

**The impact of training and development on employee performance within
the workplace (North-West Province)**

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**Mini-Dissertation accepted in partial fulfilment of the requirements for the degree
Master of Commerce in Industrial Relations at the North-West University**

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Graduation Ceremony: 09 April 2019

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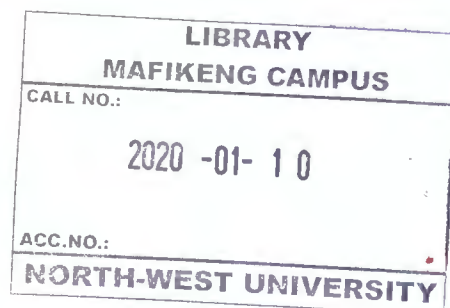


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DECLARATION

I, **KHOMOTSO BEAUTY NEITO** hereby declare that this is my original research work, and references and citations have been duly acknowledged.

This mini-dissertation is in partial fulfillment of Master of Commerce in Industrial Relations in the School of Management Sciences, Faculty of Commerce and Administration of the North-West University at Mafikeng Campus

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ABSTRACT

Purpose

The purpose of the study is to investigate the impact of training and development on employee performance in the workplace. The researcher attempted to find awareness of the level of existing discrepancies on of employee's performance within the public sector that hindered service delivery and lead to dissatisfaction among the same employees and the public they are supposed to service. From that stance, the research survey investigates the problem which has led to a lack of appropriate training and development for employees.

Research Approach

The study was undertaken at the Department of Public Works and Roads in the Northwest Province of South Africa. The researcher adopted both qualitative and quantitative method approach. The problem identified generates a myriad of challenges in the workplace, negatively affecting performance and the organisation's reputation. Subsequent to these challenges, the research objectives focus on establishing whether or not the acquired skills are applied in the workplace by employees through their knowledge and ability for training and development and identify weaknesses emanating from performance deficiencies. The link between the Industrial Relations Philosophy, Training and Development, and Employee Performance is considered for the study.

Findings

Various research techniques including literature review, methodology and design are important factors in designing how the reliability and validity of the study were measured. In this context, 110 questionnaires were completed, returned, analysed and interpreted.

The correlation coefficient between dependent and independent variables was evaluated through Pearson t-test and the results showed that the relationship does exist. The study revealed a negatively skewed outcome, the research provides insider impression of the study and recommends concerted planning and cautioning of training and development to enhance employee performance for the institution understudied.

Future Research

The most vital asset of every organisation under stiff and dynamic competition is its human capital, therefore the survey on the impact of training and development on employee performance for Department of Public Works, and Roads is recommended for future research.

ACKNOWLEDGMENTS

Let me firstly; give thanks to the God for making it possible for me to complete my studies. It has been an adventurous journey and “finally his will is done”. I dedicate this work to my late courageous mother Emma Selefa Segapo, my two sons Tshepo and Boitshepo, daughter in - law Lerato and grandson Otlotleng Neito who kept me in prayers.

I am grateful of my best friend Dr. Phemelo Olifile Marumo for his unconditional support throughout this study, his outstanding influence contributed to the success of and completion of the study. I thank especially,

- My Supervisor Mr. Joel Maubane and my Co-Supervisor Dr Molefakgotla Molefi for their inspiration and guidance throughout the study
- My employer, Department of Labour for supporting my studies financially
- The Head of Department, the Department of Public Works and Roads for permission granted to explore the workplace as a phenomenon for the study
- Public Works and Roads personnel who voluntarily participated in the study as well as those who acted as my “post office” for ensuring feasible and cost-effective data collection
- The statistician, Mr. Diteboho Xaba who assisted with the Data Analysis for the study
- My relatives at large who were there for me in my absence where I was needed the most.

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LIST OF ACRONYMS

ANOVA	Actual Analysis of Variance
HRD	Human Resource Development
HRM	Human Resource Management
HR	Human Resource
IRO	Return on Investment
SA	South Africa
SPSS	Statistical Package for Social Science

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Chapter one focuses on the definition and the background on why training and development fundamental for prosperity growth for employees and the organisation.

The discipline of training and development comes a long way where historically was used by soldiers in workshops during wars as a motivational factor for the successful execution of assigned responsibilities and the advancement of victory. Sullivan, (2011) submits that global competition has created a rapid pace of change which means that skills set must be continually updated. It is the manager's job to identify the employees with less optimal skills. Human Resource goal is to develop processes to continually increase employee learning and development while minimising the amount of time that employees are away from their work to get productivity in the companies. Training and development are one of the ways to achieve this goal.

