

The assessment of employees' training and
development programmes in a selected South
African municipality

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DECLARATION

I, Mmoloki Gilbert Matshetshe, declare that the dissertation submitted for fulfilment of the degree of Masters of Administration in Public Administration at North-West University (Mafikeng Campus) is my own original work and has not previously been previously submitted for the obtainment of any qualification. I furthermore declare that all the sources used in the research are references.

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Signature:

Date: 25 November 2022

DEDICATION

I would like to dedicate this thesis to my parents (Kelebile Eva Matshetshe and Kenneth Othusitse Matshetshe) for being with me up until the end of this research project. Thank you for your prayers and support.

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ABSTRACT

This research was conducted in order to assess employees' training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality, North West Province. The research focus was based on how effective and efficient training and development programs are provided to the employees in the Dr Ruth Segomotsi Mompoti District Municipality. Furthermore, the research approach adopted in this study was a quantitative method. The questionnaires were used as a primary data collection tool, and books, articles, journals from the library and online sources were used to gather secondary data. Moreover, convenience non-probability sampling was used in the study and the questionnaires were distributed by a secretary in the Municipality through the employees' work emails and, in the case where the employees could not access questionnaires due to lack of 'tool of trade', the researcher distributed hard copies of questionnaires to the employees in their different units of the Municipality.

Furthermore, the research results revealed that training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality are effective and the training provided by the Municipality was relevant to employees' 'daily work and this has contributed effectively to the employees' performance and also increased the performance of the Municipality. However, the majority of the employees who participated in the study still require further training and development programs to improve their performance. Furthermore, there are still glaring challenges faced by the Dr Ruth Segomotsi Mompoti District Municipality, which include lack of sponsors and budgeted funds for training, ineffective delivery of facilitation methods of training, lack of plan for skills development, and non-existent support from the stakeholders. Nevertheless, according to the revealed results, the Municipality does prioritise training and development programs, and employees are motivated and committed to participate in training and development programs in the Municipality.

Keywords: Assessment, Training and development, programs, and municipality

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LIST OF ACRONYMS

AGSA	Auditor General of South Africa
CIPP	Context Input Process Product
CIRO	Context Input Reaction Outcomes
Dr RSMDM	Dr Ruth Segomotsi Mompati District Municipality
HRDS	Human Resource Development Strategy
IDP	Integrated Development Plan
PMS	Performance Management System
PMDS	Performance Management Development System
SPSS	Statistical Package for Social Sciences

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

In common with other municipalities in South Africa, the Dr Ruth Segomotsi Mompati District Municipality (DR-RSMDM) is tasked with providing basic services to its residents. Section 152, subsection 1 of the South African Constitution (1996) assigns municipalities the function and obligation of mobilising economic resources to improve the lives of all citizens. Social and economic progress can be adversely affected by a municipality's inability to provide services (Van Rooyen, 2018:103). In South Africa, the adoption of a new system has proven to be a difficult process when it comes to establishing the foundation for a well-functioning and efficient municipality. According to Landsberg and Graham (2018:169), several mechanisms were put in place after the White Paper on Local Government of 1998 was approved. This White Paper's major purpose was to maximize the effectiveness on functionality and operation of South African municipalities. These systems include integrated development plans, which are outlined in Chapter 5 of the Local Government: Municipal Systems Act 32 of 2000, sections 25 and 35. Chapter 6 of the Local Government: Municipal System Act 32 of 2000 addresses a performance management system for municipalities. Employees' job tasks, expectations, and performance evaluation are directed by the performance management system (PMS). Local economic development system strives to promote South African society's social and economic progress. Furthermore, municipalities in South Africa are required to construct special development frameworks for integrated development plans in line with the special development framework system under section 26(e) of the Local Government: Municipal System Act 32 of 2000. Municipalities are obligated to design special development frameworks as the primary component of integrated development plans, according to this provision.

Municipal officials play a crucial role in providing basic services to community and implementing the Municipal Systems Act. Furthermore, supportive line staff must be productive, professional, and knowledgeable in order for the municipal aims and objectives to be realised. As a result, training and development serve to improve employees' professional growth and productivity, allowing the organisation to achieve its goals and objectives. Furthermore, the purpose of this study was to assess and use responses from questionnaire to quantify or measure the efficiency and effectiveness of employee training and development programs to meet the training needs of municipal employees regularly. Moreover, it is stated that training financing was insufficient to serve majority of the employees. There was always a variance in expected numbers, which resulted

in employees' training expectations not being completely addressed due to a shortage of training program funding (Dr RSMDM Annual Report, 2018/2019:155).

This research assesses employee training and development in the Dr Ruth Segomotsi Mompoti District Municipality (Dr RSMDM) in South Africa's North West Province. This chapter discusses the key concepts, background of the study and research problem of the study, research objectives, and research methodology. This entails research design, target population, sampling frame, sampling methodology, sample size, measurement instrument, data collecting, and data analysis. In addition, the study's contribution and ethical concerns are discussed.

1.2 Background and research problem

Based on Dr Ruth Segomotsi Mompoti District Municipality Annual Report (2018/2019:155), the Municipality was originally known as the Bophirima District Municipality and is located in the northern part of the North West Province. It is made up of five sub-districts, which include Kagisano Molopo, Naledi, Greater Taung, and Lekwa-Teemane. Furthermore, the Ngaka Modiri Molema District Municipalities is surrounded by several district municipalities, including Dr Kenneth Kaunda to the south-east and Ngaka Modiri Molema to the north-east, and it also borders the Northern Cape Province to the south.

The municipalities are required to provide basic services such as water, health and safety, sanitation, and disaster management to local communities in accordance with the Section 76 of the Local Government: Municipal System Act 32 of 2000, within their jurisdiction, as specified in the Local Government: Municipal Demarcation Act 21 of 1998. Furthermore, the Dr RSMDM-Integrated Development Plan-Draft (IDP, 2021/22:24) states that the entire area of the Dr Ruth Segomotsi Mompoti District Municipality is 43 764 km² (kilometer square), has a population of 459 357.

The North West Province consist of four district municipalities which include Dr Ruth Segomotsi Mompoti District Municipality. Furthermore, it is classified as Municipal C2 in the National Water Act 36 of 1998, which implies that it is an approved water service provider. Furthermore, the lack of business prospects in the area contributes to the district municipality's lack of socioeconomic progress. Furthermore, the municipality lacks a sufficient development budget, has skill shortages, a poor level of human capital, and insufficient infrastructure to attract investors (DR RSMDM-Annual Report, 2018/2019:22).

The Dr Ruth Segomotsi Mompati District Municipality is required by Section 153 of the South African Constitution (1996) as amended to provide access to water, roads and storm water, transportation infrastructure, street lighting, sanitation facilities and dumps, housing and security, a safe and healthy environment for all residents, local sports and recreational facilities, and finally, local economic development (Dr RSMDM-IDP, 2018/2019:18).

During the fiscal year 2018/2019, none of the North West Province's 18 municipalities had a clean audit. A shortage of competent financial employees, as well as many vacancies, one of which was for the chief financial officer, worsened the problem, particularly in the Dr Ruth Segomotsi Mompati District Municipality. This includes poor record keeping and a lack of accountability on the side of the administration by management. Furthermore, to improve its financial reporting and performance skills, the municipality depends heavily on consultants. The management were unable to lead the audit process and relied on experts to create their financial accounts (The Auditor-General of South Africa, 2018/2019:112). Despite engaging with consultants, the district municipality obtained an unqualified opinion. According to the Auditor General's report, "the finance unit had twenty-five (25) employees who were paid a salary of R9.3 million in the financial year 2018/2019, and the consultants were also paid an amount of R15.6 million for the same work that could have been performed by the finance unit," resulting in payment duplication and a waste of the municipality's limited financial resources (Auditor-General of South Africa, 2018/2019:112).

According to the Dr RSMDM-Annual Report (2018/2019:155), most municipal officials at Dr Ruth Segomotsi Mompati District Municipality did not obtain appropriate training and development programs in previous fiscal years due to a lack of funds and financial support from donors. As a result, the municipality's training and development efforts may be inadequate and ineffectual and the effects of training and skill development are diverse. Furthermore, the municipality has a glaring skills gap, particularly in the finance section, where consultants were regularly engaged. This is related to a skills shortage and a significant number of opening positions in the municipality for critical functions or positions (Auditor-General of South Africa, 2018/2019:112). According to the RSMDM Annual Report (2019/2020:181), for example, the municipality was placed under administration in 2018, and the position of chief financial officer has been vacant since then. Furthermore, it is disturbing that Performance Management and Development System (PMDS) was not evaluated all through the 2019/2020 fiscal year. Furthermore, staff training and development are components of PMDS and cannot be carried out effectively unless the results of a PDMS are correctly assessed.

Furthermore, Murenzi and Olivier (2017:143) suggested that most South African municipalities fail to meet their pledges to provide high-quality fundamental services to their inhabitants. The continuous community riots in South African municipalities are a result of inadequate performance and service delivery. The fundamental cause of this issue is that most municipalities in South Africa have a skills shortage and, as a result, choose to outsource their services. Adeyemi *et al.* (2018:66) define brain drain as the transfer of the most highly educated and skilled people from less developed to more developed pursuit of greater opportunities and incomes. Municipalities' poor performance was also influenced by brain drain, as skilled employees departed emerging areas for greener pastures.

Furthermore, Moyo (2016:9) argues that the performance of municipalities in South Africa has deteriorated as a result of the district municipality's lack of assistance for the local municipalities. The struggling municipalities in terms of performance are frequently placed under administration as a result of inadequate service performance as well as excessive and irregular spending. Regardless of the intercession, municipalities in North West Province, mainly Dr Ruth Segomotsi Mompati District Municipality still got a disclaimer. According to the Auditor General of South Africa (2019:18), this was caused to a lack of accountability, insufficient administration, financial management, and poor state leadership, all of which resulted in wasteful spending. This may also be attributed to municipal employees' lack of skills, which has a detrimental influence on employee performance. Political influence in municipal administration also has a detrimental effect in a municipality's underperformance.

Masenya, Mokoale, and Makalela (2018:107) posit that, the South African government was faced with several obstacles after 1994 even to date in terms of the changing the functionality and governance at all levels of government for provision of good standard services to communities. Moreover, the South African government lacked policy norms and processes from 1994 to 2003, resulting in a policy vacuum. Employees were rewarded based on their effective, visible, or evident efforts, using a variety of evaluation methodologies. Furthermore, before 1994, the salary levels of government employees were automatically increased on the appointment date every year. However, the system, was not effective but rather exacerbated the labour relation challenges. Therefore, the system was replaced and PMDS was established in 2003 and implemented in 2004. This system's purpose is to reward public officials who perform to a satisfactory or required level of excellence; it is designed to inspire them to become more effective and dedicated. As a result, training and development are a critical component of employee performance management, and performance management cannot be completely realised without adequate training and development. Furthermore, after 2003, the performance assessment system was transformed to a

PMDS to enable the organisation to easily connect its objectives, vision, and purpose with its employees' training and development programs (Tjale, 2017:3).

Furthermore, Haruna and Vyas-Doorgapersad (2015:67) said that the National Party which controlled South Africa during the apartheid era, created socioeconomic instability, denying blacks of highest position on employment and empowerment through training and development initiatives. Apartheid's ramifications were carried over into the post-apartheid system, and society is still coping with insufficient and inappropriate working competencies. Furthermore, the issues associated with incompetence may be traced back to the previous administration in power before to 1994. South Africa is currently struggling with skill development in this context.

To improve their performance and development, municipalities require training and development programs. As a result, poor and inadequate training and development initiatives might result in a host of problems. Poor worker performance, weak service delivery, and a lack of management help due to poor managerial abilities are among the challenges. Mpofu and Hlatywayo (2015:133) emphasised that inadequate performance is one of the key concerns in municipalities' competent service delivery. Furthermore, they stated that these issues are due to a lack of suitable training and development programs to support employees' efforts and training.

The issues and challenges of training and development programs are especially visible when they are implemented in management position. Using training facilitators who lack competence and experience, according to Sebola (2014:637), has a detrimental influence on employees' training and development programs. Delisle *et al.* (2016:6) recommend that facilitators be given tools or training to help them do their jobs successfully. Facilitators who are unfamiliar with leading limited skills training and development programs, on the other hand, may have a negative impact by failing to align with the objectives, purpose, and vision of the municipality or organisation. These impacts might lead to stagnation in terms of developing people' careers or even increasing projected growth (Schreuder and Coetzee, 2016:331).

Gaedie (2015), Ballard (2017), and Andries (2016) revealed the frequency of training and development difficulties across South African municipalities, especially the North West Province. Gaedie (2015:120) discovered that service delivery has not been taken seriously or implemented appropriately in one of the Ngaka Modiri Molema District's local municipalities. One of the concerns was that both employees and supervisors lacked the required abilities to improve their day-to-day performance. According to Ballard (2017:7), investing in training and development programs is the greatest method to ensure a successful future in the organisation. Furthermore, this is both a national and a provincial matter. The provincial government's dominating culture of poor service delivery, corruption, and maladministration does not assist to attract investors or keep the

talented, competent, and professional personnel essential to achieve successful service delivery (Cloete, 2016:2). This study's primary focus is on the evaluation of staff training and development programs.

Andries (2016:114) recommends holding seminars in collaboration with the management team by the unit or section in charge of training and development programs to share expertise about how workers might be encouraged to engage in training programs. This study will enable evaluation of the success of municipal employees training and development activities. According to Chesa and Mello (2018:90), Ratlou Local Municipality, which is part of the Ngaka Modiri Molema District Municipality in the North West Province, has equally poor service delivery. In support of the above argument, unqualified and incompetent municipal personnel found to be employed the municipality and this has resulted in unsatisfactory services delivery to the community. Furthermore, these challenges can only be resolved by offering enough and effective training and development to capacitate the municipal employees.

One of the essential values and principles of good governance in the public sector, in terms of section 195 subsection 1 of the Constitution of South Africa (1996) as amended, is "good human-resources management and career development practices, to maximise human potential, and must be cultivated." This suggests that, in order for the organisation to fulfil its purpose, it should address its human resource requirements. This is achievable through training and development programs.

According to Peters and Van Nieuwenhuyzen (2012:295), the skills shortage in South African municipalities is not a new occurrence. The absence of capacitated municipalities has prompted severe concerns about South Africa's municipal future. When it comes to training, the most prevalent issue is that most municipalities prioritise affordability over efficiency and effectiveness. As a result of inadequate training and development, the municipality will face a backlog, poor service delivery, and underperformance. As a result, the municipal human resource and skills development department must determine employees' training needs on a regular basis. It will also assist in developing an effective skills development strategy to avoid training that is not worthwhile or appropriate for the employees' training needs. However, proper implementation of this method remains a difficulty in many South African municipalities.

1.3 LITERATURE OVERVIEW

To offer a theoretical overview of the study, scholarly journal articles, books, municipal reports, and newspapers were reviewed. The literature overview will be discussed fully in the following chapter.

1.4. Aim and research objectives

1.4.1 Aim of the study

- The aim of this study is to assess employees' training and development programs at the Dr Ruth Segomotsi Mompati District Municipality.

1.4.2 Secondary objectives

- Identify the different types of training and developmental programs undertaken by the Dr Ruth Segomotsi Mompati District Municipality.
- Determine the effectiveness of training and developmental programs at the Dr Ruth Segomotsi Mompati District Municipality.
- Assess the challenges in implementing training and developmental programs at the Dr Ruth Segomotsi Mompati District Municipality.
- Recommend measures that can be implemented to improve the effectiveness of the training and developmental programs at the Dr Ruth Segomotsi Mompati District Municipality.

1.5 Research questions

1.5.1 Primary research questions

- Does the provision of employee training and development programs by the Dr Ruth Segomotsi Mompati District Municipality satisfy employees' training needs?

1.5.2 Secondary research questions

- What are the types of training and developmental programs undertaken by the municipality to capacitate employees?
- How efficient are training and developmental programs at the Dr Ruth Segomotsi Mompati District Municipality?
- What are the challenges in the implementation of training and developmental programs?
- What are the measures that should be put in place to improve the efficiency of training and developmental programs?

1.6. Research methodology

In this study, the quantitative research approach was applied. A research technique is a methodical way to resolving an existing problem. It is used to provide direction on the many stages of study chosen by the researcher, as well as the strategy for how the research will be carried out. This method is perfect for summarising what the research topic comprises or what it is all about (Apuke, 2017:40). The quantitative research technique focuses on acquiring, analysing, and presenting organised and numerical data. Furthermore, quantitative research data efficiently addresses the what and how of a specific situation (Goertzen, 2017:13).

1.6.1 Literature investigation

Secondary sources data of this study was periodicals, textbooks from the university library, online internet sources, and Dr Ruth Segomotsi Mompati District Municipality reports. This study's components include various forms of training and development programs, the training process, the advantages of training and development programs, and the challenges associated with implementing training and development programs. This portion of the study explains where and how the researcher gathered secondary data for the literature review. Before getting into the multiple sources and databases that were used, it emphasizes the theoretical components of the investigation.

1.6.2 Empirical investigation

An empirical study is useful for conducting research in social sciences studies because it includes procedures for developing a preliminary model of the problem or system that will be used to explain the current status or underlying condition of the phenomenon, as well as highlighting associations between variables (Aithal and Aithal, 2020:234).

1.6.2.1 Research design

According to Rahi (2017:2), a research design is a plan for carrying out a study in which data is collected and processed with certain aims in mind. Furthermore, research design provides a comprehensive explanation and reasoning for more technical decisions involved in the development of research methods and programs. Furthermore, according to De Vos *et al.* (2015:142), a study design is a collection of judgements on what the issue suggests to find within the selected community using research methodologies.

The quantitative descriptive design was used in this study to assist the researcher in explaining and analysing a real situation or scenario related to training and development programs (O'Dwyer & Bernauer, 2014:58). As a consequence, by giving numerical data, a non-experimental quantitative research approach to analyse, explain, and quantify the issue or progress in municipal employees'

training and development programs at the Dr Ruth Segomotsi Mompoti District Municipality. Furthermore, as non-experimental research, quantitative research is defined as a design that does not alter data obtained based on the participant's prior experience or conditions (Palmer, 2019:125). A quantitative research approach also has the advantage of being deductive in a broad sense, being more generable, and delivering correct numerical facts rather than assumptions. This study takes into consideration the prepared online surveys and statistical computations. An empirical study was employed as the research approach in this case (Ofiazoglu, 2017:5).

1.6.2.2 Target population

Population is defined as the total number of persons, traces, records, areas, dwellings, or groups that may be explored (Ferrante, 2016:397). The population of this research is made up of permanent municipal employees from the Dr Ruth Segomotsi Mompoti District Municipality in the North West Province. It is believed that the employees have received training and development programs from the beginning as the recruit's orientation program. According to the Dr Ruth Segomotsi Mompoti District Municipality Annual Report (2019/2020:181), the Dr Ruth Segomotsi Mompoti District Municipality employs 154 municipal workers in permanent roles (154). As a result, the population size chosen for this study is 154 permanent municipal workers.

A population is a collection of individuals, events, or items of the same species used as a practical unit for analysing social science dynamics or doing research on them (Naseri, 2021:645). The Dr Ruth Segomotsi Mompoti District Municipality performed research on the dynamics of training and development with municipal personnel as the target group.

1.6.2.3 Sampling frame

As indicated in Dr Ruth Segomotsi Mompoti Annual report (2019/2020:181), the sample frame for this study consists of one hundred and fifty-four (154) permanent employees of the Dr Ruth Segomotsi Mompoti District Municipality. Furthermore, Sharma (2017:749) describes sampling as a method of selecting a relatively small number of people or items to represent the whole population and serve as the source of data for observation or investigation. Moreover, sampling techniques are classified into two types: probability sampling and non-probability sampling.

In probability sampling, the chances of including each element from a pre-defined population in a sample frame may be computed or are known. Non-probability sampling, on the other hand, happens when it is unknown whether each constituent of the primary population will be included in the sample. Furthermore, non-probability sampling happens when the researcher does not know the population size or population members, therefore the chances of selecting an individual are uncertain (Etikan & Bala, 2017:215).

1.6.2.4 Sampling method

The nine non-probability samplings include convenience sampling, judgemental or purposeful sampling, quota sampling, dimensional sampling, target sampling, snowball sampling, sequential sampling, spatial sampling, and crucial information sampling (De Vos *et al.*, 2015:232).

Convenience sampling, sometimes known as incidental sampling, is a non-probability sampling approach. The sample is chosen using this technique depending on the availability and accessibility of respondents (Rivera, 2018:319).

The sample strategy used in this study was convenience sampling. However, because to the large number of participants in the study and corona virus limits, the questionnaire was provided to the municipal secretary and asked to be shared with the employees via their work emails. However, in cases when employees did not have access to surveys due to the lack of a tool of trade, the researcher distributed printed copies of questionnaires to the employees. This helped to prevent the spread of the coronavirus inside the municipality and removed the possibility of employers sharing information with third parties, which may lead to an ethical problem. Emails were used to deliver the surveys to municipal employees in several directorates. Corporate services, budget and treasury, internal audit, community services, planning and development, engineering and technical service, community services, and political office are the eight (8) directorates of the municipality. Furthermore, Etikan *et al.* (2016:2) describe convenience sampling as non-probability sampling based on participants' availability during data collection. As a consequence of the email distribution of the questionnaires, all municipal employees had an equal opportunity to participate in the study. However, it was contingent on their availability during data collection.

1.6.2.4.1 Sample size

The sample size is an important consideration in any empirical study whose goal is to derive conclusions about a population from a sample. Furthermore, sample size is a crucial feature of any empirical study whose goal is to make conclusions about a population based on a sample (Taherdoost, 2017:237)

According to the Dr Ruth Segomotsi Mompoti District Municipality's annual report (2019/2020:181), the population is 154 permanent municipal workers. However, because to the excessive population, it must be decreased. As a result, convenience sampling was used in the study. This sampling strategy may accommodate a huge population while minimising sampling mistakes and bias (Taherdoost, 2017:237). Furthermore, the intended sample size was 106 Dr Ruth Segomotsi Mompoti District municipal employees, representing 69 percent (69%) on the entire

population. However, the sample size of 106 respondents was chosen based on the employees' availability during data collection.

The availability of respondents during data collection helped to achieve the target sample size of 106; the municipal secretary was asked to distribute the questionnaire randomly to all 154 municipal employees via email, and alternatively, the researcher distributed copies of the questionnaires to employees who did not have a tool of trade to access questionnaires. Furthermore, the individuals were given three weeks to complete the questionnaire.

