacted on the reliability and uniformity of the outcome, bringing about confusion among workplaces and providers. More guidance and improved mechanisms to quality assure the inconsistency in the implementation of workplace learning is needed. Instead of thoroughly checking what actually happens during training, checking becomes superficial and only policies and procedures are checked.

Moore and van Rooyen (2002:293) stated that organisations should tap on what people know and are able to do irrespective of whether learning has been acquired through unstructured learning, on-the-job and off-the-job assessment, performance development, or skills and knowledge gained through previous employment, as this has impact in many learning and development programmes that are being developed. This kind of learning is referred to as Recognition for Prior Learning (RPL). It recognises the increased value of lifelong learning

and upgrading. It acknowledges the past learning and skills gained through experience, as well as formal education and training. It focuses upon every individual and builds self-confidence and self-esteem based upon the systematic self-assessment of concrete performance and achievement” (Moore and van Rooyen, 2002:294). Learning happens all around people. It is therefore important to assess what people know and what they do not know in order to address the unknown and tap into the known. Developmental needs should be based on what people’s needs are.

As South Africa develops systems of addressing skills shortage to meet the economic demands, it is important in the redress through the implementation of the Reconstruction and Development Programme (RDP), to use RPL as a tool of providing employers with a skill focus as stated by Harris and Saddington (1995:230) that the tool has the capacity to:

- “contribute to redress equity by opening ways for people to attain qualified status;
- enable more people to reach higher levels of qualification and expertise by beginning with an acknowledgement of existing skills and knowledge;
- contribute to enhancing international economic competitiveness by building on often invisible and unacknowledged workforce skills; and
- offer the first step in attaining the goal of developing a multi-skilled and flexible workforce by acting as an auditing tool to quantify existing competence”.

It is therefore important to regulate learning and development programmes offered at the workplace or by the workplace in determining if such programmes are of quality and will assist in bridging the skills shortage gap. Therefore, the South African Qualifications Authority (SAQA), as alluded to by Coetzee et al (2019:89), ensures that quality management system of learning and development is being driven by:

- “stakeholders (in particular the state) that demand a higher level of quality in education and training, particularly where employers and employees have to invest in learning opportunities;
- international expectations that each country will ensure the quality of its graduates and learners;
- learning and development providers that demand flexibility, requiring self-approval and review of new learning programmes;
- a move away from expensive, unresponsive centralised systems; and
- standards and qualifications”.

4.12 SUMMARY CHAPTER

Institutional arrangements serve as guidelines as to how organisations can align their learning and development programmes so that the employees' growth and organisational growth can be achieved. The onus is upon an individual to make use of the opportunities that the organisation offers and either reskill, upskill or upgrade. Self-efficacy plays a vital role in that individual employees must make a determination of accepting that the world is not static and as things change, they also have to adapt to the changing world. This is true in education as COVID-19 has created a challenge of teaching and learning. Most schools had to change the mode of teaching and learning by using technology to assist learners. Both teachers and learners had to adapt to the new way of teaching and learning. Not only that, learning and development programmes that were planned for face-to-face with employees had to be converted to online learning, which presumably posed innumerable challenges for employees who were not ready to adapt to the new normal.

The GDE, as an organisation, invests in ensuring that employees participate in capacity building through various learning and development programmes. It is an organisation that understands that investing in its employees will facilitate the organisation in delivering efficient and effective services to its constituency. However, there must be alignment between HRD processes and HRM processes, meaning that the vision, mission and goals of the organisation are met. The organisation should regularly review and align HRM training with competency framework by overseeing the performance of employees and ensuring that learning and development take place. It is imperative that on an ongoing basis the ability of the organisation's HR components should be in the forefront of ensuring that strategies are well structured to assist in the achievement of their strategic and operational goals, should be critically reviewed. Continuous assessment by an organisation is key as it helps in assessing and tracking the efficiency of their human resource management processes and ensure that skills development plans are carried out accordingly and implemented. It is imperative that they critically review the ability of their human resource components to strategically assist in the achievement of service delivery goals, by bringing to the attention of all the employees the learning and development programmes offered by the organisation.

It is also imperative that the GDE aligns its capacity building programmes with the ILO and OECD learning frameworks to optimise opportunities that are offered for its employees. The researcher will address research design and methods in the following chapter.

CHAPTER 5: RESEARCH DESIGN AND METHODS

5.1 INTRODUCTION

The researcher has first to understand what research is before embarking on the type of study to undertake and the processes involved in the research project. Burns (1997), (cited by Mackenzie and Knipe, 2006:2), described research “as a systematic of investigation or inquiry whereby data is collected, analysed and interpreted in some way in an effort to understand, describe, predict or control an educational or psychological phenomenon or to empower individuals in such contexts”. Therefore, planning has to happen before a new fact or information is established on a particular phenomenon. Mouton (2005:56) differentiates between the two concepts: research design and research methodology in the table below:

Table 5.1 Research Methodology and Research Design

Research design	Research methodology
Focuses on the end product: What kind of study is being planned and what kind of result is aimed at?	Focuses on the research process and the kind of tools and procedures to be used.
Point of departure: Research problem or question	Point of departure: Specific tasks (data collection or sampling) at hand.
Focuses on the logic of research: What kind of evidence is required to address the research question adequately?	Focuses on the individual (not linear) steps in the research process and the most “objective” (unbiased) procedures to be employed.

Source: Adopted from Mouton (2005:56)

This chapter addressed these differences by describing the research methodologies of gathering, analysing and interpreting data employed in the study. The research design is discussed in the next section.

5.2 DESIGN

Ragin (1994), (cited by Flick, von Kardorff and Steinke, 2004:146), defined Research design is defined as a plan for the collection of data and analysis of evidence that will make it possible for the investigator to answer whatever questions has posed in the research questions. The manner in which an investigation is designed, touches almost all aspects of the research, from

minute details of data collection to the selection of the techniques of data analysis. According to Babbie and Mouton (2001:72), a research design illustrates the process of planning a scientific inquiry; that is, designing a strategy that aims to find out something. According to Mouton (2005:55) a research design is: “a plan or blueprint of how you intend conducting the research.”

In order to develop knowledge and the nature of knowledge, Saunders, Lewis and Thornhill, (2012:129) stated that it is important to stipulate the research philosophy to be followed in a study. They distinguish between two major ways of thinking in relation to research philosophy: ontology and epistemology. According to Terreblanche, Durrheim and Painter, (2006:6), “ontology specifies the nature of reality that is to be studied while epistemology specifies the nature of the relationship between the research and what can be known”. The study will adopt an interpretive philosophy with an ontological assumption that internal reality to be studied is a subjective experience. The researcher believes that the reality to be studied consists of people’s social experiences or perspectives, therefore the study will adopt an empathetic epistemological stance and follow a qualitative methodology.

In order to establish the extent to which institutional arrangements promote employee participation in learning and development programmes, the researcher conducted telephone interviews with participants from the Ekurhuleni South District Training unit and Organized Labour of the District Office. Due to COVID-19 protocols, questionnaires, by means of Google form link, were shared with all the selected secondary schools. One of the advantages of using the link is that the participant can fill it in at his/her leisure. Google links are easy to administer in that, by participants clicking upon the submit button, the researcher is able to count the number of respondents. The opposite is also true in that connectivity can be a challenge as the link will need data to be opened. It must also be noted that with online questionnaires, the researcher was unable to probe further on responses given hence rely on assumptions as one interprets the feedback. The interpretive nature of the study is based on the fact that the research relied on the subjective relationship between the researcher and the subjects. Gray (2004:16) stated that “epistemology provides a philosophical background for deciding what kinds of knowledge are legitimate or adequate.” The epistemology that the researcher believes is that employees are an important resource for every organisation and that participating in the learning and development programmes will bring about individual growth and satisfaction and assist in the organisation realising its goals.

Positivism prevails in science and presupposes that science quantitatively assesses independent facts about a single comprehensible reality. In other words, the data and analysis

are value-free, and data does not change because it is being observed. In following the quantitative methodology, the researcher will adopt a positivist epistemological stance using the questionnaires sent to schools and for the qualitative methodology the researcher will take the interpretivism stance by conducting interviews and relying on secondary data. From the ontological point of view, a researcher with a positivist orientation understands that reality is there in the world and needs to be discovered using conventional scientific methodologies. According to Tuli (2010:102) by disengaging themselves from what they research, positivist researchers do not regard themselves as important variables. The philosophical stance is that the world exists and known which gives researchers means to use quantitative methodology to discover it. The researcher adopted the objectivity ontology in the gathering of data by using numbers to enable evidence to be presented in quantitative form.

5.3 METHODS

Walter (2006), (cited by Mackenzie and Knipe, 2006:5) defines methodology as the specific techniques and procedures which forms the frame of reference for the research and is therefore influenced by the approaches in which our theoretical perspective is developed or placed.

5.3.1 Site selection

The study's focus area is the GDE. The GDE is the Provincial Office for the Department of Basic Education based in the Gauteng province. The Ekurhuleni South District was preferred as the research area for the purpose of this study. The Ekurhuleni South District comprises of 183 schools. The schools are categorised as: 116 Primary Schools, 58 Secondary Schools, 7 Special schools for learners with special needs and 2 Combined Schools.

The 10 Secondary Schools within the Ekurhuleni South District are selected to form part of the study as they broadly represent the demographics of the District, namely, township schools and former model-C schools. The rationale for inclusive representation is to gather information on what the staff members understand as capacity building and also have holistic understanding of their participation in the learning and development programmes offered by GDE. Proper channels were followed where the researcher had to complete a request to conduct research and the permission to conduct the study was approved. Morse (1991), (cited by Flick *et al.*, (2004:166), differentiated between primary and secondary accessibility of the research site. Primary accessibility refers to when the investigation is selected in a targeted way while secondary accessibility refers to when the investigation is done through

advertisement or some other appeal. In this study, accessibility will be done through primary selection by means of a questionnaire at school level and interviews for the training unit in the District and Organized Labour that sit in the Skills Development Committee.

5.3.2 Sampling Strategy

Purposive sampling techniques were used in this study and the selection of the participants was based on accessibility of participants and was based who could answer the research questions at hand and not on prejudices of the researcher. Maxwell (1997:87) defined purposive sampling as “an intentional selection of a particular informants, settings or events to provide important information that cannot be accessed from other sources. Morgan (1995) (cited by Flick *et al.* 2004:167) indicates that when sampling in an organisation is considered, participants should not be selected from the same level in hierarchy or should not belong to the same unit. In congruence, Patton (2002), (cited by Flick *et al.* 2004:167), states that “in sampling, the maximal possible variation should be sought”. To arrive at the sample size using these methods, participation had to be based on the following criteria: a staff must have been a permanent employee on the job and is readily available and willing to participate in the exercise (Sam-Okere and Agbeniga, 2014). Accordingly, the participants in the study were drawn from the different levels of managerial hierarchy and from different units. The participants for this study were drawn from the following three categories: Employees (200); Ekurhuleni South District Office Training Unit (*Deputy Director: Transversal Human Resources Services*) the deputy director in charge of all processes of capacity building in the District; and Organised Labour Office (Chairperson and Secretary).

- *Employees (200)*

Due to COVID restrictions, the GDE did not allow any interactions with personnel at school level. The employees were from the 10 selected schools and purposive sampling method was applied. The researcher targeted 200 participants for the survey, comprising of the Principals, Deputy Principals, Departmental Heads, Teachers, Administrators and General Assistants. Questionnaires were emailed to the respective school Principals to distribute to the employees. The questionnaire sought to assess employee’s experiences and participation with regard to capacity building programmes planned for them. It was envisaged that all the participants would be sincere in responding to all the questions as capacity building impacts on both the individual employee and the organisation.

- *Ekurhuleni South District Office Training Unit (Deputy Director: Transversal Human Resources Services)*

Capacity building has a significant impact on employee performance and employee retention (Vargas-Hernández, 2021). The researcher developed a questionnaire for the unit and a telephone interview with the Deputy Director: Transversal Human Resources Services on behalf of the Ekurhuleni South District Office Training Unit has been set up to establish the impact of the learning and development programmes on the organisation and on the individual employees. The Unit is responsible for facilitating and implementing training programmes delegated by the Department of Basic Education.

- *Organised Labour representative Official sitting in the Training Committee (2)*

Organised labour representatives are key actors in protecting the rights of employees to professional development. Telephonic interviews were conducted with SADTU, which represents mostly teachers, and PSA, which represents administrators and general assistants. For the Organized Labour, the researcher used the same set of questions to try to establish their involvement in encouraging participation of their members in the learning and development programmes. The interviews assisted the researcher to outline how Organised Labour influence employees' capacity building programmes.

5.3.3 Inclusion and exclusion criteria

Articles were included if they were published in English, over the last 11 years, and were about capacity building; learning plans; professional development plans in combination with tools, resources, processes, procedures, steps, model, framework, guideline; described in a public health or healthcare setting, or non-government, government, or community organisations as they relate to healthcare; and must explicitly or implicitly mention a theory, model and/or framework that grounds the type of capacity building approach they have developed (<https://bmcpublikealth.biomedcentral.com>).

Exclusion criteria included non-English language papers published earlier than 2005, settings unrelated to healthcare, capacity building in developing and low resource countries, curriculum development in academic settings (e.g., university research centres and departments) and where there was no theory implied or explicitly stated (<https://bmcpublikealth.biomedcentral.com>).

The inclusion and exclusion criteria for study participants is important in every research project. Typical inclusion criteria include demographic, clinical, and geographic characteristics (Patino and Ferreira, 2018:84).

Inclusion Criteria	Exclusion Criteria
Adults ≥20 years of age	Adults ≥65 years of age
Males and females	Public Special Schools and Primary Schools
Public domain documents and reports Literature on employee capacity building, learning and development programmes	Legislators, Senior Officials and Managers
Secondary schools	Refusal to give informed consent

Source: researcher’s illustration

5.4 DATA COLLECTION STRATEGIES

The study utilised a triangulation approach as a means of collecting data. Olsen (2004:3) defines triangulation as: “the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic”. A qualitative and quantitative approaches are considered for this study.

5.4.1 Qualitative approach

Various data collection methods can be used under qualitative research, including interviews, focus groups, and document analysis.

- *Interviews*

For this study, the researcher used interviews to collect data. Arksey and Knight (1999), (cited by Gray, 2004:214), stated that interviews are a powerful way of helping people to make explicit things that have hitherto been implicit to articulate perceptions, feelings and understanding. The researcher scheduled the interview sessions in consultation with the participants (Deputy Director: Transversal Human Resources Services and Organized Labour representatives) and the time agreed upon was honoured.

Semi-structured interviews were conducted by means of the telephone with the participants wherein only one participant agreed to the recording using Microsoft Teams having obtained

permission from the participant while the other two requested that there should not be any recording. The researcher relied on the notes taken during the interviews as the participants allowed probing to clarify issues. The semi-structured interview method is preferred as it allows the researcher to collect data using open-ended questions. This method enabled the researcher to explore participants' thoughts on the topic selected.

- *Secondary sources*

Documents in organisations can be used to gather information. The researcher also considered the use of secondary sources to collect data. Bowen (2009:27) stated that document analysis is a systematic technique used to analyse and evaluate both printed and electronic documents (computer-based and Internet-transmitted) material. Document analysis in qualitative research is useful in that it assists in examining and interpreting data in order to understand how ideas and information are presented and to develop empirical knowledge gained from other people's experience. Facts were established using secondary sources which included international and national policy documents, books, articles, conference proceedings relating to employee capacity building. The GDE annual reports (annual reports, policy briefs) on the public domain were also considered for this study. The researcher used secondary sources to understand how capacity building impacts on the employees and the organisation in achieving the desired goals.

5.4.2 Quantitative approach

The quantitative approach may comprise of surveys and usage data for data collection. The researcher preferred the survey method for collecting data among 200 employees in the selected secondary schools in the Ekurhuleni South District. Quantitative research focuses on gathering numerical data (Kabir, 2016:203). It also enables the researcher to generalize data across the groups selected. This allowed the researcher to report data on the identified sample. The researcher is also able to measure data by using different scales, such as interval scale, ratio scale, nominal scale and ordinal scale, (Kabir, 2016:203). The questionnaire comprised of Likert scale questions. The statistician was consulted to analyse the questionnaire designed for the envisaged survey. A questionnaire was emailed to the Principal's office, in the selected schools, for distribution to employees and 200 employees using the Google link. The responses received were 203 which exceeded the expected number of 200.

5.5 DATA ANALYSIS

Data analysis refers to a stage where all data is collected and is examined, considered, categorised and interpreted by the researcher (Sumner and Tribe 2004:20). The study used mixed methods and concurrent data analysis where data was prepared, explored, analysed and the findings that were presented were used. Inferential statistics was used where the results were presented in tables and graphs as a summary. Frequency distribution tables were used where data obtained was quantified using discrete charts, that is, graphical representation of frequencies to assist the researcher gather information of employees who benefitted from bursary funds that are available; those who attend various workshops and those who opt for short term or long term courses; employees who need reskilling, upskilling and upgrading; and compared them with employees who do not want to participate in any learning and development programmes. Statistical Program for Social Science (SPSS) version 27 was used in analysing data received from all the participants.

The creation of specific rules called *criteria of selection* are used to measure the objectivity which have to be established before the data can be analysed (Gray, 2004:328). Inferences were made about data (usually text) by systematically and objectively identifying special characteristics (classes or categories) within them in using qualitative data by the researcher. Mayring (1983) and Flick (1988) as cited in Gray (2004:238) identified the following steps that make up the analysis process:

- “summarizing content analysis,
- explicating content analysis and structuring content analysis”.

Accordingly, the study followed these identified steps as reliability statistics was tested for an individual set of questions. The findings of both the qualitative and quantitative data analysis will be unpacked in the next chapter.

5.6 TRUSTWORTHINESS

Most researchers have criticised qualitative research as lacking scientific rigour arguing that, trustworthiness cannot be established. Shenton (2004:63) supported this notion by stating that positivists question the trustworthiness of qualitative research as they believe that trustworthiness is only gained through naturalistic work, that is, through observation and measurement and that the concepts of validity and reliability can only be seen or addressed in these two ways. However, researchers like Carcary (2009:11) suggest that a research

audit trail is one strategy that is recommended to assess trustworthiness of qualitative studies. The Triangulation approach which includes use of primary and secondary sources, questionnaires, and interviews, has also been found to be one of the strategies that ensure trustworthiness as different sources, and a range of participants, can be used (Noble and Smith 2015:35). The researcher ensured that there is no manipulation of findings by not only using triangulation methods but also allowing for that the instruments to be used to be reviewed by the promoter/supervisor or fellow students.

5.7 RELIABILITY AND VALIDITY

Triangulation approach, which the researcher mentioned as a strategy to be used for data collection, will improve reliability and validity in evaluation findings. Mathison (1988:15) points out that triangulation helps validate the findings of data by “corroborating naturalistic and qualitative approaches in order to control bias and establish valid equations and scientific techniques” which traditionally would be incompatible with this alternative epistemology.

Stenbacka (cited by Golafshani, 2003:601) argues that since “the reliability issue concerns measurements then it has no relevance in qualitative research. She adds that the issue of reliability is an irrelevant matter in the judgment of the quality of qualitative research. Therefore, if it is, then the consequence is rather that the study is no good”. The researcher used inferential statistics, that is, Cronbach Alpha coefficient statistics was used to establish the reliability and internal consistency of the data analysed. The Cronbach Alpha results is a number that is between 0 and 1 and any score that is 0,7 and higher is accepted as reliable (Heale and Twycross, 2015:67). The use of Cronbach Alpha Coefficient and frequency tables will assist the researcher in determining the reliability and validity of the quantitative results. The appendix in the analysis of data indicates that reliability statistics was performed for individual questions.

5.8 ETHICAL CONSIDERATIONS

Mouton (2005:239) indicated that researchers, for example, have the right to collect data through interviewing people but not at the expense of the interviewee’s right to privacy. The researcher took an empathetic stance rather than the objective stance in carrying out the research. Permission to conduct research from the GDE was sought before the commencement of any interviews with the employees of the organisation and was granted. The NWU research ethics process was adhered to as the researcher applied and permission was granted by the Ethics Committee to continue with the research.

Based on the data collected, the researcher's role was to analyse, interpret the results, present research conclusion, and make recommendations. All the sources directly or indirectly used have been acknowledged and that data has not been fabricated during the evaluation of findings. Furthermore, the following measures are considered to uphold ethical standards.

Informed consent

A letter requesting participants to voluntarily participate in the research was emailed to the school principal for distribution together with the Microsoft Google questionnaire link. The researcher ensured through correspondence to the Principals that the participants are at liberty to make an informed decision as to whether they will participate in the research project. Participants were made aware about the purpose of the project. This was presented on the first page of the questionnaire. The expected time to be spent on the study was also stated on the first page of the questionnaire. Participants will be informed about how the findings of the study will be used as the document will be sent to GDE and made public to all who are interested in the findings. BaSSREC consent forms were signed by the willing participants of the telephone interviews and surveys.

Voluntary participation

In this study, no participant was coerced into agreeing to be interviewed. The researcher ensured that employees participate on a voluntary basis without being persuaded or being coerced. Participants had a choice to withdraw their participation at any time if they felt uncomfortable in the letter that was sent to the principals. Assurance was given that they would not be punished for not taking part in the research process.

Do no harm

The researcher also respected the participants. The research project did not have any intentions to harm the participants. COVID-19 pandemic has its implications on the health and social well-being of the community. There may be risks in conducting face-to-face interviews. The researcher used telephone interviews and surveys to collect data from the identified participants. Participants were informed about the date of return for the questionnaires.

Confidentiality

Using the terrain that the researcher is familiar with, should not give one an opportunity of manipulating participants to conclude that the researcher envisages. Confidentiality and anonymity of all the participants and schools were guaranteed, and names of all participants were not to be revealed. The researcher ensured that any identifying information was unavailable and inaccessible to anyone. Confidential information such as types of employee

disability; and credential forms for training were excluded from the thesis, intended articles and conference publication.

The District Training unit has all the contact details of the Organized Labour representatives and such as, the two identified union representatives that were used for the purpose of the study. Such contact details were used by the researcher and were not communicated to anyone.

Anonymity

The privacy of human subjects was protected while data was collected, analysed, and reported. The identity of the participants remained unknown to the public. Data was sourced from a diversified group of employees, and the responses given by participants were generalised. The names of the participants as well as schools were excluded in the research report. Pseudonyms were used to protect the identity of participants who would take part in the research especially the organized labour and the Deputy Director: THRS, as telephonic interviews were conducted.

All participants were given 7 days to familiarise themselves with the questions developed and the date for the return of questionnaires was honoured.

5.9 SUMMARY CHAPTER

A mixed methodology was adopted for the research so as to ensure that data collected will be accurately analysed. Proper research protocols were followed, and the researcher ensured that ethical considerations were followed. The questionnaires were sent to schools so as to avoid direct contact with the participants and no face-to-face meetings took place. The next chapter will discuss the presentation of results.

CHAPTER 6: PRESENTATION OF RESULT

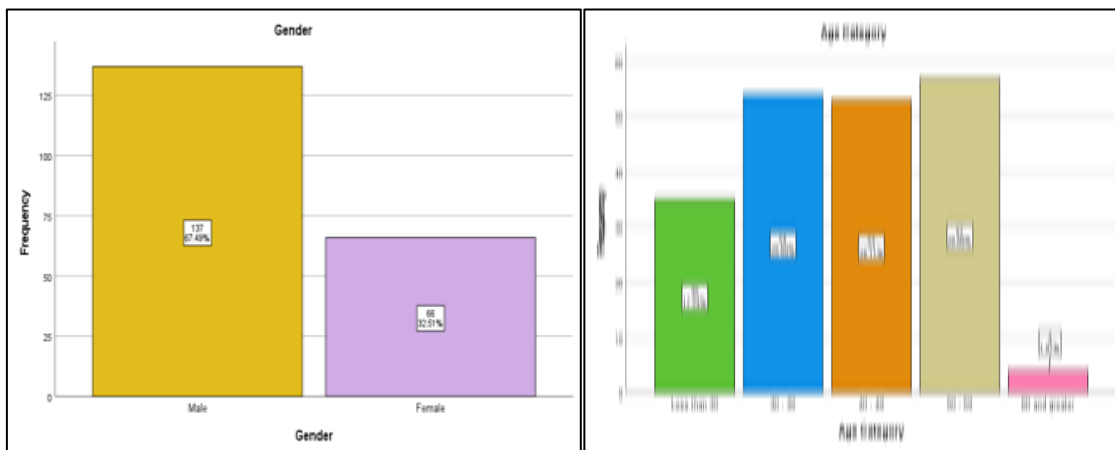
6.1 INTRODUCTION

The outcomes of the data analysis are presented in the form quantitative data and qualitative data in this chapter. The study combines elements of quantitative and qualitative research approaches for the purposes of enhancing the breadth and the depth of understanding and corroboration. Quantitative data is presented first to represent data required to check the theoretical claims with regards to capacity building. Qualitative data is then presented afterwards in order to enhance and enrich explanations following the theoretical conclusions but also a description of further theoretical positions following the study are established. The Demographic data is presented in the next section.

6.2 DEMOGRAPHIC PROFILE OF RESPONDENTS

Several variables were used to profile respondents: gender, age, experience, designation, qualifications, participation and experience in capacity building, modes, and funding of capacity building. Figure 6.1 shows the gender profile of 103 participants.

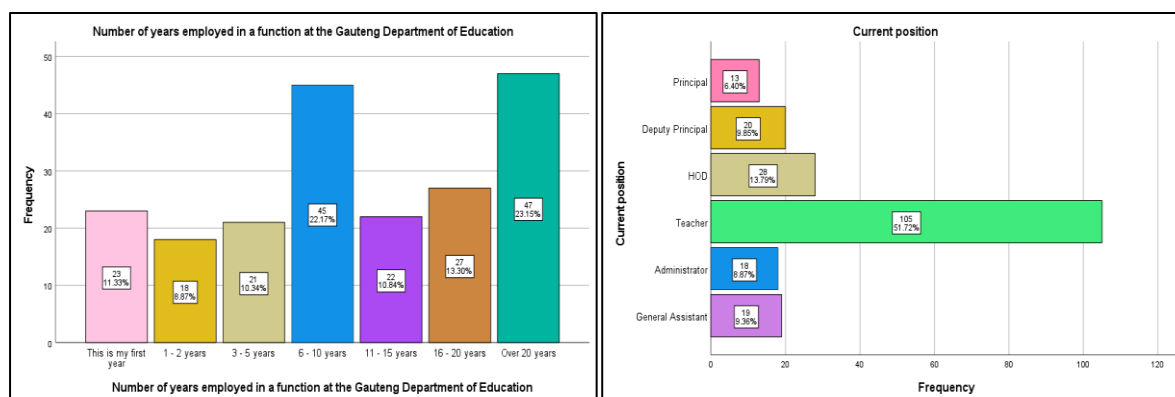
Figure 6.1: Gender and Age profile of Respondents



The sample shows the dominance of male respondents (67%) which does not necessarily reflect the employment profile of the sector but of the number of males that responded to the questionnaire. The Middle Ages groups dominate the respondents sample showing how the absorption of the younger age group (less than 30) making 17,2% has slowed down while the majority of the employees in the middle age group (30 to 59 years) making 50% of respondents will require wholesome replacement when they go into retirement in the near future. There are

signs that absorptions of the younger ages (less than 30 and 30 to 49) particularly 30- and 49-years age groups will pick up as the older age group goes to retirement and the requirements for capacity building with it. Capacity build is a continuous process for enhancing and maintaining the organisation's performance and the Human Resources plan of Organisation is a key area for the strategic input into the success of an organisation. Respondents' experience and designation are presented in Figure 6.2 below.

Figure 6.2: Respondents Experience and Designation



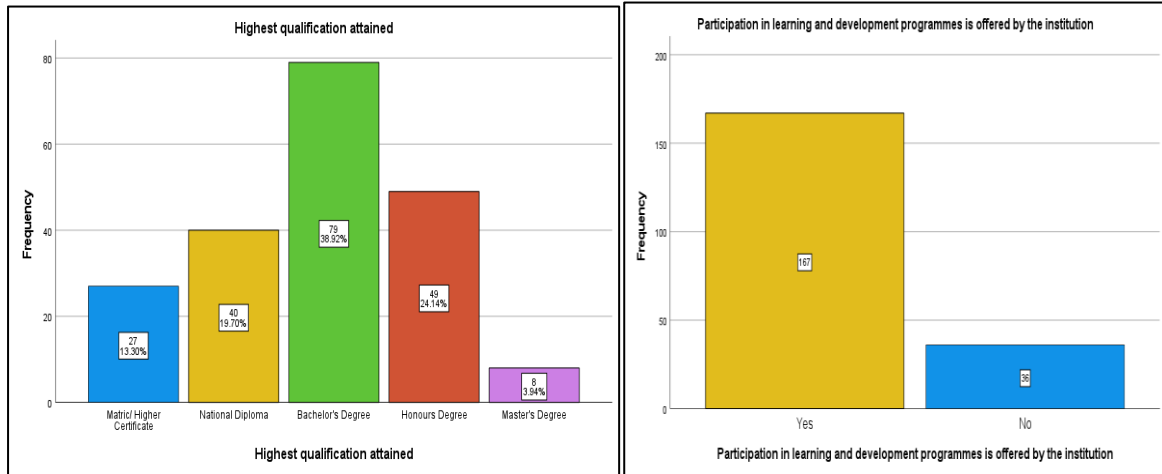
Teachers dominated the respondents (51, 72%) as the anchor employment in the education sector. Those who had experience of over 6 years made up about 80% of the sample with lowest experience being between 1-2 years of experience and maximum experience comprising of over 20 years in the sector. The sample comprised of well experienced employees who had had an opportunity during their employment to attend minimum required capacity building in the sector. Table 6.1 below expands on the data in Figure 6.2 above.

Table 6.1: Experience profile of Respondents

Number of years employed in a function at the Gauteng Department of Education			
This is my first year	23	11.3	11.3
1 - 2 years	18	8.9	20.2
3 - 5 years	21	10.3	30.5
6 - 10 years	45	22.2	52.7
11 - 15 years	22	10.8	63.5
16 - 20 years	27	13.3	76.8
Over 20 years	47	23.2	100.0
Total	203	100.0	

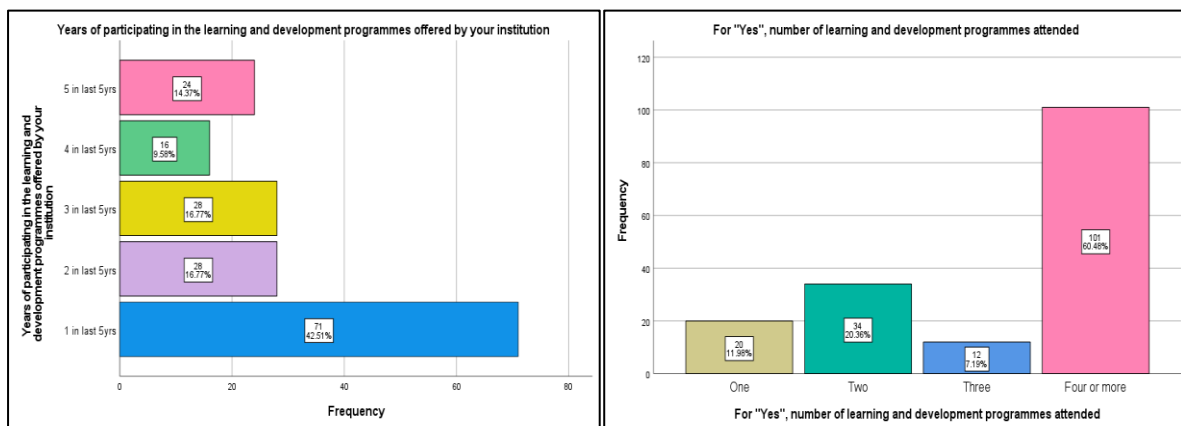
In Figure 6.3 below the education profile of respondents and their participation in capacity building in the form of learning and development programmes is presented.

Capacity building participation



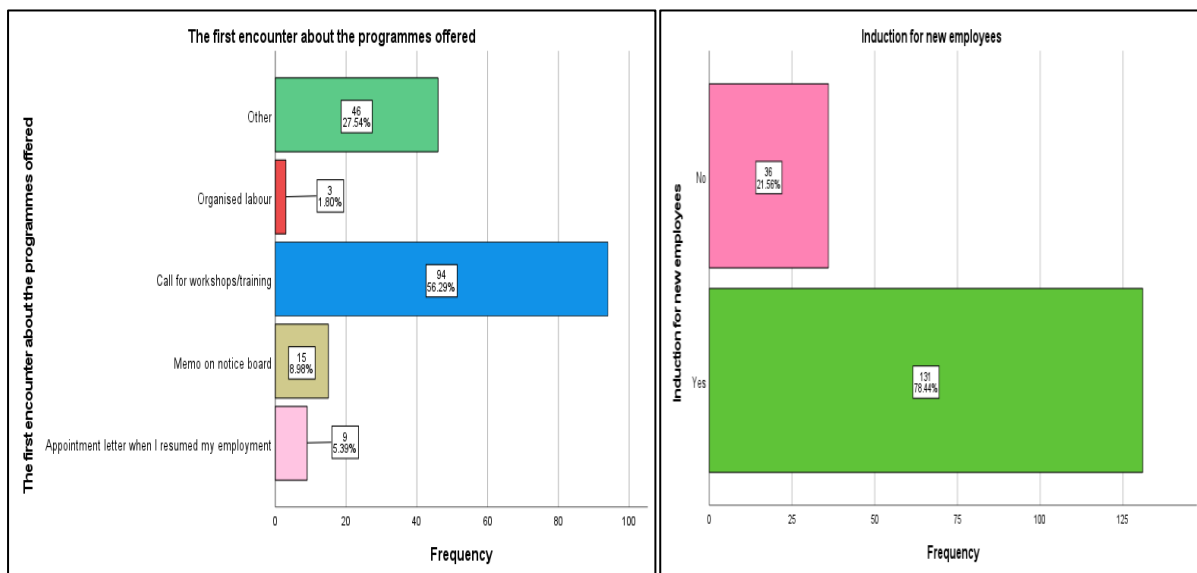
The education profile of respondents shows an almost asymmetrical distribution where those with Certificates (13, 3%) and Masters' degrees (3, 94%) are the minority with the majority of the respondents concentrated on the middle with a National Diploma (19, 7%), Bachelors' degree (38, 92%) and an Honours degree (24,14%). The majority (74, 89%) of these respondents had participated in learning and development offered by the institution or organisation. The samples show that the education sector has pushed hard to acquire requisite education for educating others. Despite these achievements learning and development is still needed in order for the sector to cope with the changing environment and in recent times the changes brought about by the COVID-19 pandemic and its economic and social lockdowns.