Contributing factors leading to performance deficiencies of employees within the workplace such as the absence of feedback on how well employees performing, less reward for high performance and absence of opportunity to grow collectively create a fear in employees. It is important to determine the causes of performance deficiencies accurately. Firstly, a determination of causes influence how performance is evaluated and secondly, the determination can expose the underlying conflict between the managers and their subordinates.

In support of the notion above, it is of paramount importance for the study to reflect on why there is a need for a managerial shift in order to optimise workplace performance through human capital. Effective team working matters in the prevailing business space. In today's resilient, growth-oriented mind-sets, high-performance teamwork, and great leadership or organisational culture, beat most other businesses, which only rely on talent or leadership charisma. Furthermore, if your company offers a place for people and teams to flourish and thrive, it's a good start. But the effective cohesive happy high-performance team is the next level required to retain and optimise top talent's performance and positive impact.

Dovale, (2018) & Hubbell, (2017) maintain that a performance culture is based on discipline; this discipline promotes decisiveness and standards of excellence and ensures direct accountability. Such discipline is the main reason why commitments and expectations are always clear. On the other hand, lack of resolve and sanctions in a culture usually characterises a culture in which there is a little or no accountability. In a performance culture, proactive management blocks obstructive behaviours and supports reinforce and reward constructive ones. In such a culture, people are truly engaged in the business of the organisation.

1.2 PROBLEM STATEMENT

The discussions and debates on Non-productive workforce reveal the enormous pressure essential for improving both individual opportunities and institutional competitiveness.

1.2.1 Main Problem

The problem investigated in this research is the lack of appropriate training and development for employees which ultimately causes deficiency on performance and organisational reputation.

Lack of appropriate training and development for employees causes a deficiency in workplace performance and organisations reputation.

1.2.2 Sub- Problems

The following sub-problems emanate from the main problem of the study

- Individuals failing to advance their career path.
- No alignment of training and development initiatives to Organisational Strategy.
- Employers find the development of employees as an expensive path versus the company production.

1.3 RESEARCH QUESTIONS

The research questions direct the research process. The questions are fundamental core, concise and arguably of a research project or study. Chapter 4 outline an analysis of research questions listed as follows:

1.3.1 How does employee performance deficiency cause low productivity?

1.3.2 To what extent do training and development have a direct impact on employee performance?

- 1.3.3 What is the impact of training and development on the perceived performance of both employees and the organisation?
- 1.3.4 What is the nature of the problems experienced by employees lacking - appropriate training?
- 1.3.5 Is there a performance recovery plan to address non-performers?

1.4 ETHICAL CONSIDERATIONS

Participants voluntarily participate in the study and the researcher provided the reasons for conducting the survey at the point of distributing questionnaires. The right to confidentiality and the right to remain anonymous of participants are taken into consideration.

1.5 SIGNIFICANCE OF THE STUDY

The importance of the study stems from how training and development in the workplace allow the employee the opportunity to unlock their potential by learning new skills, gaining diverse knowledge and the ability to apply what they have learned in a bid to optimise the organisation success.

1.6 OBJECTIVE OF THE STUDY

The objective of this study is meant to:

- To determine how employee performance deficiency causes low productivity.
- To establish the extent of how training and development have a direct impact on employee performance.
- To examine the impact of training and development on the perceived performance of both employees and the organisation.
- To determine the nature of problems experienced by employee's lacking-appropriate training.
- To establish whether the performance recovery plan addressing non-performers.

1.7 THE STRUCTURE OF RESEARCH METHODOLOGY

This chapter provides a detailed outline of the approach and research methodology applied to the study.

Bless and Higson- Smith (2000), differentiate design and research management arguing that “the design is a plan to guide to guide the researcher through the research process. They explain design the first steps in constructing a good research which requires the researcher to answer several fundamental questions about the research”. These relate to the focus, the unit of analysis and the time dimension of the problem at hand.

Furthermore, Leeds (2005) purports that when we talk about a general strategy for solving a research problem, we are talking about a research design. The research design provides the overall structure of the procedures the researcher follows, the data the researcher collects and the data analysis the researcher conducts. Simply put, research design is planning.

These researches view research methodology and design directly referring to the sequence of steps followed when investigating a research problem.