According to the sampling characteristics listed in the table below, the sample size is efficient and practical (De Vos et al., 2015:225). In addition, the table below shows the lowest average from which a researcher can begin sampling from a certain community. As a consequence, 69% of the population in a concentrated sampling, as indicated in Table 1, increases the study's visibility, practicability, and validity by reducing the possibility of bias (Taherdoost, 2017:237).

The table depicts the population frame, the proposed proportion of the population frame to sample from, and the number of respondents required to achieve fair and unbiased results.

Table 1: Guidelines for sampling

Population	Percentage suggested	Number of respondents
20	100%	20
30	80%	24
50	64%	32
100	45%	45
200	32%	64
1000	14%	140
10 000	4.5%	450

Source (De Vos *et al.*, 2015:225)

1.6.2.5 Measurement instrument

The researcher adapted existing Zemburuka survey questions (2020:186). The questionnaire was used to examine the impact of training and development on the performance of Okahandja National Defence Force troops. A five-point Likert scale and a fourteen (14)-item checklist comprise the study questionnaire. In addition, four (4) additional factors were extracted from

analysis of (Tahir *et al.*, 2014:91). These verified questions were used in a case study of United Bank Limited Peshawar City, KPK Pakistan, to evaluate the impact of training and development on employee performance and productivity. The techniques used to obtain primary data must be specified in every study. Furthermore, there are several methods or tools for data collection, such as self-administered questionnaires, email administration surveys, interviews, observation, and secondary sources (Ferrante, 2016:41). To collect quantitative data for the study, email questionnaires were used, and responses were provided in the form of Likert scale types and checklists. According to Rahi (2017:4), the purpose of survey questionnaire research includes three components: primary data collection using a quantitative technique, pre-defined instruments, and sampling of the total community. Furthermore, survey or closed-ended questionnaires are described by the author as Likert-type scales that are often used to assess and measure attitudes and observations. According to Rahi (2017:4), the Likert scale is also a psychometric scale with numerous answer possibilities in which respondents are expected to select a point to represent their opinion, attitudes, or perspective regarding a given issue. Likert scale surveys are a rapid, accessible, and reliable way to collect and understand data from huge populations of responses. The Likert scale, according to Joshi *et al.* (2015:397), is a group of assertions (items) presented to test the practical or theoretical problem of the research. The selected respondents are asked to indicate their degree of agreement on the provided topic of the statement of the matter, ranging from strongly agreeing to strongly disagreeing, showing their perception or attitude on the given subject of the statement of the matter. The Likert scale, according to Wu and Leung (2017:527), is frequently used to assess people's satisfaction with service delivery. They also stated that is retained or used as an interval scale, despite the fact that it is an ordinal scale. These mathematical processes are not possible to do; nevertheless, if the response point is increased to 7, it will be retained as a continuous measure. The Likert scale responses are ranked, but there is no equal magnitude between the responses, hence it cannot be used as an interval scale, according to Joshi *et al.* (2015:399). The scale is referred to as an interval when the researcher's goal is to aggregate the items or responses to offer one or more combined findings for the organisation rather than a separate assessment of the responses by people.

As a consequence, the close-ended email questionnaire was chosen as a data collection approach for this study. Questionnaires are a form of data collection tool that is frequently utilised in many different sorts of surveys. In this regard, email surveys were used to explain, describe, and collect primary data regarding phenomena, and they were be formatted as closed-ended questions. Furthermore, the questionnaire is separated into two portions, A and B, each of which has fourteen (14) closed-ended questions.

The selected respondents were asked to indicate their level of agreement on the said issue, ranging from strongly agreeing to strongly disagreeing, expressing their perspective or opinion on the stated subject.

1.6.2.5.1 Data collection

The procedures for collecting data must be identified in the empirical study. Furthermore, there are several data collection methods available, including self-administered surveys, interviews, observation, and secondary sources (Ferrante, 2016:41). The quantitative data collection approach was employed for the study, with questionnaires distributed through email. The municipal secretary disseminated the questionnaire to potential workers through email, and printed copies were supplied to employees who did not have instruments of trade to access questionnaires in their various divisions of the Dr Ruth Segomotsi Mompati District Municipality during data collecting. The questionnaire comprised both a Word document and a physical copy. The Word document and printed questionnaire were completed by participants on their own time, ideally at their own offices. The participants gave the municipal secretary a tangible copy of the completed questionnaire (so that no one could be identified), and the researcher picked it up from the secretary. The problem of anonymity and secrecy was preserved because the questionnaire had no personal demographic information. Questionnaires are a form of data collection tool that is frequently utilised in many different sorts of surveys. Quantitative data collection methods such as structured observation, structured interview schedule surveys, checklists, indices, and scales are often used as measurement instruments (De Vos et al., 2015:206).

According to Rahi (2017:5), questionnaires, are the most appropriate and efficient way of data collecting. Because they are affordable and simple to use, the surveys may handle a large sample size while being cost efficient. Furthermore, questionnaires protect study participants' confidentiality and identity, and they save permanent original copies of replies or written records that become part of the evidence basis.

1.6.2.6 Data analysis

The process of evaluating, cleaning, integrating, and modelling data in order to find useable information, make conclusions, and assist decision-making is known as data analysis (De Vos et al., 2015:251). The quantitative data analysis technique is a strategy in which the researcher analyses primary data collected by converting it to numerical data or statistics. Furthermore, this may be accomplished by using statistical methods to answer questions such as who, how much, where, what, and how many, as well as assessing the occurrence by gathering data in numerical form (Apuke, 2017:41). As a result, the quantitative data analysis approach was employed to

analyse data of the study. However, the statistical tool utilised in this study is the Statistical Package for Social Sciences (SPSS), which was used to analyse quantitative data in numerical forms and convert it to graphs and figures. According to Kulas et al., SPSS is a full system for analysing numerical data (2021:4). Furthermore, data management and data analysis are the primary aims of SPSS statistics. It can read almost any type of file and provide tabular reports, distribution and trend charts and plots, descriptive statistics, and sophisticated statistical analysis. As a consequence, after obtaining primary data from the municipality, it is precisely put into the SPSS system and shown as frequency and graphs. Following that, the data is analysed and compared to the set objectives using a descriptive quantitative data analysis technique. The descriptive quantitative data analysis technique is used to organise, summarise, and analyse sampled numerical data in sample form (De Vos et al., 2015:252).

1.7 Contribution of the study

This research will help the Dr Ruth Segomotsi Mompati District Municipality improve and invest in its human capital. The municipality will be able to analyse and select and adopt appropriate employee training and development programs that meet the needs of employees and this will also save time and money. The Dr Ruth Segomotsi Mompati District Municipality's training and development activities will become more sufficient and efficient. When employer and employee perceptions of training and development programs change, municipal or organisational performance and employee competency needs will improve. It will increase the organisation's goal achievement because municipal employees will be well capacitated based on their desired training needs; it will reveal the core cause of poor training and development programs and suggest new solutions; and it will improve the organisation's goal accomplishment. This research will help the Dr Ruth Segomotsi Mompati District Municipality learn and discover solutions to close skill gaps and become a highly skilled and performing municipality that will promote the local economic growth of North West Province.

1.8. Ethical considerations

Ethics is described as a collection of rules that regulate an individual's or a group's behaviour. In summary, ethical judgments are classified into two types. Firstly, comprises a normative judgment, which relates to whether something is good or bad: right or wrong. Secondly, ethical judgments are characterised by morality, which denotes what society considers to be a decent standard of behaviour (Strydom *et al.*, 2015:247). Furthermore, an ethical study is considered as a strategy for governing behaviour and ensuring that legal obligations remain effective for the credibility of research (Johnson, 2017:56). Furthermore, the rise in Covid-19 has altered how we do research,

and we have developed a new ethical protocol to protect ourselves and study participants from the Coronavirus.

1.8.1 Permission and informed consent

The researcher signed a letter and delivered it to the Municipal Manager of the Dr Ruth Segomotsi Mompati District Municipality, seeking permission to conduct the research and the employees' participation in the study. The researcher has accepted the responsibility of obtaining permission from the municipality before commencing the data collection method. The municipality provided research authorisation in writing. Every participant in the research, however, has the option to decline participation if they do not choose to take part. They also have the right to know what the study is about and what its objective. Furthermore, owing to the Coronavirus limitations, the municipality will be notified prior to data collection, and plans will be developed in accordance with their safety routine, which includes taking temperatures, maintaining a social distance, and hand sanitising.

1.8.2 Voluntary participation

Employees from the municipality took part in the project voluntarily, and no one was forced to do so. They were free to leave the study at any time, and no monetary compensation was offered to the employee for taking part in the study.

1.8.3 Avoidance of harm

There was no harmful or dangerous treatment, such as offensive content or emotional harm, given to the participants. They did not ask for sensitive personal information, so the questionnaires could not be answered if they were harmful to participants.

1.8.4 Deception of respondents

The researcher ensured that the study was not deceptive. All questionnaires were submitted to the study leader alongside the research to provide quality assurance.

1.8.5 Violation of privacy

The privacy of the participants was never jeopardised or compromised (Weiten, 2017:57). Furthermore, the profiles of the participants were safeguarded against any misbehaviour or rudeness that may lead to a false picture of the institution. That might endanger the participants or their job. The researcher and municipal secretary distributed and collected hard copy questionnaires from participants and names, personal or demographic information was requested or recorded. The data obtained was deemed legitimate, was shared solely with the study's

supervisors, and no information was exploited to establish the study's legitimacy (De Vos *et al.*, 2015:114).

1.9 Outline of the proposed chapters

Chapter 1: Introduction and background

This chapter provided a thorough background to the assessment of employee training and development programs at the Dr Ruth Segomotsi Mompati District Municipality in the North West Province. It further provided a clear outline to the study.

Chapter 2: Literature review

This chapter focused on the literature review pertaining to assessment of employee training and development programs. Furthermore, this chapter also interrogated different thoughts from authors in the same field of study.

Chapter 3: Research design and methodology

This chapter described the research design and methodology used to collect and analyse data.

Chapter 4: Data presentation, analysis, and interpretation

This chapter presented a presentation data, analysis and interpretation of the study.

Chapter 5: Findings, conclusions, and recommendations

This chapter presented findings of the study, recommendations, limitations and for future research.

1.10 Conclusion

The purpose of this chapter is to lay the foundation and provide a guideline for how the following chapters should be organised. This section discussed the background of the study, the aims and objectives, and the research questions adopted to achieve the objectives. Furthermore, the research methodology adopted in the study is quantitative and it is further discussed in more detail. These details include literature investigation, research design implemented, targeted population, and sampling methods. A description of the measurement instruments used to formulate data collection methods and how data was analysed is also included. Additionally, the study will contribute by providing possible solutions to training challenges encountered by the municipality. In addition, ethical issues were also taken into consideration during data collection.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Training and development are clearly important for both the growth and expansion of an employees' skills and knowledge, as well as the organisation in which they work. Training and development are usually regarded as the most significant public-sector tools for training various types of skills, knowledge, attitudes, and behaviours in order to improve and increase workplace efficiency. Furthermore, due to the apartheid system, public policy in South Africa was deserted; one aspect of this was to provide public policy education, which was introduced to various higher learning and government training institutes. The training and development agenda shifted from the apartheid administrations to democratic administration. The Public Administration Leadership and Management Academy has made a significant contribution to improving propositional and practical knowledge in the workplace and in the classroom. This chapter covers the theoretical overview of the study, as well as employees' training and development methods and process. Further cover, legislative framework pertaining to training and development, importance of training and challenges, training evaluation methods, and lastly the human resources remedial strategies for training and development programs will be discussed.

2.2 Theories guiding this study

The theories below are vital to employees' training and development, as they assist to identify learning issues or challenges and provide possible solutions. The theories emphasise enhancing learning competence by recognising the different types of learning processes that produce desirable results (Steward, 2021:19)

2.2.1 Maslow's theory of self-actualisation

According to Shahrawat and Shahrawat (2017: 940), Maslow was a humanistic theorist who developed a theory of the hierarchy of needs. In this regard, self-actualisation is the need that is at the peak of the pyramid whereby an employee's potential growth, talent, and ability are realised. Therefore, this need is more concerned with personal growth and interested in fulfilling an individual's potential. In addition, the training and development programs are crucial because they contribute towards self-actualisation. In this sense, after training is done, it will be easy for the employees to realise their potential and the field of expertise that they are good at. However, when training is not adequate, the employee will not self-actualise, and this could result in career issues like obsolescence and career plateau. Schreuder and Coetzee (2016:329) explained that obsolescence and career plateau, in most instances, occur as the result of a lack of knowledge and

unskilled employees. Moreover, Maslow also mentioned cognitive needs: the situated cognition is more relevant to artificial intelligence than human intelligence. Furthermore, for human operation, high cognitive standards must be met during practice in order to assemble the strength of individuals (Fox, Kotelba & Niskanen, 2018:3).

Training programs can strengthen their mental qualities through gaining new knowledge, skills, abilities and understanding (Welter, 2017:39).

Rossouw and Van Vuuren (2015:140) also posit that organisations are influential routes of wellness and self-actualisation. Therefore, the public sector needs to promote and enhance human strengths through training and development programs in the quest for flourishing and well-being to support potential growth. The public sector must have the trained facilitators to unlock the true potential of their employees as optimistic empowerment and for the growth of their organisation. According to the CIPD Technical Report (2017:21), Maslow's theory of needs is more about motivating employees based on the hierarchy of needs. The progress of an individual from one stage to the other depends on how the hierarchy is received by the employees. In this case, it remains the organisation's responsibility to cater to the needed skills at each level based on needs. This will groom the employees to the top position.

2.2.2 Theory of reinforcement

According to Foot, Hook and Jenkins (2016:251), Skinner proposed this theory. This behaviourist applied reinforcement to point out the correct behavioural response of an individual and learning behaviour of a person or employee. Furthermore, it explains that there is positive and negative reinforcement. Moreover, the reinforcement for effective training and learning could occur whereby the employee's performance is appreciated with different types of appraisals or rewards; for instance, bonuses, salary raises, promotion, and awarding of certificates after the training program has taken place. According to Dangol (2021:14), performance appraisal is regarded as a positive influence, and it motivates employees to have more interest in their work and use training and development programs to their benefit.

Kirst-Ashman and Hull-Jr (2011:2) states that the reinforcement theory emphasises the employee's behaviour and employees are motivated to behave or do well through learning from their experiences. Furthermore, introducing new learning is a way of changing certain behaviour that were triggered by past experiences of the employees and in most cases, it has negative outcomes. Moreover, Rishipal (2011:323) points out that there are two types of reinforcement: positive reinforcement and negative reinforcement. Positive reinforcement entails a positive reward as result of pleasant and good behaviour. Further added that positive reinforcement is behaviour

rewarded; it can elicit a positive outcome and such behaviour is likely to be repeated. Furthermore, the provision of training and development program to the employees can act as a positive reinforcement whereby employees are given a chance to embark on different career opportunities and development.

According to Mabaso and Dlamini (2018:3) rewards can be given when an employee has learned the new skills and becomes more competent. Omonia and Omonia (2014:175) explain that negative reinforcement allows the removal of undesirable outcomes that are likely to be repeated. In this case, the employees must use the knowledge they have learned to solve the existing problem. In addition, human resource development can reinforce employees' performance by implementing training and development programs that will contribute to the improvement of both learning and experienced employees with high skills and knowledge. Furnham (2012:302) adds that reinforcement theory stipulates how to modify behaviour so that pleasant behaviour can be sustained. Moreover, Bevan, Brinkley, Bajorek and Cooper (2018:219) state that reinforcement is operational when the desired effort leads to a positive outcome. For instance, workers are motivated by being given incentives for their hard work. However, the procedure has to benefit all the employees, and thus equity and equality tend to play a vital role.

Asadullah *et al* (2019:50) believes that behaviour is triggered or influenced by past experiences, which means that the behaviour is caused by what is been learned previously, and such behaviours can be easily repeated in the future. Managers can use the reinforcement theory as a tool to achieve the goals and objectives of their organisations. In short, the manager can use reinforcement theory to manage and influence positive and ethical behaviour among the employees. This will help the organisation to achieve its goals. Moreover, this will assist in dealing with work conflicts, stress, and absenteeism in the workplace. In addition, Williams (2015:362) said that there are five steps in reinforcement theory that managers can use to motivate and encourage workers to behave and execute their work correctly. These include identifying, measuring, analysing, intervening, and evaluating their performance based on work behaviour.

2.2.3 Constructivism and experiential learning theory

According to Ekpenyong and Edokpolor (2016:149), constructivism theory explains how the creation of knowledge happens and how it is acquired or learned by individuals. Furthermore, individuals' knowledge is nurtured when they are actively participating in training or learning programs. They also believe that learning happens due to certain circumstances and not in a vacuum. The author says that this theory encourages learners to apply their own experience to

develop more understanding and problem-solving skills rather than relying only on the trainer's total formative arrangements. Fernando and Marikar (2017:111) describe constructivism theory as a way of learning socially and culturally. The experiential learning theory entails changing a learner's frame of reference; it also guides in how to develop the experience that will bring about organisational transformation. The concepts of experiential learning theory are as follows: Learning is a continuous process of underground thought experience; learning necessitates the resolution of conflicts between modes of adaptation to the world; learning is a process of holistic adaptation to the world; learning entails interactions between the person and the environment; and learning is the process of knowledge creation (Strange & Gibson, 2017:87). Learning is built via interaction and cooperation, as well as reflection on what has been learnt, and this will aid in the development of the individual's required abilities (Bhagaloo & Govener, 2020:105).

Kolb established this theory in 1974, and it made possible the creation of an approach that can be utilised to demonstrate how experience transformed into knowledge, skills, and attitudes. Experiential learning is essential when it comes to how learning takes place in a professional working environment where employees are performing their daily duties and are involved in training and development programs at the same time (Matheson, 2015:49). Moreover, it is evident that experiential learning is aimed at achieving quality learning by using experience as a foundation of reflection and application. The involvement and interest of learners in learning help the individual to rate and do self-evaluations, which determine the effectiveness of training and development (Andre & Heartfield, 2011:54). The author further points out experiential learning principles and they are as follows: positive learning must change the behaviour of the staff and how work is done; learning must add value and motivate individuals to learn more; skills are acquired through informal and formal learning, which is very effective; learning requires an individual to be ready and committed to learning; and learning is successful achieved through a positive and supportive environment.

Beard and Wilson (2018:54) mentioned that experiential learning theory is all about learning, growing, and developing, and, above all, experience is an important factor in the learning process. This implies that people learn from the experiences that they encounter, especially at work. This learning experience can be acquired through training and development programs. The training and development programs can enable employees to realise their potential growth and become actualised. Furthermore, by eliminating the events that can lead to bad experiences, new behaviours can be learnt.

2.2.4 Theory of social learning

This theory, presented by Albert Bandura, provides a useful framework for how the individual learns by observational learning and modelling. Social learning involves cognitive processes that include learners' internalising and making sense of what they have observed to reproduce the behaviour themselves (Horsburgh & Ippoloto, 2018:2). Bandura believes that direct reinforcement learning and development programs cannot address the entire variety of learning alone without social learning support and there are many ways to learn. Therefore, there are social elements that cannot be taught. The social elements are learned by the individual employees from their surroundings. This element includes effective observation learning and is related to understanding employees' behaviour (Dukes & Clement, 2019:9). Workplace plans play a vital role in the daily lives of employees. Therefore, the work environment should be very professional and conducive for the employees to exercise their right to learn. However, if the employees are not feeling positive about the training and decide to attend, they will not be able to benefit from the training.

According to Weiten (2017:393), self-efficacy refers to one's belief in one's ability to perform behaviours that should lead to expected outcomes. The recruits or trainees with high self-efficacy will make the most of learning intensively during the training program without any self-doubt, even if the conditions are not favourable. Dochy *et al.* (2011:324) state that social learning is where new employees learn from the experienced senior employees by observing their behaviour and asking for clarity when the work is executed. According to Kirst-Ashman and Hull Jr (2011:05), people's behaviour is learned through observing the behaviour or skills of colleagues, supervisors, managers, or even facilitators. Social learning is also associated with self-efficacy.

Tarique (2014:23) stated that social learning theory is the most important learning theory in training and developing employees in the workplace. This theory provides an understanding of how learning has a positive impact on the behaviour of individuals due to training and development programs. This can only be achieved through the integration of behaviourism and cognitivism approaches. Employees can learn effectively by observing the behaviour of the models and their social environment, as it is a significant source of learning.

In addition, Rishipal (2011:118) explains that social learning is accomplished through mutual collaboration among employees, employers, behaviour, and their milieu. The positive behaviour exhibited by the employees has an optimal impact on a person's work performance. Hodson (2014:58) outlines the principles of learning theory. Most training and development programs use social learning theory principles rather than standard training learning theory, and this applies to specific situations. For example, a skill would be presented to the trainee, and they would be given a chance to practise the skill in a managed and supervised setting until it inevitably develops.

2.2.5 Human capital theory

According to Milbem *et al.* (2014:19), investment in training by organisations around the world has proven to increase performance and productivity. The human capital theory focuses more on the benefits of training in the organisation rather than on whether highly trained employees increase productivity. Moreover, according to the CIPD Technical Report (2017:12), human capital theory posits that individuals or employees invested in training and development programs will become more skilled and highly productive, which will increase their level of remuneration or salary. Those who are less skilled will remain in the same position or will plateau. Kum, Cowden and Karodia (2014:72) argue that, in most of the public and private organisation of South Africa, there is incomplete investment in human capital development, and thus the country is facing a deterioration in public service delivery. Ortolezis-Schalager (2016:12) argues that for the return to training to be realised in the organisation, investment for employer-empirical evidence training or skills management is very important in the organisation. The trainees and happy employees are more likely to be productive and effective. As a result, there will be no re-work of outcomes required.

2.3 Distinction between training and development programs

Mahomed and Rothmann (2020:26) explained that training and development are activities organised by an organisation for its workers to acquire the necessary skills, knowledge, and good attitude to perform much better in their future and present positions. Passmore, Dos Santos and Malvezzi (2014) see training and development as a systematic process, introduced to bring about eternal changes in the knowledge, skills, and attitude of the employees by the organisation. Ozkeser (2019:805) added that training is regarded as the individual's physical, mental and social growth, and development is the process of growing or advancing the skills and knowledge of the employees. Furthermore, training and growth will enhance individual performance by increasing stability to perform better (Nda & Fard, 2013:91). Employee development refers to actions that are carried out in order to gain new skills and information for personal and organisational progress. Elnaga and Imran (2013:139) emphasise the significance of training, claiming that it is a critical instrument for both individual and organisational development and advancement. Training is essential for inspiring workers and helping them understand the importance and relevance of their job in the organisation. Sothy (2019:42) perceives training and development as a process of developing employees' abilities, knowledge, and performance.