Figure 6.4: Experience in Capacity building and Number of Programmes attended.



The majority (76, 05%) of the respondents had participated in between 1 to 3 learning and development programmes in the last five years and only about one quarter of the respondents had done 4-5 in five years. The low levels of participation in capacity building programmes are apparent among the respondents. The data shows a conflict in that about 101 respondents making 60% of the sample of respondents indicated that they had attended 4 or more learning and development programmes. If so, participation could have been higher unless there is an issue of classifying programmes under learning and development. Figure 6.5 below profiles the encounters of respondents with learning and development programmes and whether they had received induction for new employees.

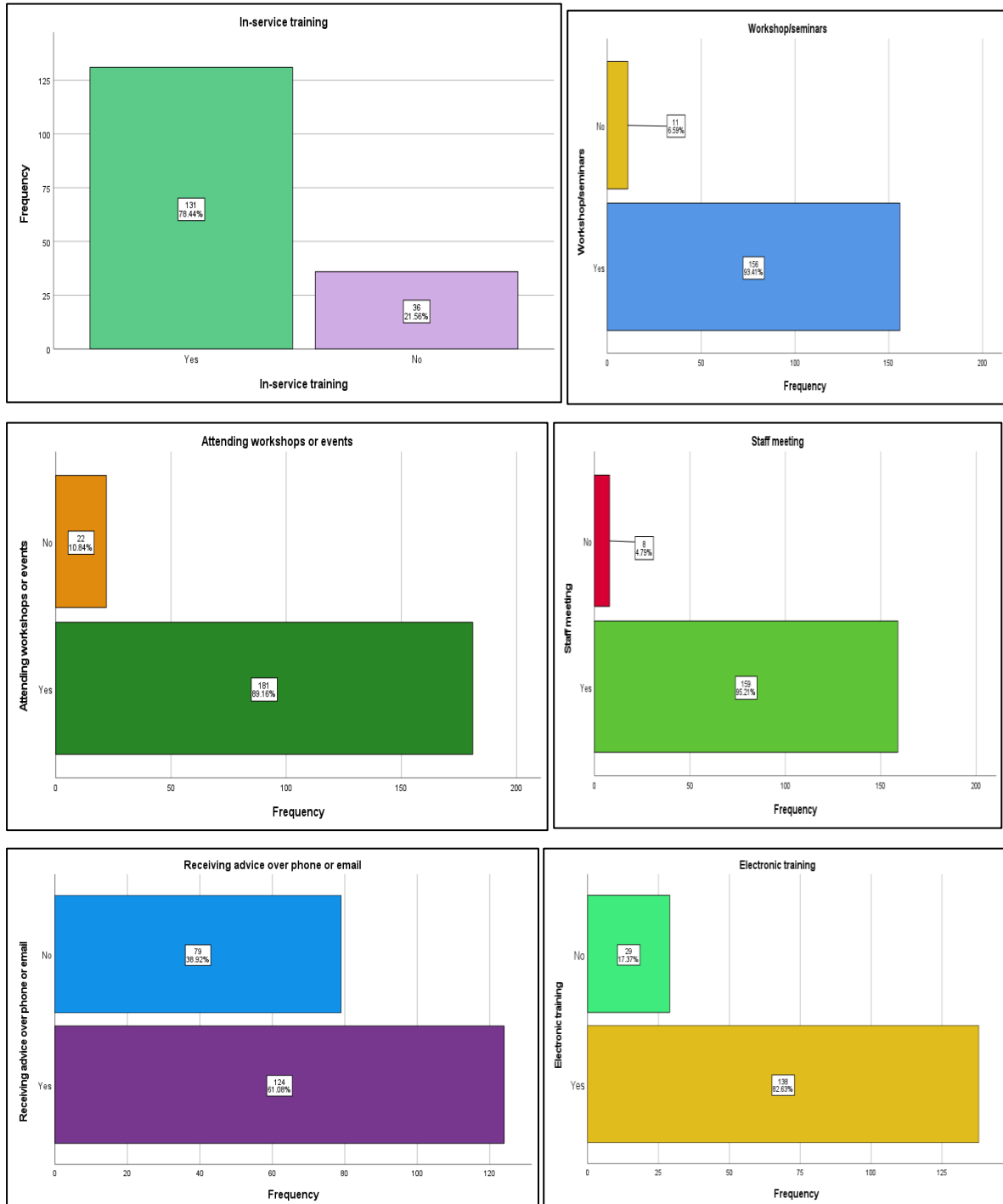
Figure 6.5: Profile of encounters with capacity building programmes and employee induction



The majority (56,29%) of the respondents had responded to a call for workshops and training from other sources (27,54%) of creating awareness for capacity building other than through the work of Organized Labour (1,80%), memos on notice boards (8.98%) and through appointment letters (5,38%) upon resuming work. Internal calls for workshops and training still drive employees to capacity development. The other methods require specifying to direct investments into capacity building awareness. The majority (78.44%) of the employees had been inducted upon starting work and it is concerning that inductions are showing that they are not an effective way of building awareness in capacity building. The reasons can vary from the content of the induction training right to the attitude of employees during induction which could prevent or downplay the need for future capacity building. There is need for further investigation on these variables to give viable answers on the utility

and purpose of the induction process. In figure 6.6 the different types of capacity building exposure to respondents are presented.

Figure 6.6: Types of Capacity building exposure to respondents



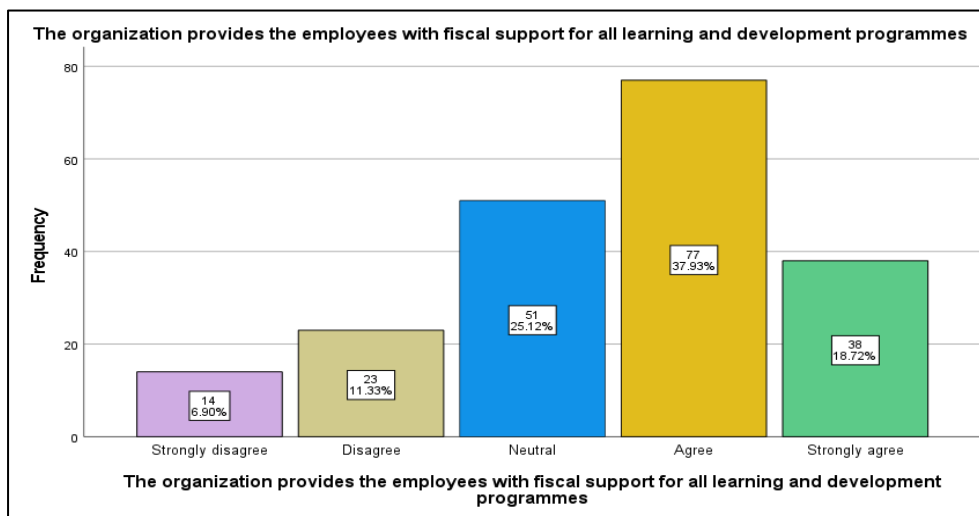
Respondents were asked to which types of capacity building programmes they had been exposed to and the results are as in figure 6.7. The outcomes show that the majority of the respondents had been exposed to all the literature cited types of capacity building programmes: in service training (78, 44%), workshops and seminars (93, 41%), Workshops

and events (89, 14%), staff meetings (95, 21%), receiving advice on the phone (61, 08%) and electronic training (82, 53%). Additionally, the outcomes show that employees have access to the relevant medium of communication which is used for capacity building such as telephones (78.33%) and computers (89, 66%) and collaboration systems that are platforms for employee communication.

6.3 RESEARCH SPECIFIC QUESTIONS

In figure 6.7 below the respondents were required to rate on a five Likert scale the statement that the organisation provided the employees with fiscal support for all learning and development programmes. The rating of respondents shows that the majority (37, 93%+18, 72% =56, 65%) agree that the organisation was fiscally active in supporting learning and development among its employees. A quarter of the respondents sat on the fence, neutral, the answer is shown in figure 6.8 below.

Figure 6.7: Response on whether the organisation provides fiscal support for learning and development



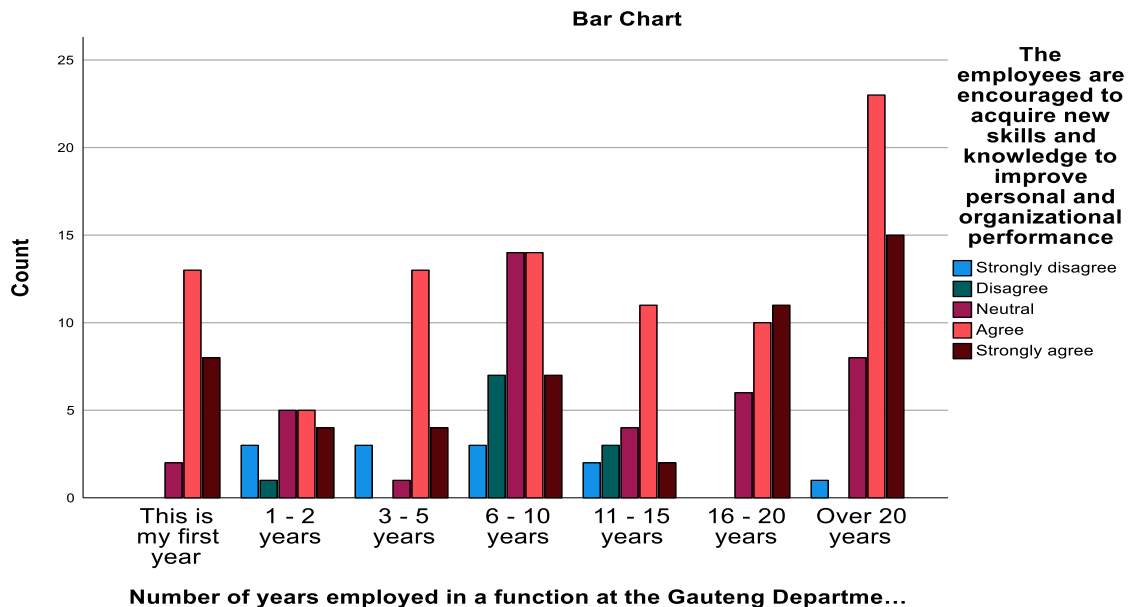
A test of independence between respondents' number of years employed in a function at the Gauteng Department of Education against their responses on the statement that employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance is shown below in figure 6.8 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	50.323 ^a	24	.001
Likelihood Ratio	55.857	24	<.001
Linear-by-Linear Association	1.807	1	.179
N of Valid Cases	203		

a. 19 cells (54.3%) have expected count less than 5. The minimum expected count is .98.

Figure 6.8: Test for Independence number of years in a function encouragement to employees to acquire a skill.



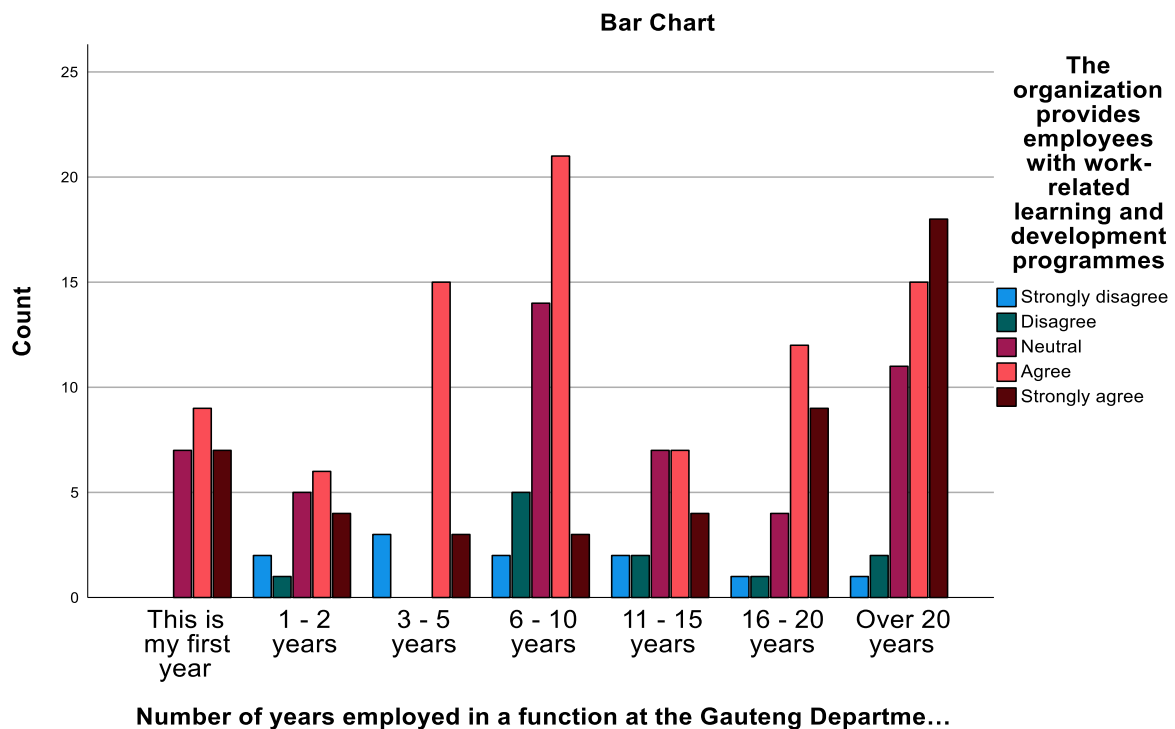
The chi square statistic is 50,323 and a p-value (0.001) which is less than the alpha level of 0.05. We reject the null hypothesis that the values are independent, the p value is significant hence there is an associated between the number of years employed in a function and the belief that the employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance. The more the number of years stayed in a position the more they believed that the organisation is open to support capacity building to enhance performance. In another crosstab the number of years employed in a function at the Gauteng Department of Education was set against the response to the statement that the organisation provides employees with work-related learning and development programmes. The chi square test shows as in table 6.2 below:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	40.102 ^a	24	.021
Likelihood Ratio	47.844	24	.003
Linear-by-Linear Association	1.411	1	.235
N of Valid Cases	203		

a. 18 cells (51.4%) have expected count less than 5. The minimum expected count is .98.

Figure 6.9: Test for independence years in a function and opportunities given for work related learning and development programmes.



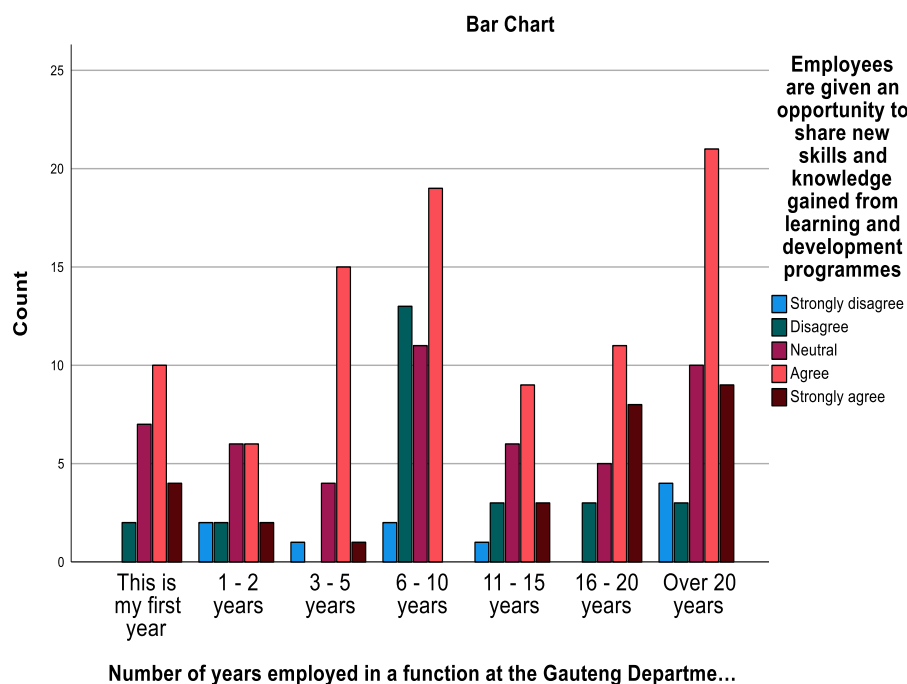
The chi square statistic is 40.102 with p-value of 0.021. The p-value is significant, the two variables are not independent. The number of years an employee is employed in a function job is associated to the perception that organisation the organisation provides the employees with work related learning and development programmes. The more experienced the employees are in a function job, the more likely they will perceive that the organisation provides employees with work related learning and development programmes. In another test the number of years employed in a function at the Gauteng Department of Education and the responses to the statement that employees are given an opportunity to share new skills and

knowledge gained from learning and development programmes were compared. Table 6.3 below depicts the chi square test for independence:

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	38.873 ^a	24	.028
Likelihood Ratio	45.700	24	.005
Linear-by-Linear Association	.813	1	.367
N of Valid Cases	203		

a. 18 cells (51.4%) have expected count less than 5. The minimum expected count is .89.

Figure 6.10: Experience against encouragement of employees to continuously upgrade their knowledge and education levels.



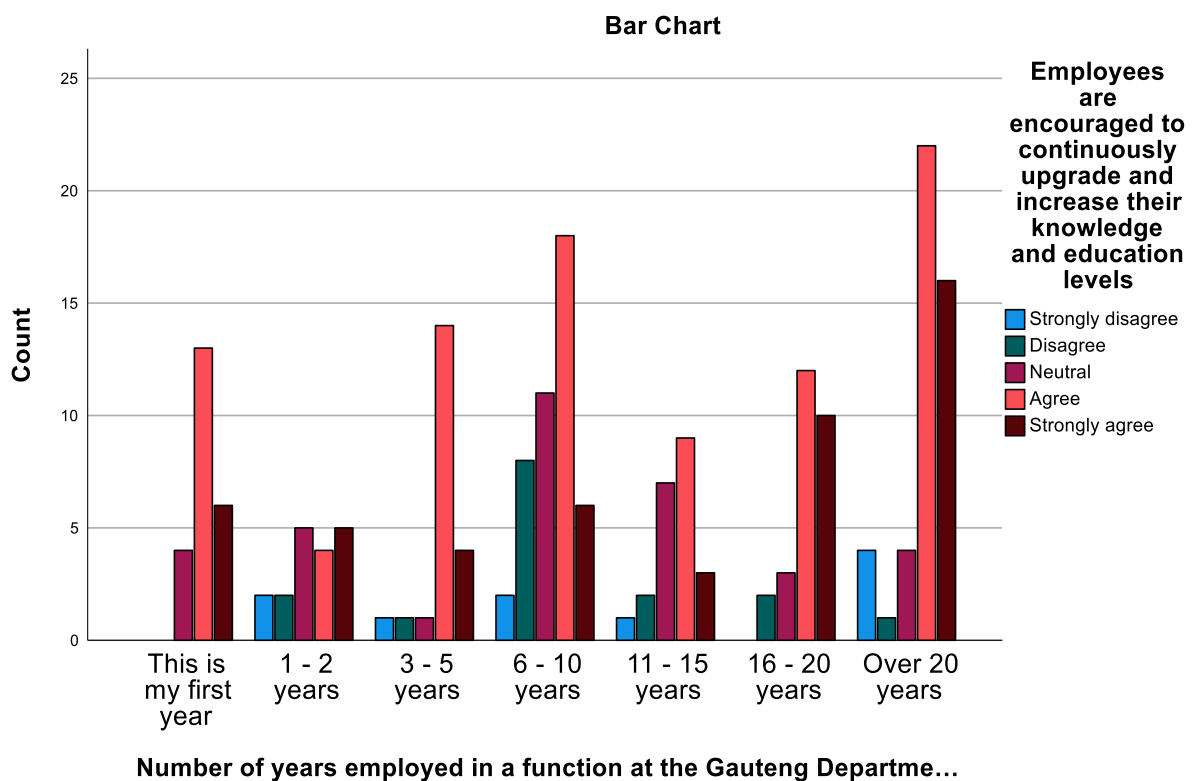
The outcome shows a chi square statistic of 38.873 with a p-value of 0.028 which is significant. The decision is to reject the null hypothesis that the number of years employed in a function at Gauteng Department and the view that employees are given an opportunity to share new skills and knowledge were independent, we accept the H1 hypothesis that the variables under chi square testing are associated. A check on the experience of respondents against the perception that employees are encouraged to continuously upgrade and increase their knowledge and education levels and found as in figure 6.11 below:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	37.245 ^a	24	.041
Likelihood Ratio	41.211	24	.016
Linear-by-Linear Association	.741	1	.389
N of Valid Cases	203		

a. 20 cells (57.1%) have expected count less than 5. The minimum expected count is .89.

Figure 6.11: Crosstab of number of years employed and encouraged to continually upgrade and increase knowledge and education levels.



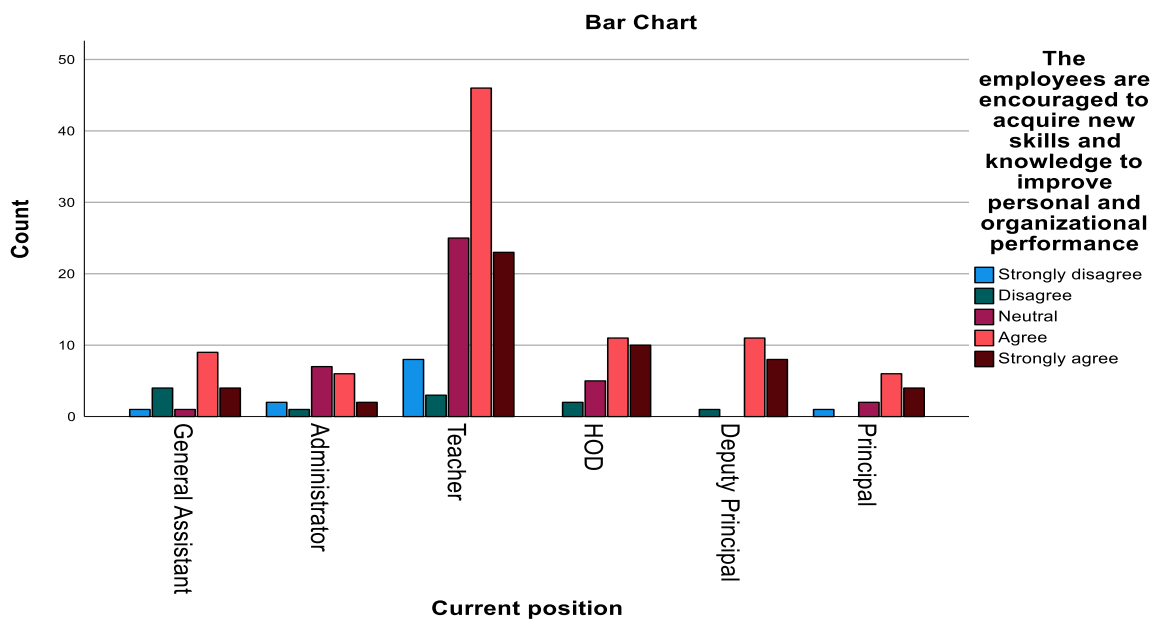
A chi square statistic of 37.245 with a p-value of 0.041 shows that the relationship is significant, we therefore reject the null hypothesis that these values are independent and accept the h1 that there is association between the values. The perception that employees are encouraged to continuously upgrade and increase their knowledge and education levels depend on the number of years one has been employed with stronger perceptions increasing with years of experience. The research variables were also crosstabbed with employees' current positions. Figure 6.12 shows the relationship between current position and the view that employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.718 ^a	20	.046
Likelihood Ratio	35.596	20	.017
Linear-by-Linear Association	7.337	1	.007
N of Valid Cases	203		

a. 17 cells (56.7%) have expected count less than 5. The minimum expected count is .70.

Figure 6.12: Current Position and the employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance.



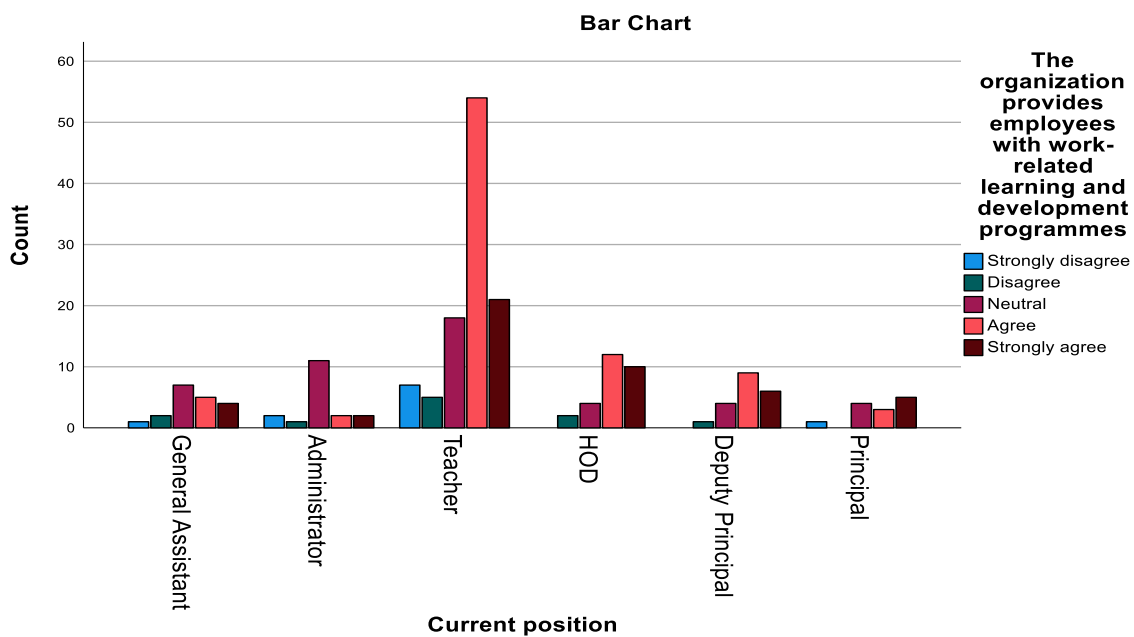
The chi square test for independence reveals a statistic of 31.718 and a p-value of 0,046 which is below the confidence interval of 0,05 and in the circumstances, we reject the null hypothesis that the current position is not associated with the view that employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance. There is an association between respondents' responses and their current position. Teachers' responses were mostly positive but answers of those in other position trended negative. There is selective encouragement to capacity building in the organisation where teachers are expected to adhere to capacity building and others not so much. The current position variable was also checked against the view that organisation provides employees with work-related learning and development programmes. Table 6.4 shows the chi square test for independence outcome.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.078 ^a	20	.020
Likelihood Ratio	36.550	20	.013
Linear-by-Linear Association	6.453	1	.011
N of Valid Cases	203		

a. 18 cells (60.0%) have expected count less than 5. The minimum expected count is .70.

Figure 6.13: Current Position and the organisation provides employees with work related learning and development programmes.



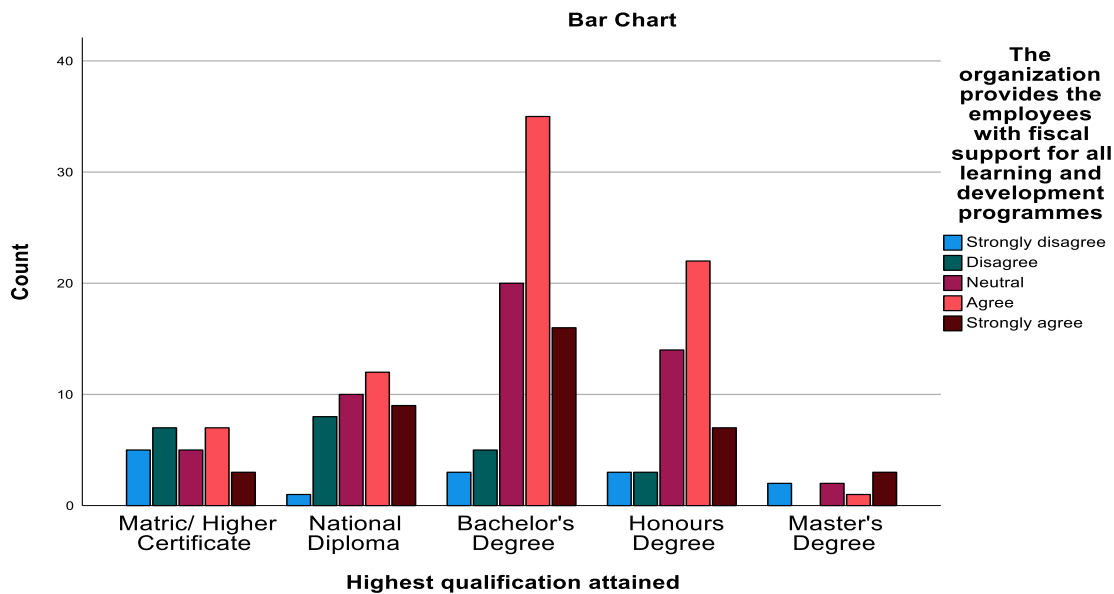
A chi square statistic of 35,078 with a p-value of 0,020 which is less than the confidence level 0, 05. The decisions is to reject the null hypothesis assuming independence of the variables in favour of accepting H1 hypothesis that current position has a bearing on the view that the organisation provides employees with work related learning and development programmes. The selective approach to capacity building in the organisation continue to show throughout the data. Crosstabs were also done on qualifications against the variables of capacity building and only significant results were selected and reported on. Figure 6.15 shows the chi-square test for independence between highest qualification attained and the statement that the organisation provides the employees with fiscal support for all learning and development programmes.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.397 ^a	16	.012
Likelihood Ratio	28.810	16	.025
Linear-by-Linear Association	4.427	1	.035
N of Valid Cases	203		

a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .55.

Figure 6.14: Highest qualification and providing the employees with fiscal support for all learning and development programmes.



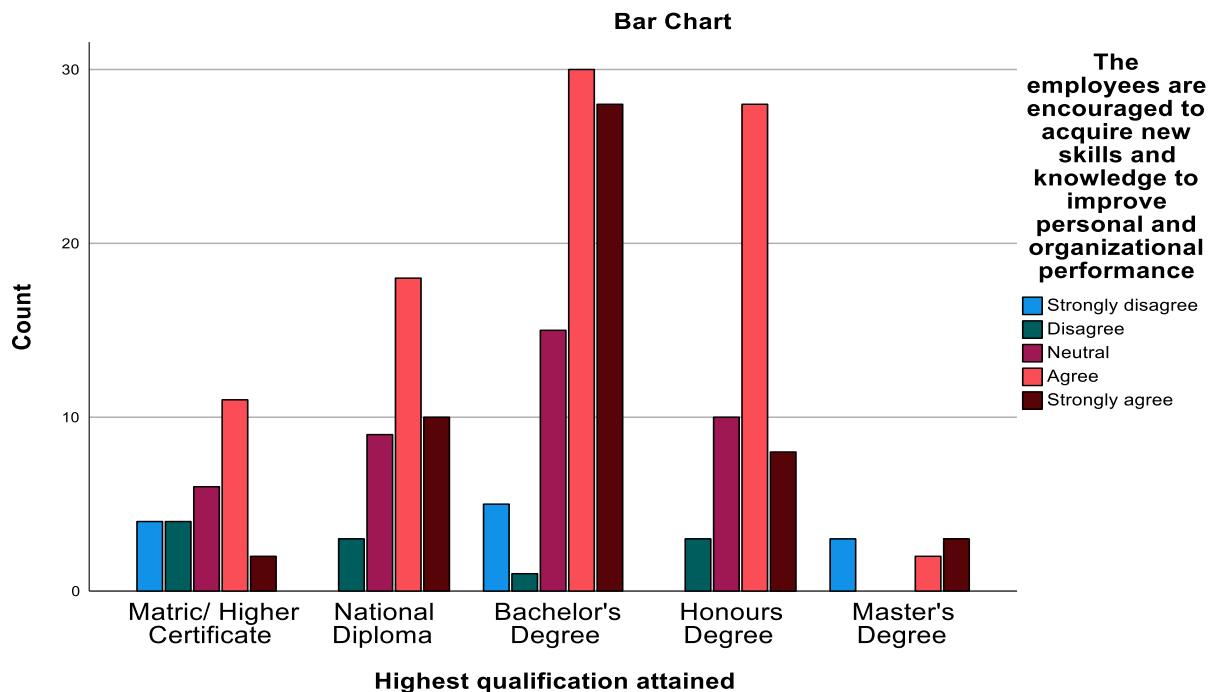
The chi-square test for independence shows a statistic of 31.397 with a p-value of 0.012 which is significant. The null hypothesis is rejected and the h1 hypothesis is accepted. The levels of qualifications of respondents are linked to their view that the employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance. The result also shows that the organisation selectively encourages those already with high level of education to pursue new skills and knowledge in a bid to improve personal and organisational performance. Figure 6.15 below shows the chi square test for independence results for qualifications and organisational perceived source of personal and organisational performance.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.012 ^a	16	<,001
Likelihood Ratio	43.448	16	<,001
Linear-by-Linear Association	2.674	1	.102
N of Valid Cases	203		

a. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .43.