In view of the above, Burns and Groves (2001:223), emphasises that research design is a blueprint for conducting the study that maximises control over effects that could interfere with the validity of the findings. Designing helps the researcher to plan and implement in a way that helps the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation.

The researcher conducted the study at the Department of Public Works and Roads in Mahikeng, North West Provincial office. The mission of the department is to promote the government’s objectives of economic development, good governance, and rising living and prosperity by providing and managing the accommodation and infrastructure needs of the national government by leading the National Expanded Public Works and transformation of the construction and property industries.

In line with this national priority, the North West Province Department of Public Works mission is to provide safer public transport and provincial land, building, and roads infrastructure management system towards a better life for all.

1.7.1 Research Approach

The survey method was used and focuses on both qualitative and quantitative approach. The reason for using both methods was that the information collected had to be objective and reliable.

1.7.2 Population

The target population for the study was all employees from a large employment organisation which had one thousand and one hundred employees ($N = 1100$).

Bless and Higson- Smith (2000:85) describes a population as a set of elements that the research focuses upon, and to which results obtained by testing a sample should be generalised.

1.7.3 Sample Size

One hundred and ten ($n = 110$) people were randomly selected from the population ranging from the entry level of Administration Clerk up to the Deputy Director Level. This sample comprised of both male and female working at both provincial and district offices of the Department Public Works and Roads in Mahikeng.

1.7.4 Sampling Methods

The random specimen was used because it is the most popular possibility of sampling where individual participant of the population has an equal chance of being nominated to take part.

1.7.5 Instruments

Questionnaires were used to collect data and were distributed to the participants nominated. Objectivity was stressed to the participants to ensure that analysing of the questionnaire is not biased.

1.7.6 Reliability and Validity of the Study

Polit and Hungler (1999: 225), define reliability as the degree of consistency with which an instrument measures an attribute. In addition, Burns and Groves (2001) define validity as the measure of truth or falsity obtained through using the instrument. In this study, reliability refers to the degree of consistency of the instrument measures on how lack of training affects employee performance.

1.7.7 Data Analysis

Normal distribution technique through categorical variables was described and presented in the form of tables and graphs. In this context, the Statistical Package for the Social Scientists

(SPSS) software was preferred since the SPSS is a data management tool which has a very versatile data processing capacity, in addition to the advantage of sufficiently exploring relationships between responses to different questions as well as creating a graphical presentation of questionnaire data for reporting.

The researcher took cognisance of the views of other researchers that the SPSS software is more complex compared to other packages but more effective.

The Pearson T-test will be used, measuring the correlation between variables of interest which accrue from the institutional training and development in order to enhance employee performance.

1.7.8 Findings

The research findings will be summarised in chapter 5

1.8 LITERATURE REVIEW

The sources to provide a foundation to this study were journal articles and publications that had the keywords anchoring the research problem and those that were sufficiently recent to provide evidence to research-based findings in similar studies.

1.9 LIMITATIONS OF THE STUDY

Due to the limited scope of the study, a collection of data from senior management was restricted and the researcher could not with no degree of scientific certainty generalise to other Government Departments in the North West Province.

1.10 RANGE OF THE STUDY

The range of the study was restricted to the officials in the Department of Public Works and Roads in North West who are on the Entry level, Supervisory level, Middle Management, and Management Level.

1.10.1 CHAPTERS DIVISIONS

- Chapter 1: Overview of the study

The chapter focuses on an overview of the study. The coherence on both training and development will be outlined. The researcher also explains why training and development is a solution to performance deficiency in a workplace and a good investment.

- Chapter 2: Literature review

The researcher used recent literature to explore the findings of other researchers on the impact of training and development of employees within the workplace.

- Chapter 3: The structure of the Research Methodology.

In this chapter, the study outlined how the research methodology and design, population, and sampling method were conducted. Data collection, measuring instrument and data analysis are outlined followed by reliability and validity of the study as well as the ethical considerations applicable to the study.

- Chapter 4: Data Analysis

The responses to the questionnaires were statistically analysed and interpreted by using tables and graphs. The results were derived from data that sought to answer the research questions presented in Chapter 1.

The questions are as follows:

- How does employee performance deficiency cause low productivity in the workplace?
- To what extent do training and development have a direct impact on employee performance?
- What is the impact of training and development on the perceived performance of both employees and the organisation?
- What is the nature of the problems experienced by employees' lacking-appropriate training?
- Is there a performance recovery plan addressing for non-performers?