2.3.1 Employee' training and development methods

On-the-job training and off-the-job training are two types of training and development approaches that are typically employed in a training and development program and it can either be formal or informal (Engetou, 2017:8).

2.3.1.1 On-the-job training

Na (2021:2), explain on-the-job training as training done in the workplace to increase workers' knowledge and abilities, as requested by employees in their training requirements tool, in order to improve their performance, competence, and effectiveness at work. Further, Vasanthi and Basariya (2019:211) also defined on-the-job training as a training that is provided within the workplace to increase employees' knowledge and abilities and is requested by employees to improve their performance or competency.

According to Korpi and Tåhlin (2021:66) on-the-job training it is formal or informal of training program in which employees are trained at their employment. The purpose of this strategy is also to help employees become acquainted with their work-milieu. Furthermore, this training strategy assures that staff understand how to use equipment, tools, gadgets, and other services. If managers and supervisors share their professional expertise with their employees, they will be more efficient and productive (Engetou (2017:8).

2.3.1.2 Off-the-job training

Yokoyama (2019:301) defines off-the-job training as any practice performed outside of the place of work, such as simulation training and theoretical or case studies. Furthermore, training is conducted away from the workplace for a set length of time. This strategy allows workers to learn, connect, network, and be exposed to a variety of work environments. A human resources development or governance specialist aids the learning process. It should also be noted that as part of this training, study materials are provided during the training sessions at training centres in order to assist with the learning process (Engetou, 2017:8).

2.3.2 Types of employee training and development programs' delivery methods

Training programs drive the success of an organisation; however, they should also help employees grow and develop as individuals. Time management, stress management, personal effectiveness,

and self-management must all be included. Training at work is a lifelong learning process that ultimately impacts an employee's performance at work (Wissing et al., 2019:254).

Van der Waldt (2017:396) describes that in order to achieve the maximum level of effectiveness in the management of human resources, a wide range of types of training need to be taken into account. Some examples of this form of training are as follows:

2.3.2.1 On-the-job types of training

The training setting contributes more in training effectiveness (Lacerenza, Reyes, Marlow & Joseph, 2017:7).

2.3.2.1.1 Orientation training

According to Tabyuma *et al.* (2015:315), orientation training is a new employee's induction program whereby they are introduced to a completely unfamiliar workplace and co-workers. Orientation training is intended to save training costs by exposing employees to a new working environment. The personal turnover induced by negative influences and feelings of ineffectiveness is also reduced by this training. Finally, it eliminates errors by ensuring higher levels of ethics, productivity, and improved interpersonal relationships among personnel. The goal of this training is to increase employees' knowledge of certain responsibilities as well as their understanding of specific actions taken by employees and the company (Uyar, 2019:135). However, usually people associate orientation training with recruit induction, which entails acquainting a new employee with a completely different, unfamiliar workplace and new colleagues.

2.3.2.1.2 Proficiency training

According to Van der Waldt (2017:399), the primary aim of proficiency training is to provide technical, communication, human analytical, and conceptual skills, among other things. As a result, this training is critical in preparing individuals to apply these abilities in the workplace or in practise. Furthermore, the complexity and diversity of government operations in various public institutions may entail the adoption of separate methods and techniques, necessitating specialised competency training. According to Al-Hila *et al.* (2017:197), this type of training is employed in the majority of situations where computer literacy is tested such as Microsoft systems. Birhane (2019:83) asserts that good proficiency training promotes governance by dramatically lowering the risks of poor performance and service delivery both in the public and private sectors.

2.3.2.1.3 Team training

Kramar *et al.* (2014:398) explain team training as training that coordinates the performance of a group of people or employees who work together to achieve the same objective.

2.3.2.1.4 Mentoring

According to MacLennan (2017:6), mentoring is a process in which one senior individual is available to a junior in order to form a non-specific developmental relationship, to request guidance from, and to serve as a role model for the purposes of emulation and teaching all the relevant facts that will enable the junior to perform effectively in an organisation. Kramar *et al.* (2014:430) explain mentoring as a process whereby senior employees who are experienced assist in building or capacitating the less skilled and inexperienced employees. Mentorship is defined as one-on-one engagement between a senior and a junior employee. This type of training focuses on attitude improvement.

2.3.2.1.5 Coaching

According to MacLennan (2017:4), coaching is a process whereby an individual helps another to unlock their natural ability to perform, learn and achieve, and to increase awareness of the factors that will determine performance. Vasanthi and Basariya (2019:212) stipulate that the trainee will be attached to a particular supervisor who will coach, assess, and provide feedback to the trainee. Coaching is used with employees who already know the job and have proven themselves capable, with possibly one or two areas where the employee needs strengthening. It is more *ad hoc* in nature, with the intervention based on observation of the employee's performance.

2.3.2.1.6 Job rotation

Hochdörffer, Hedler, and Lanza (2017:104) explained that employee job rotation in diverse working settings with varying work assignments results in multi-skilled employees who become competent within the workplace. Khan, Chongcharoen and Ulhaq (2019:67) state that employees will get practical experience and it will grow their organisational competency. These types of training are given to employees on different job assignments. This will assist in comprehending the problems in the other work responsibilities as well as learning diverse work outcomes.

2.3.2.2 Off-the-job training delivery methods

2.3.2.2.1 Simulation

Ramlogan, Chuan and Mariano (2021:54) state that simulation allows participants to practice procedural and non-technical skills in a safe setting without placing patients at danger. Simulation enables skill development via trial and error, provides expert feedback, generates space for

participant reflection, and may be utilised to ensure proficiency before proceeding. Kramar *et al.* (2014:378) state that training represents the real-life situation.

2.3.2.2.2 Seminars

Cortolezis-Schalager (2016:12) argues that the virtual seminar was introduced as a way of saving transport expenses. The aim was to save resources, reduce time consumption and intensify communication where new technical skills were learned.

2.3.2.2.3 E-learning

Lacerenza *et al.* (2017:7) argue that e-learning has many advantages over face-to-face or physical methods. Learners are learning at their own pace, and e-learning setting is easy to grow experience by easily accessing different learning materials. Al-Faihat, Joy, Masa'deh and Sinclair (2019:68) state that e-learning has grown rapidly worldwide, using different technologies to access the learning materials using computers, smartphones, and other digital platforms.

2.3.2.2.4 Sensitivity training

Munzhedzi (2017:3) defines sensitivity training as training designed to improve interpersonal relationships among individuals. It is intended to make employees aware of their behaviour and how it impacts their co-workers. This may have a detrimental or beneficial impact on people thus organisations must implement a wellness program. Additionally, sensitivity training is a sort of training that helps employees understand themselves and their co-workers. Sensitivity training focuses on enhancing interpersonal interactions, with the concept that poor work performance is driven by how individuals feel or emotional difficulties. The emotional components of training are emphasised in sensitivity training, which can be performed through unstructured group training. Training delivery strategies are considered to contribute more to training efficacy. Team training, seminars, e-learning, simulation, mentorship, and field trip tours are all part of this strategy (Lacerenza *et al.*, 2017:7).

2.3.3 The significance of training and developmental programs

Chen (2016:213) states that skills management is understood as a human resources process that identifies, analyses, and establishes the skills needed based on the job description. This process includes formulating the program of study based on required skills, studying materials with the content of the curriculum, applying the study plan to capacitate employees, and assessing their study progress based on practice after learning.

Amiresmaili, Mirzaee, Aminizadeh, and Rahimisadeh (2018:1) describe Investing in the training and development of human resources is a profitable endeavour with significant economic returns.

This may be accomplished through the use of proper procedures and techniques. Furthermore, on-the-job or in-service training aids in the resolution of organisational skills challenges by improving employees' ability and knowledge. According to Cortolezis-Schalager (2016:12), training is required to stay update with the ever-changing work environment and guaranteed organisation's objectives are realised. Chan (2016:215) suggests that in order to retain competent and skilled personnel within the organisation, it is integral that adequate skill training and development are provided through strategic management of skills. This prevents the company from having to hire more employees from outside the organisation. This would likely be a very expensive proposition in terms of salary requirements. In addition, it may not be in the organisation's interest since it means it will be forced to hire skilled employees from other organisations. As a result, organisations may do investment return in the skills they provide to the employees. Riduan (2018:228) added that training is essential for achieving organisational goals, and hence training is performed for certain mandates to accomplish a specific purpose.

Ozkeser (2019:805) states employees can develop the skills through both informal and formal training. The training is required in any organisation to assess its ability to function successfully and efficiently, as well as to improve mental, physical, and social growth of the employees. Kura *et al.* (2019:42) added that, training and development increase employee job satisfaction and commitment and as a result, the individual and organisational performance and productivity will enhance. According to Kum *et al.* (2014:75), employee training and development minimises operational expenditures while improving proficiency, capital in provisional funds, morale, and organisational responsiveness to changes in the global and economic environment. Furthermore, Sothy (2019:42) claims that training increases productivity, work quality, employee job satisfaction, and positive changes in employee attitudes. Okechukwu (2017:6) posits that the performance of employees represents success of the organisation. Further stated that employees, on the other hand, must be trained in order to gain new knowledge, skills, and the ability to perform well.

In both the private sector and government departments, training and development programs are critical pillars for a number of reasons, including the following: through training and development programs, employees are provided with quality information, have advanced knowledge, and receive guidance in how to use departmental materials and resources in a sustainable manner. It helps employees adapt quickly when they acquire new skills or knowledge; it also boosts employees' self-esteem and morale. Furthermore, it increases employee performance and productivity, as well as the employer-employee collaborative engagement (Engetou, 2017:11).

Furthermore, performance has an impact on productivity and how efficiently and productively are employees at work. The employee performance is improved through training and development initiatives (Truitt, 2011:2). Section 195(1) of the South African Constitution (1996) states that appropriate human resource management and career development approaches must be supported in order to maximize human potential. This implies that in order for people to improve, their potential or talent must be enhanced through training and development programs. These programs will help people set professional objectives while also ensuring that their performance fulfils the required standards.

2.3.4 Employees' training and development process

Strydom *et al.* (2015:236) consider the following employee training and development processes:

Step 1: Identifying training and development needs

Zondi *et al.* (2021:5) contend that employee empowerment begins with an employee needs assessment, which defines training requirements. These requirements may occur as a result of underperformance or the continual upgrading of knowledge and competencies among employees in order to stay up with new technology within the organisation. According to Strydom *et al.* (2015:23), this stage outlines the demands of the organisation and its personnel, and many tools, such as questionnaires, attitude surveys, and observations, can be employed in this respect.

It also acknowledges the importance of this stage for public sector leadership to address employees' training and development needs. In this aspect, the individual employee should have available options to choose their own training needs. Consider the most common training issues. There might be a lack of knowledge, competence, attitude, motivation, or transfer. This will also assist organisational managers in planning and reviewing personnel performance (Armstrong & Landers, 2018:166). Furthermore, defining present and future demands based on strategic and operational planning is critical. Staff performance assessment data may reveal employee requirements and performance gaps that may be filled through training and development initiatives.

Step 2: Formulating training and development goals

Maity (2019:658) indicates that the established objectives are also employed in the evaluation of training and development programs. In this stage goals and objectives are established to assess the efficacy of staff training. The proof will be based on the employees' performance standards following training. It is also suggested that this phase include certification of employees' preparedness for training. It is also stated that this phase is critical because it assures manager

support for workers in training activities by giving employees the opportunity to put their training talents to use and making financial resources accessible to support training activities (Ozkeseer, 2019:807).

Step 3: Choosing appropriate training and development methods, and designing and administering the program

Training development and implementation is a crucial stage as training is designed based on the given training needs (Alhalboosi, 2018:7). This technique comprises of creating content, performing learning activities, and adhering to the trainer's curriculum. This stage includes a range of training and development programs, such as on-the-job and off-the-job training. The training strategies to be used, training time allocation, trainee number, training length, training venue, and total training cost must also be established. Most importantly, training programs must be developed to allow employees to learn both broad and specialized skills (Halawi & Haydar, 2018:26).

Step 4: Assessing the learner's achievement

Following a training session, data should be gathered to demonstrate the success of the training (Armstrong and Landers, 2018:6). However, if the training is deemed to be insufficient to obtain the desired results, the needs assessment procedure must be repeated. Assessment is used to track the progress and evaluate the skills obtained by the trainee. This may be obtained by assigning projects to expand on the skills that the training and development has delivered and using a PMDS for grading the trainee (Strydom *et al.*, 2015:235).

Step 5: Evaluating the training and development program, and reacting appropriately

According Reio *et al.* (2017:86), describe the evaluation of a training program as a means to determine if the training met the objectives specified before the training was completed and if the training was valuable to the workers. In addition, Ismael *et al.* (2021:16) mention that evaluation is conducted following a training and development program to determine if the goal was achieved. There are four primary assessment criteria or levels for evaluating training: reaction, learning, performance on the job, and organisational influence. The Individual and organisational performance is represented by the fourth stage as a progression or continuum of complexity. Furthermore, as people move through the tiers, the review procedure becomes more complex and time demanding, but it also delivers more information. Kilmartin (2015:4) maintains that evaluating training and development programs is an essential element of determining whether or not the goals for the program are accomplished or not. Furthermore, evaluation aids in determining if the training strategies used were useful, and if not, whether they should be modified. There are

also a number of methods for evaluating performance, including employee reactions, genuine learning, on-the-job behaviour observation, and quantitative business key performance indicators (KPIs).

2.3.5 Outcomes of the training and development programs

Training and development program promotes productivity, improves the quality of products and services supplied, and lowers wasteful spending by the organisation (Alhalboosi, 2018:6). Training and development programs may result in the retention of talented individuals, according to Chan (2016:215). However, the organisation may undergo brain drain, in which experienced people leave the organisation to seek greener pastures or are motivated by what other departments may give them. According to Riduan (2018:228), training is essential for achieving organisational goals since training works through particular mandates to reach a certain purpose. Employee training, most importantly, assists in the development of appropriate skills and knowledge; hence, it must focus on recognised skill shortages (Halawi & Haydar, 2018:26).

2.4 Legislative framework pertaining to training and development

According to Landsberg and Graham (2018:164), the municipality receives its jurisdiction and duties from the national government. Legislation is enacted at the national level by the Department of Cooperate Government and Traditional Affairs (COGTA), which is then carried out at the provincial level and local level. As a result, the municipality is responsible for ensuring that the policies passed are successfully executed and implemented. The municipality must abide by the following training and development policies:

2.4.1 The Skills Development Act 97 of 1998

The act increases workplace education, training investments, allows employees and businesses to learn new and advanced job skills. This leads the government to train new employees who are about to be hired or brought in to help an organisation. Furthermore, the workplace is being encouraged to make training and development programs and takes time to offer opportunities for new recruits to obtain work experience (Venter et al., 2014:281).

The Skills Development Act 97 of 1998 was promulgated to increase skill development in the workplace and increase productivity (Mello, 2014:48). The legislation supports businesses in providing an environment for employees to develop newer, more flexible, skills to help the economy and drive growth of individual and organisation. The employees will need to experience relevant skills to succeed in the corporate world and to face competition in the workplace (Venter *et al.*, 2014: 283).

2.4.2 South Africa Qualification Authority (SAQA) Act 58 of 1995

Mehlape (2017:110) posited that SAQA legislature has introduced new programs that improve funding and investment for training and development or skills development. The legislature is aimed at enhancing socio-economic development through skills development, which will result in global economic competitiveness, and increase in productivity.

SAQA was founded by the South African Qualifications Act 58 of 1995. SAQA oversees the development and implementation of the National Qualifications Framework (NQF) as part of South Africa's education and training system reform and integration. It is also responsible for putting its policies and decisions into effect (SAQA, 2014:13). The Education and Training Quality Assurance (ETQA) guidelines, which were approved in 1998, are responsible for accrediting providers of education and training standards. The NQF qualification registers monitor provision, evaluate assessment, and promote moderation among providers and assessors. In summary, SAQA leads the implementation of the NQF Act by assisting in the easy and simple implementation of NQF policies, as well as enhancing competency via proper training and development in the workplace (SAQA, 2014:14).

According to the Skills Development Act 79 of 1998, the National Skills Authority's function is to advise the Minister on a national skills development policy, a national skills development strategy, guidelines for implementing the national skills development strategy, the strategic framework and criteria for allocating funds from the National Skills Funds, and any regulations to be made, as well as to liaise with SETAs on the national skills development policy.

Furthermore, according to PSC (2014:2), the Public Administration Leadership and Management Academy provides personnel training (PALAMA). This is accomplished by identifying skills gaps and training needs within the department; furthermore, challenges on service delivery are a national issue; the increase in cases of grievances received by the Public Service Commission (PSC) is the result of skill challenges caused by deficiencies in employee training and development programs. In this case, PALAMA uses the information provided to build competency and close the skills shortage gap by providing appropriate staff training and development programs.

2.4.3 The Skills Development Levies Act 9 of 1999

The Levies Act requires employers to pay a skills development levy equal to 1.5 percent of the organisation's wage. The funds raised by the Skills Development Levies Act are transferred to the National Skills Funds and used to fund projects or development programs selected by the National Skills Development Strategy (Venter et al., 2014:284).

2.4.4 White Paper on Human Resource Management in Public Services of 1997

According to the White Paper on Human Resource Management in Public Service of 1997, training and development are regarded as one of the principles of performance management development system that are provided by this White Paper to assist organisations in identifying the strengths and weaknesses of employees as well as other possible interventions that are necessary. Furthermore, the interventions allude to numerous training and development choices that may be judged required. The White Paper also includes a guideline for the development of human management methods to enable an effective and efficient public service aimed toward economic and social growth transformation.

2.4.4.1 Macro-human resource development

The human resource development strategy (HRDS) in South Africa was established to maintain and assist a general approach to training and development in the public sectors. Moreover, the strategy is aimed to create and improve the lives of all in South Africa, by maximising the potential of individuals. Therefore, the HRDS agenda provides guidance and direction for human resources in public sectors; the public sector requires quality human resources to improve organisational growth (Mehlape, 2017:110).

2.4.5 White Paper on Public Service Training and Education of 1998

The basic objective of the White Paper on Public Service Training and Education (1998:40) is to provide a clear vision and policy framework that may serve as a guide for the implementation of new policies, procedures, and laws targeted at changing public service training and education. Public service training should be turned into a dynamic, needs-based, and proactive tool capable of playing an important role in the process of developing a new public service for a new democratic South Africa.

2.4.6 Labour Relation Act, 1995 (Act 66 of 1995)

The Act specifies how to deal with poor employee performance without resorting to dismissal as a first choice. As a result, before any dismissal may occur, extensive and remedial procedures, including an investigation to determine the causes for poor performance in the process, must be implemented. Section 14(4) of the Labour Relations Act, 1995 (Act 66 of 1995) states that an employee has the right to be heard and helped by a union representative or fellow employee during any type of inquiry or disciplinary proceeding, including underperformance. However, firing an employee for poor performance should be the final resort after all other options, such as coaching, counselling, and training, have been exhausted

2.5. Challenges in training and development programs

According to Kamara (2017:42), research undertaken in various South African municipalities found that municipal personnel were unable to put their newly gained abilities to use. This was attributed, among other things, to a lack of support, motivation, possibilities for advancement, and participation in decision-making. Furthermore, according to Pavaloaia *et al.* (2019:5), the public sector and management are always confronted with economic and technological advancement or changes that need new adaptations and improvements in responding to community requests. Employees are strongly influenced by fast technological developments; thus, they must be instructed and trained on a frequent basis. Their greatest issue, however, is adapting to frequent changes while maintaining the quality of their output and performance, especially with aging staff. To improve service delivery to its citizens, the government implemented technology in the workplace (Khan, 2018:48). Another issue is that training and development programs are not completed within the given time range, which is time consuming and new employees learn skills and knowledge through this procedure. However, this may have an influence on recently hired staff who are unable to perform parts of their obligations; as a result, personnel with more experience and who have been with the organisation or department for a longer amount of time will be given extra responsibility. When employees are not properly trained, the operation suffers and to close the existing skill gap, training and development must be conducted (Hughey, 2016:252). However, most training programs are prohibitively expensive, and most organisations cannot afford them. As a result, these initiatives increase employee dedication and retention, resulting in a more productive and efficient organisation. As a result, firms must spend in training programs (Kura *et al.*, 2019:43).

It is also suggested that the following variables contribute to poor training quality: The lack of top-level management support is a direct detriment to the usefulness of training programs. Senior manager's main role and function is to assess employee training and provide necessary adjustments and recommendation if need so. Finally, a lack of connection between training and organisational objectives contributes to poor training quality; inadequate appraisal of skills and knowledge and inability to apply them (Mzimela & Chaikandiwa, 2017:4). Over and above, these challenges might result in a lack of job satisfaction and conflict between managers, employers and employees (Truitt, 2011:3). There are many barriers that will limit the learning process; these include language barriers, which will result in communication difficulties, lack of interaction and collaboration. The above-alluded challenges were evident in reports given by the media about the current state and challenges facing municipalities in the North West Province. As part of Provincial

Week 2020, the North West National Council of Province delegation demanded answers on consequence management on October 27, 2020. Members of the provincial legislature raised additional concerns about the current state of municipalities in the North West Province, among others, qualified audit outcomes and glaring regression in the municipalities with the issues indicated in the Auditor General's Report, lack of accountability in municipal fund spending, excessive reliance on consultants, disregard for supply chain management laws and regulations, and failure of district municipalities. Furthermore, it was also mentioned that the incorrect application of section 139 of the Constitution, which is more often used to settle political scores, has also aggravated the mismanagement of municipal funds and maladministration. The role of the provincial government in terms of section 154 of the Constitution of South Africa was also questioned. Moreover, the matter of the continuous funding of vacant posts and the appointing of unqualified individuals, especially in critical posts, were also indicated to have contributed to the poor performance of the municipalities (MAHIKENG MAIL, 2020:3). It is believed that if municipalities can follow the below skills development act, the unethical and articulated behaviour of municipal officials will be a thing of the past.

2.5.1 Career issues as a result of insufficient training and developmental programs

Employees' careers are developed and strengthened through training and development programs. However, if they are ineffective or insufficient, career issues are likely to arise. It is claimed that career concerns might impede individuals' and employers' ability to develop and achieve organisational goals. Schreuder and Coetzee (2016:295) discuss career challenges that appear to be the outcome of poor employee performance owing to a lack of direction and assistance.