Figure 6.15: Highest qualifications against new skills and knowledge for personal and organisational performance



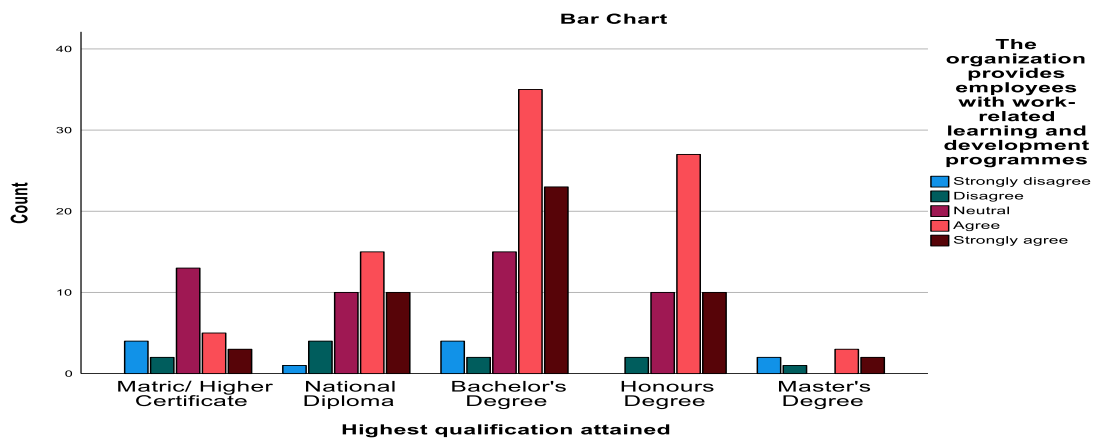
The outcomes show a significant chi-square test p-value 0,001. We reject the independence of the variables and accept association between the education levels and the view that employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance. It maybe that the higher educated the employees are the more likely they will be encouraged to acquire new skills and knowledge to enhance personal and organisational performance. The highest qualification is also tested for independence against the view that the organisation provides employees with work-related learning and development programmes. Figure 6.16 shows the chi-square outcome.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	35.890 ^a	16	.003
Likelihood Ratio	35.878	16	.003
Linear-by-Linear Association	6.142	1	.013
N of Valid Cases	203		

a. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .43.

Figure 6.16: Highest qualifications against the view on learning and development programmes.

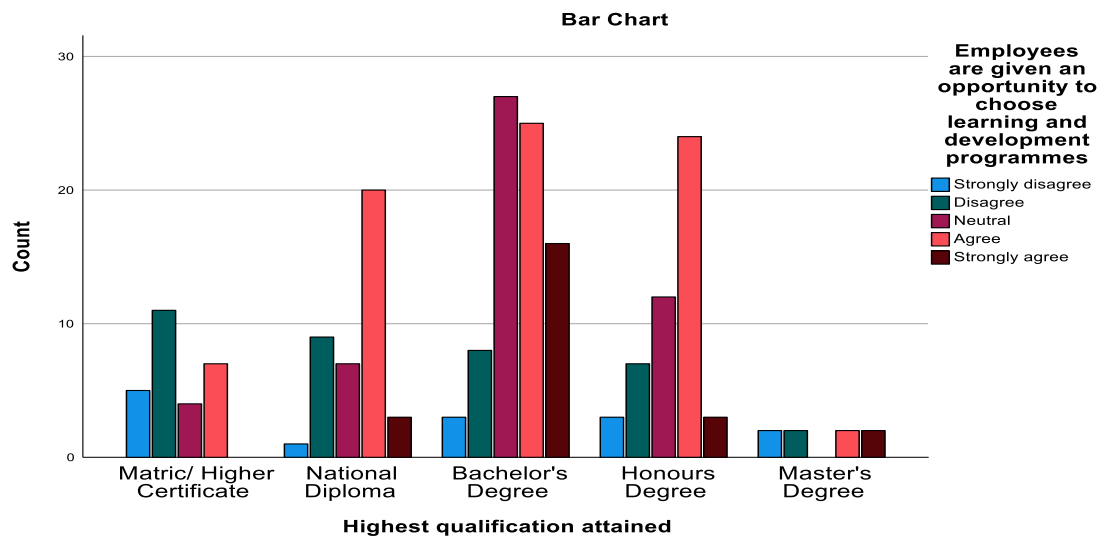


Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.830 ^a	16	<.001
Likelihood Ratio	46.137	16	<.001
Linear-by-Linear Association	5.415	1	.020
N of Valid Cases	203		

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .55.

Figure 6:17 Highest qualification attained against employees given an opportunity to choose learning and development programmes.

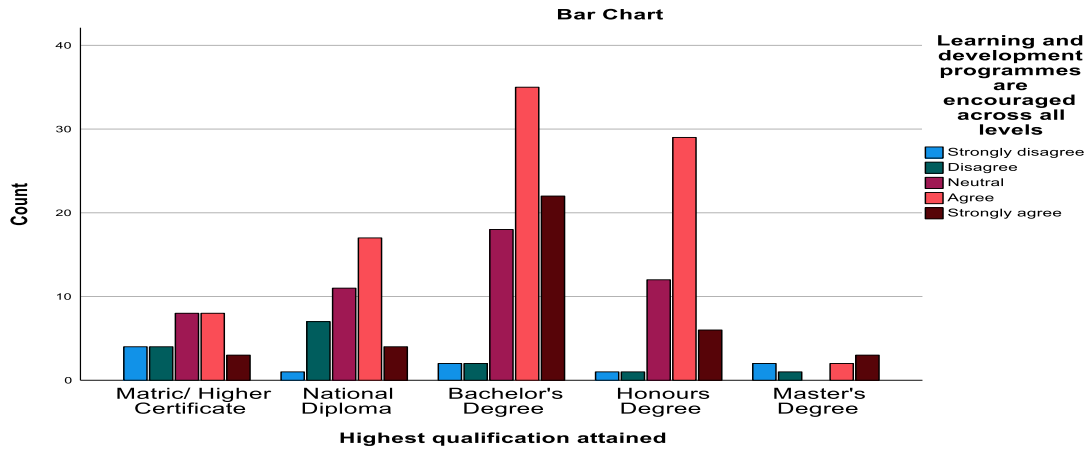


Highest qualification attained is then set against several statements that describe capacity building and the outcomes presented shows only those results were there was significant evidence of associate jobs as follows:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	41.878 ^a	16	<.001
Likelihood Ratio	38.698	16	.001
Linear-by-Linear Association	7.777	1	.005
N of Valid Cases	203		

a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .39.

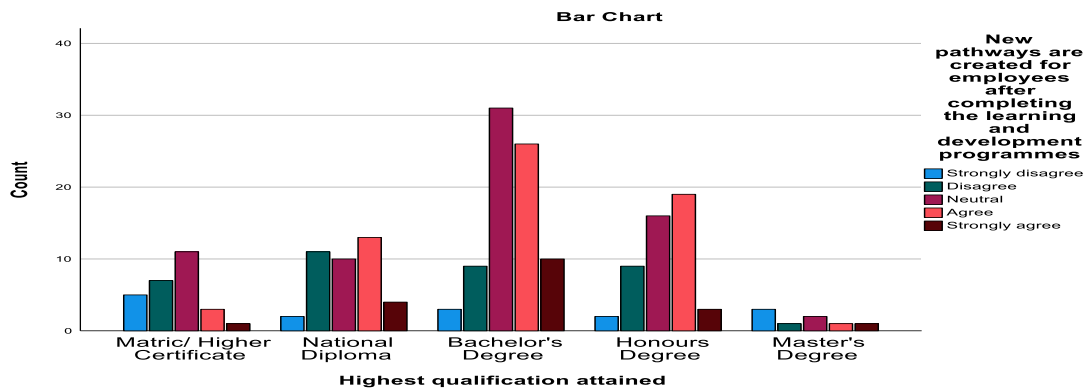


Highest qualification attained tested against the statement that new pathways are created for employees after completing the learning and development programmes.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.780 ^a	16	.011
Likelihood Ratio	27.593	16	.035
Linear-by-Linear Association	2.792	1	.095
N of Valid Cases	203		

a. 12 cells (48.0%) have expected count less than 5. The minimum expected count is .59.



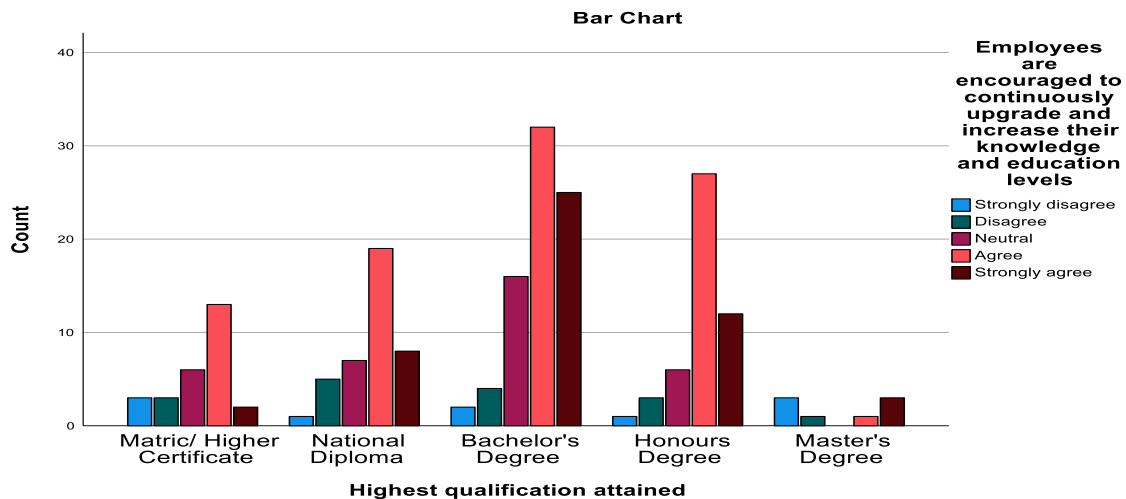
Highest qualification attained was tested against the view that employees are encouraged to continuously upgrade and increase their knowledge and education levels. The outcome as is in figure 6.18.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	36.239 ^a	16	.003
Likelihood Ratio	29.042	16	.024
Linear-by-Linear Association	2.323	1	.128
N of Valid Cases	203		

a. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .39.

Figure 6.18: Highest qualification attained against encouragement to continuously upgrade and increase knowledge and education level.



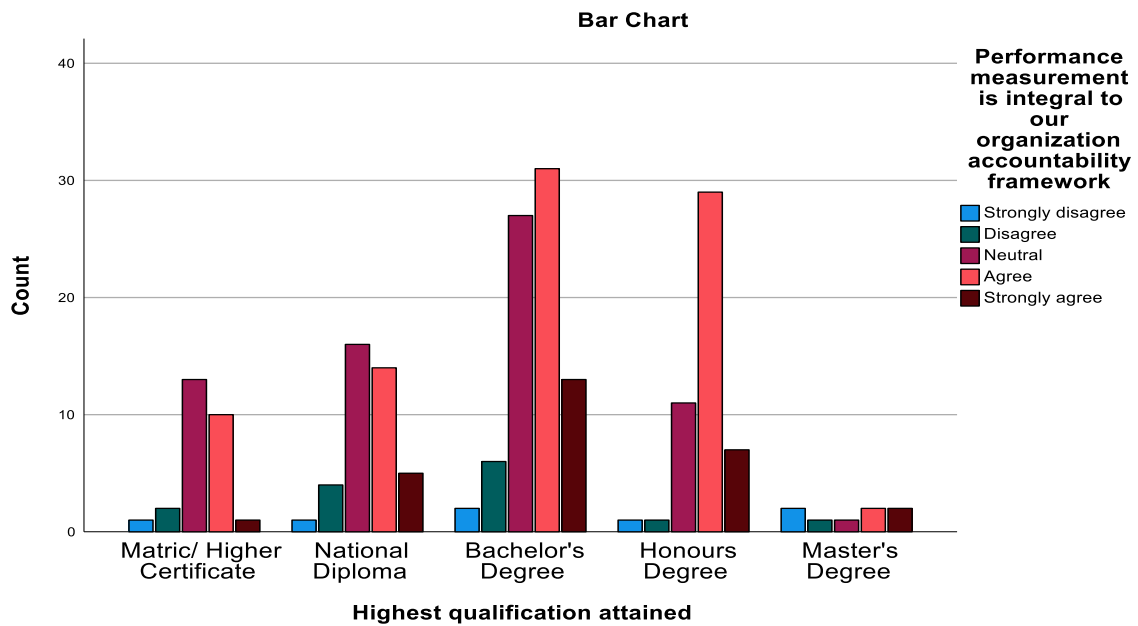
Highest qualification attained was tested against the statement that performance measurement is integral to our organisation accountability framework the outcome is as in figure 6.19 below:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.008 ^a	16	.041
Likelihood Ratio	22.070	16	.141
Linear-by-Linear Association	3.011	1	.083
N of Valid Cases	203		

a. 13 cells (52.0%) have expected count less than 5. The minimum expected count is .28.

Figure 6.19: Highest qualification attained tested against the statement that performance is integral to the organisation accountability framework.



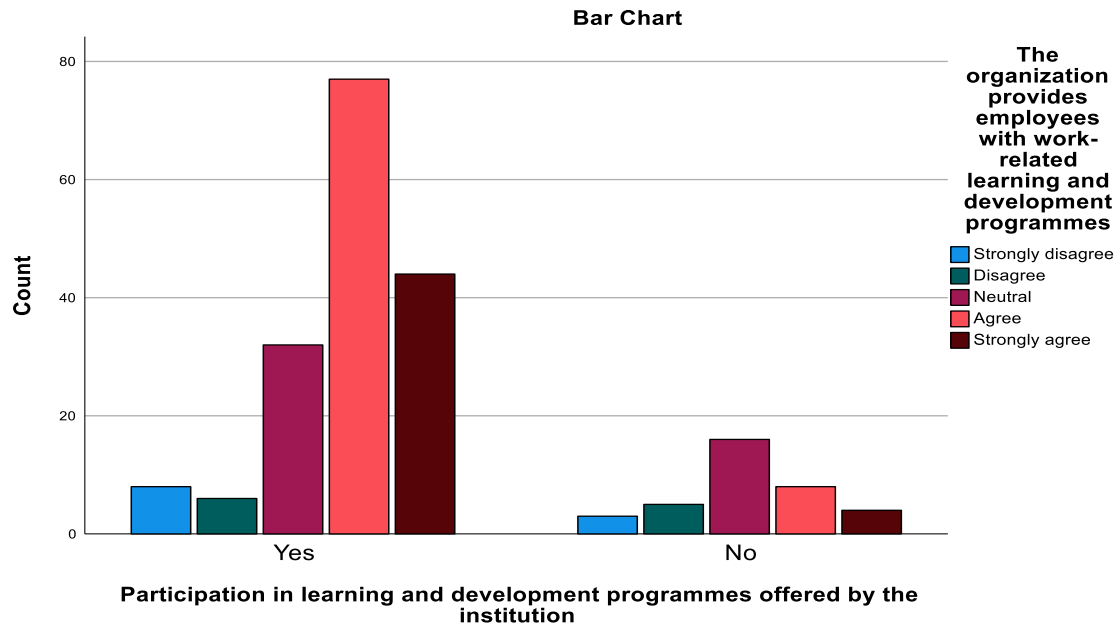
Participation in learning and development programmes offered by the institution was tested for independence against the statements that the organisation provides employees with work-related learning and development programmes. The outcomes are as in figure 6.20 below:

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.429	4	<,001
	a		
Likelihood Ratio	20.014	4	<,001
Linear-by-Linear Association	13.739	1	<,001
N of Valid Cases	203		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.95.

Figure 6.20: Participation in learning and development programmes offered by the institution tested against providing employees with work-related learning and development programmes.



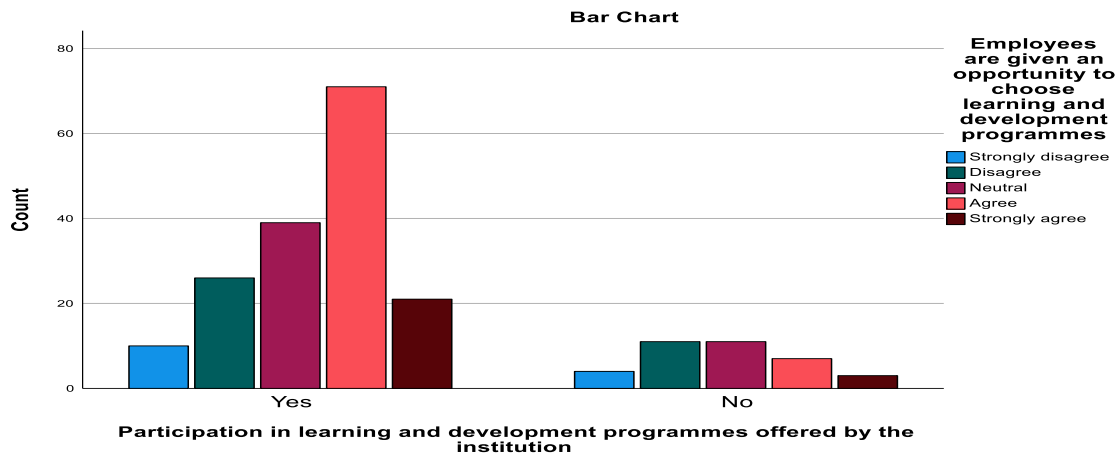
Participation in learning and development programmes offered by the institution was tested for independence against the view that employees are given an opportunity to choose learning and development programmes. The outcome was as in figure 6.21 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.953 ^a	4	.041
Likelihood Ratio	10.075	4	.039
Linear-by-Linear Association	7.758	1	.005
N of Valid Cases	203		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.48.

Figure 6.21: Participation in learning and development programmes offered by the institution was tested for independence against the view that employees are given an opportunity to choose learning and development programmes.



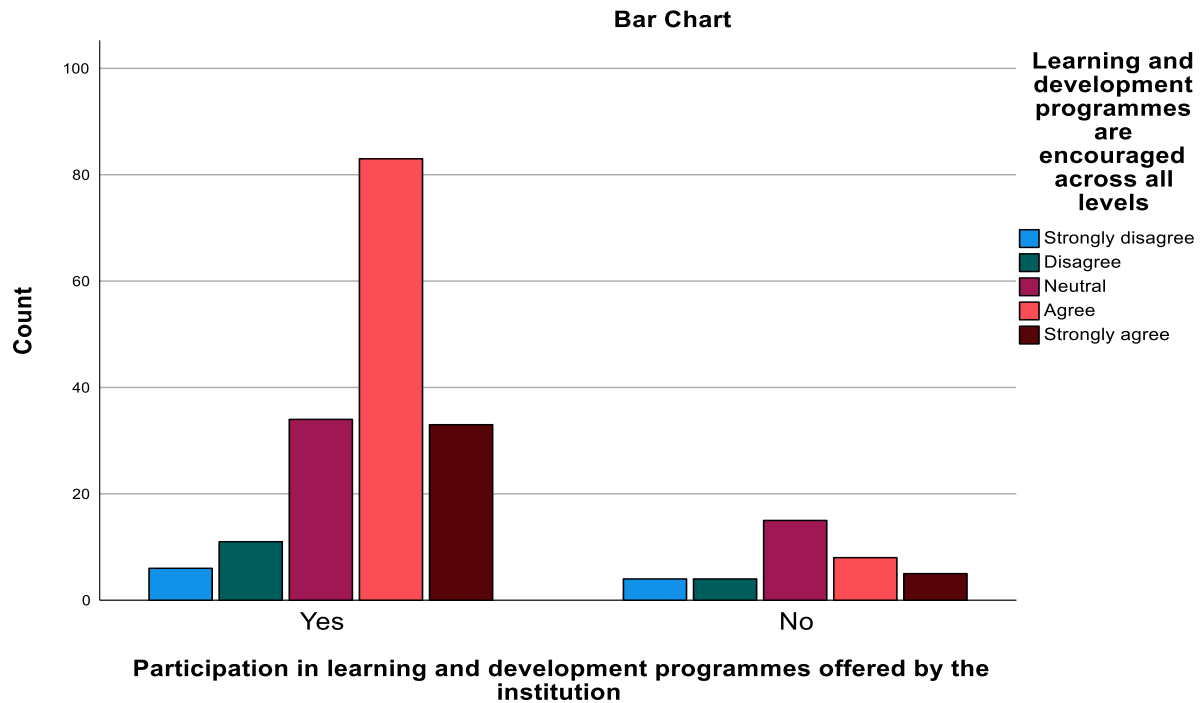
Participation in learning and development programmes offered by the institution was tested for independence against the view that learning and development programmes are encouraged across all levels. The outcome was as in figure 6.22 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.323 ^a	4	.004
Likelihood Ratio	14.746	4	.005
Linear-by-Linear Association	9.743	1	.002
N of Valid Cases	203		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.77.

Figure 6.22: Participation in learning and development programmes offered by the institution was tested for independence against the view that learning and development programmes are encouraged across all levels.



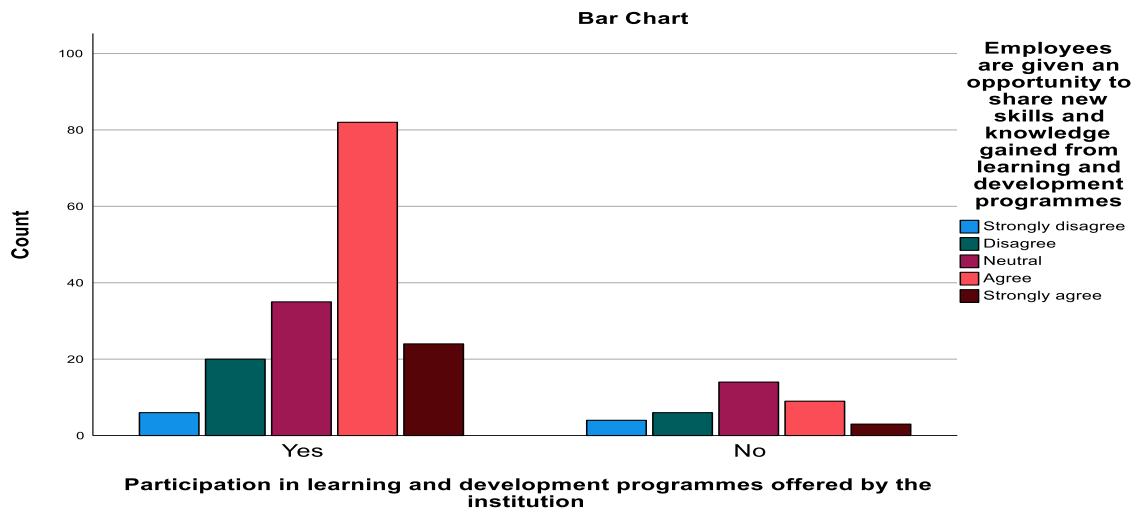
Participation in learning and development programmes offered by the institution was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes. The outcome was as in figure 6.23 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.501 ^a	4	.014
Likelihood Ratio	11.996	4	.017
Linear-by-Linear Association	8.627	1	.003
N of Valid Cases	203		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.77.

Figure 6.23: Participation in learning and development programmes offered by the institution was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes.



Participation in learning and development programmes offered by the institution was tested for independence against the view that the organisation provides platforms for the employees to evaluate own performance. The outcome was as in figure 6.24 below.

Chi-Square Tests

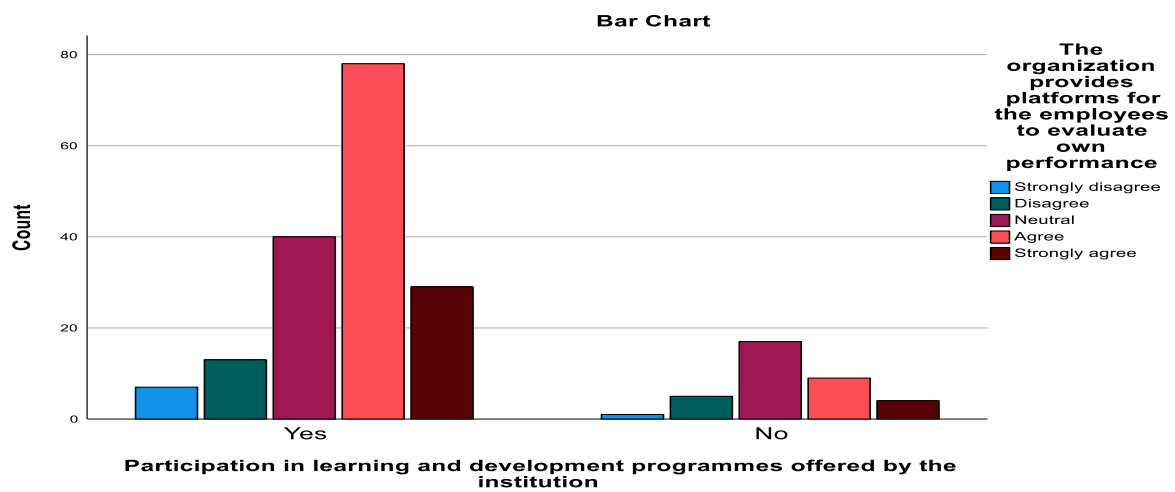
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.075 ^a	4	.026
Likelihood Ratio	10.724	4	.030
Linear-by-Linear Association	4.221	1	.040
N of Valid Cases	203		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.42.

Symmetric Measures

	Approximate Significance
Interval by Interval Pearson's R	.040 ^c
Ordinal by Ordinal Spearman Correlation	.012 ^c
N of Valid Cases	

Figure 6.24: Participation in learning and development programmes offered by the institution was tested for independence against the view that the organisation provides platforms for the employees to evaluate own performance.



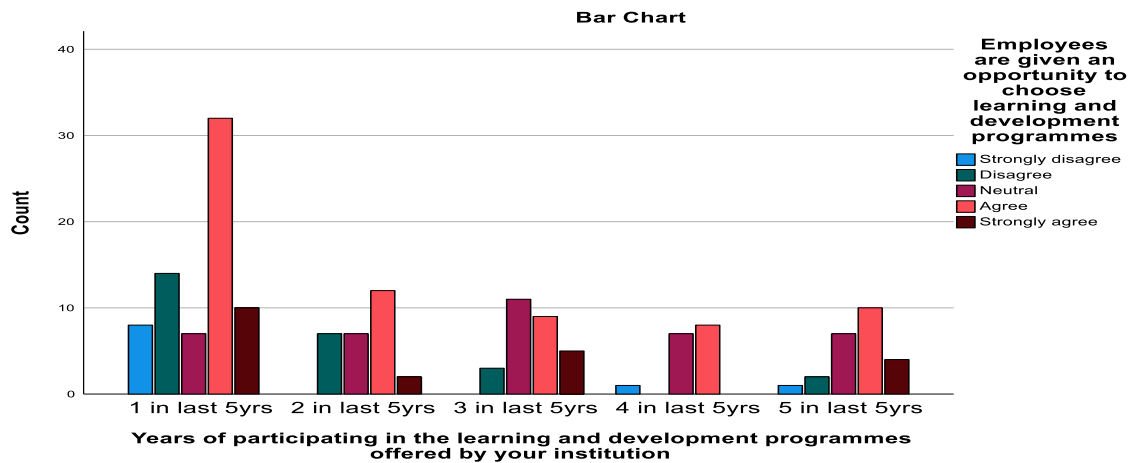
Years of participating in the learning and development programmes offered by your institution was tested for independence against the view that employees are given an opportunity to choose learning and development programmes. The tests show as in figure 6.25 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.481 ^a	16	.021
Likelihood Ratio	37.055	16	.002
Linear-by-Linear Association	1.327	1	.249
N of Valid Cases	167		

a. 14 cells (56.0%) have expected count less than 5. The minimum expected count is .96.

Figure 6.25: Years of participating in the learning and development programmes offered by your institution was tested for independence against the view that employees are given an opportunity to choose learning and development programmes.



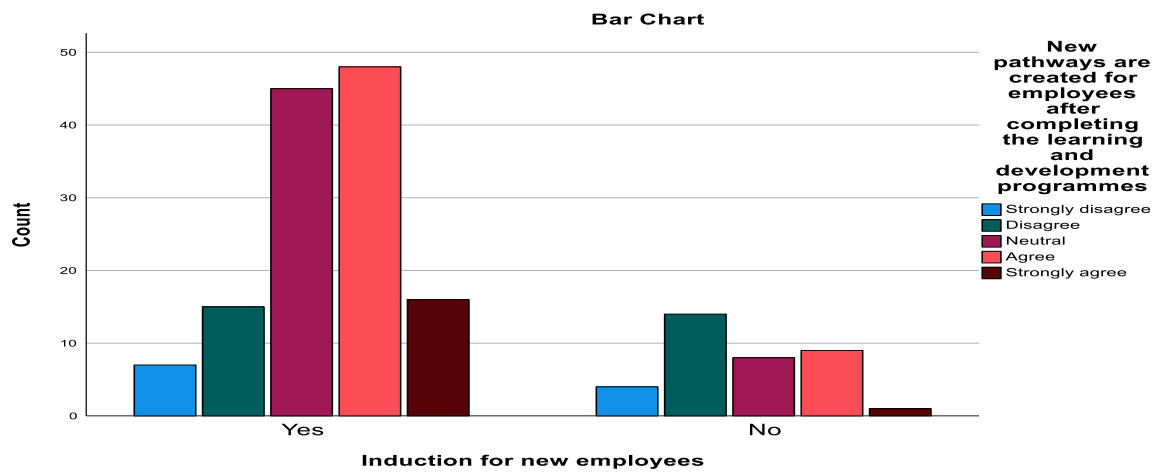
Induction for new employees was also tested for independence against the statement that new pathways are created for employees after completing the learning and development programmes. The outcomes were as on figure 6.26 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.570 ^a	4	<,001
Likelihood Ratio	17.197	4	.002
Linear-by-Linear Association	12.013	1	<,001
N of Valid Cases	167		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.37.

Figure 6.26: Induction for new employees was also tested for independence against the statement that new pathways are created for employees after completing the learning and development programmes.



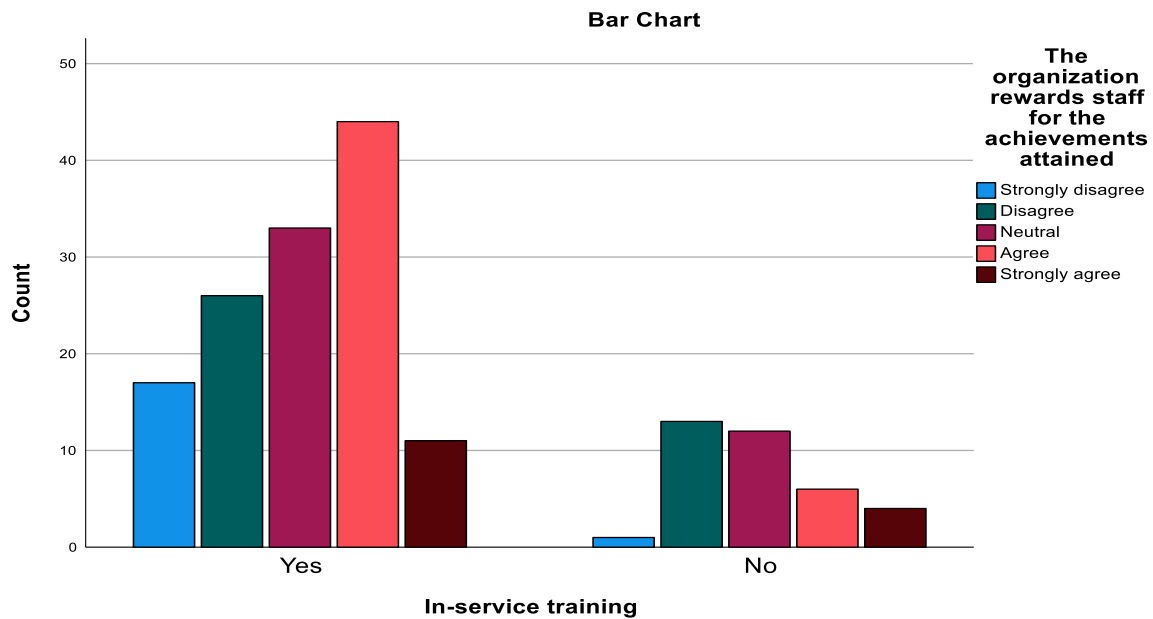
In-service training was also tested for independence against the view that the organisation rewards staff for the achievements attained. The results were as shown in figure 6.27 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.551 ^a	4	.049
Likelihood Ratio	10.440	4	.034
Linear-by-Linear Association	.115	1	.735
N of Valid Cases	167		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.23.

Figure 6.27: In-service training was also tested for independence against the view that the organisation rewards staff for the achievements attained.



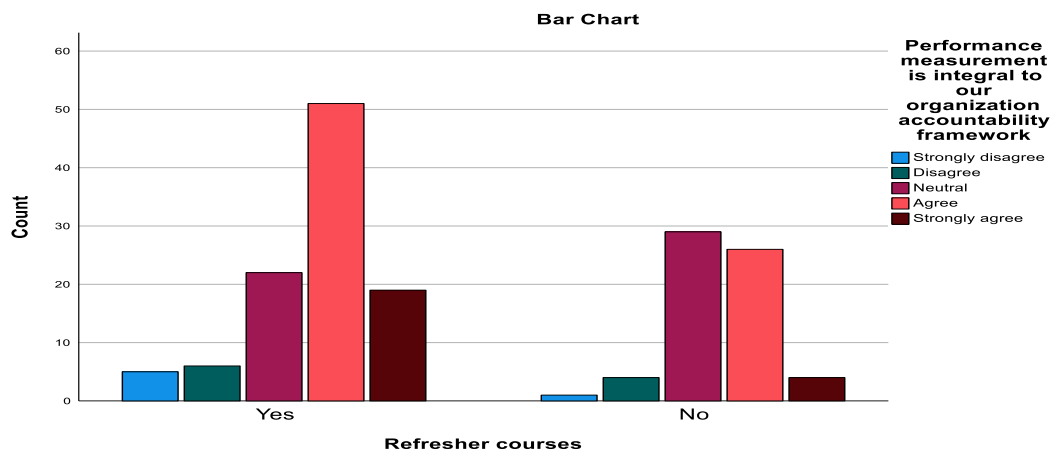
Refresher courses variables was tested for independence against the view that Performance measurement is integral to our organisation accountability framework. The outcomes were as in figure 6.28 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.559 ^a	4	.009
Likelihood Ratio	13.982	4	.007
Linear-by-Linear Association	3.397	1	.065
N of Valid Cases	167		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.30.

Figure 6.28: Refresher courses variables was tested for independence against the view that Performance measurement is integral to our organisation accountability framework.