- Chapter 5: Findings of Study

Chapter five provides a succinct of the research findings, submitting, and recommendations as they are directly extrapolated from the findings of the study. The researcher will make recommendations based on the findings of the study

- Chapter 6: Discussion and Conclusions

Chapter six, which is the final one, provides an overall summation of the study, the challenges, offering overarching discussion and conclusion to this dissertation.

1.11 CONCLUSION

In this chapter, the basic problem statement, research methodology and design, population, instruments, data analysis and limitations of the study was outlined.

The study mainly focuses on Training and Development within the workplace based on the variables affecting the employee performance to establish the connections between these variables and intervention strategies.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on a literature review on employee performance deficiencies and how training and development interventions assist in the retention high caliber of the workforce. The literature review examines in more detail the theoretical insights introduced in chapter 1, the information gathered was selectively appropriated in order to directly advance the study on the impact and practice of training and development, especially for the Department of Public Works, Roads in the North West Province of South Africa.

The main significance of the chapter is to establish whether or not knowledge, ability, and skills acquired through training and development are applied in the workplace, identifying weaknesses encouraging performance deficiencies as well determining whether employers realize the value of training and development in the growth of the corporation. To broaden the literature scope, the researcher uses other concepts such as Human Resource Management (HRM) and Development, Professional Development and Organisational Development (OD), Human Resource (HR), Performance Management and Labour Relations Management Philosophy.

Employees spend most of their lifetime at the workplace and this environment greatly influences their mental framework. Because of such symbiosis, it is imperative for organisations to identify factors impeding the performance of employee within workplaces and address such as economically and expeditiously as possible. Kholi (2008) emphasises that Human Resource Management aimed at recruiting capable, flexible and committed people, managing their performance and developing key competencies. Its purpose is to ensure that employees of the organisation are used in such a way that the employer obtains the greatest possible benefit from their abilities, and the employees gain both material that rewards and psychological satisfaction from their work. Again he believes that with the globalisation of the world's economy, the marketplace has become a highly complex, turbulent and competitive and that people are at the heart of the business success. Organisations need to build, sharpen, and leverage on their competitive advantage-people. For organisations, employee actions directly influence the intangible but very real assets that often account for more than half of an organisation's value.

Human capital accumulates through experience and education, improves productivity and is more relevant in the higher echelons of organisations, such as middle and top management Ming, AU, Altman, and Roussel (2008). More recently, business executives admitted that global competition is intensifying and is linked to the capabilities of competitors to enhance their knowledge, expertise, and talent (Alexandros & Bouris 2008).

2.2 DEFINITION OF HUMAN RESOURCE DEVELOPMENT, PERFORMANCE MANAGEMENT AND OTHER KEY CONCEPTS.

2.2.1 Human Resource Development (HRD)

Werner and DeSimone (2012), explain that the origins of Human Resource Development are traceable to apprenticeship training programmes in the eighteenth century, supported by Gosney and Hughes (2016) who as well believed that the history of Human Resource Development is the history of mankind and acknowledges that as long as humans have been teaching one another, working for one another, mastering a trade, or collectively building a society the utility of Human Resource Development(HRD) is clearly evident.

Human Resource Development (HRD) is defined as the integrated use of training, organisation, and career development efforts to improve individual, group, and organisational effectiveness. HRD develops the key competencies that enable individuals in organisations to perform current and future jobs through planned learning activities. A group within organisations use HRD to initiate and manage change. Also, HRD ensures a match between Individual and organisational needs. (HR Solutions, 2017)

2.2.2 Strategic Human Resource Development

The concept of Strategic Human Resource Management includes typical human resource components such as hiring, discipline, payroll and involves working with employees in collaborative manner to boost retention, improve the quality of work experience, and maximise the mutual benefit of employment for both the employee and organisation (What's Human resource 2018)

2.2.3 Training and development

Cambridge dictionary (2016), define training as the process of learning skills needed for a particular job or activity, whereas development is the process in which someone grows or changes and become more advanced.

2.2.4 Performance Management

YouTube – Audiopedia (2017), define Performance Management as the systematic process by which the organisation involves its employees as individuals and members of the group in the accomplishment mission and goals in a series of tasks. Again Heathfield, (2018) believes that Performance Management is the process of creating a work environment or setting in which people are enabled to perform to the best of their abilities, and a whole work system that begins when a job is defined as needed. It ends when an employee leaves the organization.