2.5.1.1 Career anchor

Career anchor is described by Cakirpaloglu and Lemrova (2017:28) as a pattern of self-perceived abilities and talents, core values, a growing sense of motivation, and needs that impact a person's work-related decisions. Most people know what career route they want to take based on their skills and ambitions. Furthermore, according to Arnold, Coombs, and Gubler (2019:3192), career anchor is achieved through the aforementioned components and focuses on developing autonomous, technical, functional, and management competencies

2.5.1.2 Career plateauing

Yang *et al.* (2019:291) define a plateau in an individual's career as a point in time when opportunities for advancement or advancement in the organisational hierarchy have ceased or are

small. Anyone can experience career plateauing at some point in their career. There are several forms of career plateaus, according to Schreuder and Coetzee (2016:239).

Initially, production plateaued: such individuals work hard to maintain level of production in the organisation and think that there no other level of increment on production they can ever reach then the current one. Therefore, thus the employees think they have attained their objectives and are satisfied with their jobs.

Followed by partially plateaued: employees believe that the organisation does not provide much for them, but they have a vested interest in the job, which keeps them involved. The third one is pleasantly plateaued: these employees are uninterested in the organisation's training programs, advancement opportunities, or talents. Finally, there is the passively plateaued, which occurs when employees believe they are stuck in a rut and have little power to change the facts (Schreuder & Coetzee, 2016:331).

2.5.1.3 Outcomes of career plateauing

A career plateau has the following consequences: Low levels of job participation and motivation, implying that the majority of employees are not involved in decision-making. They strictly adhere to the orders of higher authorities or top management, whom they are hesitant to criticise. Individuals lack confidence as a result of a lack of empowerment, which leads to a bad self-image. When there is a lack of morale among employees or when people are unmotivated, productivity and work performance suffer. This occurs as a result of insufficient training and development. Some employees get emotionally attached to their jobs. Despite the fact that their present employment does not fit with their professional aspirations, they will continue to work there out of fear of losing it. Employees in the organisation are not committed as a result of stagnation. Employees that are stagnate do not love what they do or their responsibilities (Shakila Devi & Rabiyaathul, 2017:3590). Furthermore, it affects employee morale, and it is obvious that people act unethically when there are no well-trained and developed leaders and supervisors. In public administration, ethics and morality are vital because they govern and guide workers between what is right and wrong. Employees see themselves as deadwood and are marginalised by supervisors and co-workers, causing job-related stress and anxiety (Hossain, 2018:46).

2.5.1.4 Obsolescence

Butt *et al.* (2015:24) recognised obsolescence as a prevalent career issue, describing it as the degree to which an organization's professionals lack the present or future work duties necessary to continue good performance. In addition, issues including a lack of new skills or knowledge, as

well as inefficiency in their existing job and professional obligations, can all lead to obsolescence. It is, in a word, the state of being outdated. This is due to extrinsic circumstances that make the system less appealing and sensitive to continuing usage. According to Chifamba (2020:13), elderly adults are more affected by career obsolescence. However, because of the rapid advancement of technology, it is also a difficulty for today's youngsters. Furthermore, career flexibility is an effective strategy for increasing professional sustainability. You have professional flexibility if you have the capacity to participate in more than one talent, such as an engineer with a public management qualification.

2.6 Evaluation models of training and developmental programs

These evaluation models are used to prevent the failure of training by enhancing and improving the quality of learning or training. Models assist in discovering new solutions to the existing problems in training and development. Evaluation models guide the remedial action and strategies that need to be implemented, which will also contribute to the provision of quality training in the organisation.

2.6.1 Kirkpatrick mode

Kirkpatrick's model is a model that has been used to assess training and it consists of four levels which include reaction, learning, behaviour, and result stage.

2.6.1.1 Reaction stage

The reaction stage, which is the first stage of the Kirkpatrick model, measures whether the participants are happy with the training or not (Harden & Laidlaw, 2012:216). This means that employees will be evaluated based on how much the training impacted them and whether or not they are satisfied (Passmore & Velez, 2012:320). Moreover, at this stage, it is more concerned with the satisfaction of the employees and their reaction to the training program. This level will determine whether the employees are continuing with training and recommending it to their colleagues, or whether they will recommend a new design of training or perhaps quit (Razanaufal & Lantu, 2019:121).

2.6.1.2 Learning stage

The learning stage is focused on the number of skills and knowledge that the participants have acquired during and after the training (Kirkpatrick, 2015:4). In addition, these skills can only be learned when the participants take part in the learning activities assigned. Furthermore, during this level, the individual's learning is evaluated based on the new skills and knowledge acquired and

how they change their performance behaviour. The end results of this evaluation answer the objectives set at the beginning of the program (Sopandi, 2020:79).

2.6.1.3 Behaviour stage

The behaviour stage measures how much knowledge and skills the participants have acquired from the training (Kirkpatrick *et al.*, 2015:3). Employees are put to the test to participate in certain tasks after training development programs have been completed. In addition, the extent to which skills and knowledge are acquired during learning will be determined by the behaviour of the employee in practice (Lin & Cantoni, 2017:132). It is also argued that the behaviour of participants changes in terms of how they compete in professional, social, educational, and personal relationships (Riduan, 2018:234).

2.6.1.4 Results stage

The results stage is aimed at measuring the impact of the training programs on the performance of the organisation (Mertens & Wilson, 2019:78). This stage assesses whether the training was effective and whether the organisation benefited from it due to the positive outcomes that were acquired. According to Hughey (2016:252), at this point, it is expected to analyse the trainings final outcomes. The decision-based final result will determine whether the training was successful. Moreover, this stage determines whether the set learning objectives have been accomplished. This will occur as a result of an increase in production and performance after training (Kirkpatrick *et al.*, 27:2013).

2.6.2 Context input process product (CIPP) evaluation model

In addition, the context input process product (CIPP) evaluation model was described as the measure for the improvement of training and development programs. Consequentially, this model is adopted to as the training evaluation approaches. The CIPP evaluation model is aimed at giving guidance in execution of programs. Nevertheless, CIPP is not only aiming at evaluating the end goal of the programs, but also the process and progress of the programs from the beginning to the end (Stufflebeam & Zhang, 2017:6). The CIPP evaluation model is built under different categories, which include context, input, process, and products. The main aim of this model is to provide an assessment of the training and developmental programs in an environment or organisation, through different decisions that include planning, structuring, implantation, and recycling (Darma, 2019:4).

2.6.2.1 Context evaluation

Context evaluation is the conclusion reached after identifying the objectives and goals of training and development programs (Reio, Rocco, Smith & Chang, 2017:38). Hereunder, the aim is to identify existing problems; among others, the working environment, resources, and the

contributions of the employees in the organisation. It is ideal for the employer to use context evaluation because it helps to set priorities and organisational goals. The outcomes are judged to identify and resolve the problem and the needs of the organisation (Stufflebeam & Coryn, 2014:312).

2.6.2.2 Input evaluation

Input evaluation plays a role in planning when it comes to pointing out what will be beneficial towards reaching the goals that have been set. This evaluation will also be significant because it assesses the measures that should be put in place in order to meet the needs of the employees and the organisation as a whole (Stufflebeam & Coryn, 2014: 312). Moreover, in this step, it is expected to be determined how the outcome will be accomplished. This evaluation simply provides the information necessary to achieve the objectives of the program finding the remedial strategies and action plans for programs, the sources that will enhance learning, like learning and teaching aids, and lastly, the financial resources and guidelines (Warju, 2016:39).

2.6.2.3 Process evaluation

Process evaluation consists of the decision about how the plans being set will be carried out or how they will unfold. The plans could include guidelines and monitoring procedures that will be used to gather information that will be needed to make any changes in the future if improvement is needed (Kraiger, Passmore, dos Santos & Malvezzi, 2015:141). This evaluation describes the work of the applied programs and how resources were utilised to support the implementation of training programs to produce positive feedback or meet target goals. For instance, this evaluation looks at aspects such as the quality of training resources needed and the effectiveness of training based on available resources (Sofyan, Sujanto & Luddin, 2019: 24). Furthermore, information about the strategic plan, procedures, shortfall, and resources required, and additional information about alternative remedies will be gathered during this evaluation step (Kraiger *et al.*, 2015:143).

2.6.2.4 Product evaluation

In this case, the product evaluation looks at the end point of the program and the impact that it has on the employees and the organisation at large (Kraiger *et al.*, 2015:142). Furthermore, it explains that the product evaluation also pays attention to the notion in which the program can be carried out by the organisation in future. In this evaluation model, the quality assurance process is conducted. The success or outcomes of training are measured and interpreted through the comparison of training program standards; how much training meets the needs of the individual in the program and enhances performance at the end of the program. However, this is measured from the beginning until the end of training by developed measuring instruments (Pertiwi & Wahyudin,

2018:442). Moreover, the evaluation of output or product says more about how much is being achieved in the training based on the set object or whether the training needs to be sustained or stopped (Darma, 2019:3).

2.7.1 CIRO evaluation approach

CIRO is a model that is used to evaluate the value of the training that the employees have undergone from the beginning until the end (Kraiger, 2014:140). The CIRO evaluation approach was recommended by Warr, Bird and Rackham in 1970; the model uses four components to assess training, such as context, input, reaction, and outcomes (Assi & Raju, 2020: 818).

2.7.1.1 Context evaluation

Masta and Janjhua (2020:116) further said that context evaluation is ensuring that the training objectives are accurately aligned or correlated with the employees' training needs. The context evaluation pays attention to the relevant training needs, mandate, goals, and objectives of the organisation that are interconnected with what the training should entail (Topno, 2012:21). Furthermore, they explain that context evaluation is essential because it is the starting point where the training needs are initiated so that they can be interlinked with the training that will be required by the employees.

2.7.1.2 Input evaluation

Saxena (2020:107) states that input evaluation focuses on the information about the accessible or available resources that will assist the process in meeting the objectives of selected training methods. Sahu (2010:322) mentioned that this CIRO component is associated with the collection of information about what will be needed for the training. This type of evaluation also pays attention to the resources that will be useful in order to choose the training programs that will enable the organisation to meet its training needs and objectives.

2.7.1.3 Reaction evaluation

The reaction evaluation looks at the response that is given by the participants who took part in the training process (Dey, 2015:5). The reaction given by the participants will enable the organisation to make amendments if there are changes to be made for future training programs. Reio *et al.* (2017:38) added that this evaluation focuses on getting information about the reactions of the employees concerning the training, and this will be used to improve the training if there is a need.

2.7.1.4 Outcomes evaluation

To improve the organisation's and its employees' standards, training and development programs must be evaluated. According to Topno (2012:21), outcome evaluations deal with the end point of

training or the outcomes of the training and development program. Furthermore, Masta and Janjhua (2020:116) posit that the training outcomes can be measured at three levels, namely immediate, intermediate, and ultimate evaluation. The immediate evaluation looks at the skills and knowledge that the participants have acquired before going back to their duties and the change in attitude. Intermediate evaluation refers to the difference that the training will make when the employees are doing their jobs and changes in the performance of the employees. The ultimate evaluation measures the effectiveness or effects of training on the performance of the department or organisation (Saxena, 2020:107).

2.9 Conclusion

This chapter of the study provided in-depth insight into the nature of training and developmental programs, as well as the challenges encountered when implementing training, how training is carried out to meet the needs of officials, and the impact of training and developmental programs on employee performance as individuals and the organisation's good self. Furthermore, the training models are discussed in order to provide a theoretical understanding of the training process. Finally, strategic corrective actions for training were discussed. These include relevant training and development theories.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology chosen by the researcher is what determines the study design and method. This chapter explains the researcher's research plan and methods, which includes empirical and quantitative research. This section also discusses study design, research methodology, data gathering techniques and processes, data analysis, and population and sampling.

3.2 Research methodology

The quantitative research approach was applied in this study. A research methodology is a methodical process and set of methods for finding and resolving an existing problem. It is utilised to give direction on the numerous research steps chosen by the researcher, the research strategy, and the methodologies employed in the study (Daniel, 2018:1). In addition, quantitative research methodology is defined as an appropriate method that outlines what the research project entails or the purpose of research (Apuke, 2017:40). Quantitative research involves the systematic and empirical investigation of existing problems or phenomena by using statistics and mathematics tools to process numerical data. This method is advantageous to use in analysing and processing large volumes of quantitative data. The research might be more effective when using questionnaires that require easy and short responses (lower questions). The research might not be influenced by the feelings or opinions of the individual; the focus is on the facts proven systematically (Basias & Pollalis, 2018:92). The significant importance of quantitative research includes, among others, being highly reliable and objective; reducing and restructuring a complex problem to a limited number of variables; the relationship among variables and identify the causes and effects in a highly manageable way; the hypotheses and theories are tested; and the population is sampled in a manageable number as the representatives for the entire population (Mohajon, 2018:21). Over and above, the positivist paradigm is known as a scientific method designed to produce data. Furthermore, positivism is also called scientific methods, empirical science, post-positivism, and quantitative research, and this method can be described using objectives. In short, the quantitative method is viewed as a scientific method, and its objectives and aims can be recognised in the positivism paradigm, therefore, the study has adopted positivism as a paradigm. Moreover, this method focuses only on the collection and analysis of primary data from participants and does not include how participants feel, their emotions, or the environment (Rahi, 2017:2). Furthermore, with the deductive approach, the aim is to test theory or hypothesis by collecting primary data from participants and observing the findings by applying different types

of statistical tests. This approach is based on empirical observation. The methods are used whereby the researcher is working on particular concepts by creating and verifying those assumptions.

3.2.1 Literature investigation

Journals, government documents relevant to the study, textbooks, and internet sources were consulted in this study for the purpose of secondary data. Secondary data tools employed in this study provided insightful information and engaged with the reader in a clear manner.

3.3 Empirical investigation

Empirical research in the social sciences is useful because it includes approaches for developing a preliminary model of the issue or system that is used to represent the current state or real condition of the phenomena and stresses connections between variables (Aithal et al., 2020:234). The empirical data is first time data collected through observation, experience and experiment to test ideas and make conclusions after getting results and the secondary data it is existing data on the records (Wiweka and Arcana, 2019:325). Therefore, the empirical data for this study is the response of municipal employees through questionnaires.

3.3.1 Research design

Empirical research is frequently conducted entirely on the basis of experience or observation, with minimal concern for system and theory. It is data-driven research that yields results that can be validated by observation or experimentation. Sub-categorisation of quantitative research techniques to inferential research is to create a database from which to infer population features or correlations. This generally refers to survey research, in which a basic population (question or observation) is analysed to establish its features, and it is then assumed that the population has the same qualities (Pagadala, 2021:17).

It is stated that descriptive research comprises of several types of surveys and fact-finding inquiries. The most essential goal of descriptive research is to offer an overview of the current condition of affairs. For descriptive research projects in the social sciences, the term *ex-post facto* research is frequently employed. Furthermore, the fundamental feature of this approach is that the researcher has no influence on the variables; they can only provide a report on what has transpired or is happening at the moment. Furthermore, posits that the most of *ex post facto* studies are used in descriptive research where the researcher intends to measure items. *Ex post facto* research involves researchers attempting to find reasons even when they are unable to control the variables. The various types of survey methods, including comparative and correlational approaches, are

used in descriptive research (Pagadala, 2021:15). Moreover, this research has adopted ex post facto descriptive research design.

According to Creswell (2014:11), research designs are critical study components within the quantitative, qualitative, and mixed-method methodologies that give guidance and a sequence of steps to be taken by the researcher in the study. Furthermore, he defines quantitative design as a more post-positivist inquiry strategy. For instance, this includes quasi-experiment and non-experimental research. Moreover, Vogt, Gardner and Haeffele (2020:3) see research design as the basic technique used to accumulate data, which includes the use of surveys, interviews, experiments, and observation based on the choice of design. Furthermore, they explain that the research design is very important because it guides the choice of research methodology based on the research question and philosophies.

Eller, Gerber and Robinson (2013:87) state that there are two types of research designs that can be utilised in practical or applied research, and these are cross-sectional designs and longitudinal designs. Survey questionnaires are generally used in cross-sectional designs in order to collect data, and they are not time consuming to complete, therefore they are an efficient way of obtaining data. The cross-section design focuses only on the subject matter; there are no additional elements involved in the identified phenomenon. The author further explains that longitudinal design research depends on two or more variables, which are time and items or individuals, by measuring their core relations.

Quantitative research was used to enhance both explanations of traditional surveys and research design. It is used to comprehend existing social phenomena through the eyes of those involved (Mohajon, 2018: 21). As a result, a non-experimental quantitative research design was used to assess, illustrate the growth of training and development programs for municipal employees at the Dr Ruth Segomotsi Mompati District Municipality by producing numerical data. Non-experimental research does not manipulate data collected from a participants' experiences or conditions (Palmer, 2019:125). In addition, the descriptive study is a component of the research, and it afforded the researcher an ability to describe and interpret the problems that are already existing in training and development programs (O'Dwyer & Bernauer, 2014: 58). The descriptive design provides information that is easy to interpret and understand. It also identifies and provides solutions for existing problems. Moreover, the descriptive design provides guidance on the study by describing the accuracy, relevance, and association of variables. This assisted researchers to decide on how and when to make observations depending on the nature of the data established (Abutabenjeh & Jaradat, 2018: 245). In this study, descriptive analysis was used to describe and

quantify the number of employees in the Dr RSM District Municipality who are certified or not certified with the training and development programs provided by the municipality.

3.3.2 Targeted population

The study's population consisted of permanent municipal employees from the Dr Ruth Segomotsi Mompati District Municipality in North West Province. It is claimed that they were provided with training and development programs beginning with their recruit orientation. According to the Dr Ruth Segomotsi Mompati District Municipality's Annual Report (2019/2020:181), the number of municipal employees employed in permanent positions at the Dr Ruth Segomotsi Mompati District Municipality is one hundred and fifty-four (154). This means that the study's population size was one hundred and fifty-four (154) permanent municipals.

3.3.3 Sampling frame

The sampling frame for this study was one hundred fifty-four (154) permanent employees of the Dr Ruth Segomotsi Mompati District Municipality, as shown in the (Dr Ruth Segomotsi Mompati Annual Report, 2019/2020:181).

Sharma (2017:749) defines sampling as a technique used to systematically select a relatively small number of individuals or items to represent the entire population and serve as the source of data for observation or experimentation. Furthermore, sampling techniques are classified into two types: probability sampling and non-probability sampling.

In probability sampling, the chances of including each element from a pre-defined population in the sampled population can be calculated or are known. Non-probability sampling occurs when the probability of including each element of the primary population in the sample is unknown. Furthermore, non-probability sampling occurs when the researcher is unaware of the chances of selecting a specific individual because the researcher is unaware of the population size or the population of participants (Etikan & Bala, 2017:215). Additionally, sampling is done to improve data collection speed, accuracy, and cost efficiency (Rahi, 2017:3).

3.3.4 Sampling method

The sampling technique used in this study was non-probability convenience sampling. The questionnaire was given to the municipal secretary, who was asked to share it with the employees via their work emails based on the study's sample, and the researcher distributed hard copies of the questionnaire to employees who could not access the questionnaire due to a lack of trade tools. This assisted in the prevention of coronavirus spread within the municipality and eliminated the risk of employers sharing information with third parties, which might have resulted in an ethical

problem. The employees from eight (8) municipal directorates received the questionnaires via email.

3.3.4.1 Sampling size

The study's target sample size was 106 municipal employees who were available during data collection. The municipal secretary was asked to distribute the questionnaire to all 154 municipal employees at random via email and to the office to municipal officials who did not have tools of trade to access the questionnaires. Moreover, the participants were given three weeks to complete the questionnaires. The target size of available municipal employees has been met 100 percent (100%).

3.4 Measurement instrument

The existing questions from Zemburuka's study were used by the researcher (2020:186). The questionnaire was used to evaluate the impact of training and development on employee performance in the Okahandja National Defence Force. The research questionnaire is made up of fourteen (14) items on a five-point Likert scale. The researcher also used a five-point Likert scale from the University of Fort Hare's study titled "The relationship between the quality of employee training and development and service delivery: A case study of Buffalo City Municipality in the Eastern Cape" (Mpofu, 2011:173). The Cronbach alpha coefficient was used to determine the reliability of the questionnaire, and the result showed a 0.7 high level of reliability. In addition, four (4) new items were adopted from the study Tahir et al (2014:91). These validated items were used to evaluate the impact of employee training and development on performance and productivity.

3.4.1 Data collection methods

To collect primary data, emails and a self-administered questionnaire were used. The prospective employees were sent the questionnaire via email, and those who were unable to access it were given a hard copy of the questionnaire during data collection in their various sections of the Dr Ruth Segomotsi Mompati District Municipality. In empirical research, there are numerous methods for gathering data. These include self-administered questionnaires, interviews, observation, and secondary sources (Ferrante, 2016:41).

According to Nishishiba, Jones and Kraner (2014:90), there are two different types of data, which include qualitative and quantitative data. The components of this data are primary and secondary data. Primary data is data gathered directly from the first source of the selected study. Also, they explain secondary data as data that already exists and is being gathered to be used by the researcher in the study.

Therefore, the closed-ended email and self-administration questionnaire were used to collect primary data directly from respondents. Krosnick (2018:406) stated that there are two types of questions used in questionnaires or surveys, which include closed-ended and open-ended questions. Furthermore, they explain that, with open-ended questions, the participant is free to respond in the manner they feel or wish, and they are also able to express their opinion. However, with closed-ended questions, the participant's response is limited. The participants are asked to answer the questions by choosing from the given options or choices. Brace (2018:2) states that questionnaires are a form of data collection technique commonly used in different types of surveys. In addition, questionnaires are extensively used in social sciences research as a powerful tool in collecting data about attitudes, beliefs, and knowledge and have the ability to create data that undergoes quantitative analysis. In this regard, self-administered questionnaires were used to gather primary data about the phenomena, and it was structured as closed-ended questions. Johnson (2014:128) explains self-administered questionnaires as questionnaires that have to be completed by the selected participants for the study. They have to be short and less time-consuming. However, they limit the respondents' perspectives on the identified matter. The phenomenon in this case is assessing the effectiveness of training and development programs on municipal employees of the Dr Ruth Segomotsi Mompati District Municipality.

According to Brace (2018:30), questionnaires are extremely effective data collection tools. They serve a high sample size and are cost-effective because to their low cost and ease of usage. Furthermore, questionnaires inform of survey protect study participants' confidentiality and anonymity, and they keep a permanent original copy of the responses or written records that are part of the evidence-based research.

3.5 Data analysis methods

The researcher analysed facts and information that were already available to make a critical evaluation of the material. Goertzen (2017:13) stated that, quantitative findings can provide evidence, answers, and solutions in the following areas: proving the level of service and collection accessed; supporting claims about use and impact; providing evidence for how the budget is spent and whether adjustments should be made; and providing evidence of success and highlighting areas where unmet information needs exist.