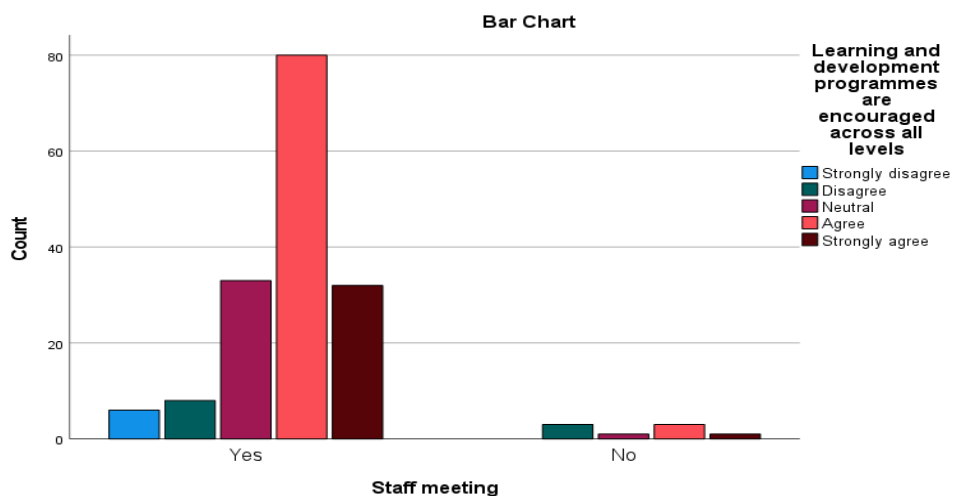


Staff meeting variables was tested for independence against the view that Learning and development programmes are encouraged across all levels. The outcomes were as in figure 6.29 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.223 ^a	4	.010
Likelihood Ratio	7.539	4	.110
Linear-by-Linear Association	2.291	1	.130
N of Valid Cases	167		

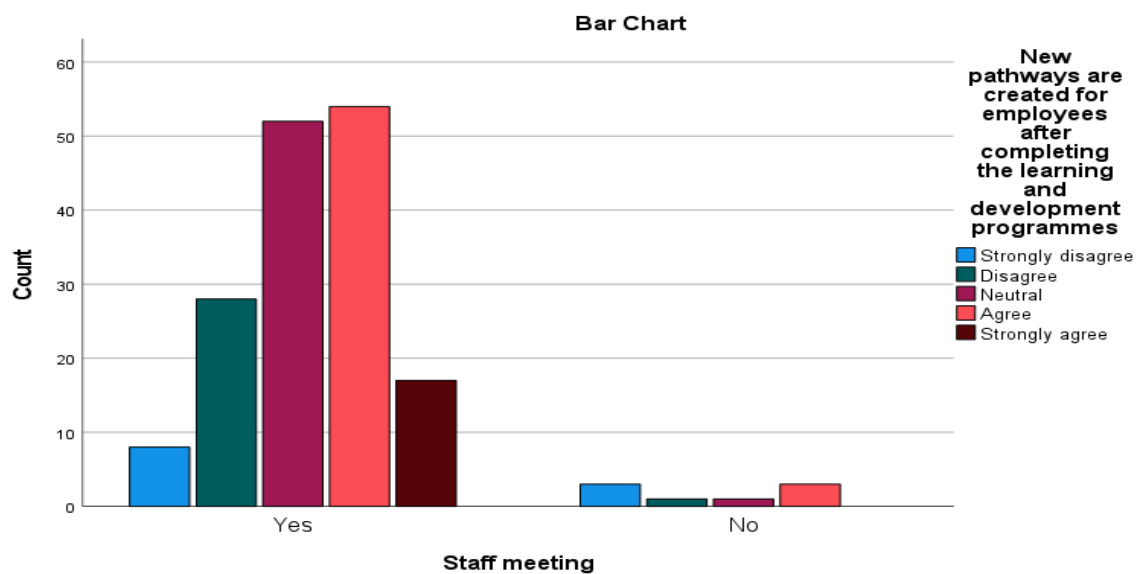
Figure 6.29: Staff meeting variables was tested for independence against the view that learning and development programmes are encouraged across all levels.



Staff meeting variable was tested for independence against the view that new pathways are created for employees after completing the learning and development programmes. The outcomes for the chi square test were as in figure 6.30 below.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.168 ^a	4	.007
Likelihood Ratio	9.209	4	.056
Linear-by-Linear Association	4.048	1	.044
N of Valid Cases	167		

Figure 6.30: Staff meeting variable was tested for independence against the view that new pathways are created for employees after completing the learning and development programmes.



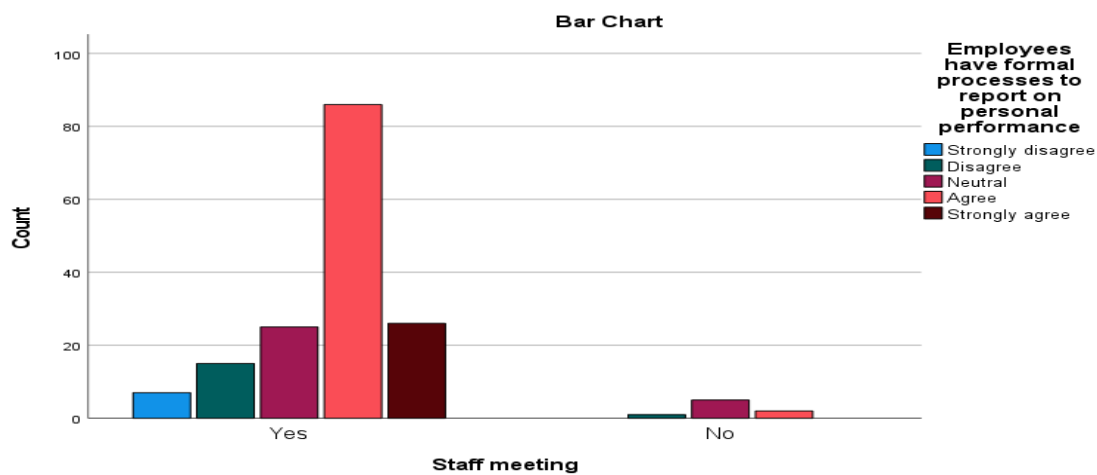
Staff meeting variable was tested for independence against the statements that Employees have formal processes to report on personal performance. The chi- square test outcomes were as in figure 6.31 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.236 ^a	4	.016
Likelihood Ratio	10.621	4	.031
Linear-by-Linear Association	2.429	1	.119
N of Valid Cases	167		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .34.

Figure 6.31: Staff meeting variable was tested for independence against the statements that employees have formal processes to report on personal performance.

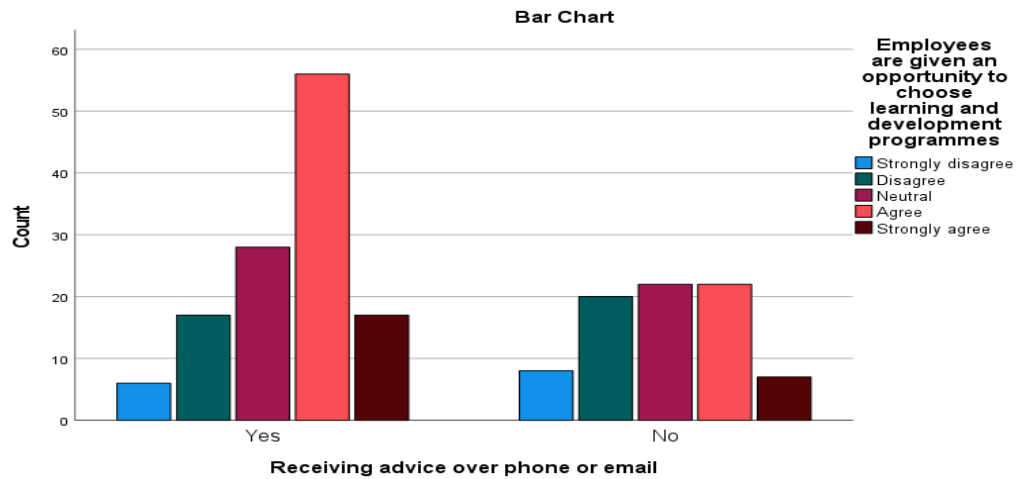


Those who received advice over phone or email were tested for independence against the view that employees are given an opportunity to choose learning and development programmes. The outcomes for the chi-square test for independence was as in figure 6.32 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.791 ^a	4	.029
Likelihood Ratio	10.819	4	.029
Linear-by-Linear Association	9.486	1	.002
N of Valid Cases	203		

Figure 6.32: Those who received advice over phone or email were tested for independence against the view that employees are given an opportunity to choose learning and development programmes.

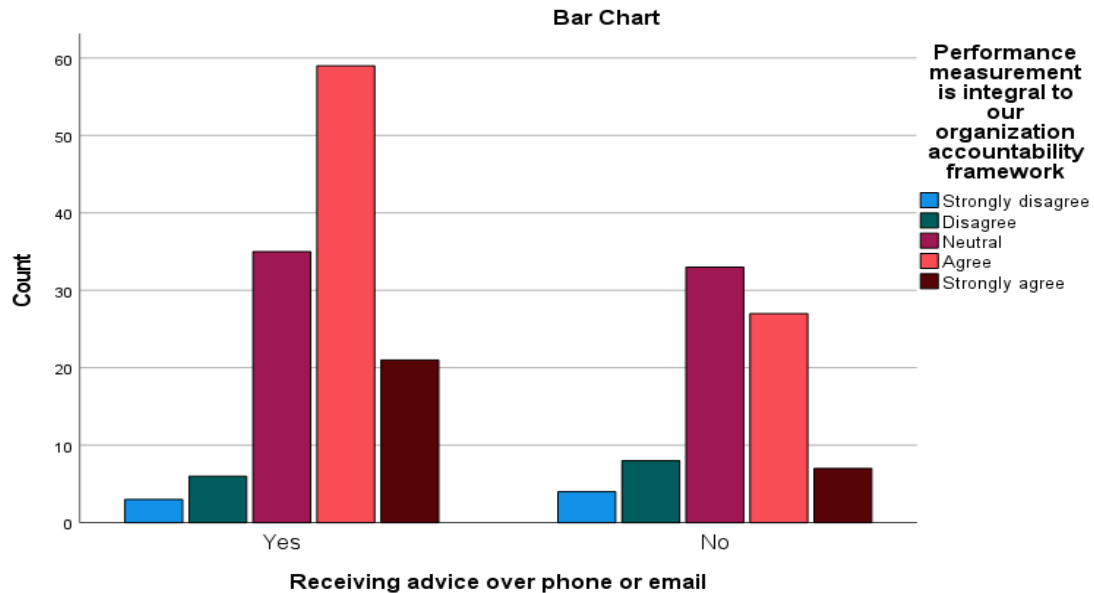


Receiving advice over phone or email was tested for independence against the view that Performance measurement is integral to our organisation accountability framework. The outcomes were as in figure 6.33 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.906 ^a	4	.042
Likelihood Ratio	9.954	4	.041
Linear-by-Linear Association	8.920	1	.003
N of Valid Cases	203		

Figure 6.33: Receiving advice over phone or email was tested for independence against the view that Performance measurement is integral to our organisation accountability framework.

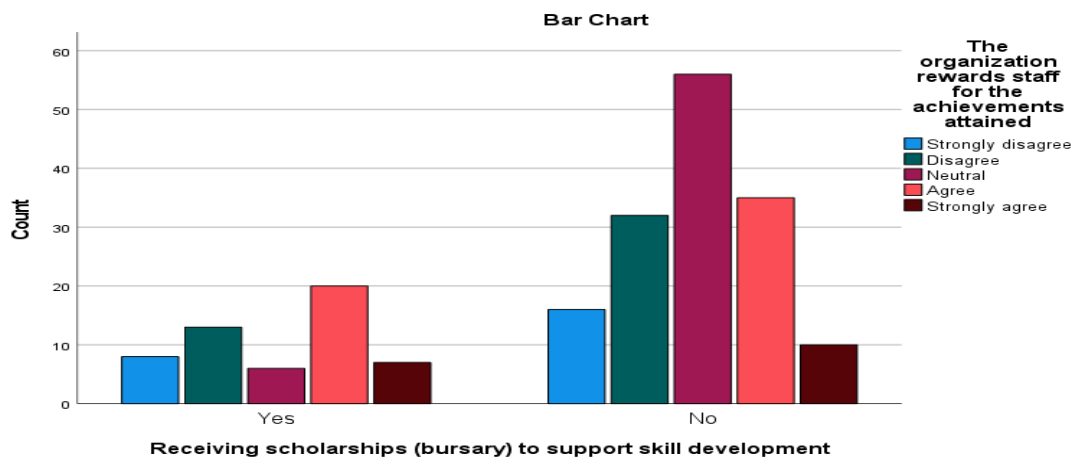


Receiving scholarships (bursary) to support skill development was tested for independence against the view that the organisation rewards staff for the achievements attained. The chi square test outcomes were as in figure 6.34 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.307 ^a	4	.006
Likelihood Ratio	15.957	4	.003
Linear-by-Linear Association	.710	1	.399
N of Valid Cases	203		

Figure 6.34: Receiving scholarships (bursary) to support skill development was tested for independence against the view that the organisation rewards staff for the achievements attained.

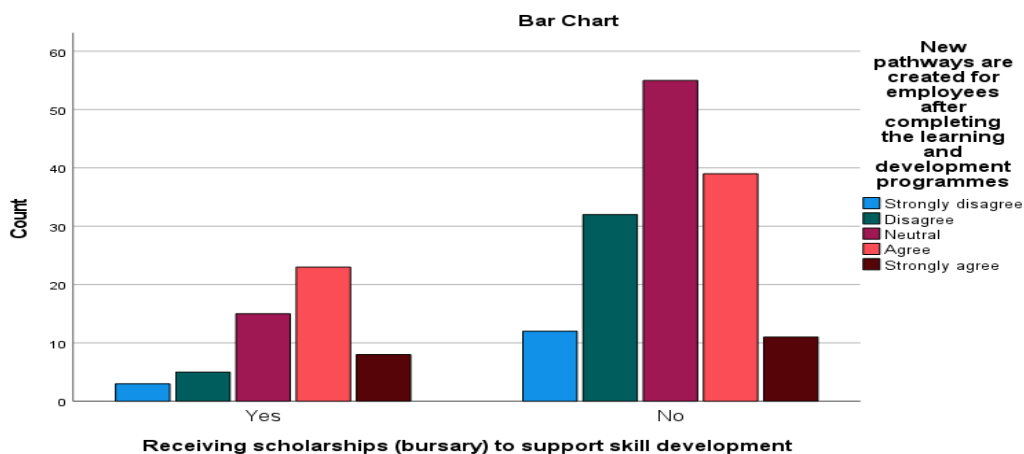


Receiving scholarships (bursary) to support skill development was tested for independence against the view that new pathways are created for employees after completing the learning and development programmes. The chi square outcomes were as in figure 6.35 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.377 ^a	4	.035
Likelihood Ratio	10.478	4	.033
Linear-by-Linear Association	8.200	1	.004
N of Valid Cases	203		

Figure 6.35: Receiving scholarships (bursary) to support skill development was tested for independence against the view that new pathways are created for employees after completing the learning and development programmes.



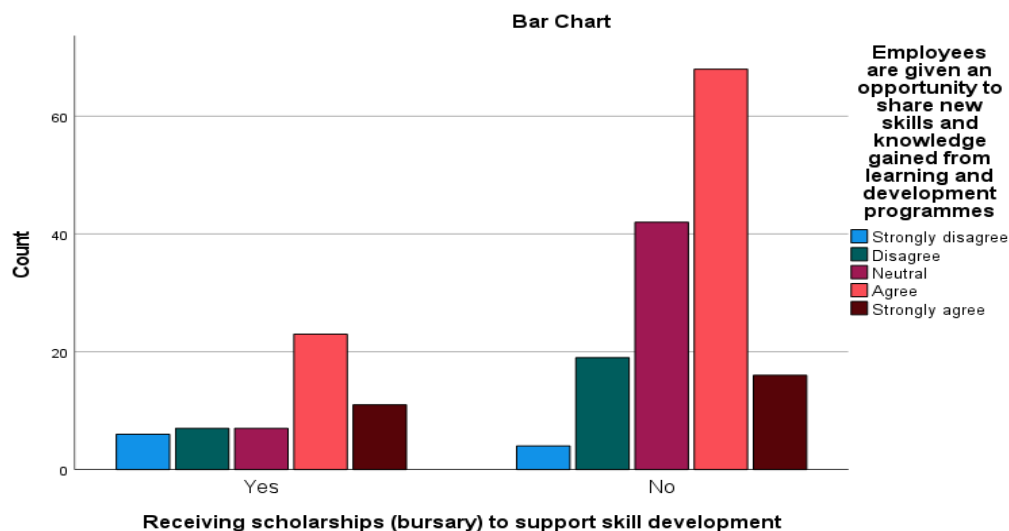
Receiving scholarships (bursary) to support skill development was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes. The outcomes were as in figure 6.36 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.368 ^a	4	.015
Likelihood Ratio	11.845	4	.019
Linear-by-Linear Association	.003	1	.959
N of Valid Cases	203		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 2.66.

Figure 6.36: Receiving scholarships (bursary) to support skill development was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes.



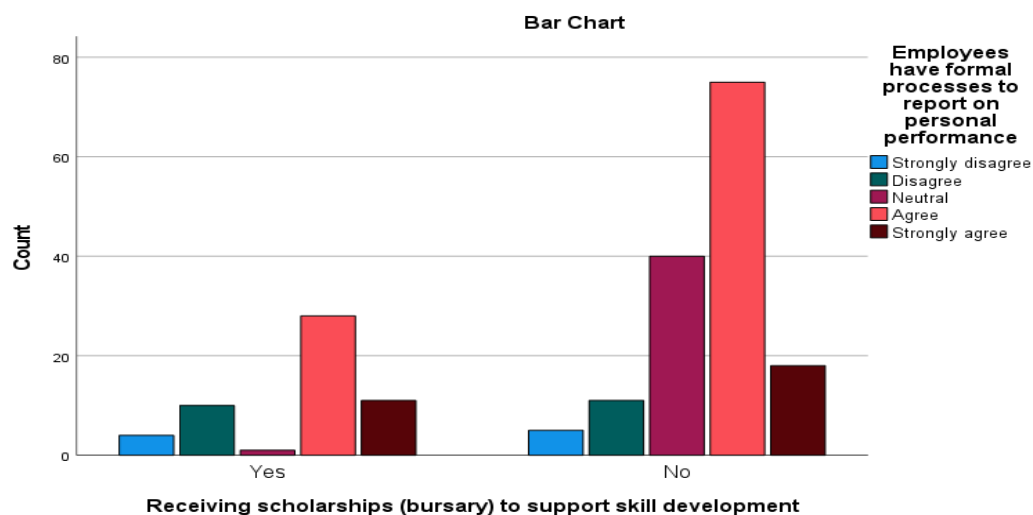
Receiving scholarships (bursary) to support skill development was tested for independence against the view that employees have formal processes to report on personal performance. The outcomes were as in figure 6.37 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.403 ^a	4	<.001
Likelihood Ratio	25.319	4	<.001
Linear-by-Linear Association	.005	1	.943

N of Valid Cases	203
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Figure 6.37: Receiving scholarships (bursary) to support skill development was tested for independence against the view that employees have formal processes to report on personal performance.

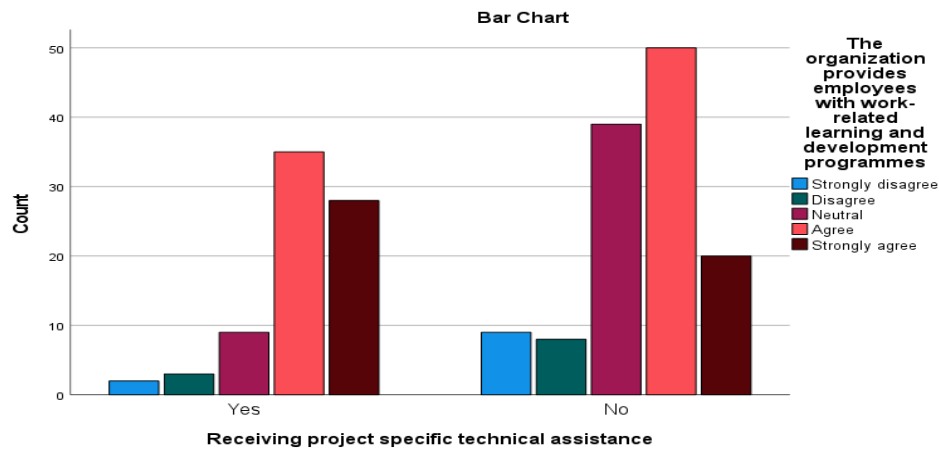


Receiving project specific technical assistance was tested for independence against the statement that the organisation provides employees with work-related learning and development programmes. The outcomes were as in figure 6.38 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.721 ^a	4	<,001
Likelihood Ratio	19.446	4	<,001
Linear-by-Linear Association	14.641	1	<,001
N of Valid Cases	203		

Figure 6.38: Receiving project specific technical assistance was tested for independence against the statement that the organisation provides employees with work-related learning and development programmes.

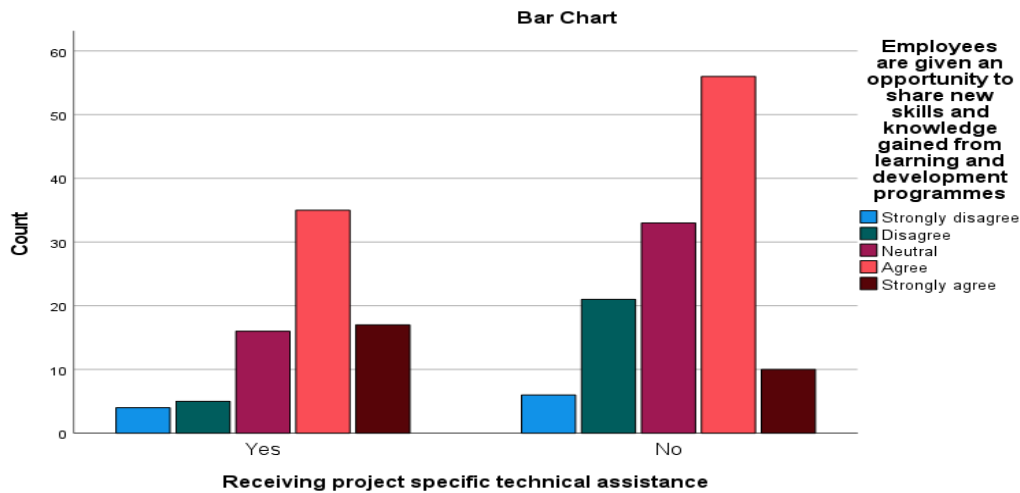


Receiving project specific technical assistance was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes. The outcomes were as in figure 6.39 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.657 ^a	4	.020
Likelihood Ratio	11.793	4	.019
Linear-by-Linear Association	6.637	1	.010
N of Valid Cases	203		

Figure 6.39: Receiving project specific technical assistance was tested for independence against the view that employees are given an opportunity to share new skills and knowledge gained from learning and development programmes.



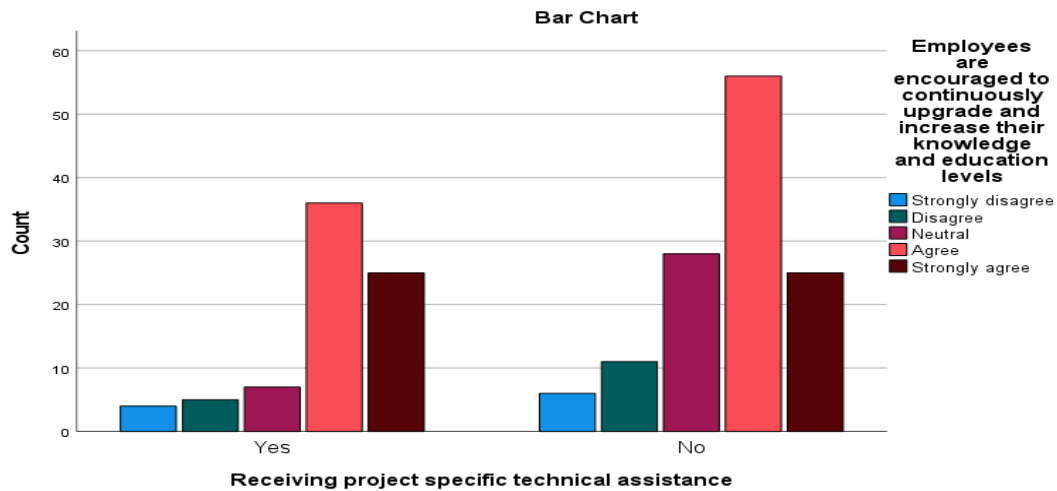
Receiving project specific technical assistance was tested for independence against the view that Employees are encouraged to continuously upgrade and increase their knowledge and education levels. The outcomes were as in figure 6.40 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.251 ^a	4	.083
Likelihood Ratio	8.638	4	.071
Linear-by-Linear Association	3.543	1	.060
N of Valid Cases	203		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.79.

Figure 6.40: Receiving project specific technical assistance was tested for independence against the view that Employees are encouraged to continuously upgrade and increase their knowledge and education levels



Receiving project specific technical assistance was tested for independence against the perspective that the organisation rewards employees for good performance. The outcome of the chi square tests was as in figure 6.41 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.750 ^a	4	.045
Likelihood Ratio	9.722	4	.045
Linear-by-Linear Association	1.376	1	.241
N of Valid Cases	203		

Figure 6.41: Receiving project specific technical assistance was tested for independence against the perspective that the organisation rewards employees for good performance.

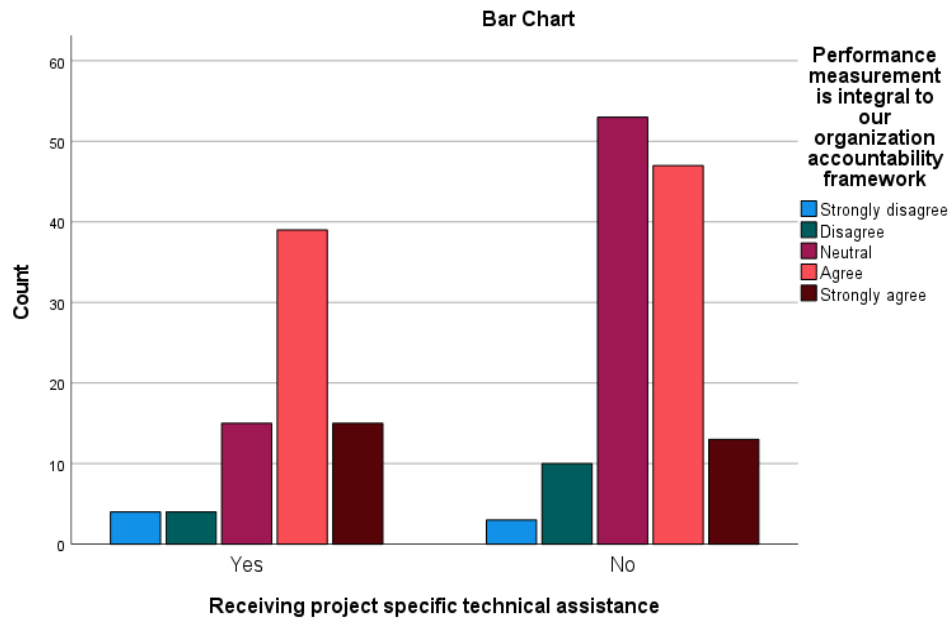


Receiving project specific technical assistance was tested for independence against the view that Performance measurement is integral to our organisation accountability framework. The outcomes were as in figure 6.42 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.814 ^a	4	.008
Likelihood Ratio	14.250	4	.007
Linear-by-Linear Association	4.546	1	.033
N of Valid Cases	203		

Figure 6.42: Receiving project specific technical assistance was tested for independence against the view that Performance measurement is integral to our organisation accountability framework.

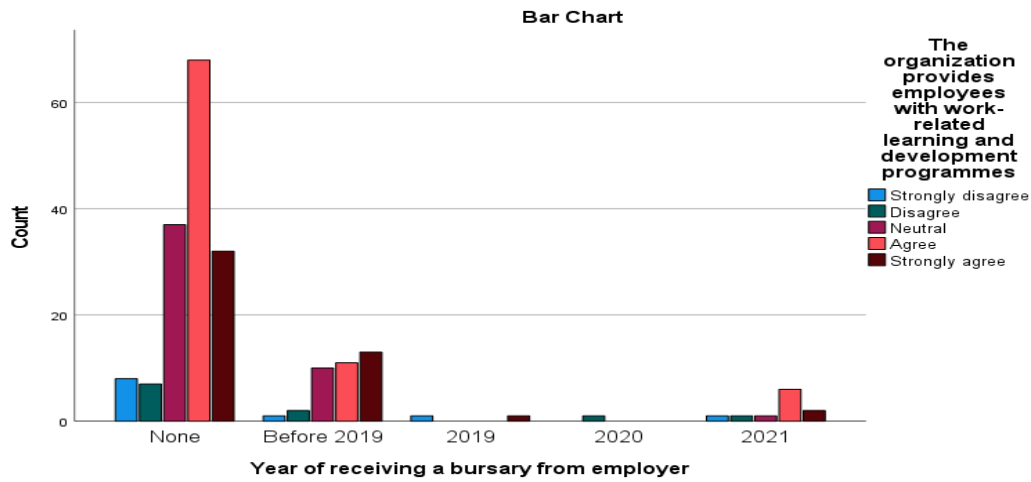


Year of receiving a bursary from employer variable was tested for independence against the view that the organisation provides employees with work-related learning and development programmes. The outcomes were as in figure 6.43 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	33.895 ^a	16	.006
Likelihood Ratio	19.061	16	.265
Linear-by-Linear Association	.178	1	.673
N of Valid Cases	203		

Figure 6.43: Year of receiving a bursary from employer variable was tested for independence against the view that the organisation provides employees with work-related learning and development programmes.

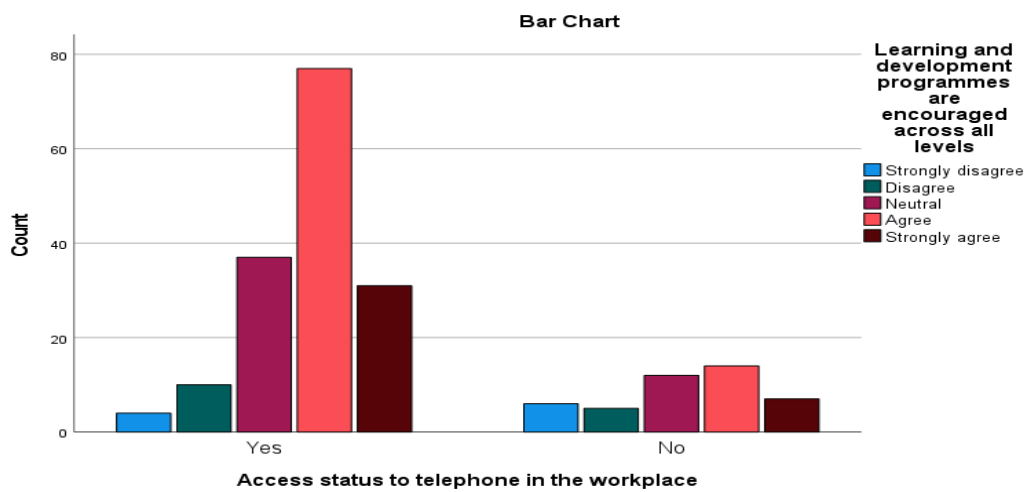


Access status to telephone in the workplace was tested for independence against the view that learning and development programmes are encouraged across all levels. The outcome was as in figure 6.44 below.

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.439 ^a	4	.014
Likelihood Ratio	10.690	4	.030
Linear-by-Linear Association	8.568	1	.003
N of Valid Cases	203		

Figure 6.44: Access status to telephone in the workplace was tested for independence against the view that learning and development programmes are encouraged across all levels.



The statements or factors that describe capacity building utilised in this study were subjected to factor analysis to identify which factors were understood to be more representative of capacity building in the organisation. The correlations were between the statements that performance measurement is integral to our organisation accountability framework and the rest of the statements were as in table 6.5 below:

Correlation Matrix			
		Performance measurement is integral to our organisation accountability framework	Sig. (1-tailed)
Correlation	The organisation provides the employees with fiscal support for all learning and development programmes	.333	<,001
	The employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance	.398	.000
	The organisation provides employees with work-related learning and development programmes	.352	.000

	The organisation rewards staff for the achievements attained	.289	.000
	Employees are given an opportunity to choose learning and development programmes	.462	.000
	Learning and development programmes are encouraged across all levels	.501	.000
	New pathways are created for employees after completing the learning and development programmes	.430	.000
	Employees are given an opportunity to share new skills and knowledge gained from learning and development programmes	.519	.000
	Employees are encouraged to continuously upgrade and increase their knowledge and education levels	.596	.000
	The organisation provides platforms for the employees to evaluate own performance	.530	.000
	Employees have formal processes to report on personal performance	.606	.000
	The organisation rewards employees for good performance	.492	.000

The majority of the statements positively correlated with the capacity building statements although rewarding employees and providing fiscal support for capacity building came at weaker positive correlations of 0.289 and 0.333 respectively. The outcomes are suggestive of the fact that the organisation is holding back on committing resources to capacity building and rewarding performance. A KMO and Bartlett's test on the factors show a significant viable factor analysis as reflected in table 6.6 below.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.918
Bartlett's Test of Sphericity	Approx. Chi-Square	1729.012
	df	78
	Sig.	.000

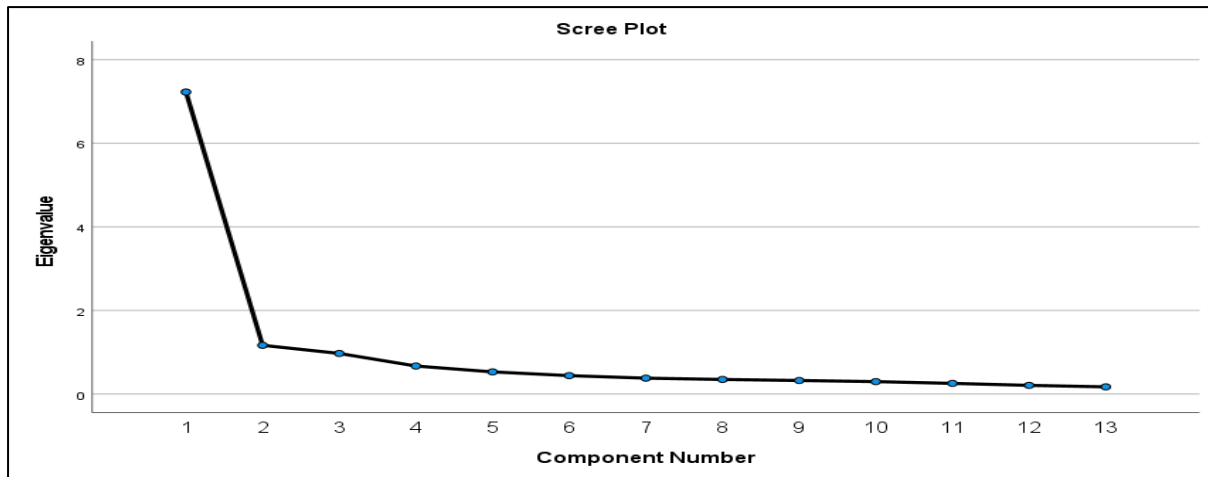
A KMO value of 0.918 and a significant level well below 0.05 suggest that there is substantial correlation among the variables. The factor analysis can successfully and meaningfully be conducted.