Data analysis is the process of analysing, cleansing, manipulating, and modelling data in order to identify usable information, draw conclusions, and support decision-making (De Vos *et al.*, 2015:252). Quantitative data analysis is a process in which researchers utilise certain factors to analyse data collected for a study and transform it into numerical data or statistics. Furthermore, this may be accomplished by using statistical methods to answer questions such as who, how much,

where, what, and how many, as an assessment of the occurrence by gathering data in numerical form (Apuke, 2017:41). In addition, the statistical tools used in this study were Excel and the Statistical Package for Social Sciences, often known as SPSS. This tool was used to display obtained data numerically. SPSS is a sophisticated data presentation system. Furthermore, Excel and SPSS statistics are used to create tabular reports, charts and plots of distributions and trends, descriptive statistics, and advanced statistical analyses from nearly any type of file (Babbie, Wagner & Zaino, 2019:4). As a result, descriptive data analysis was employed to analyse the study's primary data.

3.6 Ethical considerations

Ethics is defined as a set of principles that govern an individual's or a group's behaviour. In summary, ethical decisions are classified into two types. They begin with a normative judgment, which refers to whether something is good or bad, right or wrong. Second, ethical decisions are characterised by morality, which denotes what society considers to be a good standard of conduct (Strydom et al., 2015:247). Furthermore, an ethical study is regarded as a procedure used to regulate behavior and verify that legitimate obligations continue to be effective for the credibility of research (Johnson, 2017:56).

3.6.1 Permission and informed consent

The researcher signed a letter and submitted it to the Municipal Manager of the Dr Ruth Segomotsi Mompati District Municipality, requesting permission to conduct the research and the employees' participation in the study. The researcher has accepted responsibility for obtaining permission from the municipality before beginning the data collection procedure. The municipality granted permission to conduct research via letter. Every participant in the study, however, has the option not to participate if they do not wish to. They also have a right to know what the study is about and what the study's purpose is. Furthermore, due to the Coronavirus restrictions, the municipality will be consulted prior to data collection, and plans will be made in accordance with their safety protocol, which includes taking temperatures, maintaining a social distance, and hand sanitising.

3.6.2 Voluntary participation

Employees from the municipality took part in the research voluntarily, and no one was forced to do so. They were free to leave the study at any time, and no monetary compensation was provided to the employee for taking part in the study.

3.6.3 Avoidance of harm

There was no harmful or dangerous treatment, such as offensive content or emotional harm, given to the participants. They did not ask for sensitive personal information, so the questionnaires could not be answered if they were harmful to participants.

3.6.4 Deception of respondents

The researcher assured that there was no deception in the study. To provide quality assurance, all questionnaires were submitted to the study leader alongside the research.

3.6.5 Violation of privacy

The participants' right to privacy was never jeopardised or violated (Weiten, 2017:57). Furthermore, the participants' profiles were protected against any misbehaviour or rudeness that may lead to a misleading impression of the school. That might endanger the participants or their job. The researcher and municipal secretary distributed and collected hard copy questionnaires from participants and names, personal or demographic information was requested or recorded. The data obtained was deemed legitimate, was shared solely with the study's supervisors, and no information was exploited to establish the study's legitimacy (De Vos et al., 2015:114).

3.7 Conclusion

This chapter provided an in-depth explanation of the research design and methodology used for the study and the various procedures and processes that were employed to collect and analyse data. Furthermore, it indicates the instruments and data analysis methods used.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter present the data acquired from the items on the questionnaires and the convenience sampling method was used during collection of primary data and only one hundred and six (106) convenient participants responded to the questionnaires. The quantitative data accumulated is presented in the form of pie charts with the help of the statistician.

Section A

The questionnaires were distributed by the municipal secretary to the employees using employee work e-mails and the researcher distributed some copies of the questionnaires to the employee who did not have tool of trade to access questionnaires. According to Chapter 3, inconvenience sampling was applied and a sample size of 106 municipal employees was set. Furthermore, out of all targeted population of 154 municipal employees, only 106 questionnaires were answered and returned. However, out of 106 received questionnaires only 105 questionnaire items were fully completed. The Charts below present primary data accumulated during data collection as per items of the adopted questionnaires.

4.2 Since I have been employed by Dr Ruth Segomotsi Mompoti District Municipality, I have participated in training and development programs

Figure 4.2

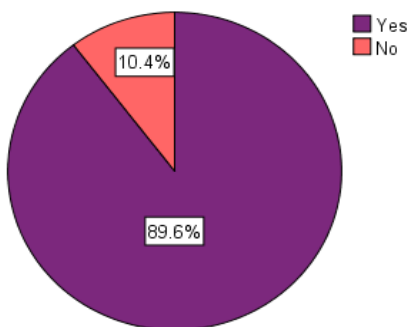


Figure 4.2 above shows the total percentage of employees who have participated and who have not participated in training at the Dr Ruth Segomotsi Mompoti District Municipality. The chart reveals that the majority of employees (89.6%) agree to have participated in training, while the minority of employees (10.4%), who have participated in the study, disagree. In laconic, the

training and development initiatives are available and fictional in the municipality as per response of participants.

4.3 The training and development programs that I have participated in Dr Ruth Segomotsi Mompoti District Municipality, include the following:

Figure 4.3(a): Introduction/orientation training programs

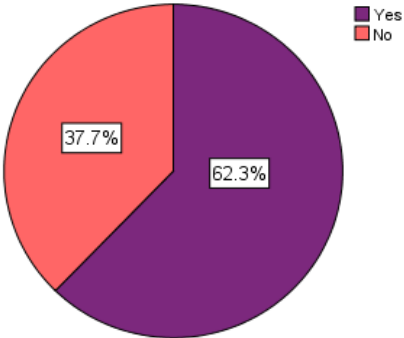


Figure 4.3(a) above reveals that the majority of the employees (62.3%) participated in introduction or orientation training, and the minority (37.7%) did not participate in the training or were not orientated. This can be concluded that majority of the respondents have participated in orientation training programs in the Dr Ruth Segomotsi Mompoti District Municipality. These is one of compulsory training which every new employee must past through it to be conversant with their new work milieou. However, it is a concern only 37.7% of the municipal employees did not participate in this training.

Figure 4.3(b): Sensitivity and ethics training programs

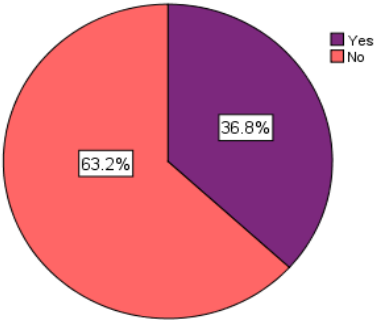


Figure 4.3(b) above shows that most of the employees (63.2%) did not participate in sensitivity and ethics training and the minority of employees (36.8%) have participated in the training. This reveals that the majority of the respondents have not participated in sensitivity and ethical training

and development programs in the Dr Ruth Segomotsi Mompati District Municipality. Furthermore, this training is considered compulsory also, it is all about handling sensitive information and professionalism in the workplace. Therefore, all the employees must pass through it, however, it is also a major concern that only (63.2%) of municipal employees participated in this training.

Figure 4.3(c): Advanced management development programs

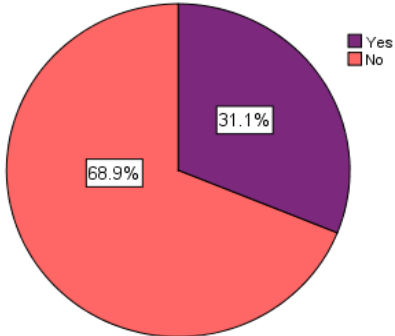
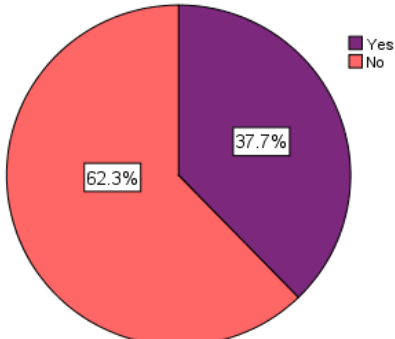


Figure 4.3(c) reveals that out of 106 responses received, most of the municipal employees (68.9%) who participated in this study did not take part in advance management development programs; only 31.1% pf employees have participated in the training. The results reveal that the majority of the respondents have not participated in advanced management development programs in the Dr Ruth Segomotsi Mompati District Municipality. Moreover, it is satisfactory, that most of the employees have participated in this training, that will advance them to management level and responsibilities or decision making.

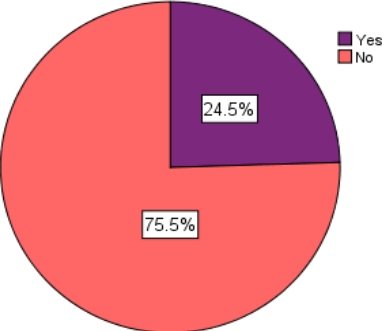
Figure 4.3(d): Financial management programs



The result from the table and Figure 4.3(d) above shows that out of one hundred and six (106) participants, the majority of the respondents (62.3%) have not participated in financial management programs, though only 37.7% of employees have participated in the programs. This

means that the minority of the employees participated in the financial management training program. The municipality is South Africa are known of services delivery to their communities and that it can be full achieve through good financial management which will result as a clean audit. Therefore, the results on the above are major concern to as this will excecated the failure of financial and service delivery interventions.

Figure 4.3(e): Human resource management training programs



The table and Figure 4.3(e) show that out of 106 responses, the majority of the participants (75.5%) in the study have not participated in human resource management programs, and the minority (24.5%) have taken part in the training. The result reveals that the majority of the respondents have not participated in human resource management training and development programs in the Dr Ruth Segomotsi Mompati District Municipality. According to the reveal result, majority of employees have participated in this training. This is an intervention on its own, more trained hr personal the more, employee will be trained. Therefore, operationally and functionally the municipality will improve.

Figure 4.3(f): Information communication technology programs

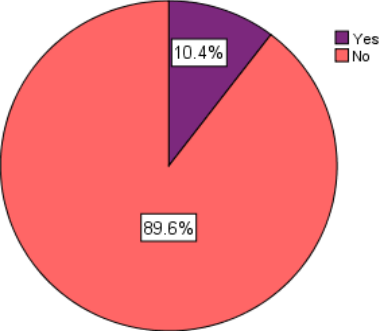


Figure 4.3(f) shows that out of 106 responses received, the majority of the participants (89.6%) in the study have not participated in information communication technology programs, and the

minority of employees (10.4%) have participated in the training. The result of the study revealed that majority of the respondents (employees) have not participated in information communication technology and development programs in the Dr Ruth Segomotsi Mompoti District Municipality. Majority of employees have received this training and the potential investment return to the municipality is that, there will be more and better community engagement on discussion of Integrated Development Plan and operationally municipality is likely to function well.

Figure 4.3(g): Other training and development programs employees participated in

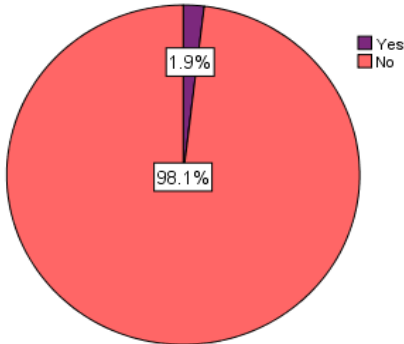


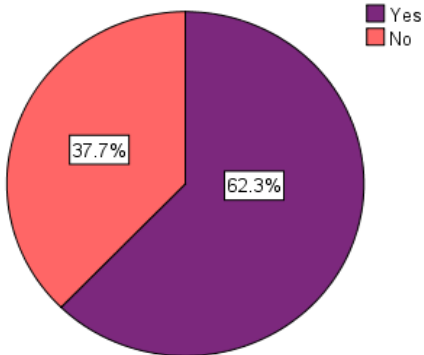
Figure 4.3(g) reveals that out of 106 (100%) employees participated in the study, only 105 of them answered this question, which means only 1 participant did not respond to the item. Furthermore, majority of participants 103 (98.1%) did not have other training programs they participated on, while minority 2 (1, 9%) agreed to have other training programs they participated on. In laconic, majority of the employees they have not taken part in any other training except the once mentioned above in figure 4.3. However, minority of the employees agreed that they have participated in other trainings.

4.3.1 If other, kindly specify:

The other training and development programs employee participated on except the above missioned include: Local government law, Capacity building and Asset management.

4.4 The training methods applied during my participation in training and development programs include the following methods:

Figure 4.4(a): On-the job training methods



The study results in Figure 4.4(a) show that out of 106 responses received, the majority of employees (62.3%) agree that the training methods applied during their training and development programs are on-the-job training methods, while the minority of employees (37.7) disagree. This shows that the majority of the respondents have participated in on-the-job training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality. The municipality practice on-the-job training more than of-the job. This indicate that employees are trained more for what they do on daily basis.

Figure 4.4(b): Off-the job training methods

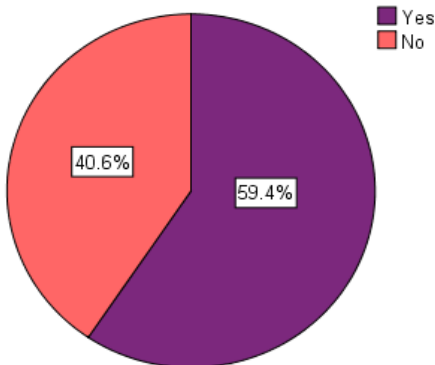


Figure 4.4(b) reveals that out of 106 responses received, the majority of employees (59.4%) agree that the training method applied during their participation in training and development programs is on-the-job training, while the minority of employees (40.6%) disagree. The results show that the majority of Dr Ruth Segomotsi Mompoti District Municipality employees who took part in the study have participated in off-the-job training and development programs. The municipality implement training through off-the job training methods. This means that municipal officials have participated in off-job and on-job training, therefore, both training methods are utilised almost equally and through combination of this methods are expected to yield positive result in terms of performance.

4.5 How often do you, as an employee of Dr Ruth Segomosti Mompoti District municipality, undergo training and development programs?

Figure 4.5 (a): Monthly

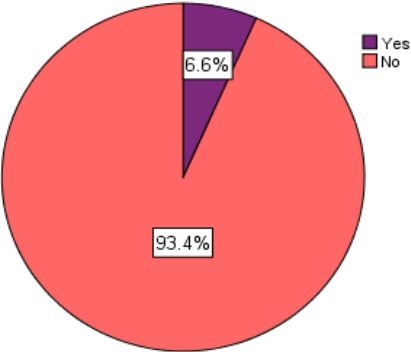
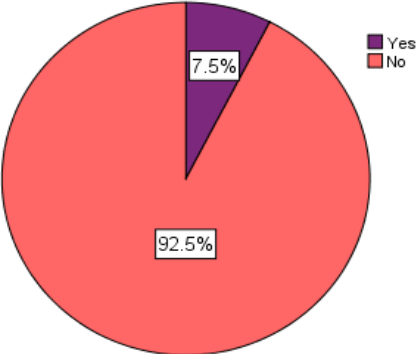


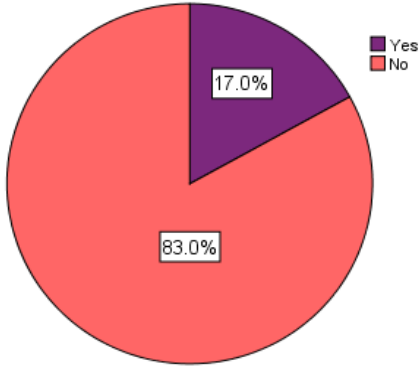
Figure 4.5(a) shows that a minority (6.6%) of participants say that they often undergo training and development programs on a monthly basis and the majority (93.4%) disagree. The results show that out of 106 respondents, the minority of the employees have participated in training and development programs on monthly basis in the Dr Ruth Segomotsi Mompoti District Municipality.

Figure 4.5(b): Quarterly



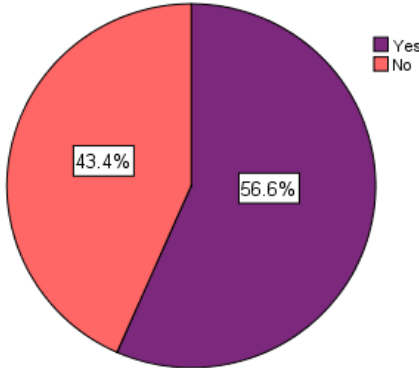
The data in Figure 4.5(b) shows that the minority (7.5%) of participants say that they often undergo training and development programs quarterly; however, the majority (92.5%) disagrees. The results revealed that out of 106 respondents, the majority of the employees have not participated in training and development programs on a quarterly basis in the Dr Ruth Segomotsi Mompoti District Municipality.

Figure 4.5(c): Every six months



The result in Table 4.5(c) reveals that the minority (17.0%) of participants agree that they often undergo training and development programs every six months, yet the majority (83.0%) disagree. The results show that out of 106 responses received, the majority of the employees disagree that training and development programs are done every six months in the Dr Ruth Segomotsi Mompati District Municipality.

Figure 4.5(d): Yearly



Tables 4.5(d) shows that the majority (56.6%) of participants agree that they often undergo training and development programs once a year, while a minority (43.4%) disagree. This shows that out of 106 responses, the majority of participants agreed that they have undergone training on a yearly basis in the Dr Ruth Segomotsi Mompati District Municipality.

Figure: 4.5(e): Every second year

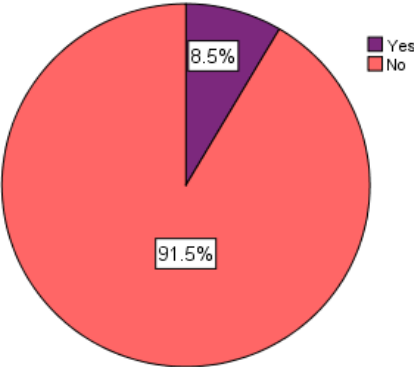
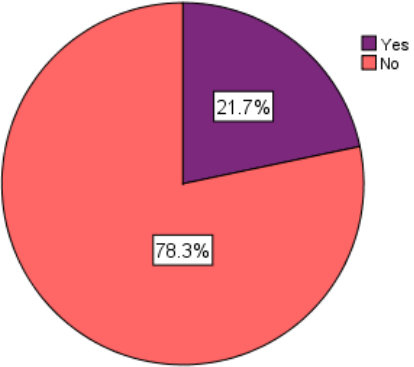


Figure 4.5(e) reveals that a minority (8.5%) of participants say that they often undergo training and development programs after every second year; however, the majority (91.5%) disagree. This shows that out of 106 responses, the majority of participants disagreed that training and development programs are provided after very two years in the Dr Ruth Segomotsi Mompoti District Municipality.

Figure: 4.5(f): After every three or more years



The result from figure 4.5(f) reveals that a minority (21.7%) of participants agree that they often undergo training and development programs every six months, yet the majority (78.3%) disagree. This demonstrates that out of 106 participants, the majority of respondents disputed that training and development programs are offered every two years at Dr Ruth Segomotsi Mompoti District Municipality. The above result reveal that training in Dr Ruth Segomotsi District Municipality is implemented on yearly basis if not after every three or more years. This means that the municipality plan for training on yearly basis and as they plan there must be available funds to implement. However, one of the challenges is budged and there is no way training and development programs can be implanted without sufficient fund.

Section B

4.6 The training and developmental programs in the Dr Ruth Segomotsi Mompoti District municipality are efficient/effective.

Figure: 4.6

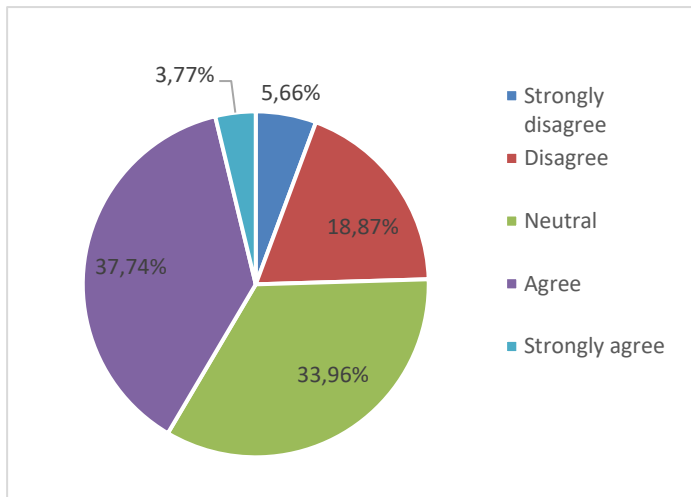
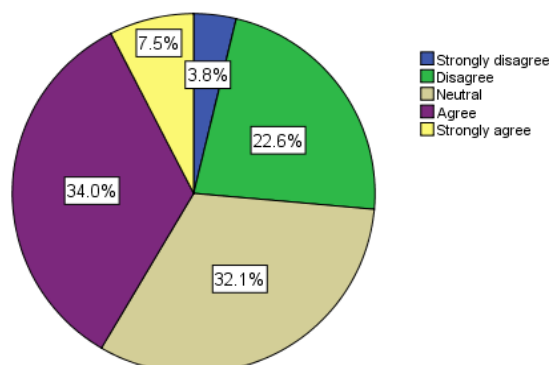


Figure 4.6 reveals that out of 106 (100%) employees participated in the study, only 105 of them answered this question. The majority of employees 41.51% agree (37.74%) to strongly agree (3.77%) agreed that the training and developmental programs are effective and efficient at Dr Ruth Segomotsi Mompoti District Municipality, except 33.96% of the participants who opted for neutral, while minority of participants 24.53% disagreed (disagree (18.87%) to strongly disagree (5.66%)) that training and development programs are effective and efficient in the Dr Ruth Segomotsi Mompoti District Municipality. This show that training is partially effective as only 41.5% of 106 respondents agree that training is effective; except 33.96 % of neutral responses, therefore, it is certain that 24.53% training is not effective in the Municipality.