Extraction Method: Principle Component Analysis.

The principle component analysis shows that two factors explains 64, 57% of the variances as shown below in the table 6.7.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.227	55.594	55.594	7.227	55.594	55.594
2	1.167	8.975	64.570	1.167	8.975	64.570
3	.972	7.479	72.049			
4	.671	5.162	77.211			
5	.531	4.084	81.295			
6	.441	3.394	84.689			
7	.381	2.929	87.617			
8	.350	2.690	90.308			
9	.325	2.500	92.807			
10	.298	2.292	95.100			
11	.256	1.967	97.066			
12	.208	1.604	98.670			
13	.173	1.330	100.000			

Extraction Method: Principle Component Analysis.



The component matrix is as in table 6.8

Component Matrix^a

	Component	
	1	2
The organisation provides the employees with fiscal support for all learning and development programmes	.743	-.387
The employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance	.783	-.364
The organisation provides employees with work-related learning and development programmes	.769	-.412
The organisation rewards staff for the achievements attained	.641	.115
Employees are given an opportunity to choose learning and development programmes	.801	-.128
Learning and development programmes are encouraged across all levels	.848	-.113
New pathways are created for employees after completing the learning and development programmes	.761	.052
Employees are given an opportunity to share new skills and knowledge gained from learning and development programmes	.802	.001
Employees are encouraged to continuously upgrade and increase their knowledge and education levels	.803	.016
The organisation provides platforms for the employees to evaluate own performance	.699	.079
Employees have formal processes to report on personal performance	.742	.355
The organisation rewards employees for good performance	.593	.582
Performance measurement is integral to our organisation accountability framework	.665	.446

Extraction Method: Principal Component Analysis.^a

a. 2 components extracted.

Rotated Component Matrix^a

	Component	
	1	2
The organisation provides the employees with fiscal support for all learning and development programmes	.820	.174
The employees are encouraged to acquire new skills and knowledge to improve personal and organisational performance	.835	.217
The organisation provides employees with work-related learning and development programmes	.855	.171
The organisation rewards staff for the achievements attained	.422	.496
Employees are given an opportunity to choose learning and development programmes	.700	.411
Learning and development programmes are encouraged across all levels	.726	.452
New pathways are created for employees after completing the learning and development programmes	.554	.524
Employees are given an opportunity to share new skills and knowledge gained from learning and development programmes	.618	.511
Employees are encouraged to continuously upgrade and increase their knowledge and education levels	.610	.523
The organisation provides platforms for the employees to evaluate own performance	.489	.505
Employees have formal processes to report on personal performance	.346	.746
The organisation rewards employees for good performance	.088	.826
Performance measurement is integral to our organisation accountability framework	.230	.768

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 3 iterations.

Component Transformation Matrix

Component	1	2
1	.772	.636
2	-.636	.772

Factorial analysis clearly classified the factors into factors relating to the employees and those relating for the organisation. The statements that related to the organisation loaded together and those that related to the employees loaded together. The factors relating to the organisation loaded strongly together and those relating to the employee loaded together but not as strong as they did with the organisation. In the next section a summary of the quantitative results is presented.

6.4 SUMMARY OF QUANTITATIVE RESULTS

6.4.1 Demographic Data Summary

Variable	Method of Analysis	Outcome
Gender and Age	Frequencies	Male respondents dominated the response of the survey and the advantage regarding the age of the respondents is that the majority are young and this is an indication that the organisation has to address future plans and resources for capacity building in assisting the employees and organisation to achieve their goals.
Experience and Designation	Frequencies	Asymmetrical distribution is observed as the respondents with more experience attended more learning and development programmes. Teachers attended more than other groups. There is a concentration of attending to teachers as teaching is a core business of the organisation.
Education Profile	Frequencies	Most of the respondents have acquired a Bachelor's degree and it is a minimum prerequisite for teachers to be employed but only a few have a Master's degree.
Number of years participating in Capacity Building Programmes	Frequencies	Employees have participated in capacity building programmes with a majority of them attending 1-3 programmes in the last 5 years.
Number of capacity building programmes	Frequencies	Employees who have been in the system for a longer period have attended more capacity

Variable	Method of Analysis	Outcome
attended by respondents		building programmes than those who have been in the system for a shorter period.
Profile of encounters with Capacity Building programmes	Frequencies	Majority of respondents have been exposed to various types of capacity building programmes such as inductions, workshops, in-service training, staff meetings through internal calls and Organised Labour being the least in creating capacity building awareness. Staff meetings are the highest forms of capacity building attended by respondents.

6.4.2 Capacity Factors

Variables	Method of Analysis	Outcome
Experience/ The organisation provides the employees with fiscal support for all learning and development programmes	Likert scale frequencies & Chi square test for independence	Significant association was found. The experience of employees determines the view that the organisation provides employees with fiscal support for all learning and development. Induction of employees may not be working. Loyalty is a great factor before capacity building.
Experience/Encouragement to acquire new skills and knowledge to improve personal and organisational performance	Likert scale frequencies & Chi square test for independence	There is an association between the number of years employed in the organisation and the encouragement to acquire new skills as the majority of respondents who have been employed by the organisation for a longer period believe to have benefitted from the learning and development programmes while those with less experience have a different view. Most of the teachers responded positively to the statement whereas the other categories responded negatively.

Variables	Method of Analysis	Outcome
Experience/Oppo rtunities afforded to acquire work related learning and development programmes	Likert scale frequencies & Chi square test for independence	The two variables are not independent. Those with more experience perceive opportunities afforded as work related and newly appointed employees are not even aware of such opportunities.
Experience/Enco uragement to continually upgrade and increase their knowledge and education levels	Likert scale frequencies & Chi square test for independence	The results show that the variables are associated in that the more years spent in the organisation, the more employees believe that they are offered the opportunity to upgrade their knowledge and educational level.
Position/Provision for work related learning and development programmes	Likert scale frequencies & Chi square test for independence	There is a correlation between the position and provision for work related learning and development programmes and that the provision is selective. The teaching staff is prioritised over the support staff. The data shows selective approach to capacity building by the organisation.
Qualifications/pro vision of fiscal support for learning and development programmes	Likert scale frequencies & Chi square test for independence	The results support the notion that employees with high level of education are supported more than those with minimal level.
Qualifications/Enc ouragement to pursue new skills and knowledge for personal and organisational performance	Likert scale frequencies & Chi square test for independence	Data presented shows that the organisation selectively supports those with high level of education to pursue new skills and knowledge in order to improve personal and organisational performance.
Respondents' usage of the	Likert scale frequencies and Chi-square test for independence	Majority of respondents are currently not studying as bursary opportunities are limited and mostly

Variables	Method of Analysis	Outcome
institution's bursary		do not see a need to study as there are no incentives like new pathways created.
Access to communication	Likert scale frequencies and Chi-square test for independence	Significant association was found. The organisation provides employees with necessary tools like computers, internet and telephones to participate in capacity building programmes
Organisational support structures	Likert scale frequencies	Most respondents agree that the organisation does provide employees with the opportunities to be capacitated on work-related learning and development programmes. However, 34% indicates that there are no rewards for achievements attained by employees while 30, 5% are neutral.
Institutional arrangements on employee participation	Likert scale frequencies	The majority of employees agrees that Institutional arrangements such as QMS and PMDS afford employees to choose their learning and development programmes and across all levels. Opportunities are also provided for employees to share new skills and knowledge gained. However, no new pathways are created by the organisation.
Benefits of capacity development	Likert scale frequencies	The majority of respondents believe that the organisation does offer a platform of evaluating their own performance and there are processes of reporting on personal performance. A substantial number of respondents was neutral when it came to the organisation not rewarding employees for good performance.

6.5 QUALITATIVE PRESENTATION OF RESULTS

Due to COVID-19 protocols that prohibited face-to-face interviews the researcher conducted telephonic interviews with three officials: Deputy Director (THRS), SADTU Representative and PSA Representative. As per the ethical considerations mentioned in Chapter 1, the interviews were scheduled outside working hours and using personal resources. The researcher agreed with the officials on the time schedule for the calls and all the interviews were honoured. Two of the interviewed officials requested that the interviews be not recorded, and the researcher captured the responses as questions were answered while one participant agreed that recording can be used. In the transcript it will be indicated that the officials requested not to be recorded.

6.5.1 Responses by Deputy Director (THRS)

The participant is a senior member of the Human Resource (HR) office who is occupying a position of Deputy Director in Ekurhuleni South District. The HR provides guidance on capacity building for employees of the department, recruitment of staff, management of employee leave, monitoring of staff attendance and absenteeism, performance appraisal of public service staff by means of PMDS and civil service staff through IQMS latter translated to QMS and ensuring wellness of the staff members in the department. For the department to run effectively, an HR officer must recruit staff that will carry out the mandate effectively of the department without fail. For staff that is disciplined, focused and performing its duties to their maximum potential there must be means/ processes in place for the HR officer to be highly motivated to do their jobs.

6.5.1.1 Programme Overview

A question that sought to establish if the department has a capacity building program for staff, the participant indicated that the department does have capacity building programmes for its staff in place and the programmes are prioritised. Prioritizing learning and development programmes refer to those that are learner-centred especially when the budget is reduced so that those which impact on teaching and learning should be considered first over others that empower employees with skills, for example, cleaning programmes. The department has a variety of short-term to long-term programmes for its systems to run effectively. These capacity building programmes are for all staff members from the lowest level to the highest level. Staff

members must have knowledge, skills and ethos of what is expected of their contractual obligation in the department.

6.5.1.2 Funding for capacity building

The official agreed that the HR office is granted funding and has received funding for capacity building purposes but did not indicate the amount received. The official further indicated that the funding that is received for capacity building is a special capacity building grant rolled out into projects as per the officials' developmental needs as outlined by individual employees in their Personal Development Plans for both Schools and Office-based staff which include awarding bursaries for all who apply to further their studies.

The organisation does allocate funds for capacity building; however, the funds are not adequate to cover all the capacity building needs of all the employees who have indicated that they need development. The department rolls out its programme to capacitate its staff, but it does not allocate adequately for its implementation. Regarding the allocation of the budget in the selection of capacity building programmes in the organisation, the participant indicated that GDE gets its allocation of budget from Provincial Treasury. GDE therefore must split the allocation amongst all its priorities of the department including the personnel budget. The HR officer responded further that due to increasing number of schools in Gauteng province since 2008, the budget for capacity building programme is not sufficient or adequate to cover for all trainings needed within the department. The DSDCT has to meet and prioritize all capacity development programmes in line with the allocated budget. The response implies that the budget allocation that determines which capacity building programmes have to be implemented will be finalized by the office of HR. The initial stage of the question which seeks to know whether the department has capacity building programmes was positively responded to and that the programmes are prioritised although funding is inadequate. As a unit dealing with capacity building, we sit as a DSDCT committee and prioritise capacity building programmes according to the number of employees who have identified certain programmes. The higher the number, the higher the decision for the committee to approve the programme.

6.5.1.3 Individual capacity building

According to the HR officer, individual capacity building that is applied by the department is in the form of training and mentorship. The individual capacity building programmes are developed formal, training and on-the-job training (OJT). Formal capacity building allows employees to register with institutions of higher learning where employees will achieve qualifications relevant to the job description. Training is also offered to give employees skills

such as plumbing, computer literacy and on-the-job training for newly recruited employees including those doing internship. After collating information on the number of employees who need training, the DSDCT will select the service provider that will offer group training so as to cover cost and afford a number of employees to attend training. The past two years the department has resorted to online training due to COVID-19 but capacity building has in the past been blended.

- **Mentorship programme**

The participant indicated that the mentorship programme is offered at Ekurhuleni South District. The mentorship is normally done internally by the supervisors/ managers. Capacity building for officials to attend an external workshop was only approved in 2021 and most managers and supervisors registered for the programme.

- **Training the mentor**

The mentors have not received training to offer intensive, personalised guidance to build knowledge and skills to their mentees. It was only in 2021 that GDE approved for external capacity building for mentoring. However, it must be indicated that in most cases mentor(s) are highly experienced officials of the department who have intensive knowledge and skills and are able to guide and assist mentees.

- **Training programme**

The response to the question that relates to who is involved in building capacity in the department is that the external institutions of higher learning are utilized. For relevant current skills and knowledge, the department partners with external institutions which have personnel who are experts in their field so that they can be involved in building capacity. The knowledge and skills that is brought by the external institution assist in intensifying learning and development programmes.

6.5.1.4 Capacity building activities

According to the participant, the department has over the past 3 years been involved in leadership and management activities which targets managers at middle manager level. Training on procurement for employees in the Finance and Procurement unit especially as they need to assist and guide schools and as such need to understand issues relating to PFMA. General Assistants who wish to acquire matric certification. Computer Literacy to assist employees as most meetings are held online and training is done online. Electrical, Domestic

Empowerment, Supply Chain Management, Report Writing, Project Management, Mentoring & Coaching, Risk Assessment, Assessor, Facilitation and Change Management. These are some of the capacity building programmes that have taken place for both the Schools and District Officials.

The training methods that have worked well for the office of HR is presentation, simulation group discussion and team building methods. The official indicated HR office has identified Risk Management as its priority standardization area and over the next 3 years the target is HR and finance officials.

The official however admits that the department has offered capacity building development that were not identified in the strategic plan because they are dealing with many dynamic aspects and sometimes they have to address urgent needs. The participant cited example as COVID 19 pandemic which was not planned and yet has turned everything upside down and how the department had to capacitate all its employees on how to deal with the new normal. Department had to prioritise wellness of all employees and compromise many planned trainings.

6.5.1.5 Approach and considerations for planning capacity building

- **Organisation**

In relation to organising capacity building the HR official strongly agrees that the department has developed an overall capacity building strategy and conducts needs assessments in the form of PMDS and QMS in order to cater for employees' development needs. The organisation plans in advance for employee development as budgets have to be well aligned according to the needs of the employees and that service providers need to be sourced in advance. The DSDCT has to collate all the developmental needs of each employee into a District Improvement Plan and the DSDCT has to finalize all the development needs of employees for recommendation by the Organized Labour and approval by the Department. The DSDCT has to interview all the shortlisted service providers before learning and development programmes can commence.

- **Communication**

For any program to be effective communication is important. The department communicates using circulars, memorandums and technology. Due to COVID19, the department uses mostly emails, and most officials communicate with schools using social platforms like WhatsApp, Google link, Microsoft Teams, Zoom to mention just a few.

The HR Official strongly agrees that the department engages stakeholders on capacity development as employees choose for themselves development that suits them. The participant further strongly agrees that the information regarding the capacity building programmes and processes is cascaded to all employees in that notification is done timeously about programmes and methods of development. Where development is online, employees are also offered data to login to such activities. The participant strongly agrees that the department follows effective consultative processes that allows employees to choose learning and development processes by involving Organised Labour to be part of the DSDCT so that employees are not disadvantaged.

- **Establishing capacity building priorities**

The participant was asked to rate the extent to which the official agrees or disagrees. The participant agreed mostly with the fact that the organisation establishes capacity building priorities and only on two questions was the response neutral.

- a) The participant is neutral on analysing employee tasks and identifying standards as this is mostly the task of the managers and supervisors.
- b) The participant agrees on identifying gaps in employee performance because some employees do not see the need for development and cannot be forced to undergo such.
- c) The participant agreed that the department has different modes of learning and development programmes for all employees, for example, some employees choose short-term programmes, while others prefer long-term. There are of course one day training or shorter days.
- d) The participant is neutral on formulating a capacity development response as most service providers do not give feedback after participants have completed the evaluation forms which make it difficult to assess if the capacity building yielded the results it intended to.
- e) The participant strongly agrees on creating training specifications because this has to align with what employees have indicated as their developmental needs. Anything which is outside training specifications will be deemed as fruitless expenditure.

- f) The participant is neutral on selecting design and delivery systems as service providers are mostly registered with GDE and programmes must be conducted by only those in the database.
- g) The participant strongly agrees that there are measures put in place in the organisation to ensure that all the learning and development programmes are accredited. All service providers must be registered with SETA to ensure accreditation.
- h) The participant strongly agree that there are processes in place to authenticate the credibility of the service providers offering various learning and development programmes where providers send us their resume or references of companies where they have provided training.
- i) The participant strongly agrees on implementing a capacity response as this will assist the DSDCT in knowing which service providers to approve if participants indicate that the learning and development programmes provided are in line with their specific job descriptions.

- **Evaluate capacity development**

In relation to the evaluation of capacity development, the participant is mostly neutral and only agrees to one statement:

- Neutral in relation to the fact that the organisation has put in place policies to monitor and evaluate all the learning and development programmes offered to the employees. There are no follow ups session to see if the programmes are yielding results.
- Agreed that the organisation has identified key indicators of capacity building in relation to learning and development programmes. The sole purpose is to develop employees to achieve personal and organisational growth and to ensure that the organisation performs optimally.
- Neutral that there are intended outcomes for the learning and development programmes offered by the organisation as there are no follow up measures to ensure that implementation of what was learnt is done.
- Neutral that surveys are conducted to assess the relevance and impact of the learning and development programmes as there are no systems in place to assess the impact of the programmes offered.

6.5.1.6 Evaluation

The response on the success rate of the capacity building programmes is that the employees are given questionnaires to evaluate the training to assess if it met their expectations at the end of each training programme, but the responses of the participants are not communicated back to the HR department.

The question sought to know why it is vital to evaluate the result of each training programme. The HR response is that it is vital to assess if training was effective and also checking the reaction of participants to their training, whether they learned something from it, whether employees have changed their behaviour in their work after getting training.

In relation to what are the key indicators of capacity building and infrastructure development, the participant indicated that the key indicator is a changed behaviour and improved performance.

HR official was requested to personally reflect on a most successful capacity building programme and the participant recalled a programme which GDE sourced from an American School for training and Development called Human Performance Improvement. It was the best because it assisted GDE to weigh itself on how Performance Management is done in order to improve performance and to also review its policies to meet the global standards.

On the impact of each training programme on the employees, the response is that the department is currently checking if the employee behaviour (i.e., Performance) has changed after the training programme. For school-based will be the improvement in terms of results and service delivery to the communities and for the District will be inputs received by GDE on support given to schools and also customer service provided by Ekurhuleni South District.

6.5.1.7 Barriers to capacity building

On the challenges the department is encountering in relation to the element below of capacity building the following is the response:

- A. top three elements causing barrier are people, time and funding and financials
- B. the rating sequences from highest to lowest for elements identified above and how they are barriers to capacity:

- **Funding and financials:**

The participant indicated that the biggest barrier to capacity building is the inadequate budget or funding by the department for training and development.

- **People**

HR official indicated that people or employees are the second barrier to capacity building. They are no longer interested on training and development because they perceive training as a waste of time and money moreover, achievement of a qualification is no longer attached to monetary incentive, meaning that when you study you are not recognised for any promotion or salary scale.

- **Time**

The participant indicated that there are other competing priorities within the department scheduled for certain period of the year. The department is compelled to prioritise such. The participant indicated that examination processes will be prioritised and that training that has to happen during exam time will not be done.

The participant indicated that barriers to capacity building are not different, they are the same as they were even five years ago. The responded indicated that the slight difference to the barrier (comparing to previous years) is COVID 19 restrictions.

6.5.1.8 Additional comments:

On how to make capacity building more effective, the participant suggested that GDE should come up with systems on conducting return on investment in all trainings provided to employees in order to have information on the value that is added by the training and development programmes. The department must review the issue of salary scale to attract more employees in deepening their knowledge as education sector needs knowledgeable employees. We must attract the best.

6.5.2 Responses by SADTU Representative

The participant is an official of the South African Democratic Teachers Union (SADTU) who occupies the position of Education Governor in the branch of Katlehong North. The participant is a member of the Ekurhuleni South DSDCT and carries the mandate from her Organized Labour to push for the development of teachers in various areas that are part of the teachers'

contractual obligations. Since the dawn of democratic government there has been protest, marches, pickets and/or demonstrations by Organized Labour to demand better wages for their employees. The Public Service Bargaining Council (PSBC) has on many occasions been reaching a deadlock with Organized Labour because the proposals they were tabling were rejected by various organisations.

6.5.2.1 Functions of Organized Labour

When the question was asked if Organized Labour had achieved or not achieved its function of servicing fair wages for workers. The participant believes that the Organized Labour have achieved their mandate or function to secure fair wages for employees. The participant cited a number of policies which were developed in the Education Labor Relation Council (ELRC) as an example of their efforts to better the salaries of their members. The Development Appraisal System (DAS), Performance Measurement (PMDS) and the Whole School Evaluation (WSE) were all measures which Organized Labour have influenced to push for better wages. The three policies were integrated by ELRC Collective Agreement number 8 of 2005 which produced a policy on Integrated Quality Management System (IQMS) and later Quality Management System (QMS). The participant believes that the implementation of these policies resulted to pay progression and salary adjustment of their members.

On the question of the function of Organized Labour to safeguard security of tenure and improve conditions of service the participant believes that the ELRC and SACE are some of the other bodies that are responsible to safeguard security of tenure and improve conditions of service to employees. To ensure compliance to improve condition of service the participant submitted that they issue diaries which guide members on how they must conduct themselves. The Organized Labour has a legal and welfare desk which provides platforms to address grievances, complaints, or concerns to ensure that the membership rights and privileges as part of the basic conditions of service are not eroded. The Organized Labour participates in branch task teams, regional task teams, provincial task teams, up to national task teams to ensure that there is no policy which will be implemented without comprehensive consultation of members on ground.

On the statement that requires the participant to indicate how she will enlarge opportunities for promotion, the participant stated that she has already achieved promotions. The participant indicated that by participating in CPTD, the National Teachers Awards (NTA) and DSDCT are milestones to ensure that teacher development and capacity building are future promotions in the workplace. On the question of improving working and living conditions, the participants

believes that they have achieved this mandate as Organized Labour and that they have pushed for recognition of relative qualification value to remunerate and educate members to achieve better skills. They have secured medical schemes for employees, funeral benefits from Government Employees Pension Fund (GEPF) and housing allowance for all (house owners and non-house owners).

On educational, cultural, and recreational facilities the participant believes that they have achieved this act of teacher development. The participant indicated that they are participating in cultural groups such as Segarona Cultural groups. They have choirs where they attend competitions up to national level, they are part of the district sports committee and participate in different sporting codes such as soccer, netball, and athletics. On education matters the participant indicated that they have a programme of trainers and cultures where teachers are assisted with handling curriculum matters. The Organized Labour also arranges workshops to capacitate educators on Curriculum Assessment Policy Statement (CAPS).

To facilitate technological advance by broadening the understanding of workers on its underlying issues, the participant believes that this area is achieved. The participants cited the CPTD workshop which empowers teachers to cope with advanced technology. The scores or points assist to measure the development of teachers on the use of technology or computers. The participant indicated that they have a partnership with the Department of Basic Education (DBE) to advance the programme of Developmental Management System (DMS) where teachers are advised to log in to explore all kinds of educational programmes.

On how to promote identity of interests of workers with their identity, the participant believes that they have achieved this function in that they have declared Fridays as SADTU Fridays and will wear their union regalia to identify themselves as proud professionals in the education sector. The participant indicated that in their meetings, teachers are advised on how to behave within the confines of the South African Council of Educators (SACE) code of conduct to ensure that they do not bring the profession into disrepute.

On how the union is assisting in offering the responsive corporation and improving levels of production and productivity, discipline, and high standards of quality the participant believes that they have achieved this area of competence through adhering to the teacher's code of conduct relating to discipline, being in class promptly and teaching effectively resulting in high pass rate in grade 12 and across all the grades. Analysis of results in the District shows that our members are improving levels of production and productivity, discipline, and high standards of quality.

On the functions of Organized Labour to promote individual and collective welfare the participant believes that they have achieved this area by being signatories to collective agreements. They believe they attend to individual and collective welfare of their members at branch level, regional, provincial up to national level. The responded submitted that they encourage their members to have high moral standards and respect national agreements across all their schools. They attend to their members that are suffering from ill health or facing disciplinary hearings to ensure support and justice.

6.5.2.2 Organisational Support Structure

On the statement that says the Organized Labour has influence in encouraging employees to participate in capacity building process, the participant strongly agrees that their union has influenced in encouraging employees to participate in capacity building process. The participant stated that they sit in bilateral meetings with the District Management Team (DMT) to outline and agree on programmes of teacher development. They have representatives in the DSDCT to participate in programmes that transfers skills to educators through teacher development unit. The participant believes that the workshops and meetings they are convening assist with capacity to their members. They also have organized the South African Council of Educators to offer workshops and training on the code of ethics and CPTD as part of their teacher development.

On whether the employees learning needs and aspirations are met through capacity building programmes, the participant strongly believes they are. The participant cited major improvements on learning and teaching which is evident on high performance of schools in terms of their analysis of results. There is abundant support that strongly agrees that the skill development programmes under the watch of DSDCT is assisting employees to realize their learning needs and aspirations.

On the statement that says the GDE provide adequate resources to meet all the learning and development needs of the employees, the participant agrees with the statement but indicated that there are other programmes where resources are not provided for. She cited a program of report writing which will not be supported until members lose interest. However, programmes such as curriculum development, financial management and leaves are well resourced.

On the statement that says information cascaded to all employees for guiding building programmes and processes, the participant strongly agrees with the statement in that

members are receiving timeously letters that invite them to meetings, circulars, policies, and correspondences. The participant believes that the information employees are receiving is sufficient enough to build capacity.

6.5.2.3 Capacity to do evaluation

In the statement on the measures to review level of investment in the employees' capacity, the participant agrees that there is capacity to review the level of investment to capacitate the employee. The participant stated that they call site meetings and give feedback to members on all the programmes that affect members. They are able to get a sense of whether members are satisfied or not. If the response is negative more workshops are organized to strengthen capacity.

On the statement that says learning and development programmes are effective in the achievement of both the employee and organisational goals; the participant strongly agrees to the effectiveness of learning and development programmes. Members are encouraged to teach effectively and if they are offered bursaries to further their studies or attend other programmes, they must balance between their task of learning and development so that their learners in the classrooms do not suffer. It must be further stated that members are made aware that if they do not heed to the Call of Duty, they may not be defendant.

On the statement of key institutional challenges restraining sustainability of the learning and development programmes, the participant strongly agrees with the statement and cited that some programmes are not assisting members to master curriculum delivery, there are no monitoring tools. The participant believes that if the employer can sustain programmes that are accrued at capacitating educators, there would be harmonious relationships between the employees and employers. The participant recommends continuous programmes on upskilling and reskilling of educators. She believes in monitoring and evaluation of performance to invest capacity to employees. The participant believes that the focus should not be on 1% pay progress but real development. She suggested delinking of pay progression and supports developmental programmes.

As to whether Organized Labour has sufficient time to reflect on organisation success and failures, the participant said they do reflect on the successes and failures. They do so to check their mistakes so that they can move forward knowing that they have addressed their challenges. Members are attending skills development workshops to be capacitated in order to achieve both their individual and organisational goals. For schools to be vibrant the

participant believes in the wisdom of seasonal teachers, master teachers and lead teachers. To motivate employees the participant believes that certificates of attendance must be issued after training and the points be recorded as part of their Continuous Professional Teachers Development (CPTD).

On the issue of funding, the participant stated they are paying subscriptions on monthly basis and the bigger portion goes to teacher development. The union also has investment to sustain itself. The union also relies on sponsorships, donations to push their programmes. The union has shares with SAFRICAN Funerals schemes and gets funding to sustain its programmes.

6.5.3 Responses by PSA Representative

The participant is an Organised Labour officer for PSA who is employed at Ekurhuleni South District in the PMDS unit. He is also a member of the DSDCT and represent mostly the interests of the Public Servants at schools and the District Office.

6.5.3.1 Functions of organised labour

The participant who is an organised labour officer was expected to indicate whether the functions of an organised labour the officer represents is achieved or not with regards to the following functions:

- **To secure fair wages to workers:**

The participant indicated that Organised Labour has achieved its function of securing fair wages the workers even though the employer is always negotiating in bad faith. Most of the agreements signed with the employer are not honoured and this always leads into the employees striking or picketing to ensure that their members are not taken for a ride. PMDS is one aspect that is used to secure better wages as supervisors are supposed to check performance of the employees and give scores that can lead to a pay-progression.

- **To safeguard security of tenure and improve conditions of service:**

The participant indicated that the Organised Labour has achieved this function through its occupational health and safety policies and conditions of services policies which are consulted during development and implementation phase. Meetings are frequently held with members to update them about changes in the conditions of service and also guided and assisted to ensure that they know and understand their rights especially when it comes to issues of capacity building and development.

- **To enlarge opportunities for promotion and training:**

The participant has indicated the Organised Labour is failing to achieve its function in this regard and the reason forwarded for not achieving these functions is the employers' budget constraints. Most of the developmental needs of employees are not met due to budget cuts that the employer imposes and also qualifications are not considered for promotional purposes let alone rewarded on a higher salary level.

- **To improve working and living conditions:**

According to the participant, Organised Labour always strives to improve the working and living conditions, but the budget limitation makes the Organised Labour to be unable to achieve its function of improving the working and living conditions. Members' monthly subscriptions are unable to carry the movement into conducting massive workshops where members are thoroughly taken through and made to understand their working and living conditions. GDE is also not helping to promote that Organized Labour workshop their members to understand their working and living conditions. For example, most of the employees do not know that there is Employee Assistance Programme (EAP) where members that have depression or struggle with life challenges can be assisted. Although there are programmes relating to health and wellness in the district, these are just to check on the wellbeing of employees using the Health Department and there is nothing that promotes the living conditions after this once-off visits.

- **To provide for educational, cultural and recreational facilities:**

The participant indicated that the organised labour has not achieved this function. The participant further said that the organised labour has programmes in place for educational, cultural and recreational facilities but these facilities are not effectively and efficiently implemented. There are no facilities that are provided for by the employer in the workplace and most of the public facilities are also used by schools as township schools do not have.

- **To cooperate in and facilitate technological advance by broadening the understanding of workers on its underlying issues:**

The participant said that the provincial office is facilitating virtual programmes on technology to PSA workers and thus the PSA as an organised labour is achieving its function to cooperate in and facilitating technological advancement.

- **To promote identity of interests of workers with their industry:**

The participant has indicated that the PSA as an organised labour has achieved its function that relates to promoting identity of interest of workers with their industry. The District awards ceremony is one way in which members are encouraged to nominate one another and promote a sense of acknowledging those go an extra-mile in carrying out their duties and at the same time encourage those that lag behind.

- **To offer responsive cooperation in improving levels of production and productivity, discipline and high standards of quality:**

The participant said there are systems in place in each branch/ sub-directorate of PSA as an Organised Labour and therefore PSA has achieved its goal to offer responsive cooperation in improving levels of production and productivity. But the employer does not support the movement monetary to further promote levels of production and productivity and aspiring for high standards of quality. Most employees do not have adequate resources such as cleaning materials for General Assistants to carry out their jobs. Requisitions are made and it takes forever for such equipment and material to be delivered. Some units do not have photocopy machines to ensure that levels of production and productivity are maintained.

- **To promote individual and collective welfare:**

The participant indicated that in PSA there are employee health and wellness programmes to promote individual and collective welfare. The official further indicated that PSA is implementing these programmes efficiently and effectively.

6.5.3.2 Organisation support structure

The researcher requested the PSA responded to rate the extent to which the official agrees or disagrees with regards to the organisation support to its employer on capacity building programmes.

- The participant is neutral on a statement that relates to the organised labour having an influence in encouraging employees to participate in capacity building processes as most of the requested programmes are not conducted due to budgetary constraints.
- The participant is neutral on the statement whether learning needs and aspirations of employees are met through capacity building programmes as these do not quite

reflect on the performance. People attend workshops and training but there is no improvement that indicates that they have been developed.

- The participant strongly disagrees that the organisation provides adequate resources to meet all the learning and development needs of the employees. Most of the programmes are not done as employees do not have resources such as laptops when the programmes are conducted online.
- The participant strongly agrees that the information regarding the capacity building programmes and capacity is cascaded to all employees through the PMDS processes.

6.5.3.3 Capacity to do evaluation

The participant was expected to respond three questions by indicating the extent to which the participant agrees or disagrees with the following statements.

- The participant is neutral to a statement: there are measures in place to review the levels of investment in the capacity building processes offered to the employees.
- The participant is neutral that the learning development programmes are effective in the achievement of both employees and organisational goals.
- The participant strongly agrees that there are key institutional challenges restraining sustainability of learning and development programmes.

6.5.3.4 Comment

The participant did not indicate whether the organised labour has sufficient time to reflect on organisational successes and failures. However, the participant indicates that they are given an opportunity to reflect the successes and failures of the district during the quarterly meeting with the district. The participant concerns are that in those district quarterly meetings presentations focuses on the analysis of previous quarter results of curriculum, finances, and human resource matters. The Organised Labour is afforded the opportunity to make inputs /suggestions only.

6.6 DISCUSSION

6.6.1 Assessing the policies, strategies and frameworks put in place for promoting employee participation in learning and development programmes

The data shows that participants are aware of the legislative frameworks that promote employees to participate in learning and development programmes such as SIP, QMS and PMDS. One of the HR official had the following to say:

“the department has developed an overall capacity building strategy and conducts needs assessments in the form of PMDS and QMS in order to cater for employees’ development needs.”

These policies seem to be succeeding in encouraging employees to participate in learning and development programmes in some instances as is shown by the outcomes in Figure 6.7 where the majority have attended the induction of new employees and in-service training but in other instances involving the frequency of capacity building programs attended over a period of the majority of the participants had attended only 1 learning and development program once in 5 years. The policies are also not succeeding in providing adequate fiscal resource as is shown by the outcome that shows that 76, 05% of the employees have participated in 1-3 learning and development programmes in the last five years, while Figure 6.12 shows that employees are not encouraged to upgrade and increase their knowledge and educational levels and the majority of employees have not received bursaries to support skills development and not receiving a permanent reward such as a notch higher for achieving a qualification. Rewards for attending capacity building programs are a central part of the motivation required for employees to attend the capacity building programs. The data outcomes show there is ample room for improvement to enhance participation and the efficacy of the capacity building programs programmes.

Gaps can be addressed by intensifying performance management and rewarding good performance to deserving employees through the processes of PMDS and QMS. All the development needs indicated by employees and submitted by the DSDCT should be taken as critical input to the capacity building planning as opposed to the random courses that employees are exposed to.

The data outcomes shows that those highly educated employees are exposed to more learning and development programs than the less educated. More capacity building programmes would be required by the less educated to bring them to higher standards of personal and organisation performance. The content design of programs maybe restricting those with lower levels of education to upgrade and acquire higher education levels which in the long run may disadvantage the employees to perform well and also be promoted to higher positions when opportunities present themselves.

Employees at all levels to be afforded bursaries to upgrade their skills and education levels but those who already have achieved a higher qualification not to be given a once-off reward but have a notch increase. Figure 6.12 shows that employees who are afforded bursaries have experience and long been in the system and the danger of leaving out the newly appointed employees is that those former will be exiting and the latter will be a cohort without relevant and appropriate skills to advance personal and organisational performance. The DIP maps out all the development needs submitted by employees at school and district level.

Both the representatives of the Organised Labour endorse the statement by the HR official on policies, strategies and frameworks that promote employee participation by stating that:

“the participant strongly agrees that the information regarding the capacity building programmes and capacity is cascaded to all employees through the PMDS processes and the participant cited a number of policies which were developed in the Education Labour Relation Council (ELRC) as an example of their efforts to better the salaries of their members. The Development Appraisal System (DAS), Performance Measurement (PMDS) and the Whole School Evaluation (WSE) were all measures which Organized Labour have influenced to push for better wages. The three policies were integrated by ELRC Collective Agreement number 8 of 2005 which produced a policy on Integrated Quality Management System (IQMS) and later Quality Management System (QMS). The implementation of these policies encouraged employees to participate in learning and development programmes as teachers are supposed to identify their Personal Growth Plans”.

These policies and frameworks afford employees an opportunity to select learning and development programmes that address their personal growth and promote organisational performance. However, inadequate resources pose a challenge as most of the respondents are not afforded an opportunity to attend learning and development programmes despite

submitting their development needs every year and those who do, attend even programmes that are imposed on them.

6.6.2 Establishing measures to review the level of investment and relevance of the learning and development programmes

From the data analysis, it is evident that there are measures put in place to review the level of investment as the majority of the respondents had been exposed to all the types of capacity building programmes as cited in literature: in service training (78, 44%), workshops and seminars (93, 41%), Workshops and events (89, 14%), staff meetings (95, 21%), receiving advice on the phone (61, 08%) and electronic training (82, 53%). Additionally, the outcomes show that employees have access to the relevant medium of communication which is used for capacity building such as telephones (78.33%) and computers (89, 66%) and collaboration systems that are platforms for employee communication. The requisite support required at the level of the employees and the organisation is available and adequate to support the efficacy of capacity building programmes.

The Organised Labour participants endorsed that measures were established, and they stated that:

“there are systems in place in each branch/ sub-directorate of PSA as an Organised Labour and therefore PSA has achieved its goal to offer responsive cooperation in improving levels of production and productivity and the participant representing SADTU has this to say “there is capacity to review the level of investment to capacitate the employee where the Organised Labour calls site meetings and give feedback to members on all the programmes that affect members. They are able to get a sense of whether members are satisfied or not. If the response is negative more workshops are organized to strengthen capacity”.

However, the DSDCT as the custodian of promoting participation in learning and development programmes in the District are not afforded opportunities to review the level of investment and relevance of the learning and development programmes as service providers only communicates with Head Office after receiving evaluation forms from participants. There is no feedback to assess if beneficiaries that attended the learning and development programmes are also cascading the information to other employees. The HR official's response on the success rate of the capacity building programmes is that:

“the employees are given questionnaires to evaluate the training to assess if it met their expectations at the end of each training programme but the responses of the respondents are not communicated back to the HR department”.

Feedback is a vital part of capacity building and without it those who plan for capacity building to influence personal and organisational performance are planning blind. In the circumstances the evaluation questionnaires ought to be analysed and conclusions relating to key performance areas made and presented while being tracked over time. A return on investment is required as critical feedback to the continued planning process for capacity building and to promote future investments and budget votes for capacity building. Without putting a finger on the return on investment in capacity building programmes, the question of a lack of fiscal support is difficult to address.

6.6.3 Establishing whether learning and development programmes have enhanced individual and organisational performance

Figures 6.11 and 6.12 show that the more the number of years one spends being employed in the organisation, the more opportunities are given to employees to upgrade and increase their knowledge and educational levels to enhance individual and organisational performance. Data as shown in Figure 6.13 also confirms that teachers have been afforded opportunities to upgrade as most of them have acquired a Bachelor’s degree as compared to other respondents. The participant representing teachers had this to say:

“members are attending skills development workshops to be capacitated in order to achieve both their individual and organisational goals. For schools to be vibrant the respondent believes in the wisdom of seasonal teachers, master teachers and lead teachers. To motivate employees the respondent believes that certificates of attendance must be issued after training and the points be recorded as part of their Continuous Professional Teachers Development (CPTD)”

The statement from the HR official confirms that teachers are afforded opportunities to upgrade the knowledge and educational levels by indicating that:

“prioritizing learning and development programmes refer to those that are learner-centred especially when the budget is reduced so that those which impact on teaching and learning should be considered first over others that empower employees with skills, for example, cleaning programmes”.

Data in figure 6.14 also confirms that other categories of employees seem to be neglected in terms of upgrading themselves to higher educational levels and the participant representing General Assistants and Administrators stated that:

“the employer does not support the movement monetary to further promote levels of production and productivity and aspiring for high standards of quality”.

Most of the respondents and participants acknowledge that employees have attended learning and development programmes, however, figure 6.17 shows that there are no new pathways created by the organisation especially after attaining a higher qualification which makes it difficult for individuals to pursue further studying. Further than that, those who have acquired higher qualifications are not even considered for promotional purposes and there are no rewards for achievements. This is supported by data in figure 6.17 which shows reluctance by employees to further their studies as there are few employees with Honours and Master’s Degrees. Education is not static and therefore, employees need to upgrade and upskill themselves so as to address the socio-economic challenges that affect our country and as such the organisation must attract employees by reviewing relevant incentives and make bursaries easily acceptable. An employee who was awarded a bursary and qualified, must not wait for a period of three to four years to be awarded another bursary.

6.6.4 Establishing an effective model for employee participation in learning and development programmes

According to data drawn from both the qualitative and quantitative instruments, CPTD, QMS and PMDS are currently being used as models to manage capacity building for employees in the Department of Basic Education. The CPTD model focuses on teachers ensuring they engage in continuous capacity development whereby they acquire points which lead to them being certificated. Earning points leading to certification is a viable way of encouraging participation in capacity building among teachers. However, without adequate and effective incentives to reward certification, limited progress in capacity building will be seen by the department. Organised Labour participant cited capacities in technologies, upskilling, reskilling and upgrading as areas of concern due to the reluctance of teachers to participate in training and development that are not attached to monetary incentives or promotions. The takeaway is that there is a need for a comprehensive programme or an added capability to align incentives and promotions to the capacity building progress of teachers. Another option would be to find ways that the certification is marketable and recognisable outside the education sector. The needs for the CPTD are to ensure that all teachers are registered, and

the process should be mandatory. Schools should identify members to serve in the School Development Teams that will capture all capacity building activities that teachers participate in so as to promote the certification of teachers. There is also a need that certificates awarded by SACE be recognised by the Department of Basic Education when teachers apply for promotional posts.

The PMDS is a model used for school based public servants who are administrators and general assistants including all office-based employees. The model is utilised in identifying the employees' development needs and also used as a performance measure that establishes whether an employee qualifies for a pay progression or not. The data shows that the PMDS fall short in providing adequate resources for employees to attend capacity building. Budgetary constraints are cited as the main drawback of the model in its current state. To the effect, the qualifications achieved seem not to be recognised for promotional posts especially at school level where Administrators can only reach level 5 unless promoted to the District or Head Office levels. The model promises capacity building which it is not delivering in its current state. Budgetary constraints and employee mobility problems within the department are not easy factors to deal with for a number of reasons. There are expectations when employees participate in capacity building programmes. The literature review indicates that employees not only participate to achieve organisational goals but also for individual growth. Salas, Tannenbaum, Kraiger and Smith-Jentsch (2012:74), in particular, stated that capacity building allows an organisation to adapt, produce, compete, innovate, excel, improve service, be safe and reach goals. It is therefore imperative that an organisation should find more adaptive means of addressing the challenging, competitive, ever-changing global economy by investing in capacity building activities and encouraging employees to participate in capacity building that will make the organisation more effective and productive. Organisational and employee performance are key in mapping out what kind of capacity building is needed to ensure that both the organisation and employee achieve the desired goals. Different organisations engage employees in capacity building processes for different outcomes. The PMDS should not only offer once-off incentives to employees but there is a need to create attractive pathways within and beyond the organisation for those who would have achieved qualifications offered in capacity building programmes.

QMS is a modified model from IQMS used for teachers from post levels 1 to 4 where personal development needs are also identified by employees and as support is offered through classroom observations and performance standards as outlined in the work plan, the employee is then scored to establish whether a pay progression can be awarded or not. These models if effectively implemented, can address and assist an individual's growth and

organisation to achieve its goals. The models have, however, been ineffectively implemented particularly in the area of identifying areas of development and drawing up own work plans. The purposes of the QMS model is to determine level of competencies for all the teachers; intensify efficiency, effectiveness and good performance, ameliorate accountability levels and provide mechanisms to recognize good performance and address under-performance. There are no common standards that teachers can use to draw up the work plans that try to address these purposes. Each teacher draws standards that best suits him/her. Performance standards should be common for different levels so as to achieve the envisaged purpose. The curricula change needs teachers that are innovative and are able to meet the demands of the Fourth Industrial Revolution. There is a need for the performance standard to address the new changes in the education sector and allow teachers to use modern methods of teaching which will not only empower teachers but benefit learners who will be exposed to global challenges and be able to compete globally. The major drawback for the QMS model is the lack of a standard approach.

The PMDS model affords an employee an opportunity to identify his/her development needs and to have a discussion with the supervisor as to how that need can be met. Supervisors do not have effective consultative processes to discuss areas of weaknesses which will assist the employee to identify the weakness and choose the learning and development programme accordingly which will address the weakness. Creating a platform for continuous dialogues will assist the supervisor to create a variety of questions that the employee will be asked so that the supervisor can get the needed answer and provide constant feedbacks which will help the employee to improve and achieve the desired goals. It is at these stage that the supervisors and managers need to conduct performance evaluation with their subordinates and point out areas that employees are not performing well in and suggest developmental needs based on the performance observed. Both the supervisor and subordinate must agree on the learning and development programme needed to capacitate the employee to perform. For example, if an administrator who deals with online admissions struggles in understanding and drawing data from the backend to assists the school in identifying learners who have been verified, that employee can request training that will assist him in understanding how the process is done so that learners who have applied for admissions are not disadvantaged. This kind of capacity building can be in-house and will not need any service provider.

The QMS model also affords teachers an opportunity to identify topics they are struggling with for example one can request a team member to come and teach his class as he observes while learning new techniques of handling the concepts. When the processes are in-house, they do not need any financial support. Capacity building programmes that cannot be

addressed within the organisation, can then be escalated to the DSDCT to identify service providers that can further develop the employees. The fiscal support provided by the organisation should lead to a return on investment in ensuring that the relevant capacity building programmes for different categories of employees are beneficial to both the employees and the organisation. From the data analysed and response of the participants, it is evident that not enough financial resources are provided for these models to be effective. The participants representing Organised Labour have this to say:

“most of the developmental needs of employees are not met due to budget cuts that the employer imposes”.

“there are other programmes where resources are not provided for”.

The Recognition for Prior Learning (RPL) is a new model that has been endorsed by the organisation to further encourage employees to apply for such as a means of attracting employees to participate in learning and development programmes. The main purpose of RPL is to encourage employees to engage in learning and development programmes so as to gain more knowledge and skills which can afford employees an opportunity to get credit or advancement for formal qualification and be recognised for promotion at the workplace.

It is incumbent upon the employer to set systems that can be monitored and evaluated to ensure consistency across all levels. Loopholes that are evident in the models used need to be tightened up. All the models are good but lack durability and accountability and the research will propose ways in which these can be modified. Supervisors and employees are constantly reminded to submit quarterly reports but in some instances the process is not adhered to. There are no performance checks to review the goal performance for a particular cycle. One of the purposes is to address the issue of under-performance in schools but we still have subjects that are under-performing and yet those teachers are given salary progression like all teachers whose subjects are doing well.

Accountability lacks in some schools as supervisors do not provide intervention strategies to circumvent under-performance as we still have Section 58(B) schools as stipulated in the South African Schools Act 84 of 1996, subsection 2a, b and c which state the: the standard of performance of learners is below the standards prescribed by the National Curriculum Statement and is likely to remain so unless the Head of Department exercises his or her power in terms of this Act; there has been a breakdown in the way the school is managed or governed prejudicing, or likely prejudice, the standards of performance; or the safety of learners and staff is threatened. Some schools do not have mechanisms put in place to ensure that these models are fully applied not for compliance but for the growth and development of the

employees and organisational performance. One of the Organised Labour participants recommends continuous programmes on upskilling and reskilling of educators. She believes in monitoring and evaluation of performance to invest capacity to employees. The participant believes that the focus should not be on 1% pay progress but real development. She suggested delinking of pay progression and supports developmental programmes. The participant furthermore indicates that members are encouraged to teach effectively and if they are offered bursaries to further their studies or attend other programmes, they must balance between their task of learning and development so that their learners in the classrooms do not suffer. It must be further stated that members are made aware that if they do not heed to the Call of Duty, they may not be defendant.

6.6.5 Determining the role played by Organised Labour in influencing participation in learning and development programmes

Data analysis in figure 6.6 indicates that 1, 80% has received information from Organised Labour informing and encouraging employees to participate in learning and development programmes. The PSA representative was neutral and indicates this regarding influencing and encouraging employees to participate in capacity building processes *that “most of the requested programmes are not conducted due to budgetary constraints”*. While the SADTU representative had this to say:

“the unions sit in bilateral meetings with the District Management Team (DMT) to outline and agree on programmes of teacher development. They have representatives in the DSDCT to participate in programmes that transfers skills to educators through teacher development unit. The participant believes that the workshops and meetings they are convening assist with capacity to their members”.

Organised Labour must intensify the support of the employees regarding the upgrading and acquiring of new skills through the bilateral meetings with the employer. It is important to also discuss the need for the creation of new pathways for those who have higher education levels unlike allowing those higher positions in the organisation to be occupied by employees with lower education levels.

The questionnaire afforded the respondents to comment on the questions raised and they highlighted the following as advantages and disadvantages of participating in the learning and developments programmes offered by the organisation.

6.7 ADVANTAGES OF LEARNING AND DEVELOPMENT PROGRAMMES

The following are the summary points raised and contributed by the majority of the 203 respondents:

It is a great advantage to participate in the learning and development programmes in order to gain more information, to be able to grow in the field of work and be in a better position with enriched skills and competency levels needed in the organisation. Participating in the learning and development programmes is very crucial because employees learn new things that can be implemented, making a difference in the lives of the learners. They empower employees to perform better and give a good platform for networking within the organisation. They also allow for employees to identify areas that needs improvement and find ways to address shortcomings.

The organisation provides a once off allocation of cash benefit for newly acquired certified qualification. Learning and development programmes are very helpful in enhancing one's teaching and learning experience as employees teach and learn from each other technical and interpersonal skills. Thus, it also contributes to enhance performance in the workplace. Teamwork is encouraged, sharing of ideas helps individuals to learn new things.

Employees get an opportunity to grow their own professional capacity. Therefore, employees are lifelong learners who need to update skills inline to the changing times, especially in the Department of Basic Education. Majority of respondents are grateful to have participated in the study and hope that the findings of this investigation will get straight to the responsible people (i.e., high ranks within the National Department of Basic Education) that have to develop employees.

The organisation makes sure that teamwork, excellence, learning and innovation continues all the time with their employees and the organisation values their employee. Filling in this questionnaire, enlightened me that it is in the organisation to empower their employees. And it is important to participate in the department development programmes so that quality teaching and learning is obtained from the early childhood Thus, it is advantageous for those who have a vested interest in the field of education. Positive aspect is that the department has great ideas for development of employees. SACE accredited teacher training courses are very much welcome, however there could be more access especially to educators that are technology disadvantaged. Young teachers are favoured by the organisation because they

bring new things in our schools. They are being developed in all aspect of learning and development.

6.8 DISADVANTAGES IN LEARNING AND DEVELOPMENT PROGRAMMES

The following are the summary points raised and contributed by the majority of the 203 respondents:

- Respondents alluded that there are lack of resources, bursaries, rewards, acknowledgements and appraisals from their employer for attending learning and development programmes and/or after obtaining great achievements such as high qualification.
- Most staff members do not see the need for attending learning and development programmes because they get promoted without proper qualifications and earn more than they are qualified. The organization should limit the number of workshops and trainings because of the workload coming out of new curricula. The organization should avoid making drastic changes now and again because they bring confusion and frustration to the employees.
- The pandemic (i.e., Covid19) that started in 2020 has slackened the progress of capacity development especially for new staff members. One hopes employees can have more online workshops to empower educators on new hybrid methods because it is clear that Covid19 has proven this will be the way to go in the future. However, new employees are discouraged because there are no resources in majority of the schools.
- More time should be allocated to employees for learning and development programmes. Also, no time to disseminate knowledge as educators are overworked and only focus on teaching and learning. There is inadequate time allocated, the training and workshops are very fruitful, and they should happen continuously throughout the year.
- The organisation does not provide mobile data for online learning and development programmes that takes place in the afternoon during weekdays. Employees face challenges such as inadequate resources, electricity problems and internet access at home.
- Educational system does not promote academic growth. The organisation should provide employees with smart boards training which may adhere with the Covid19 protocols. Furthermore, the organisation should consider taking into cognisance one's

qualification in terms of remuneration as well as promotions. Thus, it will encourage educators to advance themselves academically.

- Programmes which are compulsory do not benefit the organization as individuals who participate in such do it for compliance purposes. There are no opportunities for growth at school level. One wish there could be synergy between schools and districts, in terms of progressing school-based AA's.
- Firstly, in most cases, the development programmes do not necessarily target the right employees. Secondly, people facilitating some of the programmes are not fully dedicated or passionate about them. The perception about employer-based programmes is usually seen as a *register signing programmes* without any meaningful development. Thirdly, a number of these programmes are not accredited with SAQA which creates scepticism in employees wanting to participate in them. Therefore, if one needs to apply for a higher position these additional trainings are never considered no matter how many workshops one has participated in.
- We attend programmes as educators after the programmes are done, the department does not make follow up to assess the effectiveness of the programme. The department needs to do follow up.
- There exists a lack of programmes that address content knowledge of the specific subject and strategies on how to break it down to our learner's level of understanding.
- School Improvement Plans (SIP) documents are completed through Quality Management System (QMS) and Performance Management Development System (PMDS) but come the times for development programmes, these documents are not considered. The office just chooses people randomly who just attend to represent the institution hence we do not see progress in the development of employees.

6.9 SUMMARY CHAPTER

In the final analysis, participation in capacity building programmes at the department shows that there is room for improvement particularly in increasing the frequency and encompassing the breath and length of the workforce. The policies to promote learning and development have delivered in some areas, in creating awareness among employees and signalling the importance of capacity building, and in some areas have fallen short, fiscal support and standardization of the capacity building programmes across the department. Critical areas for addressing the capacity building gaps within the department could be classified and focused on those that relate to the organisation and the employees. The measures put in place to review the level of investment and relevance of the learning and development programmes

are available and offer adequate support at the level of the employees and organisation. It is however imperative that feedback be provided to firstly assess if attendees of the learning and development programmes share information with their colleagues and secondly assist that future investment for capacity building are well planned and budgeted for.

Employees with more years serving the organisation have been given opportunities to enhance individual and organisational performance by upgrading and increasing their educational levels. Teachers were the most beneficiaries in acquiring new skills. The organisation must start to expose newly appointed employees and other categories of staff to acquisition of skills in order to enhance individual and organisational performance. There are sufficient models that are available to ensure that learning and development programmes are effectively implemented. The organisation needs to identify loopholes in those models and provide financial support to promote individual growth and assist the organisation to achieve its goals. Organised Labour is an important wing supporting the welfare of employees and therefore need to play an important role in influencing and encouraging employees to participate in learning and development programmes for personal growth.

This chapter presented both the quantitative data outcomes collected through questionnaires where 203 respondents returned responses. The outcomes from the qualitative data collected through semi structured interviews were also presented. The chapter also contained discussion that issued from both the quantitative and qualitative data outcomes. Establishing an effective model for employee participation in learning and development programmes will be discussed in the following chapter.

CHAPTER 7: ESTABLISHING AN EFFECTIVE MODEL FOR EMPLOYEE PARTICIPATION IN LEARNING AND DEVELOPMENT PROGRAMMES

7.1 INTRODUCTION

In this chapter the researcher seeks to advance understanding about enhancing employee participation in L&D programmes. The reviewed literature indicates that learning and development professionals often struggle with employee engagement. This chapter draws from the literature reviewed on employee capacity building, L&D programmes and its measures on employee capacity building. A brief outline of capacity building outcomes is summarised. The factors that influence employee participation in L&D programmes.

Employee training is a process on its own. The process incorporates a road map of steps to consider when designing training. Employee development does not end with training only, an evaluation of training is also needed to ensure that employees participate fully in the planned programmes. When we speak about employee participation in learning and development programmes, we look at the role of employee as part of the workplace investment. In a business arena, we speak about a variety of stakeholders involved in a process. So, learning and development programmes also have multiple stakeholders. As managers we should look at all angles to ensure that the programmes meet their objective. Successful implementation begins at the individual level, where capacity building activities increase a worker's knowledge and skill. A sustainable programme also needs to ensure that employees are considered in the process for lifelong learning. The abovementioned statements indicate the role of the institution, manager and an employee in learning and development.

Over the years there have been a number of models that looked into the possible implementation of workplace learning for employees (Ankomah, Ayarkwa & Agyekum, 2018). The models also help to determine the strengths and weaknesses of the training process (Praslova, 2010). Learning and development provide a practical, four stage process for improving the effectiveness of training (Haddock, 2015). The growing number of professional development programmes delivered in the education sector increases the need to measure the effectiveness of training accurately from both objective and subjective perspectives (Alsalamah & Callinan, 2021). There are many learning programmes, evaluation methods and tools that help to plan and assess training programs. All these have their own benefits and limitations, and that is why it is unnecessary to select a single best approach. It can be said with certainty that the most effective method of evaluation would be using several models and tools, depending on institutional's goals and objectives. No model is ever perfect, and no

learning evaluation model is likely to contain all the messaging we might want. (Thalheimer, 2018).

A summary of learning and development models and its measures are discussed, to establish an effective model for employee participation in learning and development programmes. A combination of models usually works the best and provides a complete picture of the learning processes in your enterprise (Thalheimer, 2018). Managers do not have to measure everything, but they can measure only what it takes to substantiate a confident decision about the value returned on the training. The models reviewed in this study were premised at the Meso level focusing on individual capacity building (Semnani, 2020). The chapter concludes with a proposed framework for engaging employees in learning programmes, particularly for newly appointed staff.

7.2 THE OUTCOMES OF CAPACITY BUILDING

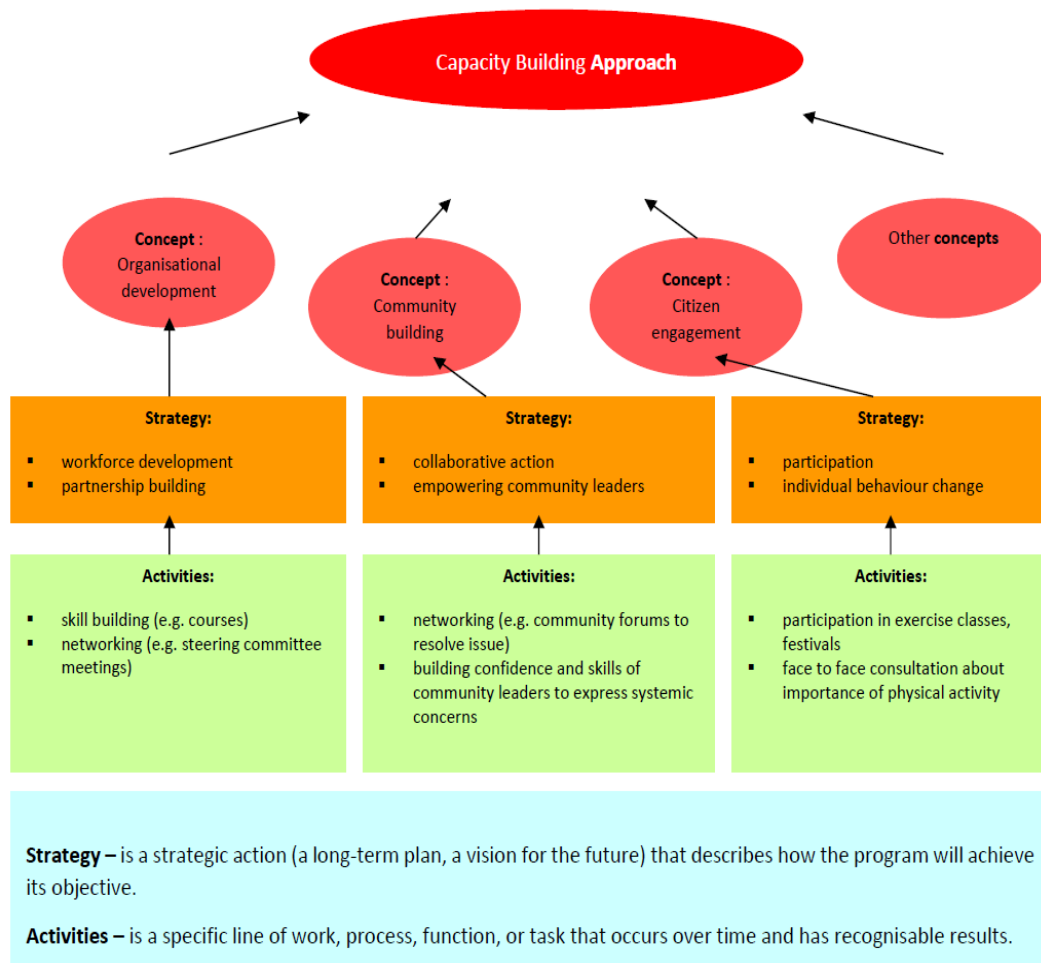
Throughout this study the meaning and components of capacity building were defined to understand the context and situate it on employee level. Learning is the extent to which participants change attitudes, improve their knowledge, or increase their skills as a result of attending the program (Owston, 2008). Capacity building also enhances the employee abilities to achieve the short-term and long-term goals on organizational as well as personal levels (Groot & van der Molen, 2000; Millar & Doherty, 2016). Capacity building broadly covers the inabilities of all employees and develops the desirable skills and attitude, which enable them to accomplish suitable tasks efficiently (Yamoah & Maiyo, 2013).

Capacity building has a positive impact on the employees' performance along with external factors significantly examined (Ahmad, Farrukh, & Nazir, 2015). In general, capacity building improves effectiveness at the organizational level and to retain staff. Capacity building is a core component to enhance the employees' performance. A lack of needed resources may constrain the implementation efforts (Wassem, et al., 2019). Efforts to develop capacity may be hindered by disparate methodologies, insufficient focus on outcomes and indicators, and a lack of concrete results to show improved capacity (Agapitova, Fisher, Gold, Otoo, 2014). Policy advisers have pointed to the lack of an evaluative framework (Carter, et al., 2000; 651). This is because capacity assets may exist but can be constrained by unfavourable environments or simply not be recognised and used at all (Mirzoev, et al., 2022).

Capacity building aggregates many different strategies. When it comes to learning programmes, we do not need to debate about the potential value and outcomes of such

programmes, but we also need to debate about how employee participation will be enhanced. Three main ways essential to measure learner activity are identified, namely: attention, interest, and participation (Thalheimer, 2018). Figure 7.1 illustrates the outcomes for capacity building. Capacity building employs different activities, among other things is the participatory methods.

Figure 7.1. Description of capacity building process



Source: The Victorian Health Promotion Foundation, 2022

The last column highlights the elements of participation and individual behaviour change. Capacity building is a core institutional strategy in working with many stakeholders (The Victorian Health Promotion Foundation, 2022). The Department of Basic Education comprises of individuals who might directly participate in or benefit from a programme. To this effect, it can be highlighted that the individual level is the most critical level of capacity building since it affects an individual’s knowledge and skill potential to bring about change (The Victorian

Health Promotion Foundation, 2012). The outcome is to enhance participation levels and increased engagement.

7.3 RELEVANCE OF HUMAN RELATIONS THEORY ON EMPLOYEE PARTICIPATION IN L&D

Employee participation is one of the oldest areas of inquiry within the domain of organizational behaviour (Glew, et al., 1995). Central to the understanding of Human Relations theory is the concept of individual motivation (Leana & Florkowski, 1992). It suggests that employee productivity and motivation can be increased through positive social bonds in the workplace and acknowledgement of the worker as a unique individual. It holds that improved working conditions (empowerment, participation, positive treatment) lead to increased productivity. Four "Actors" in Human Relations theory are identified as follows: the employee, groups of employees, supervisors and managers, and the organization.

First, since organizations are still made up of people, understanding how individual factors influence motivation is important. Second, we live in a technological environment, the model requires organizations to foster positive group dynamics in order to produce teamwork and positive employee attitudes and behaviours. Third, the model recognises the significance of effective leadership to an organization's success. It appreciates that it is still important that an organization ensures managers and supervisors are equipped to support and motivate employees. Finally, the model advises that organizations must create working conditions that allow for/promote increased individual and group attitudes toward work. It calls for flexible workplace.

A successful employee engagement strategy helps to create a committed community at the workplace and not just a workforce. When employees are effectively and positively engaged with their organization, they form an emotional connection with the company. This affects their attitude towards both their colleagues and the company's clients and improves customer satisfaction and service levels (Sahoo & Mishra, 2012).

7.4 SELF-DIRECTED LEARNING AND PROMOTION OF EMPLOYEE PARTICIPATION

Self-directed learning (SDL) has been reviewed in this study. Generally speaking, self-directed learning may be seen as a dynamic interplay of interests, motivation, strategies, control, and assessment (Straka et al., 1996). It can be an efficient and effective training and development alternative for organizations (Dieffenderfer, 2014:4). Self-directed learning techniques can

provide learning opportunities that are more focused to the particular needs of the individual (Dieffenderfer, 2014:15). It makes updating skills and knowledge easier and recommended for a more reasonable distribution of training funds to a larger variety of employees (Dieffenderfer, 2014:15). Workplace learning continues to constitute a substantial investment for organizations (Dieffenderfer, 2014:1). Guglielmino and Murdick (1997) state that companies using SDL techniques have seen a savings of 20-50% of their formal training and development expenses. The Phillips ROI Model reminds us that there must be a return on investment and that funds must be generated to proper use. Self-directed learning techniques can also reduce the training costs to organizations when assessment is more effectively (Dieffenderfer, 2014:15).

A mantra for success in today's workplace, it is in leading organizations' self-interest to measure, monitor, and maximize the level of engagement amongst their employees (Sahoo & Mishra, 2012). Dejoy and Dejoy (1987) as cited in Dieffenderfer (2014:17) by proposing that the key to successful workplace training is to give adults responsibility for their own learning and allow them to function somewhat autonomously. This can be achieved when employees take ownership of their learning (Dieffenderfer, 2014:1). During the recruitment and selection process we often ask the potential candidates about where they see themselves in a five-year period. Their response often reflects on setting goals and indicates how they want to strive in an organisation. Then when they are part of the institution such sentiments should continue and be realised. This allows them to in selecting learning resources and managing time to reach those learning goals (Confessore & Kops, 1998).

7.4.1 Taking ownership

Employee engagement is a valuable concept for understanding and improving individual and organizational performance (Sahoo & Mishra, 2012). In the current business environment, employee engagement is vital because organizations are demanding more from their workers than ever before (Sahoo & Mishra, 2012). Engagement at work was conceptualized by Kahn (1990) as the "harnessing of organizational members" to their work roles. Employee engagement is thus the level of commitment and involvement an employee has towards his/her organization and its values (Sahoo & Mishra, 2012).

Gilley et al., (2002) informs that self-directed employees are able to see themselves as resources for diagnosing their own learning needs. They are also able to translate those learning needs into performance objectives and select effective strategies that demonstrate accomplishment of their performance objectives (Gilley et al., 2002). The SDL also allows

employees to take ownership. The concept of taking ownership was coined by Brockett and Hiemstra (1991) when they developed the Personal Responsibility Orientation (PRO) Model of self-direction in adult learning. Their model distinguishes between the instructional process (self-directed learning) and the internal dispositional perspective of self-direction (learner self-direction). The PRO model begins with the cornerstone of personal responsibility (Dieffenderfer, 2014:38). This refers to learner taking ownership for their own learning. Dieffenderfer, V.M. 2014:38

Figure 7.2 The "Personal Responsibility Orientation (PRO) Model"



Source: Brockett & Hiemstra, 1991

Building the capacity of new and current staff is an essential part of programme implementation (UN Women, 2013). This allows employees to be more self-confident and more apt to solve problems on their own.