4.7 The training and development programs (s) which I have participated in are relevant to my day-to-day work

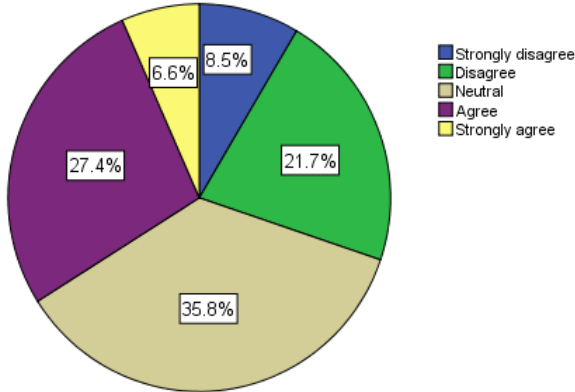
Figure: 4.7



The chart in Figure 4.7 shows that out of 106 responses received, except for 32.1% of participants who opted for neutral, the majority of employees (37.8% (34% + 3.8%)) were in agreement (agree to strongly agree) that the training and program(s) they have participated in was or were relevant to their day-to-day work. However, the minority of participants (26.4% (22.6% + 3.8%)) were in disagreement (disagree to strongly disagree). This shows that despite the majority of employees being in agreement, their response is still under the average of 50%, and therefore performance of the municipality on the provision of training and development program that is in line with the employees' day-to-day work is below average.

4.8 The initiated training and development programs contributed effectively to my performance in the Dr Ruth Segomotsi Mompoti District Municipality

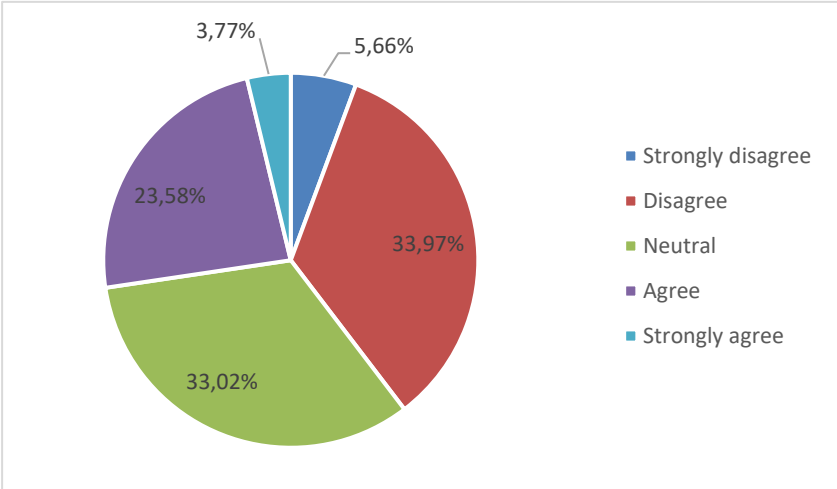
Figure: 4.8



The chart in Figure 4.8 shows that out of 106 respondents, the majority of the participants, 35.8%, opted for neutral; however, 34% of respondents (27.4% + 6.6%) were in agreement (agree to strongly agree) that the initiated training and development programs have contributed effectively to their performance in the Dr Ruth Segomotsi Mompoti District Municipality, while the minority of employees 30.2% (21.7% + 8.5%) were in disagreement (disagree to strongly disagree). This shows that most of the employee are not certain about the impact of training in their performance. In addition, 34% of those who were in agreement are not the majority of participants, therefore it can be concluded that the initiated training does not have huge impact or influence on the performance of the employees in the municipality.

4.9 The training and development programs undertaken by the municipal officials has increased municipal performance

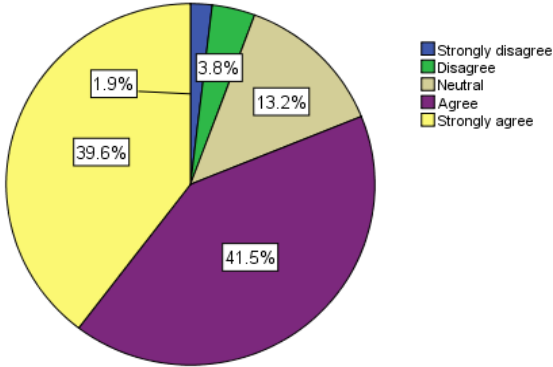
Figure: 4.9



The pie chart in Figure 4.9 shows that out of 106 respondents, except for those participants (33.02%) who opted for neutral, the majority of the respondents 39.63% (33.97% + 5.66%) were in disagreement (disagree to strongly disagree) that the training and development programs undertaken by the municipal officials have increased municipal performance in the Dr Ruth Segomotsi Mompati District Municipality, while a minority of employees 27.35% (23.58% + 3.77%) were in agreement (agree to strongly agree). This shows that training and development programs undertaken by the municipal officials have not increased municipal performance.

4.10 I still require further training and development programs to improve my performance

Figure: 4.10

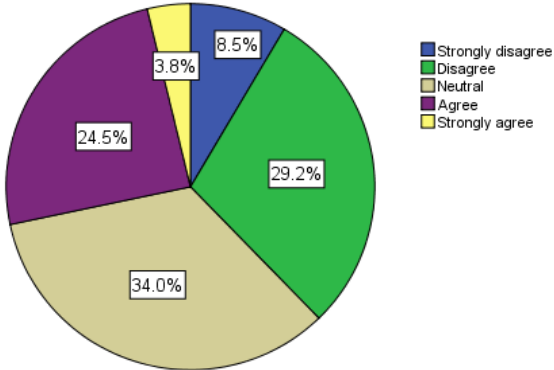


The chart in Figure 4.10 shows that out of 106 respondents, except for those of the participants (13.2%) who opted for neutral, the highest percentage of respondents who were in agreement

(81.1% (agree (41.5 %) to strongly agree (39.6%)) that they still require further training and development programs to improve their performance. On the other hand, the minority of respondents were in disagreement (5.7% (disagree (1.9%) to strongly disagree (3.8%)) that they still require further training and development programs to improve their performance. The results reveal that majority of employees in the Dr Ruth Segomotsi Mompoti District Municipality still require further training and development programs. This gives an overall perception that the training that the municipality provides to the employees is not efficient to provide for the needs of the employees.

4.11 The monitoring and evaluation process of employees’ training and development programs at Dr Ruth Segomotsi Mompoti District Municipality are well implemented

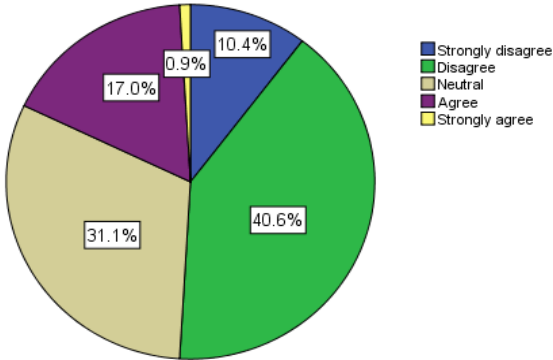
Figure: 4.11



The pie chart in Figure 4.11 shows that out of 106 respondents, except for those of the participants (34.0%) who opted for neutral, the highest percentage of respondents were in agreement (37.7% (agree (29.2%) to strongly agree (8.5%)) that the monitoring and evaluation process of employees’ training and development programs at Dr RSMDM are well implemented, while a minority of respondents were in disagreement (28.3% (disagree (24.5%) to strongly disagree (3.8%)). The results indicate that the monitoring and evaluation procedure for training and development of employees’ programs is successfully executed in the Dr Ruth Segomotsi Mompoti District municipality. However, majority of responses are below average performance (50%), with 12.3%, and therefore it can be concluded that monitoring and evaluation of training and development programs in the municipality have not met the performance average standard, and therefore is underperforming, and this draws a conclusion that the implementation processes of monitoring and evaluation on employees’ training need to be improved.

4.12 The employee training and development programs are regularly monitored and evaluated by the municipality

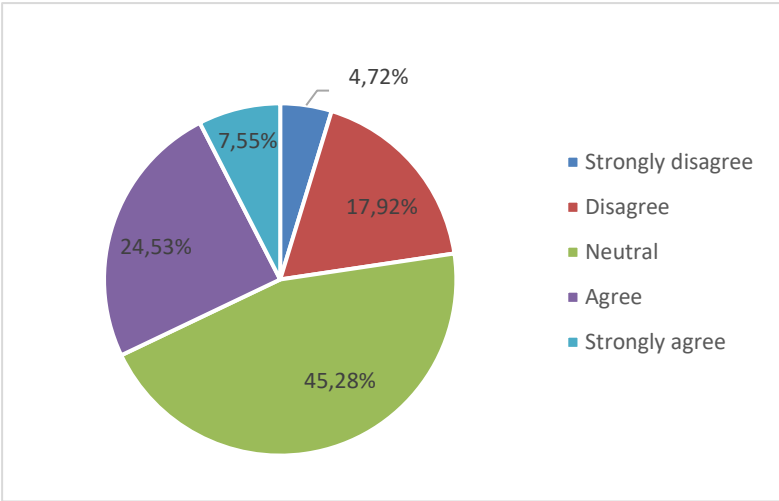
Figure: 4.12



The pie chart in Figure 4.12 reveals that out of 106 respondents, except for those participants who opted for neutral (31.1%), the majority of percentage of respondents were in disagreement (51% (disagree (40.6%) to strongly disagree (10.4%)) that the employee training and development programs are regularly monitored and evaluated by the municipality, while the minority of respondents were in agreement with the item (17.9% (agree (17.0%) to strongly agree (0.9%))). The results reveal that the municipality in the Dr Ruth Segomotsi Mompati District Municipality does not frequently monitor and evaluate employee training and development programs.

4.13 The training I participated in had an impact on improving my work skills

Figure: 4.13



The chart in Figure 4.13 shows that out of 106 respondents, the majority of the participants opted for neutral (45.28%), followed by the respondents who were in agreement 32.08% (agree (24.53%) to strongly agree (7.55%)) that the training they participated in had an impact on improving their

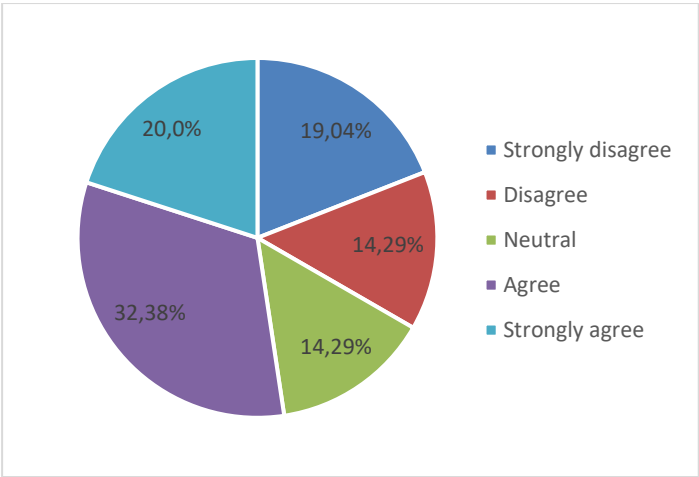
work skills, while the minority of respondents were in disagreement 22.64% (disagree (17.92%) to strongly disagree (4.72%)). The results reveal that most employees have improved their work skills through the training and development programs they have participate in; however, 32.08% of the majority are below the performance average (50%), and therefore the Dr Ruth Segomotsi Mompoti District Municipality must improve on its provision of training that enhances the employees’ work skills, which will assist in meeting employee demands regarding training needs.

4.14 Challenges to employees’ training and development programs at Dr Ruth Segomotsi Mompoti District Municipality

The data collected shows that out of the 106 (100%) targeted sample size of the study, 106 questionnaires were returned as targeted; however, there were 105 respondents for this question, and 1(0.99%) participant did not respond to this question.

4.14(a) Sponsors or budget funds are not available for training and development programs

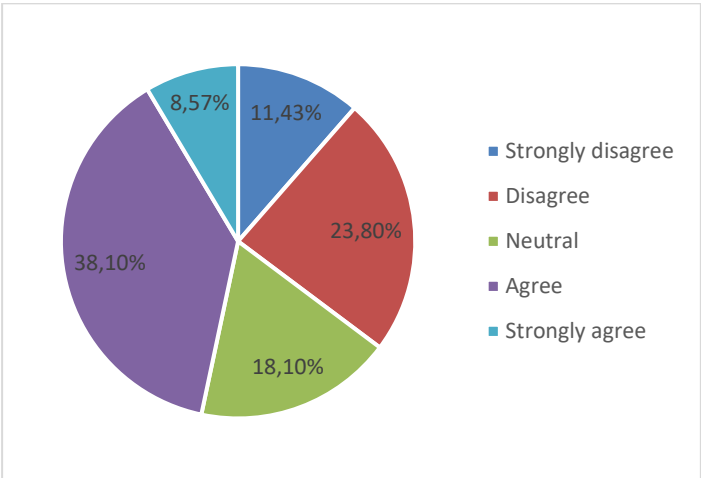
Figure: 4.14(a)



The pie chart in Figure 4.14(a) shows that the minority of participants opted for neutral (14.29%), the majority of the participants were in agreement 52.38% (agree (32.38%) to strongly agree (20%)) that there is unavailability of sponsors and funds budgeted for training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality, followed by respondents who were in disagreement with the item, 33.33% (disagree (14.29%) to strongly disagree (19.04%)). The results reveal that the municipality does not prioritise training in terms of budget allocation, it is glaring that there was lack of financial provision for implementation of training and development initiatives.

4.14(b) Ineffective training and development program delivery or facilitation methods

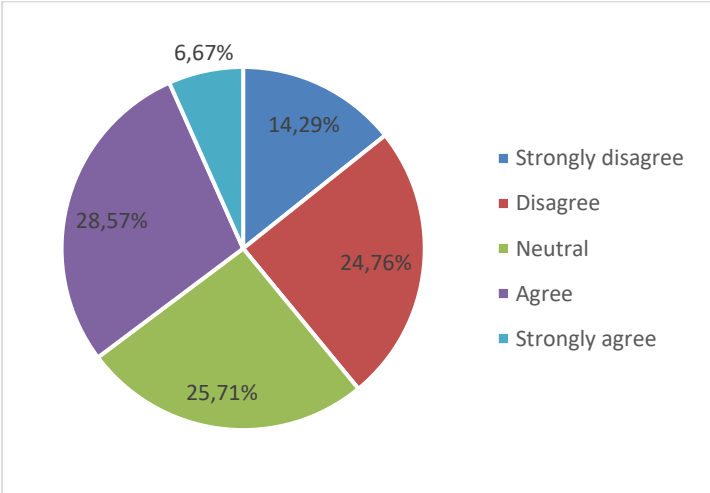
Figure: 4.14(b)



The pie chart in Figure in 4.14(b) shows that the minority of participants opted for neutral (18.10%), while the majority of the participants were in agreement 46.67% (agree (38.10%) to strongly agree (8.57%)) that ineffective training and development program delivery or facilitation methods in one of the challenges facing the Dr Segomotsi Mompoti District Municipality in training and development. Followed by the respondents who were in disagreement with the item 35.23% (disagree (23.80%) to strongly disagree (11.43%)). The findings indicated that the Dr Ruth Segomotsi Mompoti District Municipality had inefficient training and development program delivery or facilitation techniques.

4.14 (c) The municipality does not prioritise training and development

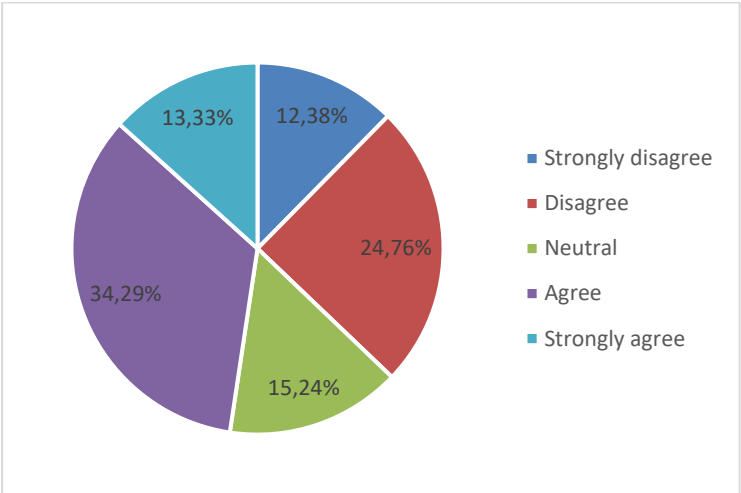
Figure: 4.14(c)



The pie chart Figure in 4.14(c) shows that the minority of participants opted for neutral (25.71%), the majority of the participants were in disagreement 39.05% (disagree (24.76%) to strongly disagree (14.29%)) with the statement that the municipality does not prioritise training and development in the Dr Segomotsi Mompoti District Municipality, followed by 35.24% of participants who were in agreement (agree (28.57%) to strongly agree (6.67%)) that the municipality does not prioritise training and development. The results revealed that the municipality does prioritise training and development programs; however, the majority response is below average (50%), which shows that the municipality does not fully prioritise training to the optimum level as required.

4.14(d) The municipality's poor practice of skill development.

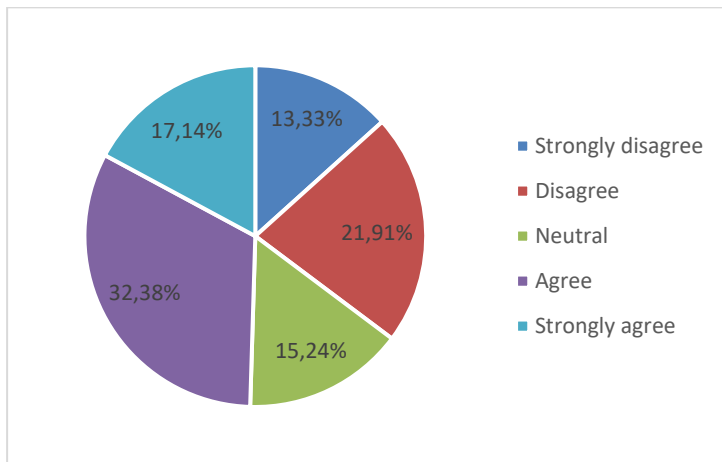
Figure: 4.14(d)



The pie chart in Figure 4.14(d) shows that the minority of participants opted for neutral (15.24%) as a response to the item, the majority of the participants 47.62% were in agreement (agree (34.29%) to strongly agree (13.33%)) that there is poor practise of skills development in the municipality, which exacerbates and contributes to the challenge on training and development in the Dr Ruth Segomotsi Mompoti District Municipality, while 37.14% of respondents were in disagreement (disagree (24.76%) to strongly disagree (12.38%)). This demonstrates that the municipality use or practice poor skills development approach which has a detrimental influence on the quality of training and development programs at the Dr Ruth Segomotsi Mompoti District Municipality.

4.14(e) A lack of municipal plans for skill development

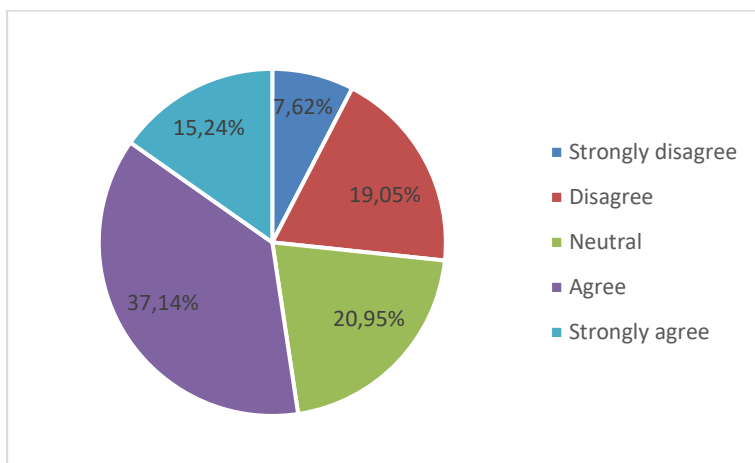
Figure: 4.14(e)



The pie chart in Figure 4.14(e) shows that, out of 105 respondents on this item, except the minority of participants who opted for neutral (15.24%), majority of the participants 49.52% (agree (32.38%) to strongly disagree (17.14%)) agreed with the statement that a lack of plans for skill development by the municipality contributed to the challenges in training and development programs at the Dr Segomotsi Mompoti District Municipality, followed by 35.24% (disagree (21.91%) to strongly disagree (13.33%)) of respondents who were in disagreement. The results revealed that the municipality's lack of plans for skill development strategies contributed to obstacles in training and development programs at the Dr Segomotsi Mompoti District Municipality.

4.14(f) Inefficient operation of the skills consultative committee

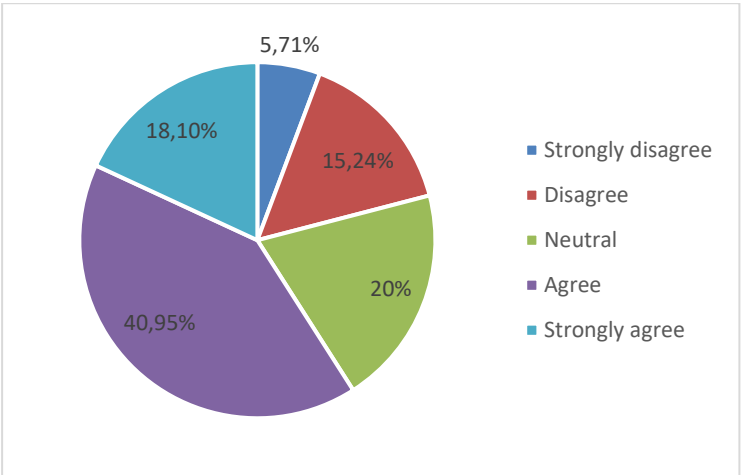
Figure: 4.14(f)



The pie chart in Figure 4.14(f) shows that the minority of participants opted for neutral (20.95%), the majority of the participants 52.38% (agree (37.14%) to strongly agree (15.24%)) were in agreement that the ineffective operation of the municipality's skills consultative committee has contributed to the issues and obstacles of training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality, while 26.67% of respondents were in disagreement (disagree (19.05%) to strongly disagree (7.62%)). This shows that there is inefficient operation of the skills consultative committee in the municipality, and it has contributed to poor skills development and exacerbation of challenges in the municipal training and development programs.