7.5 RELATIONS BETWEEN ORGANIZATIONAL SUPPORT STRUCTURES AGAINST INSTITUTIONAL ARRANGEMENTS ON EMPLOYEE PARTICIPATION

Continuing professional development is essential for improving services delivery in the district office (O'Rourke, et al., 2003). This is validated by Figure 7.3- 7.6 to say employee participation is supported by managers. Management's goals may also influence the breadth of employee participation in an organization (Glew, et al., 1995). Facilitators help promote change by fostering a learning environment that allows trainees to take their time to learn (Hatcher, 1997). Elnaga and Imran (2013) argue that managers play an integral role to build up employees' capacities and create an efficient work environment. The managers are involved in designing the different training programmes for enhancing employees' learning,

aptitudes, and capacities for the accomplishment of organizational goals (Wassem, et al., 2019). These efforts not only enhance the employees' performance but also develops a better organizational image (Fang et al., 2010). The manager support involves the provision of favourable and reasonable conditions of employment, while capacity building deals with providing sustainable opportunities to employees, keeping in view their natural talents (Wassem, et al., 2019). So, the capacity building can enhance the socioeconomic benefits for the employees as well as for the local industry (Hu, Rao, & Sun, 2006).

- *Types of Learning and Development Programmes against Capacity Activities*

It is evident that the District provides varied L&D which are specific for each type of staff. Figure 7.2 show the chi-square values from the test of independence between the relationship of categorical variables. The statistical relationship performed is between variables contained in sections "*Types of Learning and Development Programmes against Capacity Activities*". The marker shows the chi-square value of the relation between two variables, whereas the colour yellow indicate that the p-value of the chi-square value is less than the significance value of 0.05. The alternative red marker shows that the p-value of the chi-square value is greater than the significance value of 0.05.

- *Types of learning and development programmes*

Section of "*Types of Learning and Development Programmes*" in the questionnaire contains six variables and section of "*Capacity Activities*" contains seven variables with the same response categories of "Yes" or "No". Therefore, the correlation of two variables from both section makes a combination of 42 relationships.

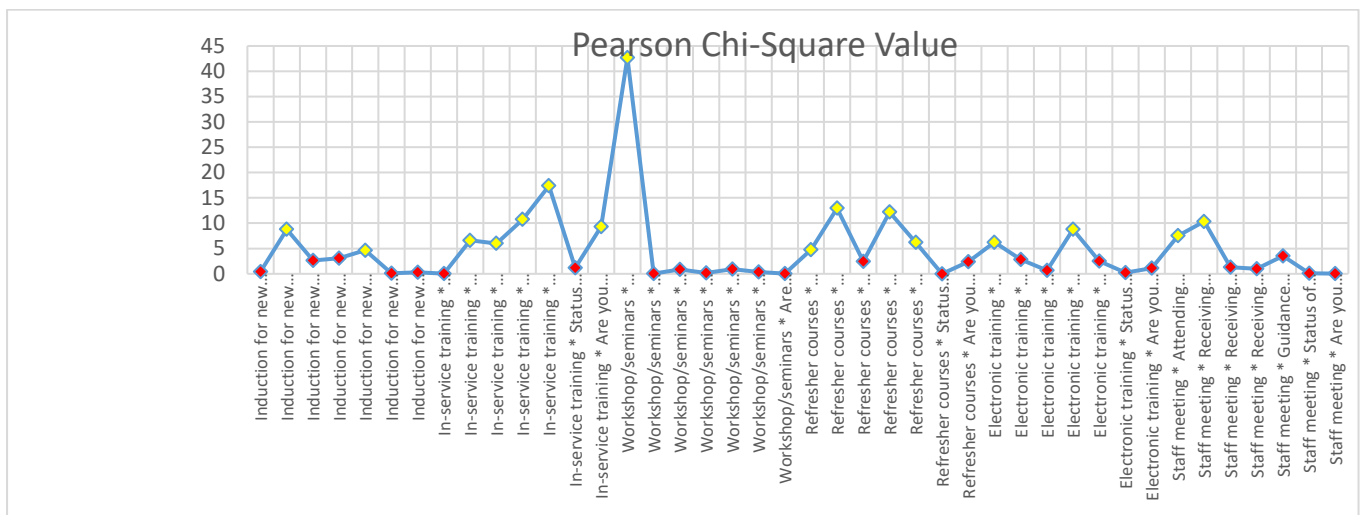
- *Induction for new employees v/s Attending workshops or events*

Consider the Figure 7.3, first relationship of variables "*Induction for new employees v/s Attending workshops or events*". The red chi-square value indicates that induction for new employees and attending workshops responses are independent. This mean that there is no sufficient evidence to say that there is an association between responses of induction for new employees and attendance of workshops or events.

Now we consider Figure 7.3, with second relationship of variables "*Induction for new employees v/s Receiving advice over phone or email*". Here the yellow chi-square value indicates that the responses of the induction for new employees and receiving advice over phone or email are not independent. This mean that there is sufficient evidence to say that there is an association between responses of induction for new employees and receiving advice over phone or email.

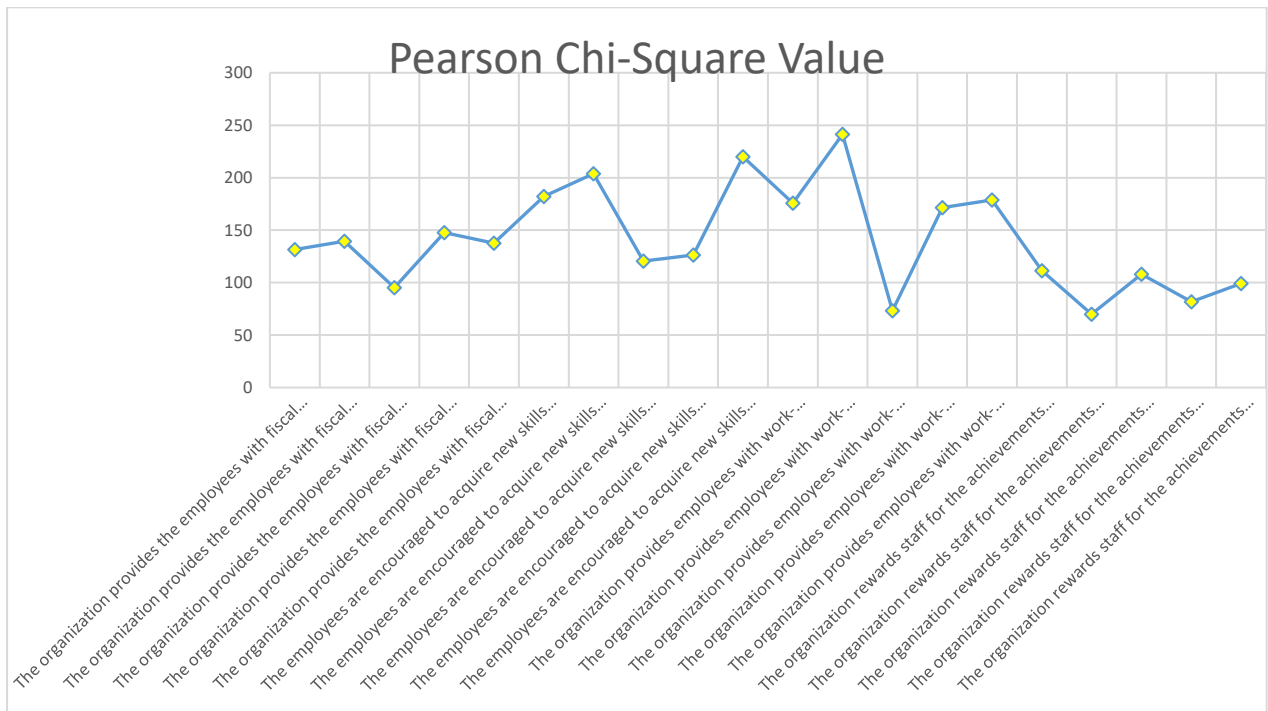
Based on the two results above a *Social Cognitive Theory* and *Self-Directed Learning* are possible models that can be used for managing employee participation in L&D programmes. Social Cognitive Theory in these two results is observed because the induction programme for new employee gives an overview of the function, culture, and main objective of the organisation. There is a significant correlation between the self-efficacy of respondents and their willingness to perform better by considering receiving advice over the phone or email. It does make sense that there is no significant relation between induction for new employees against attending workshops or events. This is mainly because attending workshop or events should be Self-Directed Learning according to the needs of an employee and inductions are normally enforced by the organisation.

Figure 7.3: Relation between TYPES OF LEARNING AND DEVELOPMENT PROGRAMMES against CAPACITY ACTIVITIES



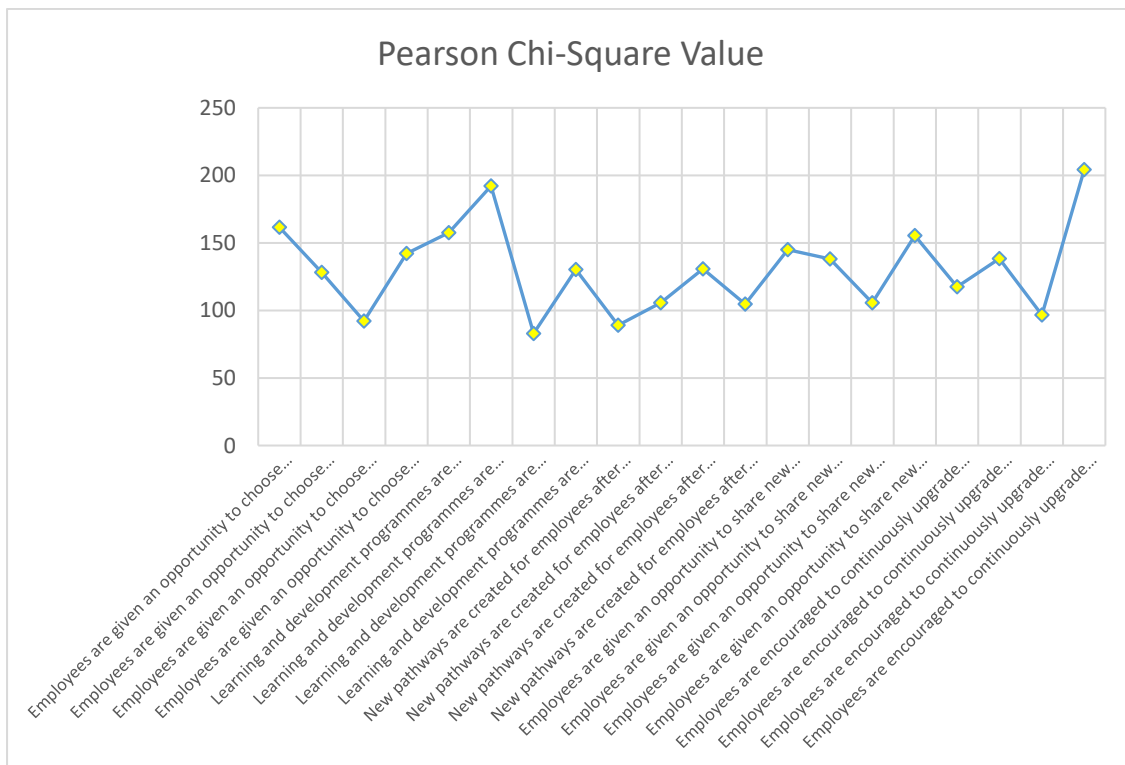
Source: adapted from the study results

Figure 7.4 The relation between organizational support structures against institutional arrangements on employee participation



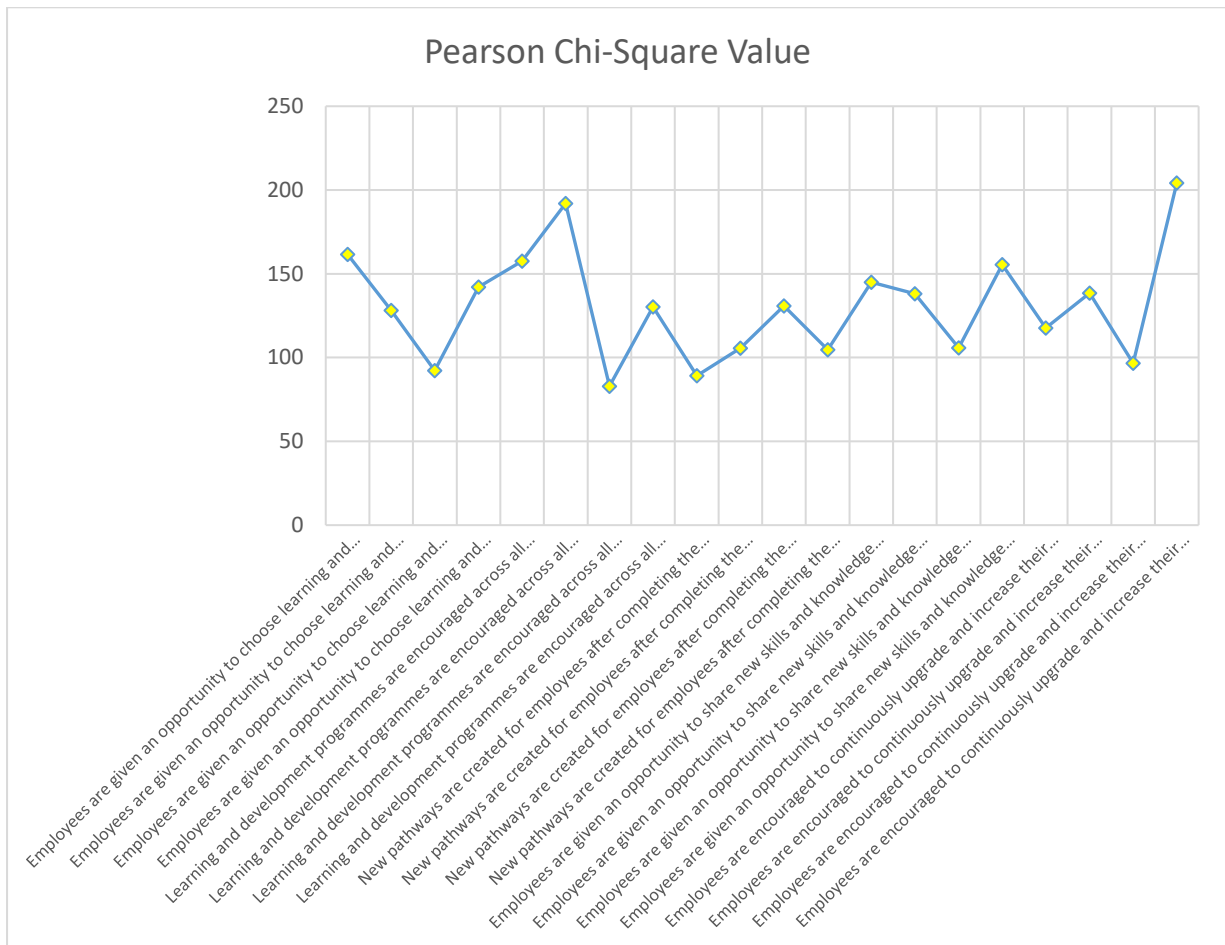
Source: adapted from the study results

Figure 7.5 The relation between institutional arrangements on employee participation against benefits of capacity development



Source: adapted from the study results

Figure 7. 6 The relation between institutional arrangements on employee participation against benefits of capacity development



Source: adapted from the study results

7.6 REFLECTIONS FROM THE RESEARCH RESULTS

The discussions in this section reflect on the results reported in chapter 6 and on this chapter in figure 7.2-7.5 above.

- *Organizational culture:*

The results show consistent with department’s vision, goals and strategies. The results show a positive result on employee perceptions as it relates to commitment to excellence) for business success.

- *Role of top management:*

The Human Relations Theory compels managers to actively support employees. This requires commitment from executives through establishing clear vision, mission and values.

Management's goals may also influence the breadth of employee participation in an organization (Glew, 1995).

- *Employee socialization:*

Self-directed learning is essential in the learning and practice of adult education. Once hiring decision is made the new employee should be given both general orientation which is related to the company vision, mission, values, policies and procedures and job-specific orientation (Glew, 1995). The results indicate that new employees have been allowed to participate in L&D Programmes. Once an employee is given the opportunity to interact with other staff members, he/she automatically intermingle with the team, and this enhances productivity.

- *Redeployment:*

This process is continuously carried out to meet the changing needs of individual and the organization (Glew, 1995). Redeployment in an organization helps individual employees in learning new skills and thereby breaks the monotony of doing the same job over the years (Glew, 1995). It helps them to get exposure to newer technology and also prevents job loss in the process of technological up gradation. However, this process is minimal in the district due to accountability principles and employee specialisation.

- *Employee involvement:*

Essentially, self-directed learning embrace employee rights since trainees are able to choose for themselves that they would learn, how they would learn it and how well they wanted to learn it (Hatcher, 1997). Mary Parker Follet made influences on decision-making process. Follet indicates that workers must participate in the decision-making process through defined communication channels. Communication channels in the district are transparent to all staff. Employees want to be involved in the decision-making processes that affect their work (Sahoo & Mishra, 2012). Individuals perform better when given special attention (Glew, et al., 1995). Figure 7.5 also validates that employees are given a chance to select the choice programmes, except with compulsory training programmes.

- *Training initiatives:*

Continuing professional development is essential for improving health care services, especially in developing countries (O'Rourke, et al., 2003). Self-directed learning allows trainees to be responsible for their own training (Hatcher, 1997). The results inform that learning programmes are discussed with staff, whereby timelines are given in advance for respective learning programmes.

The creation of a learning environment at work has been seen as an essential concomitant of the growth of an advanced economy (Inanc, et al., 2015). It can be concluded that Self-directed learning has its sentiments on employee participation in learning and development programmes. In self-directed learning, managers are required to encourage trainees to depart from tradition and acknowledge the diverse learning styles and abilities (Hatcher, 1997). An individual who has been empowered to facilitate change can impact their organization and their community, and they can further work to effect systemic change. Employees are able to determine their own needs.

7.7 COMPARISON BETWEEN MEASURES OF LEARNING MODELS FOR EMPLOYEE PARTICIPATION

In chapter 2, seven evaluation models were reviewed. The objectives and comparison of the respective models are also presented in 7.1. They seem to have its individual benefits and limitations on enhancing employee participation on workplace learning. Some are increasingly more difficult to assess.

Table 7.1 Comparison of Evaluation Models

Kirkpatrick	CIRO	The Phillips' model	CIPP	LTEM	Kaufman
Reaction	Context	Reaction, Satisfaction, & Planned Action	Context Studies	Attendance	Input (1a)
Learning	Input	Learning	Input Studies	Activity	Process (1b)
Behaviour	Reaction	Application and Implementation	Process Studies	Learner Perception	Micro
Results	Outcome	Business Impact Return on Investment (ROI)	Product Studies	Knowledge	Macro
				Decision Making	
				Competence	
				Task Competence	
				Transfer	
				Effects of Transfer	

Source: Researcher compilation from literature review

Level 1 (Reaction) in the Kirkpatrick Model is similar to stage 3 of the CIRO Model: Reaction Evaluation (Deller, 2021). The Phillips' model evolves from, and can be distinguished from, the earlier Kirkpatrick model by the adoption of return on investment to yield additional, critical insight. ROI allows decision makers to compare the ultimate value of a training investment with other potential investment opportunities (Phillips & Phillips, 2009). The following sections outline the relationship of learning evaluations and employee participation.

7.7.1 Anderson's Value of Learning Model and employee participation

The Value of Learning model concentrates in addressing specific challenges faced by organizations on value generated and on cost effective use of resources. The Value of Learning Model is perfect for ensuring the learning strategy is in alignment with the organisation's overall priorities (Downes, 2019). Surely, adequate resources and suitable environment will enable employee participation. The implementation of this model rests on the support of other models.

7.7.2 CIRO Model and participation

The CIRO Model is similar to other training evaluation models such as the Kirkpatrick Model and the Phillips ROI Model on the level of reaction (Deller, 2021). The CIRO Model is specifically aimed at evaluating management training courses (Deller, 2021). The main strength of the CIRO model is that the objectives (context) and the training equipment (inputs) are considered (Tennant, Boonkrong & Roberts, 2002).

In the CIRO Model, a greater emphasis is placed on gathering suggestions for how to change aspects of the training (Deller, 2021). The CIRO model can be commended for explicitly addressing the need to evaluate the context, the learning needs and the logic of the training plan and the organisational input before the training course takes place (Haddock, 2015). This becomes a bonus to employee participation since planned learning programmes may not be repeated. Training content is not a casting stone, as the scope of training changes overtime. Participation in these programmes may be interesting since it becomes developmental and does not repeat itself. Knowing the impact of behavioural change on both the learner and the organisation is key to measuring the results of training and learning programs. However, the CIRO model does not measure behavioural change, which is a critical point (Tennant, Boonkrong & Roberts, 2002).

7.7.3 Context Input Process Products (CIPP) and employee participation

The CIPP evaluation model was developed with the purpose of providing systematic information for decision-making as a proactive evaluation from the very beginning (Lee, et al., 2019). This model increases the use of evidence by decision-makers at multiple levels, raising their awareness, building capacity and supporting evidence use (Stewart, et al., 2019). The model emphasises the need to evaluate planning (Haddock, 2015). The CIPP components accommodate the everchanging nature of most educational programs as well as educators' appetite for programme-improvement data (Frye & Hemmer, 2012). It is criticised for being administrative and managerial rather than involving a range of stakeholders in a participatory way (Stufflebeam & Shinkfield, 2007). Sometimes learning processes may be dull, and this model enables managers to be able to understand why the programme's products or outcomes are what they are (Frye & Hemmer, 2012). This also ensures favourable conditions for employee participation on L&D programmes.

7.7.4 Kirkpatrick Model

Kirkpatrick's four-level approach has enjoyed wide-spread popularity as a model for evaluating learner outcomes in training programmes (Kirkpatrick, 1996). The model quickly achieved global recognition and its use became widespread among organizations of all sizes throughout the 1970s and 1980s. Deller, 2020). Kirkpatrick's model is applicable to various types of educational programmes and to various national and multinational contexts (Praslova, 2010). It is well established in the human resource development community since it focuses on the evaluation of corporate training programmes Owston (2008). Even though it focuses on training programme evaluation, the model is still relevant to general educational settings Guskey (2000). Its major contributions to educational evaluation are the clarity of its focus on programme outcomes and its clear description of outcomes beyond simple learner satisfaction (Frye & Hemmer, 2012). Kirkpatrick Model introduced four levels of measurement all of which still resonate today. It is mainly concerned with measuring the change in skill levels achieved as a result of the training (Tennant, Boonkrong & Roberts, 2002). This is a widely accepted model, which can be used for evaluating the effectiveness of training in the manufacturing industry sector (Kirkpatrick, 1996). It is mainly concerned with measuring the change in skill levels achieved as a result of the training. (Tennant, Boonkrong & Roberts, 2002).

Level 1 - Reaction

The discussions about the KPIs on this level include, participation rates completion rates, net promoter score (Jay, 2022). This stage is designed to gauge how satisfied your participants are with the training (Alsalamah & Callinan, 2021). This level also enables trainers to notice recurring themes or patterns and potential areas for improvement (Jay, 2022). Learners' reactions are poor indicators of expected business results but provide early warnings for surface-level problems (Downes, 2019). This stage is crucial to determine the employee's participation in future L&D programmes.

Level 2 – Behaviour

Behaviour refers to the extent to which participants' behaviour changes as a result of attending the course. Behaviour speaks to employee engagement and higher morale (Jay, 2022). The Department of Basic Education comprises of different levels of employees, and it becomes essential for the evaluation of teacher professional development programmes (Guskey, 2000). Kirkpatrick's evaluation model requires managers to be able to understand how the training impacts on learner's performance and attitude at work. Employee participation rests on learner's performance and attitude. If employees have a negative influence, they are unlikely to sign-up for any workshop planned. If they are unhappy, they tend to have excuses or get sick. Assessing behavioural changes makes it possible to know not only whether the skills were understood, but if it is logistically possible to use the skills in the workplace.

Level 3 - Results

The fourth evaluation level to the Kirkpatrick model focuses on the measurement of financial benefits (Alsalamah & Callinan, 2021). The focus is on the lasting changes to the organization such as increased productivity, improved management, or improved quality (Owston, 2008). It evaluates how effective the training programme has been in driving results in your business (Jay, 2022). The final stage's goal is to evaluate how effective the training programme has been in driving results in your business (Jay, 2022). It is often said that happy employees are a result of improved business results which is likely to enhance higher staff morale.

In summary, the Kirkpatrick Model is the most common training evaluation model in use worldwide today. The model has provided the base for many other training evaluation models. It defines a useful taxonomy of programme outcomes (Frye & Hemmer, 2012). Implementing all levels of the Kirkpatrick model can be an expensive and time-consuming process. Levels 3 and 4 of Kirkpatrick's model, on the other hand, are critical for evaluating your learning which can serve as an advantage for employee participation in training programmes (Deller, 2021).

Kirkpatrick model suggests that employee participation can only be attained by helping employees understand that they are valued assets worthy of development (Verna, 2022). This can be very powerful when employees are supported by factors of job satisfaction and the enjoyment of learning. The model certainly has an elegant simplicity and at first sight appears to be both logical and consistent (Sutton, 2006). The main strength of the Kirkpatrick model is the focus on the change in behavioural outcomes of the learners and involved in the training programme (Tennant, Boonkrong & Roberts, 2002). However, the model does not consider the measurement of other critical areas before training, such as: objectives, contents; and equipment needed for training (Tennant, Boonkrong & Roberts, 2002).

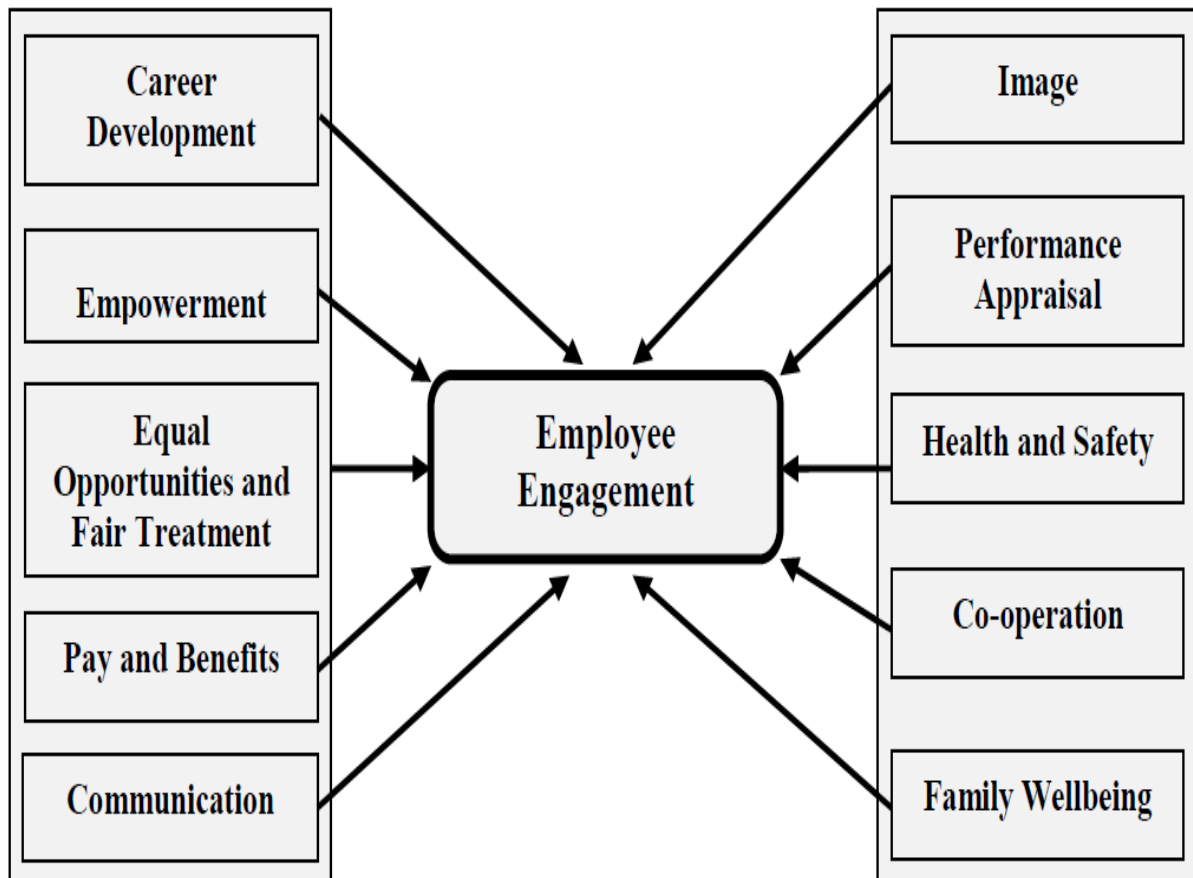
7.8 KEY DRIVERS OF EMPLOYEE ENGAGEMENT

The workforce is evolving and becoming more competitive for both talent and businesses. The concept of participation has come to cover diverse practices for involving employees in decision making (Inanc, et al., 2015). Organizations are compelled to find gateways to be more adaptive, accommodative, and cooperative as the challenges and pressures of competition in the global changing markets are nerve breaking and highly intense (Park, et al., 2010). The key drivers are presented in figure 7.7.

Employees want to invest in a company that invests in them with L&D. According to a 2021 Gallup survey, employees are looking for skills training and robust L&D programs as perks when they evaluate job opportunities (Gorman, 2022). The skills developed are not only used for current roles, but they are also used for future opportunities in workplace. The quality and effectiveness of L&D programmes depend on the involvement of all stakeholders in decision-making, particularly employees. Participation is important under the democratic rule of law as well (Addink, 2019).

Employee participation becomes a key aspect of organizational structure to achieve positive perceptions from employees and to increase efficiency and retention (Khalid & Nawab, 2018). Participation improves motivation and apparently engages more senses that reinforce the learning process. Ongoing training and development are however an essential part of an employee's working life and so much so that employees thrive when working in environments that provide resources for development.

Figure 7. 7 Key Drivers of Employee Engagement



Source: Sahoo & Mishra, 2012

7.9 INTRODUCTIONS OF A PROPOSED FRAMEWORK FOR ENGAGING NEW EMPLOYEES IN LEARNING PROGRAMMES

The UNDP (2008:4) defined capacity building as, the process through which individuals, organizations, and societies obtain and maintain the capabilities to set and achieve their own development objectives over time. Struyk, Damon, and Haddaway (2011:50) offer a basic definition of capacity building for the purpose of evaluation: “Capacity building consists of activities designed to increase the competence and effectiveness of individuals and organizations” (Struyk, Damon, and Haddaway, 2011:50). Morgan’s (2006) description of capacity building refers to “collective abilities,” implying that it is the aggregation of skills, knowledge and abilities that enable a system to perform, deliver value, build collaborations, and to continue to renew itself. It can be said that fostering employee development is an essential process, and it is not a once off process. It is an iterative process of design-application-learning-adjustment Most learning professionals understand the importance of

employee development. However, the literature recalls that they do not devote the necessary time and resources to this activity.

Based on the above recall of definitions on capacity building, it can be declared that a review of the process is required to ensure continued execution of the capacity building process. The research results also highlights that something must be done to keep employees motivated. The researcher proposes a framework that may assist the department to execute learning programme that may enhance employee participation. As indicated above few models were identified that can promoting employee participation. It is said that an engaged employee is aware of the business context and works with colleagues to improve performance within the job for the benefit of the organization (Sahoo & Mishra, 2012).

7.9.1 Importance of a framework

The aim of this chapter was to identify a model that would be effective for promoting employee participation in learning and development programmes. A plethora of frameworks exist for capacity (Lê, 2014:2). A capacity building framework can be applied for conducting policy analysis, needs assessment, and evaluation to underscore how the execution of policy initiatives is and how it can be executed more effectively (Roumell, et al., 2020:16). A framework for analysis can help generate a more nuanced understanding of what capacities are still needed for successful implementation (UNDP, 2008:5). A framework can help learning professionals and service providers identify key areas to craft the necessary language and baseline assessments which are necessary for implementation resources (Roumell et al. 2020:24).

This also allows learning professionals to have a clear understanding of the programme model and policies themselves (Roumell, et al., 2020:16). It is also helpful in identifying what key capacities already exist, and to compare current existing capacities to the desired capacities necessary for success (UNDP, 2008:5). It also assists in building an active investment in and intentional cultivation of systemic capacity for implementation (Roumell, et al., 2020:16).

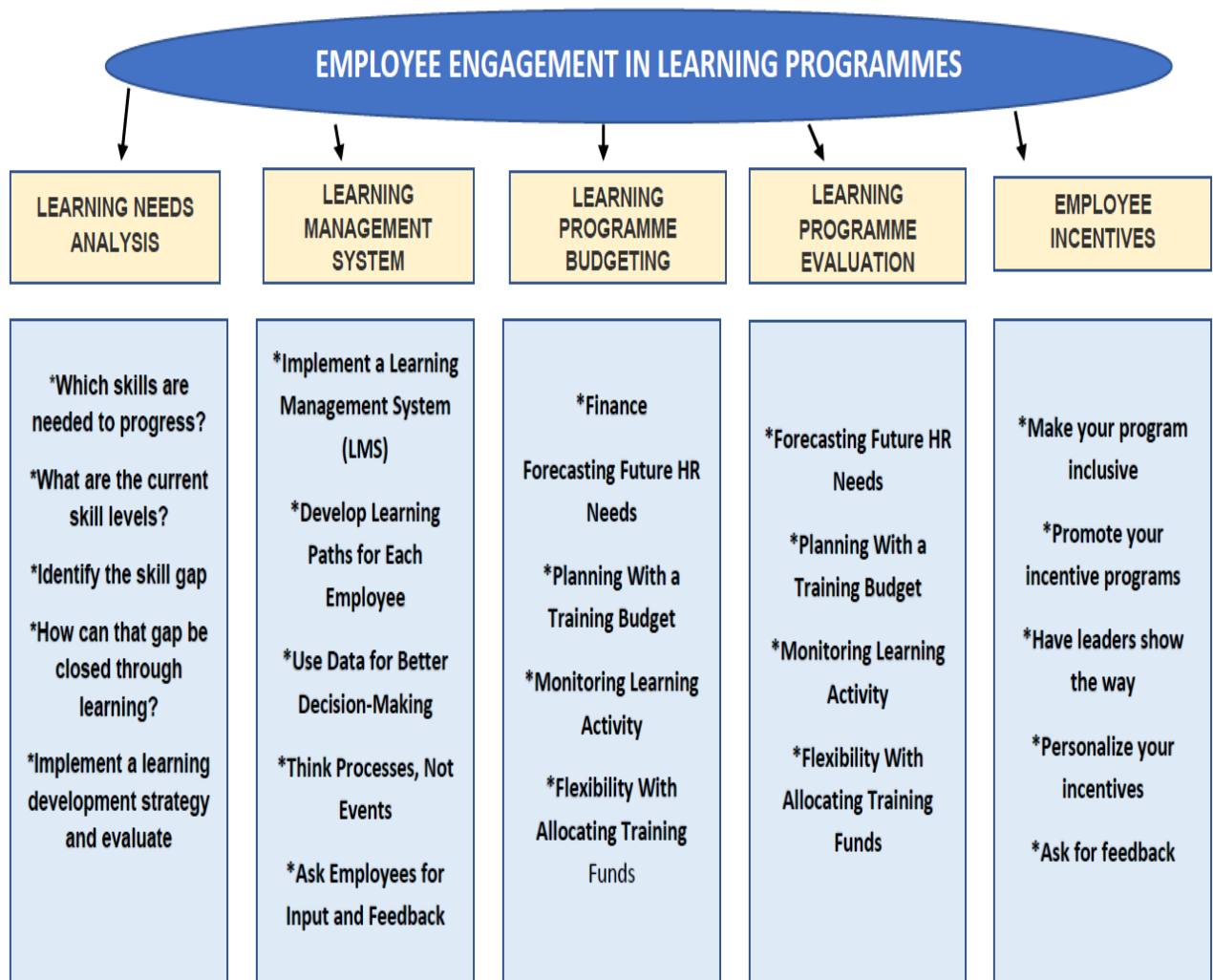
New facets continue to emerge in learning governance such as sustainable development, eco-friendly technologies, information technology which need to be incorporated in organisational functioning (Southern New Hampshire University. 2016). Today, organizations require a more educated, responsible, and flexible work force that is composed of employees who can direct their own life-long learning (Dieffenderfer, 2014:17). Departments need a strategy for engagement. The strategy can't be created if managers don't

understand what drives employees to do their best work. For these institutions need an all-encompassing strategy with measurable results: an employee engagement model.