4.14(g) Inadequate or non-existent support from relevant stakeholders

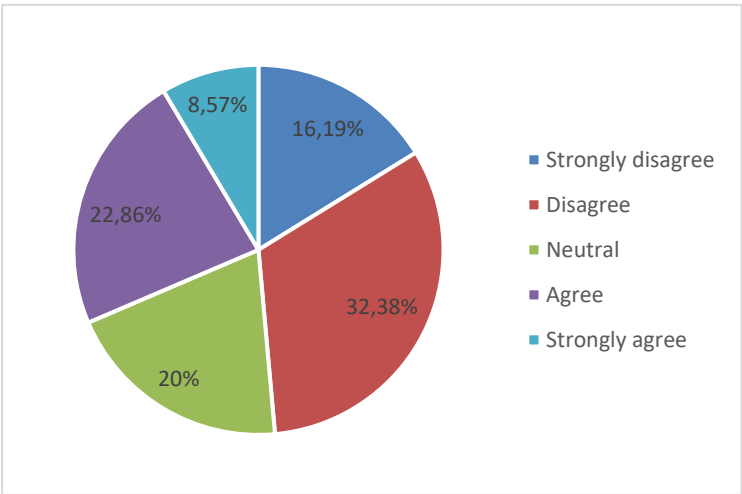
Figure: 4.14(g)



The above pie chart in Figure 4.14(g) shows that the majority of the participants (59.05%) were in agreement (agree (40.95%) to strongly agree (18.10%)) that inadequate or non-existent support from relevant stakeholders is a huge challenge to training and development in the Dr Ruth Segomotsi Mompoti District Municipality, followed by 20.95% of respondents who were in disagreement (disagree (15.24%) to strongly disagree (5.71%)) and the minority of participants who opted for neutral (20%). The findings indicate that there is insufficient or no support from crucial stakeholders, which has led to the problems in training and development programs at the Dr Ruth Segomotsi Mompoti District Municipality.

4.14(h) Employees' lack of commitment to participate in training and development programs

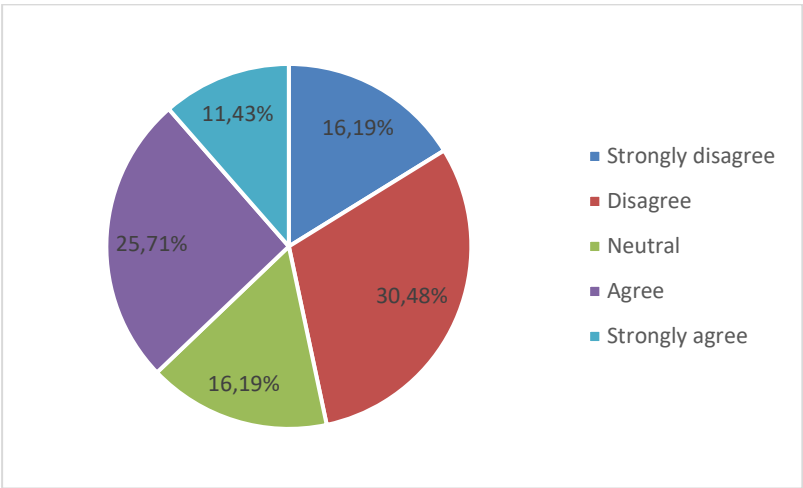
Figure: 4.14(h)



The pie chart in Figure 4.14(h) shows that the minority of participants chose a neutral (20%), the majority of participants 48.57% (disagree (32.38%) to strongly disagree (16.19%)) were in disagreement with the statement that employees' lack of commitment to participate in training and development programs contributed to the training and development programs' challenges at the Dr Segomotsi Mompoti District Municipality, followed by 31.43% of respondents who were in agreement (agree (22.86%) to strongly agree (8.57%)). The results revealed that the employees do not lack commitment to participate in training and development programs, and therefore this item has no contribution to the challenges of training and development in the municipality.

4.14(i) Employees' lack of motivation to participate in training and development programs

Figure: 4.14(i)



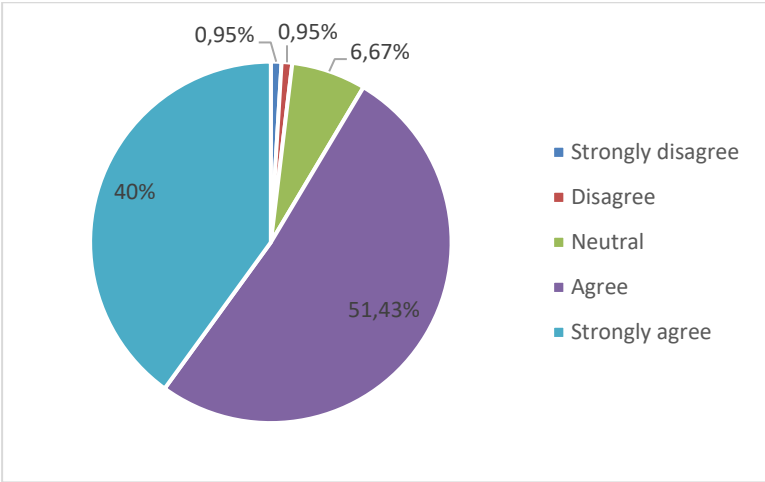
The pie chart in Figure 4.14(i) shows that the minority of participants opted for neutral (16.19%), the majority of the participants were in disagreement 46.67% (disagree (30.48%) to strongly disagree (16.19%)) that the Dr Segomotsi Mompoti District Municipality's training and development programs faced obstacles due to a lack of commitment by the employees to participate in programs, while 37.14% (agree (25.71%) to strongly agree (11.43%)) of respondents were in agreement. The results revealed that the employees do not lack motivation to participate in training and development programs, and therefore this has no influence or contribution to the challenges of training and development in the Dr Ruth Segomotsi Mompoti District Municipality.

4.15 Ways of improving the state of employees’ training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality

The data collected shows that out of the 106 (100%) targeted sample size of the study, 106 questionnaires were returned as targeted; however, there were 105 respondents for this question, and 1(0.99%) participant did not respond to this question.

4.15(a) The municipality must establish an effective and adequate capacity building program

Figure: 4.15(a)

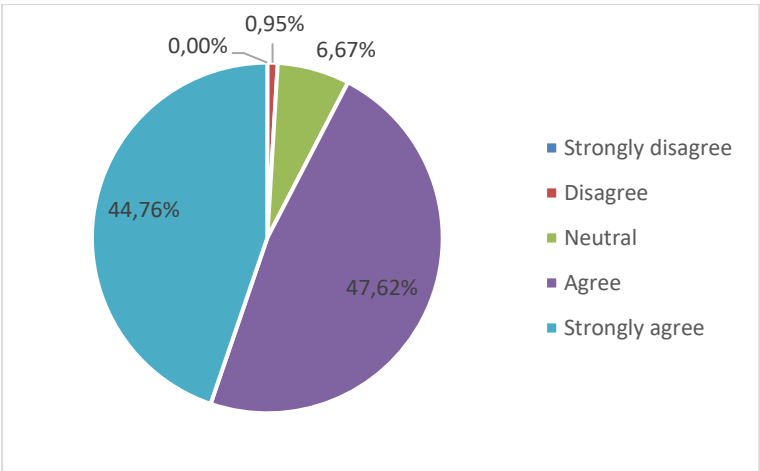


The pie chart in Figure 4.15(a) shows that out of 105 respondents to this item, except for the minority of participants who opted for neutral (6.67%), the majority of the participants were in agreement (91.43% (agree (51.43%) to strongly agree (40%)) that the Dr Segomotsi Mompoti District Municipality must establish effective and adequate capacity building programs as a way of improving employees’ training and development programs in the municipality, while the minority of respondent were in disagreement (1.9% (disagree (0.95%) to strongly disagree (0.95%))). The results revealed that the municipality lacks effective capacity building program, and

therefore it is strongly recommended that to enhance the condition of training and development programs, the municipality must establish effective capacity building initiatives

4.15(b) Improve planning, monitoring, evaluating, and implementing processes of employees’ training and developmental programs

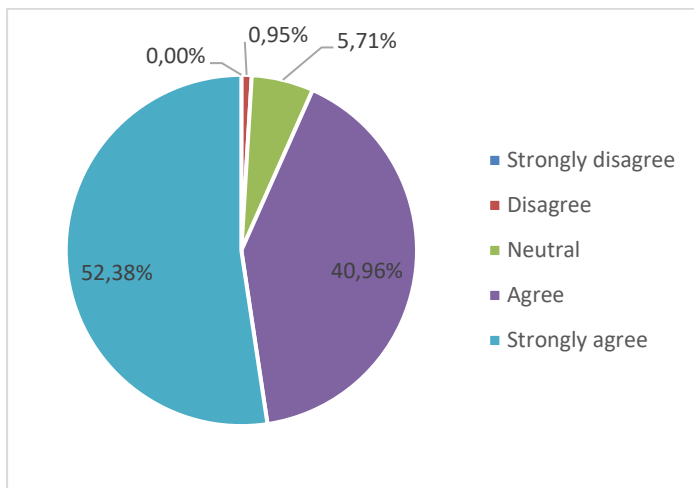
Figure: 4.15(b)



The pie chart in Figure 4.15(b) shows that out of 105 respondents accumulated on this item, 6.67% of participants chose neutral as their response, while the majority of the participants were in agreement 92.38% (agree (47.62%) to strongly agree (44.76%)) that for the Dr Segomotsi Mompoti District Municipality's training and development programs to improve, the municipality must first enhance the procedures for planning, monitoring, evaluating, and implementing employee training and development programs. The minority of respondent(s) were in disagreement (disagree (0.95%)). The findings indicated that the municipality needs improve its procedures for planning, monitoring, evaluating, and implementing employee training and development programs in order to improve the standard of training in the Dr Ruth Segomotsi Mompoti District Municipality.

4.15(c) The municipality must establish an evaluation tool to allow for early and effective intervention in training and development programs

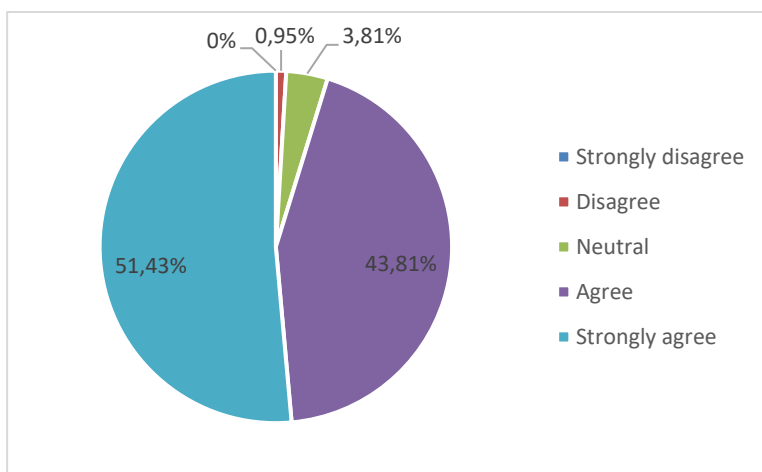
Figure: 4.15(c)



The pie chart in Figure 4.15(c) shows that out of 105 respondents to this item, except the minority of participants who opted for neutral (5.71%), the majority of the participants were in agreement 93.34% (agree (40.96%) to strongly agree (52.38%)) that Dr Segomotsi Mompoti District Municipality must establish an evaluation tool to enable early and effective intervention in training and development programs, while minority of respondent(s) is in disagreement is 0.95% (disagree (0.95%)). The findings indicate that in order for the municipality to enhance the quality of its training and development programs, it must design an evaluation instrument that allows for early intervention.

4.15(d) Every year, the municipality must budget for and fund training and development programs

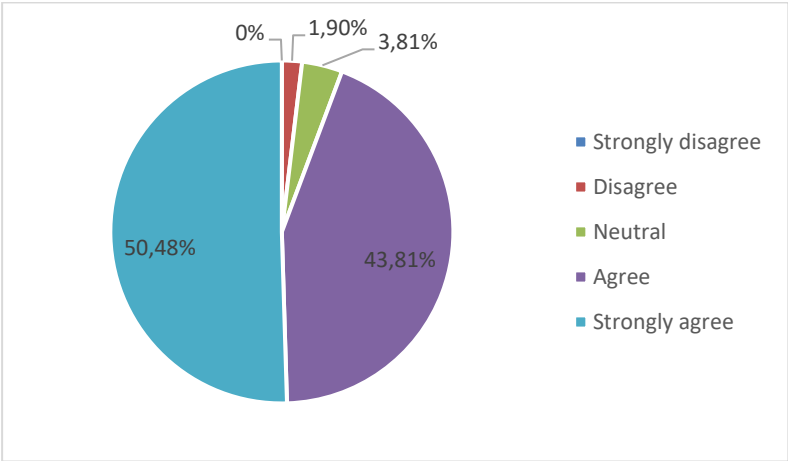
Figure: 4.15(d)



The pie chart in Figure 4.15(d) shows that out of 105 accumulated responses to this item, except for those participants who opted for neutral (3.81%), the majority of the participants were in agreement 94.4% (agree (43.81%) to strongly agree (51.43%)) that the Dr Segomotsi Mompoti District Municipality must budget and fund training and development programs every year, while the minority of respondent were in disagreement 0.95% (disagree (0.95%)). The results revealed that the municipality must fund and budget for training each and every year, and therefore most of respondents believe that provision of funding for training will enhance the standard of training and development in municipality.

4.15(e) The training and development plan's objectives must be clear and consistent with the municipality's goals and objectives

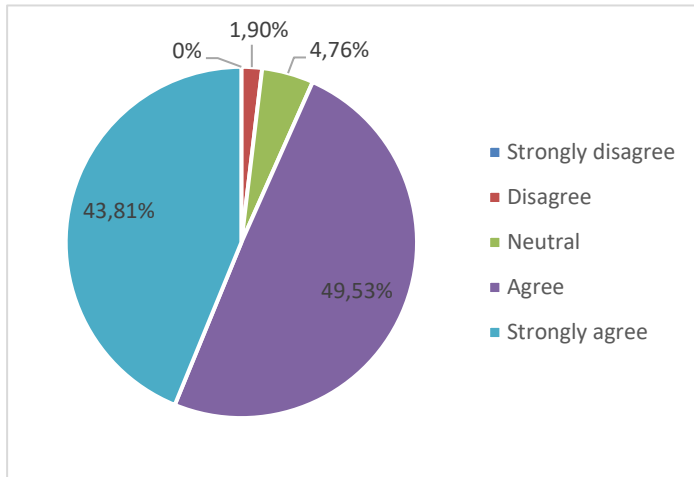
Figure: 4.15(e)



The pie chart in Figure 4.15(e) shows out of 105 respondents to this item, except for those participants who opted for neutral (3.81%), the majority of the participants were in agreement 94.29% (agree (43.81%) to strongly agree (50.48%)) that the Dr Segomotsi Mompoti District Municipality's training and development plan objectives must be clear and consistent with the municipality's goals and objectives. while the minority of respondent were in disagreement (1.90% (disagree (1.90%)). The results revealed that for the municipality to improve the state of training and development programs, the training and development objectives must be clear, consistent and aligned with the goals and objectives of the municipality.

4.15(f) The training must be developed according to an individual’s needs and aligned with their functions.

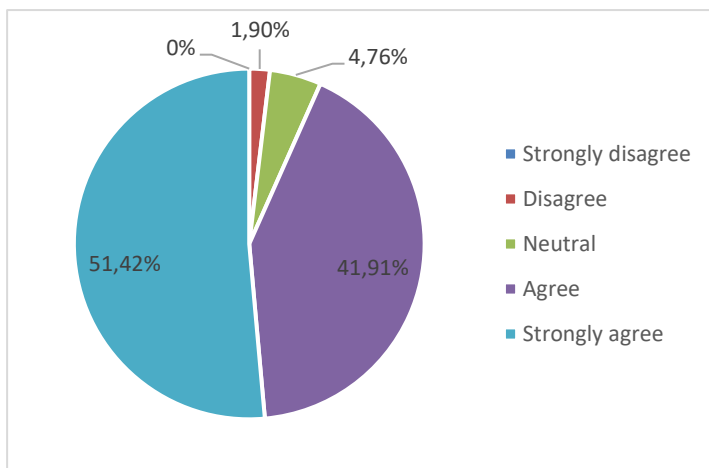
Figure: 4.15(f)



The pie chart in Figure 4.15(f) shows that out of 105 respondents, the majority of the participants were in agreement 93.3% (agree (49.53%) to strongly agree (43.81%)) that training must be established according to an individual's needs, aligned and march with their functions or duties, followed by a few participants who opted for neutral (4.76%), while a minority of respondent were in disagreement 1.90% (disagree (1.90%) to strongly disagree (0%)). This shows that for the training to improve the municipality must develop and render training according to the individuals' needs and aligned with their function; therefore, the Dr Ruth Segomotsi District Municipality must conduct jobs skills evaluation before training can be provided to avoid wasteful expenditure on the training that is not needed.

4.15(g) The municipality has to offer the rewards after the completion of training, to motivate, improve the cooperation and commitment of the employees to attend development programs

Figure: 4.15(g)



The pie chart in Figure 4.15(g) shows that out of 105 responses accumulated to this item except for those participants who chose neutral (4.76%), the majority of participants were in agreement 93.33% (agree (41.91%) to strongly agree (51.42%)) that to motivate, enhance collaboration, and commitment of employees to attend development programs, municipality must give awards upon completion of training, while a minority of respondent were in disagreement (1.90% (disagree (1.90%) to strongly disagree (0%)). The results revealed that to successfully inspire, promote collaboration, and commitment of employees to attend development programs, the Dr Ruth Segomotsi Mompoti District Municipality must provide awards after completion of training.

CHAPTER 5: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.

5.1 INTRODUCTION

This chapter provides the summary of findings for the entire study base on the acquired results on each objective and research question set. The summary includes the conclusions and recommendations by the researcher, limitations encountered and directions for future research.

5.2 Findings

Section A

Objective 1: Identify the different types of training and developmental programs undertaken by the Dr Ruth Segomotsi Mompoti District Municipality

According to the data collected, the majority (89.6%) of employees or respondents in the Dr Ruth Segomotsi Mompoti District Municipality have participated in training and development programs, while the minority of employees (10.4%) have not participated in training and development programs since joining the municipality.

The study results reveal that the majority of employees (62.3%) agreed to have participated in introduction or orientation training programs, while the minority of employees (37.7%) disagreed to have participated in the program. According to Tabvuma *et al.* (2015:315), orientation training is an induction of new employee to their new work environment and co-workers. The purpose of orientation training is to save training expenses no further unnecessary training by ensuring that new employees are exposed to the operation and function of new working milieu. This training also reduces personal turnover caused by negative influences and attitudes. Ultimately, it eliminates avoidable mistakes by assuring a higher degree of ethics, productivity, and fostering stronger interpersonal ties among employees. The goal of this training is to develop employees' understanding of certain tasks as well as that of the employees and organisation (Uyar, 2019:135). Therefore, it can be concluded that 37.7% of the employees who did not participate in orientation at the Dr Ruth Segomotsi Mompoti District Municipality are likely to have negative influence, which will result in opposite outcomes on the above orientation training benefits in the municipality.

According to the results of the study, 36.8% respondents were in agreement that they have participated in sensitivity and ethical training programs. However, the majority (63.2%) of the participants were in disagreement that they have never participated in sensitivity and ethical training programs. Furthermore, the study result reveals that only 31.1% of municipal officials

who participated in the study agreed that they participated in advanced management development programs and the majority 68.9% of the participants disagree to have partaken in the training. According to Munzhedzi (2017:3), Individuals employ sensitivity training to improve their social interactions. This training is primarily intended to make employees aware of their workplace behavior and how it impacts their colleagues. According to the result of the study, it can be concluded that 63.2% of respondents (municipal employees) in the study have never participated in sensitivity training; consequently, this is likely to result in lower interpersonal relations among the municipal employees and it can also have a huge influence on the behaviour of the employees towards their colleague. For instance, unprofessional and unethical behaviour will result in poor governance, therefore sensitivity training is very important for each organisation's administration. The data results further show that only 37.7% of employees have participated in financial management programs and the majority of 62.3% municipality disagreed to have participated in training. According to the Auditor General of South Africa (2018/2019:112), none of the municipalities in the North West Province have achieved clean audits for the financial year 2019 and this was due to, among reasons, the shortage of skilled financials employees. Birhane (2019:83) referred to financial management training and programs as one of proficiency training, and further says that the effective proficiency training in public and private sectors strengthens governance by materially reducing risks of poor performance and service delivery. According to the AGSA's report, the lack of training in finance has led to a lack of accountability in the municipality for the fund spent and excessive reliance on consultants, disregard the supply chain management laws and regulations, and failure of municipalities.

For the human resources management training programs, only 24.5% of respondents were in agreement that they have participated in the program however, the majority of 75.5% disagree to have participated in the program. Amiresmaili, Mirzaee, Aminizadeh, and Rahimisadegh (2018:1) describe human resource training and development as a profitable endeavor with substantial economic returns for the organisation. This is possible with the right methods and tools. According to 75.5% of employees who participated in the study at the Dr Ruth Segomotsi Mompati District Municipality, they are likely to face lower economic gain, growth and low productivity as results of low (24.5%) investment in human resource training and development; therefore, development policy and procedures are likely to not be followed. Furthermore, Chen (2016:213) states that skills management is understood as a human resources process that identifies, analyses, and establishes the skills needed based on the job description. This process includes formulating the program of study based on required skills. Therefore, lack of training will exacerbate the challenges in skills development and skills auditing of the Dr Ruth Segomotsi Mompati District Municipality.

The results also reveal that 10.4% of officials who participated in the study were in agreement to have participated in information communication technology training programs and 89.6% disagree that they have not participated in the programs. In addition, it is a concern to the municipal socio-economic development and to keep up the current governance standard as the rapid change in technology prompted and influenced success and growth of many organisations. Lastly, only two (1.9%) officials agreed and mentioned additional training that they have participated in which include local government law, capacity building and asset management. However, 103 (97.2%) disagreed to have additional training not mentioned on the questionnaires.

In conclusion, the result of the study reveals that the training and development programs that most of the respondents who have participated in the Dr Ruth Segomotsi Mompoti District Municipality were related to induction/ orientation training (62%) and the lowest percentage of the respondents have participated in information communication technology programs (10%). About 25 to 38% of the respondents have participated in the other four areas of training and development, which are sensitivity, ethics, advanced management, financial management and human resource management training and development programs. In addition, the Skills Development Act 97 of 1998 primary aim is to improve skill development and productivity in the workplace (Mello, 2014: 48). However, it can be concluded that the purpose of this act is not fully realised by the Dr Ruth Segomotsi Mompoti District Municipality.

Section B

Objective 2: Determine the effectiveness of training and developmental programs at Dr Ruth Segomotsi Mompoti District Municipality

According to the results accumulated, except for the participants opted for neutral, the majority of employees (41.51%) participated in the study were in agreement, while the minority (24.53%) were in disagreement that training and development programs in the municipality are effective/efficient. However, (33.96%), participated employees rated the efficiency and effectiveness of training and development programs in the municipality neutral.