7.10 PROPOSED FRAMEWORK FOR ENGAGING NEW EMPLOYEES IN LEARNING PROGRAMMES

Employee engagement strategy seeks to measure how dedicated employees are to their workplace or employer. Most institutions ponder on retention rates experienced in their units. Somehow, considerations on engaged employees may flatten the curve of resignations in an institution. The discussion below proposes a framework for enhancing employee engagement in workplace learning programs. The researcher believes that this framework can best suit new employees in which the process can be initiated on them. Long-serving employees are also considered, and programmes can be enhanced for them. By referencing newly appointed staff, it will be easier for learning professionals to take up the intervention. This can also serve with the new calendar or with the term of the learning unit as they are required to report on their performance in a period of five years. The proposed framework presented in figure 7.8 comprises five elements for implementation. The proposed framework emanates from the findings of the study and the results with motivation from existing literature.

Figure 7.8 A proposed model for employee engagement in learning programmes



Source: Researcher illustration

7.10.1 Learning Needs Analysis

Employees remain the most valuable asset for any organization as they possess knowledge and skills which need to be sharpened. Capacity building has been a tool that most organizations use to provide L&D among employees. This includes both old and new employees to develop the knowledge and skills needed to perform their daily operational activities (Aravamudhan and Krishnaveni, 2015:132). In rolling out capacity-building programmes, it is important that any model that an organization uses must first focus on the needs analysis of employees.

Self-directed learning projects have been found to be one way that organizations can create more efficient ways of training in order to accomplish the organization's goals (Hsu & McLean, 2007). Discrepancies from the literature indicate that the relevance of the particular training content has not been considered before nominating the personnel for such training sessions (Sam-Okere &

Agbeniga, 2014). The researcher of this study concurs with the statement indicating that training is a continuous process and must be designed according to individual requirements. With this, it becomes essential to identify the skills needed by each employee.

Training programmes must be held according to the training needs (Alsalamah & Callinan, 2021). The first stage of the CIRO Model highlights that a training-needs analysis is conducted, based on the conditions in the organization (Deller, 2021). The identified needs are set at the following three levels: *The ultimate objective, Intermediate objectives, and Immediate Objectives* (Deller, 2021). A CIPP Context evaluation study identifies and defines programme goals and priorities by assessing needs, problems, assets, and opportunities relevant to the programme (Frye & Hemmer, 2012).

Learning needs identification for new employees

Identifying current skill levels and training needs is important for individual and organizational success. Capacity strengthening work needs to have a clear goal, though it may differ between the fields and disciplines (Le *et al.*, 2014). When identifying the skills there must be a distinction between long-service employees and newly appointed employees Ghosh (2005) outlines five measures are involved at the preliminary stage in considering training for employee capacity development:

- Decide who needs to be trained.
- Establish the number of people for whom training is needed.
- Specify the aim of the training they will undertake.
- Utilize available resources.
- Recognize important constraints which may limit what can be achieved. (Ghosh 2005).

This is a great chance for a new hire to take responsibility for some self-directed learning (Dieffenderfer, 2014:14). This is essential for new employees needs identification must start with the employee's knowledge, skills, strengths, and interests, and then identify enhancements in order to meet the needs of the position and organization. van Rooij and Merkebu (2015:286) suggested the following elements when identifying the learning needs, especially for new recruits.

- Talent management plan
- Succession planning process
- Pre-/in-/post-engagement client surveys
- Individual performance reviews
- Individual development plans

- Employee engagement (satisfaction) survey
- Regulator assessments
- Learning inventory utilization (van Rooij & Merkebu, 2015:286).

Education and training are major expenses for most organizations (Dieffenderfer, 2014:14). Learner autonomy is primarily manifested in the process of planning, monitoring, and evaluating one's learning (Song and Hill, 200:30). After a training need is identified by a training centre, a training plan is prepared, and a suitable trainer is chosen (Alsalamah & Callinan, 2021). The training plan varies from one academic year to another depending on different training needs (Alsalamah & Callinan, 2021).

The process of capacity strengthening should start with comprehensive assessments of capacity assets (i.e., strengths) and needs (i.e., gaps), which should inform the planning of capacity strengthening (Mirzoev, *et al.* 2022:5). There are various factors in a learning context that can impact a learner's SDL experience (Song and Hill, 200:30). The following skills may be considered when during skills assessment and development. The skills include communication, problem-solving, and interpersonal skills should also be incorporated for engaged employees. Increasing employee engagement is highly dependent on leadership and establishes two-way and transparent communication where the personnel's work and views are valued and respected (Sahoo & Mishra, 2012).

Training action to make sense and produce outcomes, it must respond to a training need (Billorou, *et al.*, 2011:25). For better exploitation of available resources, continuous review and development needs to be instituted through research and development initiatives (R&D), emphasising the most vital, human resource (Southern New Hampshire University, 2016:2). Engagement entails the active use of emotions (Sahoo & Mishra, 2012). Learning professionals are required to be empathetic when dealing with new recruits since they are sensitive and vulnerable. A variety of training options and learning styles are developed in the training market. Facilitators may choose the forms of training, to indicate if it will be internal or external. Such training can be external, internal, and self-study. Mentorship has surfaced in the workplace; experienced members should be appointed as mentees to the new recruit.

Regular review of new hires is also essential to strengthen their training development and implementation skills. In this phase, managers can assess whether the training plan is executed effectively. Reviews have a purpose. A manager may identify a future leader in the group. A delegation authority may be introduced to new members. This is an opportunity to think about

learning programme modification. Building the skills needed to carry out the job specifications, not only through preliminary training but also through ongoing refresher training (UN Women). 2013). This intervention will determine the effects on people, enterprises, and society (Billorou, et al., 2011:25).

7.10.2 Learning management system

The Training Systems element ensures that the organisation has well-designed systems for planning its training, conducting its training, and assessing learners' achievement against learning outcomes (FP&M SETA, 2022). LMS elements include the resources, structure, and nature of the tasks in the learning context.

Formal and informal learning programmes are executed in the workplace. The prevalence of informal learning in the workplace is evident. Although little is known about "how it can best be supported, encouraged, and developed" (Marsick & Volpe, 1999:3). In 1994 the Motorola company used the SDL to initiate an orientation programme to the learner through a live presentation in Boynton Beach, Florida (Durr, 1995). This was used to develop an individualized learning plan (Durr, 1995). Motorola showed a significant cost saving after the implementation of self-directed learning strategies (up to 18% after the one-year break-even), with a larger percentage of employees (50%) participating in self-study courses.

The development of the individualized learning plan, along with the guide showing the various training resources available to complete the learning plan, could have contributed to the increase in self-study courses and the subsequent cost savings (Durr, 1995). LMS helps in evaluating the training and simultaneously ensuring that the learner is placed in the correct program. The literature informed that institutions lack data reporting on learning evaluations. Effective LMS also ensures that the learner is guided and supported through the learning process and his records of learning are well maintained (FP&M SETA, 2022).

7.10.3 Learning Programme Budget

Fiscal support is based on the needs assessments that have been conducted through the PMDS, QMS and CPTD models where interventions to address the delivery of services are identified. Measurable indicators and objectives need to be outlined as they are necessary to assist the organisation to measure if the capacity building programmes achieved its intended outcomes. Having outlined the objectives and identified the indicators, the organisation should develop an estimated budget using standard costing (UNDP, 2020).

Fiscal support does not only entail short or long-term programmes but includes financial resources needed by employees to participate in capacity building such as gadgets, transportation, data if the capacity building is online, in order for the desired goals to be achieved and the strategies identified to strengthen the organisation and promote individual growth.

In a world where training must battle for inputs (funding) with other organisational imperatives, embattled learning and development professionals were desperate for a method that provided a clear financial justification for their programmes (Sutton, 2006). From a systems theory inputs are mainly financial resources, which are used to develop a learning process, build a centre, design a skills development programme, create teaching resources, and train teachers, among other things (Billorou, et al., 2011:26).

Since training for employees places a financial and administrative burden on institutions, they need to know the results of the training to ensure that the financial outlay will be reflected in enhanced performance in the workplace (Alsalamah & Callinan, 2021). Kirkpatrick and Kirkpatrick stated that training programmes should be evaluated to determine whether or not they should be continued. The CIPP model indicates that when preparing a request for funding, a programme's planning or leadership team can use a good Context study to strengthen the proposal.

There is a gap between training needs and training resources. And this increases always. For many organizations, training resources are becoming more limited (Dieffenderfer, 2014:16). That will require less of a focus on formal training programs and more reliance on self-directed learning.

7.10.4 Learning Programme Assessment

Observations from research results

Monitoring and evaluation are an important tool that tracks changes if capacity-building brings changes envisaged by the capacity that takes in order to bring an intervention in a gap that has been identified by an organisation. According to LaFond and Brown (2003:4), the purpose of monitoring and evaluation should be to gauge results of the impact the capacity building had on an organisation, for accountability or comparison's purpose. Findings assist the management to measure if results are moving toward the desired output and whether they can be used for internal or external purposes, meaning that, if the desired output is not reached, the organisation can outsource external service providers to train the employees and desired results can mean that in-house capacity building is yielding results.

Monitoring and evaluation are action, analysis and accountability aligned, meaning that the organisation acts by planning the capacity building, analyses the impact the capacity had on the organisation and take accountability of the whole process. Uses conceptual frameworks to discern relationships between variables. Capacity monitoring is based more on the effectiveness and efficiency of a capacity-building intervention during implementation, meaning, is the capacity improving the challenge identified and at what cost, and how does it contribute to strategic or operational decisions related to capacity building. Capacity evaluation is a complicated aspect as compared to monitoring, aiming to gain understanding of the relationship between capacity-building interventions and capacity outcomes, or the links between capacity and performance variables (LaFond and Brown, 2003:5). Where monitoring and evaluation are not conducted, the organisation is bound to fail in understanding the impact the capacity building has on the organisation and whether the entire development does not yield to a fruitless expenditure. PMDS and QMS instruments need to include the section on monitoring and evaluation at the end of every cycle when results are submitted not wait for the annual final submission.

Benefits of monitoring and evaluation for new recruits

Evaluation remains a “sticky” area for capacity development (Land, 2000:10). A capacity assessment is usually seen as a planning tool that can help organisations plan, strategize, and make decisions on future capacity strengthening activities (Miller, et al., 2003). The assessment has a powerful awareness raising effect (Lê et al., 2014:11). One challenge for organizations is to find a way to first assess the current level of self-directed learning behaviour of their employees. This assist to create an environment that increases motivation of the less self-directed employees in the development of self-directed learning skills (Dieffenderfer, 2014:26). Since the learner is at the centre of any learning system, the provider must demonstrate how the learner’s progress is managed from the point of entry until the learner exits the programme (FP&M SETA, 2022). Employers are encouraged to adopt, set, and review performance policies and process indicators (Land, 2000:10). Assessment policies describe the approaches that are used by an organisation in its assessment practices (FP&M SETA, 2022). The adoption of assessment methods helps to determine how the new recruits are assessed during the programme delivery will be measured. They also need to determine how feedback will be given based on their performance (FP&M SETA, 2022). Assessment methods enhance motivation among employees. During assessment sessions employees get an opportunity to discuss positive and negative feedback which can be used to better their role and bring confidence.

A quality-approach may enhance alignment with the organisational goals as guided by labour laws.

7.10.5 Employee incentive programmes

Employee's motivation and organizational performance has been investigated across different fields and economic sectors (Oloke, et al., 2017). The results from the research in chapter 6 indicate that employees are not comfortable with the current rewards system. Alfandi & Alkawsawneh (2014) identified two forms of incentives, namely: concrete and moral incentives for employees. Concrete incentives are direct compensation systems such as salaries, rates, and bonuses (Alfandi & Alkawsawneh, 2014). While moral incentives include indirect compensation systems such as the stability of the work, participation in decision-making, commitment, pertinence, promotion, and appreciation of the employees' performance by thanking them (Alfandi & Alkawsawneh, 2014). Some include tuition reimbursement, more time off, and additional flexibility in work arrangements.

As they come in many forms, employee incentive programmes are designed to attract, engage, and retain talent. Incentives themselves are rewards and benefits used to motivate positive behaviours in your workforce (FP&M SETA, 2022). Employee engagement is thus the level of commitment and involvement an employee has towards his/her organization and its values (Sahoo & Mishra, 2012).

Learning professionals are required to choose employee incentive programmes that suit the desires and personal styles of their staff and align with organizational values. In the workplace, we need to boost staff morale. In this case, managers need to develop incentive programmes that attract staff commitment and dedication. Employee rewards and recognition programmes are key to employee engagement (Peterson, 2022). Peterson's (2022) sentiments are that "When you invest in an employee's well-being, they in return invest back in the company. It is essential to make employees feel valued and recognized for their hard work. Engaged employees feel a sense of purpose at work that creates extra energy and commitment. Engaged employees' commitment includes emotional, financial, physical, and work well-being as highlighted by Peterson (2022). Incentive programmes have an effect on employee behaviour. Learning professionals will need to ensure that there are aspects of policy, legitimacy, norms, and values, as well as wider questions of governance when incentives are offered to employees.

7.11 CHAPTER SUMMARY

It can be concluded that the needs analysis may eliminate the unsystematic selection of programme design. Personal growth and organizational performance require a formal process that is not complicated. For example, learning programmes must be designed in different phases to separate long-serving employees and new employees. Respective participants may be progressed as they complete their training. They may be approved for advanced courses. Inadequate needs analysis can lead to inappropriate interventions that are ineffective and it will yield results that have a deleterious effect on the performance problem that needs to be dealt with (Wagonhurst, 2002:78). The identification or design of a capacity-building process should be collected through data. Organizations can use surveys, interviews, on-site observation, and performance appraisal forms such as the PMDS and QMS. The effective capacity-building process must have a correct training cycle. Such a cycle may be implemented with the consideration of the previous analysis of training needs, development, and implementation of an adequate training plan, training, and evaluation process (Aravamudhan and Krishnaveni, 2015:133). This may serve as a guide for execution and to eliminate improving the process by considering the impediments that may arise during the process.

It is essential to make learning results measurable and this can only be realised by bringing the decision-makers on board. The absence of suitable incentives may negatively affect the hardworking employee's performance; it may also weaken their productivity at work which decreases the chances of attaining the promising goals of the institution (Palmer, 2012). Employee engagement has become a key business priority for senior leaders. They recognize the possibility that a highly engaged employee. Generally, it is observed that some employees are not aware about the service offering in their respective departments. Engaged employees create winning organizations that are more profitable, a fun place to work in, and offer superb customer services and other solutions for which the organization exists (Sahoo & Mishra, 2012). For effective implementation, managers are required to ensure that the delivery of learning programmes encourages employee participation. Opportunities must be spelled out to attract employees. A successful employee participation culture tends to create an enabling environment. Considerations of staff as organization's greatest asset brings a positive attitude to work. This impacts on their decisions and it increase productivity in the workplace. Engaged employees enable proactivity among management team. It develops an enhanced ability in managerial decision-making. Managers are able to deal with all issued in the unit with fear of resignations, tools down or a go-slow.

The principal conclusion to be drawn from examining employee engagement in learning programmes is that institutions are at the right place to direct the goal of the institution. A well-designed learning programme that is aligned to organisational values is essential to grow our industries. This must be designed on the basis of learners needs. Effective workplace learning programmes have to balance employee needs with the organization's future plans for growth. By incorporating employee-driven suggestions and data when developing an integrated learning management programme, HR leaders set the stage for successful learning at all levels and sustained growth throughout the enterprise.

Participation has long been of interest to managers and organizational scientists. Employees are a key determinant of an organization's success and are often the "face" of the agency to customers and stakeholders (Mirzoev, et al., 2022). There are a number of key differences between the way that each Model assesses participant reaction and what it does with that information (Deller, 2021). The literature shows that there are many different sides to capacity (Land, 2000). The challenge of capacity building is now in the hands of many players, each developing regionally responsive approaches (Farmer & Weston, 2002). Programmes may be adjusted to local need to enable the buy-in of the employees. The study conducted by Farmer and Weston, 2002 suggested six principles to guide capacity building strategies and employee participation. Their framework seeks to support the development of research and evaluation capacity that integrates six important guiding principles (Farmer & Weston, 2002). The next chapter will give findings, recommendations and conclusion of the research.

CHAPTER 8: FINDINGS, RECOMMENDATIONS AND CONCLUSION

8.1 INTRODUCTION

The research focused on capacity building of employees in the Ekurhuleni South District. This chapter provides a summary of the study undertaken for the realisation of the objectives presented in chapter 1. A summary of the study and findings will be reported including findings, contribution of the study, recommendations and summary of the study. The findings in this chapter are derived from the results presented in chapter 6. The contribution to the study is presented. The recommendations will be presented in two-fold. Firstly, the recommendations from the study undertaken is presented. Secondly, the researcher provides inputs for opportunities of future research.

8.2 THE SUMMARY OF THE STUDY

The research project consisted of seven chapters structured as follows:

- *Chapter 1:*
 - A brief introduction and background of the study, and problem statement to the study were presented. An outline of research questions, the aim of the study was developed to guide the study process. The study is also guided by a research design, methodology and research ethics.
- *Chapter 2*
 - Chapter 2 focused on literature review to provide understanding of theories of capacity building, measure of learning theories and employee participation model. The conceptual framework discussions concentrated on Self-directed learning, the Theory of Planned Behaviour and Social Cognitive as they are key in this research. Regarding the measures of learning and employee participation, a selected theory was identified through literature review.
- *Chapter 3*
 - Chapter 3 presented an overview of Capacity Building. This included the processes and methods undertaken to implement employee capacity in the workplace.
- *Chapter 4*
 - Chapter 4 presented an overview of institutional arrangements for capacity building programmes. The focused-on policies, strategies and legislative frameworks that are put in place to implement workplace learning programmes.

- *Chapter 5*
 - The chapter described the processes involved in conducting this research. This is realised in chapter 1 and 5.
- *Chapter 6*
 - This chapter reported the results of the study undertaken. This was guided by a set of questionnaires developed. A discussion of the results obtained are also presented.
- *Chapter 7*
 - This chapter the researcher provides understanding about effective models that may enhance employee participation in L&D programmes. It reviewed related models that enhances employee participation in learning programmes. The proposed model to support the implementation of learning programmes is captured in chapter 7.
- *Chapter 8*
 - Chapter 8 provides a summary of the study and its findings. A set of recommendations are presented towards the implementation of workplace learning on employees.

8.3 REVIEW OF THE STUDY OBJECTIVES

As indicated above, the study comprised of eight chapters which sought to answer the research objectives presented in chapter 1. The study sought to satisfy the following objectives:

- **Objective 1:** To assess the policies, strategies and frameworks put in place for promoting employee participation in learning and development programmes.
- **Objective 2:** To establish the measures put in place to review the level of investment and relevance of the learning and development programmes of employees.
- **Objective 3:** To establish whether learning and development programmes have enhanced individual and organisational performance in Ekurhuleni South District.
- **Objective 4:** To establish an effective model for employee participation in learning and development programmes in Ekurhuleni South District.
- **Objective 5:** To determine the role played by Organised Labour in influencing employee participation in learning and development programmes.

The realisation of these objectives is discussed in section 8.4.

8.4 SUMMARY OF FINDINGS

The summary of findings is presented in the following sections.

8.4.1 Objective 1

Assess the policies, strategies and frameworks for promoting employee participation in L&D programmes.

- *Policy framework*

Learning opportunities are driven by regulatory requirements. The reviewed literature indicates that there are policies, strategies and frameworks on workplace L&D programmes. Such policies are guided by government policy framework in South Africa and internationally for employee development. In the department the policies are developed to promote employee participation in L&D programmes as employees have been engaged in those programmes. These policies and frameworks afford employees an opportunity to select learning and development programmes that address their personal growth and promote organisational performance. Those who have been employed in the system have benefitted more than those who have recently joined and most of the beneficiaries were teachers. There are gaps that have been identified in relation to the PMDS and QMS where employees after identifying their development needs, some of the employees' needs end up not been met due to fiscal challenges. The other challenge is the rewarding of good performance which needs to be intensified through the PMDS and QMS systems that are currently in place.

- *Frameworks for promoting employee participation*

The body of work on employee capacity building is a growing concern in research and in the workplace. First, the literature review shows that there is substantial published knowledge on capacity building. Secondly, the literature illustrates the underlying principles and strategies of capacity building to enhance the governance of capacity building. The literature also provides guidance on learning measures and enhancement of employee participation.

8.4.2 Objective 2

Measures put in place to review the level of investment and relevance of the learning and development programmes of employees

Measurement is a bigger L&D priority now than it has ever been. Measuring staff capacity is a complex, but not mystical, process. Measuring learning outcomes is a bigger priority in the workplace. In chapter 2, the measures for learning programmes were identified and discussed. Based on the literature, various measures are used to assess processes in the workplace for programmes developed. Such measures vary enormously. A human relations model was also identified to support the implementation of employee learning programmes. Mostly it was found that learning professional use indicators and KPIs supported by various models and assessment tools. A measure of learning models is evaluated against business KPIs. The discussions in chapter 2 also highlighted the models for learning programmes. These included the: Context Input Process Products (CIPP), Anderson's Model of Learning Evaluation, Learning Transfer Evaluation Model (LTEM), The CIRO Model, Kaufman's Model of Learning Evaluation, The Phillips ROI Model, and Kirkpatrick's Four-level Training Evaluation Model. The respective models are most trusted by institutions. Each model has its recommended strategies for evaluations. For example, the Kirkpatrick's Four-Level Training Evaluation Model outlines different KPIs to measure respective levels. The readings from the literature indicate that most institutions rely on the Kirkpatrick Model when assessing learning effectiveness. Popularly known as the holy grail of any industry, including training. The relevance of this model is recommended for its holistic approach since it measures the: Reaction, Learning, Behavior, and the Results of learning outcomes.

There are measures put in place in the department to review the level of investment in the department. The majority of respondents have been exposed to all types of learning and development programmes. The required support at the level of employees and organisation is available and adequate to promote the efficacy of capacity building programmes. Learning measurement and evaluation process is influenced by the role the learning and development practitioners and the organization decision makers and the learner being an employee. Learning programmes are offered internally and externally.

Evaluation processes that create valid, useful and reliable information. It was found that L&D processes remain data poor. It is important to assess the level of investment and relevance of the learning and development programmes. The DSDCT as the custodian of learning programmes. However, the DSDCT in the District reported that their office is not afforded opportunities to review

learning programmes offered externally. It is therefore important that the unit that deals with identification of service providers to develop employees be given feedback for future planning. Learning programmes are measured before the implementation and after learning programme have been implemented. The literature suggest that the results and measurements of past training also act as critical indicators while planning future workshops. The department use skills development register. This allows managers to know who completed the training, how long they took and what they clicked along the way.

The study also found that technologies are becoming available to enable L&D professionals to aggregate, evaluate, and measure many types of learning data in one place. This support quantitative data from online learning and qualitative feedback from learners. The department has relevant data forms for assessing the outcome of the programmes. The assessments are applied in different categories of staff and intended programmes.

Other studies have noted the challenges of isolating and measuring informal learning because of its unstructured, unplanned nature (Cseh & Manikoth, 2011; Marsick, 2003). Measuring the business impact of learning requires an understanding of the industry context and of how that context defines what constitutes opportunities for learning (van Rooij & Merkebu, 2015:276). This allows L&D professionals to be able to define measurement and evaluation models prevalent to the respective sector. The study also found that the ROI is to ensure key performance indicators (KPIs) are aligned with training goals.

8.4.3 Objective 3

Learning and development programmes for enhancing individual and organisational performance in Ekurhuleni South District

The findings of this study indicate that capacity building has a substantial effect on employee performance. It is found that workplace learning improves employees' skills, knowledge, performance, and productivity. L&D programmes also improves productivity and boost staff morale as suggested by theories in chapter 2. Employee capacity building is seen as an ongoing and continuous process. In relation to capacity programmes, the findings suggest that employees in the department are confident with the level of learning and development programmes offered by the organisation as part of assisting them to grow in the workplace. This is also supported in Chapter 6 and chapter 7. The results shows that employee training allows staff to be engaged in matters of learning programmes. Normally, when a staff member attends a workshop, they automatically get interested in future workshops. These workshops also enhance social

interactions among staff. In many times staff attend workshop not knowing each other, and the activities undertaken in these workshops allows them to know employees in various units. This is evident during induction workshops, whereby some develop friendships during such sessions. Organisations consist of employees who have distinct abilities and needs. Long serving and newly appointed employees also benefit on opportunities given to them to increase their knowledge. Learning programmes also enhance individual educational levels and organisational performance. Priority is mostly given to those with higher educational levels and other categories of employees seem to be neglected in terms of upgrading themselves to higher educational levels especially General Assistants and Administrators.

8.4.4 Objective 4

Establishing an effective model for employee participation in learning and development programmes in Ekurhuleni South District

The conceptual framework for this study builds on previous studies undertaken by researchers to assess the context of employee training. This is supported by literature on employee participation in learning and development programmes. The results revealed that employees who enjoy learning in the workplace are most likely to be more motivated. In chapter 2, the researcher presented a discussion on employee participation. Various processes are applied to ensure that employees participate in these programmes. A Human Relations Theory was identified as a focus to discuss how employees can be motivated to participate in planned learning programmes. This selected model focuses specifically on the needs and resultant behaviours of individuals and groups.

The department use models such as the CPTD used by SACE for teachers to engage in continuous development and acquire points which will lead to teachers being certificated. Another one is the PMDS and QMS are still valid and if effectively implemented, can address and assist an individual's growth and organisation to achieve its goals. Both the supervisor and subordinate must agree on the learning and development programme needed to capacitate the employee to perform. Further than that, the organisation must provide fiscal support. The Recognition for Prior Learning (RPL) is a new model that has been endorsed by the organisation to further encourage employees to apply for such as a means of attracting employees to participate in learning and development programmes.

8.4.5 Objective 5

Determining the role played by Organised Labour in influencing employee participation in learning and development programmes

Education and training is successful when social partnership is promoted. This is when we see the involvement of various stakeholders in learning programmes. Three main questions were asked relating to the functions of organised labour, organisational support structures, and capacity to do evaluation on learning programmes. Organised Labour plays an important role in workers' education. This is for programmes aimed at the educational attainment of working people. The study reveals that the Organised Labour plays an important role in shaping the workplace learning agenda. The department has regulated labour market that is established, registered and approved by their respective constituencies.

In terms of organisational support structures, the organized labour's influence is to encourage employees to participate in capacity building processes. The results show that "80% has received information from Organised Labour informing and encouraging employees to participate in learning and development programmes". Appointed members of the Organised Labour are represented in formal structures of the workplace. The results of this study also revealed that the unions take part bilateral meetings with the District Management Team (DMT). This serves as an oversight role to ensure that the members are developed. As they represent the employees, they also need training to implement their role in the workplace. They also need to understand the policy documents of the institution and learning programmes offerings.

The role of Organised Labour identifies benefits for employees. Regardless of their role, Organised Labour may be compromised due to misunderstandings from the school management and the labour union. However, the responsible stakeholders may overcome this drawback. The literature suggest commitment to deliver the national learning targets by both stakeholders.

8.5 CONTRIBUTION TO THE STUDY

In the case of the effectiveness of developing a questionnaire(s), the study made a significant theoretical contribution because the instrument constructed for this study, was statistically proven to be reliable and valid.

Based on the objective 2 presented in chapter 1 "establish the measures put in place to review the level of investment of, and relevance of the learning and development programmes to employees".

Key relationships among the models were empirically evaluated. Various models were reviewed and discussed in chapter 2 and 7 to comprehend the content. The results of the study indicated that certain models were significant and worth considering to implement employee training in the workplace. The study also reveals that other models were not effective to guide the governance of workplace learning especially when we want to enhance staff members and sustainable implementation of workforce learning.

There has been extensive research that has investigated the impact of factors on capacity building, however the content of individual capacity building is not widely investigated. The studies overlooked the notion of employee participation. Most researched dealt work the whole system of workplace learning. It seems that the concept employee participation has a significant bearing on employees' role in the workplace. The concept needs to be taken seriously when planning learning programmes in the South African context. There is little published research on measuring institutional impact on learning programmes in the public sector, especially in the education sector. This study establishes an integrative theoretical framework that combines the need of training, the evaluation of a set of factors on training effectiveness and employee participation on learning programmes. This study uses evidence from research and empirical observations to generate the beginning of a theory explaining the factors that enhance employee participation on learning programmes. The findings of this study also suggest the need for the role of organised labour as stakeholders in learning programmes.

Data on measures of learning's impact are limited when workshops are conducted externally. For the practice, the researcher wishes to expand knowledge on incorporating stakeholders in the process of learning impact measurement.

The researcher has attended and presented at international and national conference. In this regard an accredited output was published in 2021. The researcher also envisages accredited journal publications from the respective journals in the field of study.

8.6 RECOMMENDATIONS OF THE STUDY

The following are the recommendations from the findings drawn in the study:

- Needs analysis

Employees are afforded an opportunity to identify the developmental needs through the PMDS and QMS processes and in most cases, the GDE to respond to such needs. The results has shown

that employee capacity building programmes are available for the employees. A number of respondents felt that bursary opportunities are not sufficient to staff. In chapter 7, the researcher highlighted the concept of needs analysis to evaluate the reality of employee's needs. There is always a need to improve understanding of the workshops for long serving employees and newly appointed employees.

This may also empower employees about the learning programmes and the budget costing for workshops and bursaries.

- Change the Culture and Incentives

Throughout the literature a concept of "Change the organizational incentives to reward experimenting and measuring results" has sparked the conversations around learning programmes. Most employees do not see the need to improve their qualifications because the salary notches are the same for different levels irrespective of the qualifications that other employees' hold. There is a need to review the process of rewarding employees who have achieved a qualification. Employees need to be encouraged to develop their skills and knowledge and gratification of moving an employee a notch level higher will surely motivate others who still hold lower qualification but are in higher positions.

- Workplace learning measurement

This body of literature presents a wide range of definitions and arguments for why capacity building is important, with limited discussion of how to measure capacity prior to an intervention, or the effect of interventions designed to improve capacity (UNDP, 1998). There is a problem with data-poor governance. It is essential to measure the results and expenses in order to justify future training budgets. Institutions need to invest on resources for measuring the impact of training programmes.

- Learning Management System (LMS)

The process of globalization and liberalization has created enormous opportunities and challenges in the era of global competitiveness (Mishra & Pandey, 2013:2). Technology makes it easier for people to reach each other. Academic programmes are also offered online. A review of LMS are essential in the current era to allow flexibility. Especially now that we had interruptions of COVID-19 pandemic. This may include webinar, recorded session for enhancing knowledge and skills. The platforms must be accessible to all staff members.

8.7 RECOMMENDATIONS FOR FURTHER RESEARCH

This thesis has focused on evaluation of capacity building among employees. Further research may venture into investigating the perceptions of employees who are eager to pursue higher educational qualifications. This will include all employee levels.

Workplaces have a packed schedule to meet organisational objectives. The calendar of the department is organised in such a way that the off-peak season is between mid-January to mid-December which is most taken as a leave for employees. A point for further research is to evaluate the frequency of workplace learning programmes. The research may look at how and when these workshops are offered.

Future research could also explore the process of deciding what to measure across the departments. To understand why the chosen measures are essential for valued results. Adding to these is to assess how measures are communicated throughout the organization to promote a buy-in of employees and other stakeholders. The produced framework would be used across the public sector to develop a system for measuring learning programmes.

8.8 CONCLUSION

Capacity building programmes that are just imposed on people end up being a wasted effort and not benefit employees to perform at their optimum best. Engagement with employees' prior capacity building alleviates the fear of the unknown. It becomes important to discuss the purpose and expectations of the capacity building programme and prepare employees about the whole process especially when the organisation will engage an external service provider to capacitate the employees. For employees to perform well in the organisation and realize both the individual and organisational goals, adequate and relevant provision needed to be made. Organisations need to assess which capacity building best suits their employees as there are many processes of capacity building. Processes such as on-the-job training, job-shadowing mostly are done with the organisation and when implemented well will save money for the company. Capacity building programmes need not be expensive but productive to address the needs of the individual and organisation.

It is important for GDE to prioritise capacity building programmes and ensure that there are sufficient financial resources for all employees that are interested in development. The employer needs to strengthen and tighten all systems relating to capacity building and hold all employees who deliberately avoid attending workshops, meetings and seminars which are intended at

developing them personally and professionally. The monitoring and evaluation directorate must play its role in informing the employer about outcomes of the evaluations of programmes that employees always complete at the end of attending capacity building programmes.

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