The results of the study further revealed that the majority of employees (41.5%) agree and the minority (27%) disagree that training and development program they have participated in are relevant to their day-to-day work, except the participants who opted for neutral (32%). Furthermore, study results reveal that except for the participants (36%) who chose neutral, the initiated training and development programs contributed effectively to most (34%) of municipal employees' performance, followed by minority of participants (30%) who did not contribute effectively to the training and development programs.

The majority of employees (39%) were in agreement that training and development programs undertaken have increased the municipal performance, followed by (33%) of participants who chose to be neutral and the minority of participants (28%) who were in disagreement. Moreover, the result shows that the majority of employees (81%) still require further training and development programs to improve their performance. 13% of participants opted for neutral; while the minority of employee participated (7%) do not require further training.

According to the results of data collected, the majority of employees (51%) disagreed that the monitoring and evaluation process of employees' training and development programs are well implemented in the DR RSMD Municipality, followed by participants (34%) who opted for neutral and a minority of participants (29%) who were in disagreement. Additionally, the majority of participants (51%) disagreed that training and development programs are regularly monitored by the municipality, while the minority of participants (18%) were in agreement and other participants opted (31%) for neutral. Lastly, except for the majority of participants (45.28%) who opted for neutral, 32.08% of participant were in agreement that their work skills have been improved after participating in training, while a minority of participants (22.64%) indicated despite participating in training their work skills has not improved.

According to Peters and Van Nieuwenhuyzen (2012:295), the skills shortage in South African municipalities is not a new phenomenon. The absence of capacitated municipalities has increased concerns about the future of South African municipalities. Further, the other obstacle realised on most of the municipalities is implementation of training based on cost or affordability rather than effectiveness and efficiency. According to Manyaka and Sebola (2012:302), the huge challenge facing municipalities in South Africa in general is inadequate training and development programs that lower the performance and cause poor service delivery. In most cases, this is caused by the management or supervisor that is not supportive. There are managers and supervisors that do not show any concern about their employees, yet the attention is only based on production. Furthermore, a shortage of general and specialised skills will result in poor strategy and planning and the organisation will be dysfunctional.

However, the results of the study prove otherwise, with the exception of the 51.9% of respondents who chose neutral from the options. The majority of the respondents agreed that the employees' training and development programs at the Dr Ruth Segomotsi Mompati District Municipality are effective (26.4%), followed by those who disagreed that they are effective (17%), the third highest percentage strongly agreed that they are effective (3.8%) and only 0.9% strongly disagreed that

these programs are effective. This proves that the training is effective in the Dr Ruth Segomotsi Mompoti District Municipality.

Objective 3: Assess the challenges in implementing training and developmental programs at the Dr Ruth Segomotsi Mompoti District Municipality

According to the findings of the research, the majority of employees who participated in the study (52.38%) agreed that sponsors and budget funds are not available for training and development programs in the municipality, 33.33% disagreed with the lack of sponsors and budget funds for training and development programs in the municipality, and the minority of participants (14.29%) chose neutral. The results show that the majority of employees (46.67%) agreed that there is ineffective training and development program delivery or facilitation methods, followed by 35.23% of participants who were in disagreement and a minority of employees (18.10%) who opted for neutral. Furthermore, as mentioned in the Dr RSMDM-Annual Report (2018/2019:155), the majority of municipal personnel at Dr Ruth Segomotsi Mompoti District Municipality have not received appropriate training and development programs owing to a lack of funds and donor help during the recent fiscal years. Finally, the majority of municipal employees who took part in the study stated that the municipality lacks resources and that there are no sponsors for training and development programs.

According to the results of the study, the majority of employees (39.05%) who participated in the study disagreed with the statement that the municipality does not prioritise training and development, followed by 35.24% of participants who were in agreement that the municipality does not prioritise training and development of employees and the minority of participants (25.71%) opted for neutral. Moreover, the majority of employees (47.62%) agreed that poor skill development practice was one of the challenges to employees' training and development programs at the Dr Ruth Segomotsi Mompoti District Municipality, followed by 37.14% who disagreed, while the minority (15.24%) chose neutral. In addition, the majority of employees (49.52%) were in agreement that the municipality lack plans for skills development, followed by 35.24% of employees who were in disagreement and the minority of participants (15.24%) who opted for neutral.

Furthermore, the results of the study revealed that the majority of participants (52.38%) were in agreement that there is inefficient operation of the skills consultative committee in the municipality, followed by 26.67% of participants who were in disagreement and the minority of participants (20.95%) who opted for neutral. Moreover, the result revealed that most of the employees who participated in the study (59.05%) were in agreement that there is inadequate or non-existent support from the relevant stakeholders in the Dr Ruth Segomotsi Mompoti District

Municipality, followed by participants who were in disagreement (20.95%), while the minority of employee participated in the study (20%) opted for neutral. According to Mzimela and Chaikandiwa (2017:4), a lack of support from top management level influences poor training quality, resulting in a direct decline in the value of training programs. Top management's critical duty and job is to analyse staff training and provide recommendations for improvement. Furthermore, Sebola (2014:637) contends that using training coordinators with limited knowledge and experience has a negative impact on employees' training and development. As a result, the majority of the employees who took part in the study agreed that the inefficient operation of the municipality's skills committee has a contribution and influence on training and development challenges in the Dr Ruth Segomotsi Mompoti District Municipality.

The results of study further revealed that, the majority of respondents (48.57%) were in disagreement with the statement that municipal employees lack commitment to participate in training and development programs. Except for a minority of participants (20%) who opted for neutral, there are participants (31.43%) who were in agreement that they lack commitment to participate in training. Lastly, the results revealed that the majority of employees (46.67%) disagreed that one of the challenges that hinder participation in training and development programs is employees' lack of motivation, followed by the participants (37.14%) who were in agreement, while the minority of participants (16.19%) opted for neutral. Furthermore, Kamara (2017:42) claims that, according to a study conducted on South African municipalities, municipal employees were unable to apply their newly acquired skills due to a lack of support, motivation, and advancement opportunities, as well as a lack of opportunities to participate in decision-making. However, the findings of the Dr Ruth Segomotsi Mompoti District Municipality show differently. The majority of employees who took part in the study indicated that they were motivated and dedicated to participating in training and development programs.

In conclusion, the findings of the study show that, with the exception of respondents who chose neutral as their response, the most of respondents agreed that there are challenges to employees' training and development programs at the Dr Ruth Segomotsi Mompoti District Municipality, followed by those who disagreed that there are challenges, the third highest percentage strongly agreed that there are challenges and only fewer strongly disagreed. Therefore, majority of participants agreed that the municipality is facing the challenges in training and development.

Objective 4: Recommend measures that can be implemented to improve the effectiveness of the training and developmental programs at the Dr Ruth Segomotsi Mompoti District Municipality

The outcomes of the study indicated that the majority of employees (91.43%) who participated in the study agreed that the municipality needed to construct an effective and appropriate capacity building program, while the minority of participants (1.9%) disagreed and 6.67% chose neutral. The results also shows that the majority of participants (92.38%) agreed that the Dr Ruth Segomotsi Mompoti District Municipality should enhance the procedures of employee training and development programs, with 6.6% participants who chose neutral and 0.9% minority were disagreement.

Furthermore, the majority of participants (93.34%) agreed that the municipality should establish an evaluation tool to allow for early and effective intervention in training and development programs, followed by those who chose neutral (5.71%), and the minority of those who disagreed (0.95%). Moreover, the study found that the majority of employees (94.4%) who participated in the study agreed that the municipality must budget for and fund training and development programs every year, followed by participants (3.81%) who chose neutral, and a minority (0.95%) who disagreed.

Moreover, with the exception of participants who chose neutral (3.81%), the majority of participants (94.29%) agreed that the training and development plan's objectives must be clear and consistent with the municipality's goals and objectives. The minority of participants (1.90%) disagreed with the statements. Based on the accumulated outcomes of the study, the majority (93.3%) of respondents were in agreement that training must be developed according to individuals' needs and aligned with their functions. This is followed by participants (4.76%) who chose neutral as their stance and the minority of participants (1.90%) who were in disagreement with the recommendation. Lastly, the majority of participants (93.33%) agreed that the municipality offers rewards after training completion to motivate employees' cooperation and commitment to attend development programs, followed by 4.76% participants chose to remain neutral, and minority of participants (1.90%) disagreed with the recommendation.

Finally, the majority of participants agreed with the proposed strategies for improving training efficacy in the Dr Ruth Segomotsi Mompoti District municipality. The primary goal of the White Paper on Public Service Training and Education (1998:40) is to provide a clear vision and policy framework to guide the implementation of new policies, procedures, and legislation aimed at altering public service training and education. Public service training should be transformed into a dynamic, needs-based, and proactive tool capable of contributing significantly to the process of

building a new public service for a new democratic South Africa. Furthermore, as a guideline for good public service training and development formulation, implementation, and evaluation, the Dr Ruth Segomotsi Mompoti District Municipality must adhere to the learning principles, which include access and entitlement, a needs analysis, a competency-based approach to learning outcomes, and integration between policy formulation and implementation (White Paper on Public Service Training and Education of 1998:41).

5.3 Conclusions

The Dr Ruth Segomotsi Mompoti District Municipality has identified many forms of employees training and development programs. The majority of participants, according to the findings of the study have taken part in training and development programs. Induction or orientation programs, sensitivity and ethical training, human resource management programs, information and communication technology programs, advanced management, and financial management programs are examples of training and development programs. Furthermore, additional training was indicated by the employees to have participated on it, which include local government law, assets management and capacity building and they are categorised as ethical training and financial management programs. Furthermore, according to the results revealed, the training employees participated in is classified as on-the-job training and off-the-job training.

Additionally, the results of the study confirmed that Dr Ruth Segomotsi Mompoti District Municipality's training and development programs are effective. The majority of the municipality's employees agreed that the training they received was relevant to their work on a daily basis. As a result, employees' performance has improved and the municipality's performance has increased. However, the majority of the employees who participated in the study still require further training and development programs to improve their performance. Furthermore, the study revealed that the processes of monitoring and evaluating training and development programs are ineffective and are only assessed on an annual basis.

Furthermore, the results of the study revealed the challenges facing the Dr Ruth Segomotsi Mompoti District Municipality in training and development programs, including lack of sponsors and budgeted funds for training, ineffective delivery of facilitation methods of training, lack of planning for skills development and non-existent support from the stakeholders. Nevertheless, according to the revealed results, the municipality does prioritise training and development programs and employees are motivated and committed to participate in training and development programs, except the minority who chose neutral and disagreed with the item.

5.4 Recommendations

- The municipality must prioritise and invest more on training and development programs to get positive skills investment return in terms of employee performance enhancement.
- The municipality must perform or do employee skills audits every year if not half-yearly
- Investing in training and development must be budgeted and funded every year by the municipality.
- In order for the municipality to build its capacity effectively and appropriately, it must develop a capacity building program
- Enhance the procedures for planning, monitoring, assessing, and executing employee training and development initiatives.
- To allow early and effective intervention in training and development efforts, the municipality must design an assessment process.
- The goals of training and development must be clear and aligned with the goals and objectives of the municipality.
- In order for training to be effective, it must be tailored to the individual's needs and functions.
- It is necessary for the municipality to provide rewards after training in order to motivate and improve the cooperation and commitment of its employees to participate in development programs. An example of a reward could be in the form of a certificate of completion.

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ANNEXURE A: REQUEST LETTER



North-West University
Mahikeng Campus
Mmabatho
2735

Dr Ruth Segomotsi Mompati
District Municipality
PO Box X 21
Vryburg
8600

Dear: Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESERCH IN YOUR MUNICIPALITY

My Name is Mmoloki Gilbert Matshetshe and I am currently doing my Master's degree in Public Administration at the North-West University (Mahikeng Campus), under the Faculty of Economic Management Sciences. My research topic is **“Assessment of employees’ training and development programs in a selected South African municipality**. The research will focus only on the office-based employees.

I hereby request permission to conduct research in your Municipality, which entails questionnaires and documentations that are aligned with my study. The responses of participants will be confidential. Upon completion of the study, the municipality will receive a hard copy of the full research report.

For any clarity kindly contact me on: 0766310960 or email matshetshemg@gmail.com

Hope my request will be taken into consideration.

Yours Sincerely

Mr M.G Matshetshe

A handwritten signature in black ink, appearing to read 'M.G. Matshetshe', with a horizontal line extending to the right.

Supervisor: Ms M.E Chesa

A handwritten signature in black ink, appearing to read 'M.E. Chesa', with a horizontal line extending to the right.

ANNEXURE B: TURN-IT-IN REPORT

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ANNEXURE C: PERMISSION LETTER



P.O. Box 21, Vryburg, 8600, Physical Address: 50 Market
Street, Vryburg, 8601, Tel: (053) 928 4700
Fax: (053) 927 2401, Web: www.rsmompalldm.gov.za



Our Ref: 9/3

Your Ref:

Enq: PV Chwene

28 SEPTEMBER 2020

MR. M.G. MATSHETSHE
North West University
Mahikeng Campus
Mmabatho
2735

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am pleased to inform you that your request to be granted permission to conduct research in this municipality has been approved.

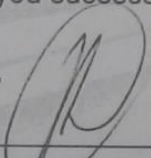
This municipality is looking forward to the outcome of your research to assess the capacity building, training and developmental programmes that has been implemented in this municipality.

We hope that this with an independent academic paper will greatly assist this municipality to improve its interventions and were gaps have been identified provide recommendations that will support our efforts towards implementing improved skills development programmes in the future and contribute to academic literature in general.

For any clarity or assistance please do not hesitate to contact **Mr. Phenyio Chwene (Manager: Office of the Municipal Manager)** at 0799944204 and/or chwenep@bophirima.co.za.

We wish you success with your studies.

Sincerely,



MR. JERRY MONONELA
MUNICIPAL MANAGER



ANNEXURE D: CONSENT LETTER

ASSESSMENT OF EMPLOYEES' TRAINING AND DEVELOPMENT PROGRAMS IN A SELECTED SOUTH AFRICAN MUNICIPALITY

Dear participant

I am conducting a research project, under the supervision of Prof NI Makamu and Ms M.E Chesa as part of the requirements for completing my MAdmin in Public Administration at the North-West University. The target population of the study comprises permanent municipal employees at the Dr Ruth Segomotsi Mompati District Municipality in the North West Province. The purpose of this research project is to assess employees' training and development programs at the Dr Ruth Segomotsi Mompati District Municipality. Your input into addressing this study's objective is valuable given that as a permanent employee you are more likely to have information and experience on training and development programs and the issues around the training and development programs are likely to affect you as an employee.

It would be greatly appreciated if you could assist me by completing the attached questionnaire. Participation in this study is completely voluntary and you may withdraw from the study at any point. The questionnaire is user-friendly and should take approximately 10 minutes to complete. Confidentiality of all information enclosed in this questionnaire is guaranteed and no personal questions linking you to this specific questionnaire are included (e.g. name, address, age, employee number, the unit at which you are employed); i.e., your anonymity, as well as the anonymity of the Department at which you are employed is guaranteed. This information will be reported in aggregate form and will be used for the purpose of research publications.

Thank you most sincerely. Your assistance and contribution will be highly appreciated.

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North-West University (Mafikeng Campus)
Faculty of Economic and Management Sciences
School of Management Sciences

I have read the above description of this research study. I have been informed that it is a low-risk study and I am aware of the purpose of the study. I voluntarily agree to take part in this study and by continuing and completing this questionnaire, I consent to the information being used in aggregate form.

ANNEXURE E: QUESTIONNAIRE

Section A

The aim of this study is to assess employees' training and development programs in the Dr Ruth Segomotsi Mompoti District Municipality. Therefore, you are kindly requested to participate in this study by responding to the following questions. Thank you in advance for your participation.

(Please mark with an X or tick the relevant box.)

Statement	Yes 1	No 2
1. Since I have been employed by Dr Ruth Segomotsi Mompoti District Municipality, I have participated in training and development programs.	<input type="checkbox"/>	<input type="checkbox"/>

2. The training and development programs that I have participated in Dr Ruth Segomotsi Mompoti District Municipality, include the following. (Yes - No)

Answers (Objective 1 = types)	Yes 1	No 2
a) Introduction/orientation training programs	<input type="checkbox"/>	<input type="checkbox"/>
b) Sensitivity and ethics training programs	<input type="checkbox"/>	<input type="checkbox"/>
c) Advance management development	<input type="checkbox"/>	<input type="checkbox"/>
d) Financial management programs	<input type="checkbox"/>	<input type="checkbox"/>
e) Human resource management training programs	<input type="checkbox"/>	<input type="checkbox"/>
f) Information communication technology programs	<input type="checkbox"/>	<input type="checkbox"/>
g) Other	<input type="checkbox"/>	<input type="checkbox"/>

2.1 If other, kindly specify.....

3. The training methods applied during my participation in training and development programs include the following methods. Yes - No

Answers	Yes	No
	1	2
a) On-the job training methods		
b) Off-the job training methods		

4. How often do you, as an employee of Dr Ruth Segomosti Mompoti District Municipality undergo training and development programs? Yes - No

Answers	Yes	No
	1	2
a) Monthly		
b) Quarterly		
c) Every six months		
d) Yearly		
e) Every second year		
f) After every three or more years.		

Section B (Objective =2 effectiveness)

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describe your level of agreement with the following statements

Statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
5. The training and developmental programs in the Dr Ruth Segomotsi Mompoti District Municipality are efficient/effective.					
6. The training and development program(s) in which I participated are relevant to my day-to-day work					
7. The initiated training and development programs contributed effectively to my performance in the Dr Ruth Segomotsi Mompoti District Municipality.					
8. The training and development programs undertaken by the municipal official have increased municipal performance.					
9. I still require further training and development programs to improve my performance.					
10. The monitoring and evaluation process of employees training and developmental programs at Dr RSMDM are well implemented.					
11. The employee training and development programs are regularly monitored and evaluated by municipality.					
12. The training I participated in had an impact on improving my work skills.					

13. The challenges to employees' training and development programs at Dr Ruth Segomotsi Mompoti District Municipality include the following.

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describe your level of agreement with the following statements

Statements: Objective = 3 challenges	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
a) Sponsors or budget funds are not available for training and development programs.					
b) Ineffective training and development program delivery or facilitation methods					
c) The municipality does not prioritise training and development.					
d) The municipality's poor practice of skill development.					
e) A lack of municipal plans for skills development.					
f) Inefficient operation of the skills consultative committee.					
g) Inadequate or non-existent support from relevant stakeholders.					
h) Employees' lack of commitment to participate in training and development programs.					
i) Employees' lack of motivation to participate in training and development programs.					

14. The municipality can improve the state of employees' training and development programs by adopt the following measures.

Using the scale below, please mark with an X in the appropriate block to indicate a response that best describe your level of agreement with the following statements

Statements	Strongly disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
a) The municipality must establish an effective and adequate capacity building program.					
b) Improve planning, monitoring, evaluating, and implementing processes of employees' training and developmental programs.					
c) The municipality must establish an evaluation tool to allow for early and effective intervention in training and development programs.					
d) Every year, the municipality must budget for and fund training and development programs.					
e) The training and development plans' objectives must be clear and consistent with the municipality's goals and objectives.					
f) The training must be developed according to an individual's needs and aligned with their functions.					
g) The municipality has to offer the rewards after the completion of training, to motivate and improve the cooperation and commitment of the employees to attend development programs.					

Thank you.....

ANNEXURE F: ETHICS CLEARANCE CERTIFICATE



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26 July 2022

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the **Economic and Management Sciences Research Ethics Committee (EMS-REC)** on 24/06/2022, Round Robin the Economic and Management Sciences Research Ethics Committee hereby **approves** your study as indicated below. This implies that the North-West University Senate Committee for Research Ethics (NWU-REC) grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Assessment of employees' training and development programs in a selected South African municipality																
Study Leader/Supervisor (Principal Investigator)/Researcher: Prof N Makamu / Ms ME Chesa – MA in Public Administration																
Student: Matshetshe, MG (25471872)																
Ethics number:	N	W	U	-	0	0	5	9	9	-	2	2	-	A	4	
	Institution		Study Number								Year			Status		
	<i>Status: S = Submission; R = Re-Submission; P = Provisional Authorisation; A = Authorisation</i>															
Application Type:																
Commencement date: 26/07/2022											Risk:	Low				
Expiry date: 26/07/2023																
Approval of the study is initially provided for a year, after which continuation of the study is dependent on receipt and review of the annual (or as otherwise stipulated) monitoring report and the concomitant issuing of a letter of continuation.																

Special in process conditions of the research for approval (if applicable):

•

General conditions: <i>While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:</i> <ul style="list-style-type: none">• The study leader/supervisor (principle investigator)/researcher must report in the prescribed format to the EMS-REC:<ul style="list-style-type: none">- annually (or as otherwise requested) on the monitoring of the study, whereby a letter of continuation will be provided, and upon completion of the study; and- without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.• The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the study leader/researcher must apply for approval of these amendments at the EMS-REC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.• Annually a number of studies may be randomly selected for an external audit.• The date of approval indicates the first date that the study may be started. <i>n the interest of ethical responsibility, the NWU-SCRE and EMS-REC reserves the right to:</i>

- request access to any information or data at any time during the course or after completion of the study;
- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the EMS-REC or that information has been false or misrepresented;
 - submission of the annual (or otherwise stipulated) monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and / or
 - new institutional rules, national legislation or international conventions deem it necessary.
- Please note that the ethics approval of this application is subject to the Covid-19 protocols.

The EMS-REC would like to remain at your service as scientist and researcher, and wishes you well with your study. Please do not hesitate to contact the EMS-REC or the NWU-SCRE for any further enquiries or requests for assistance.

Yours sincerely,

**Mark
Rathbone**

Digitally signed by Mark Rathbone
DN: cn=Mark Rathbone, o=North-
West University, ou=Business
management,
email=mark.rathbone@nwu.ac.za,
c=ZA
Date: 2022.07.26 13:32:19 +02'00'

Prof Mark Rathbone
Chairperson: NWU Economic and Management Sciences Research Ethics Committee

ANNEXURE G: LANGUAGE EDITING CERTIFICATE

Cecile van Zyl

Language editing and translation

Cell: 072 389 3450

Email: Cecile.vanZyl@nwu.ac.za

TO WHOM IT MAY CONCERN

Dear Mr / Ms

Re: Language editing of dissertation (Assessment of employees' training and development programs in a selected South African municipality)

I hereby declare that I language edited the above-mentioned dissertation by MG Matshetshe (student number: 25471872).

Please feel free to contact me should you have any enquiries.

Kind regards



Cecile van Zyl

Language practitioner

BA (PU for CHE); BA honours (NWU); MA (NWU)

SATI number: 1002391