2.2.5 Workplace

According to the Labour Relations Act, 66 of 1994, Section (c) the definition of a workplace in all other instances means “the place or places where the employees of the employer work. If an employer carries on or conducts two or more operations that are independent of one another by reason of their size, function or organisation, the place or places where the employee works in connection with the independent operation, constitutes the workplace for that operation.

2.2.6 Employee

The South African Labour relations Act 66 of 1995: Section 54, defines an employee as a “person, excluding an independent contractor, who works for another person or for the State and who receives, or is entitled to receive, any remuneration and any other person who in any manner assist in carrying on or conducting the business of the employer.

2.2.7 Employer

According to the English Dictionary, an employer is a person, a company or an organisation that pays people to work for them.

2.2.8 Job Performance

Dzamesi (2012), define Job performance as how well employees perform on the job and the assignment assigned to them as a measure about the general acceptance of performance skills set by the organisation. Job performance is also extended to mean the work-related activities of an employee and how well those activities are executed. Many business directors assess the

job performance of each employee on an annual or quarterly basis in order to help specify the suggested improvement (Glen: 2017).

2.2.9 Performance Deficiency

Performance deficiency is defined as the actual or perceived inability of an individual or a group to perform the given tasks up to the established standard

2.3 MODEL FOR TRAINING, LEARNING, AND DEVELOPMENT

Employee training is the responsibility of the organisation. The responsibility of management is to provide the right resources and environment for learning that supports growth and development and the employee avails herself or himself for such an opportunity. The learning techniques are planned and cascaded systematically to produce a successful outcome or feedback. The framework on 70:20:10 Model is something that is blindingly obvious when coming to put theory into practice. Growth engineering (2016) emphasises three fundamental areas which are key to workplace learning. They are as follows:

- Experimental Learning

Experimental Learning comprised of 70% of what is learned through hands-on experience, daily tasks, and challenges.

- Social Learning

Social interaction is responsible for 20% learning, sharing knowledge and observing others

- Formal Learning

Formal learning is an essential part of any strategy. It forms back bone of a successful learning. Formal learning is the theory and facts that informal learning builds. It acts as an amplifier, a supportive framework that creates a successful learning outcome.

Wins, (2017) argues that, many training programmes fail to deliver the organisational benefits, and that a well-structured measuring system in the workplace can help to determine where the problem lies, be able to demonstrate a real significant benefit to the organisation from the training provided.

The Kirkpatrick model has become highly influential in the field of learning and development because it provides a logical structure and processes for measuring learning outcomes.

According to Phillips (2013), the Kirkpatrick training evaluation model is widely used and can be coupled with online forecasting decision tool even before investment in training is made and acknowledges that it is a good indication of the benefits side of Return on Investment (ROI)

Table 2.1 Illustrates the Kirkpatrick's Four Levels Model

Level 1	To what degree do participants react favourably to the learning environment?
Reaction	
Level 2	To what degree do participants acquire the intended knowledge, skills and attitude based on their participation in the learning event?
Learning	
Level 3	To what degree do participants apply what they learned during training when they are back in their job?
Behaviour	
Level 4	To what degree do targeted outcomes occur, as results of the learning event/s and subsequent reinforcement?
Results	

Each level is explained as follows:

Level 1, measures how trainees (the people being trained), reacted to training.

Learners must be recognised for availing themselves for training and they ought to be told how valuable training was for them. This helps to know how well training was by the audience, and to identify areas that ought to be improved.

Level 2, measures what your trainees have learned and how much their knowledge has increased as results of training.

Level 3, the evaluation is about how far training has changed their behaviour based on the training they have received. No assumptions can be made on perceived behaviour.

Level 4, is where the last results of training are analysed. This includes the outcome that the facilitator or the organisation determined as being good for business and good for the employee.

2.4.2 How to apply the model

Level 1: Reaction – Identify how to measure reaction by addressing questions such as:

- Did the trainees feel that training was worth of their time?
- Did they think that it was successful?
- Did the training session accommodate their personal learning styles?

Level 2 Learning – To identify what need to be evaluated and subsequently test trainees to determine their knowledge, skills level, and attitudes.

Level 3: Behaviour- The extent to which change in behaviour has occurred because of the participant having attended training programmes

Level 4: Results –Measuring the final results of training is likely to be costly and time-consuming. The biggest challenges are identifying which outcomes; final benefits are frequently costly when linked to training.

Level 5: Return on Investment (ROI) new added level which seeks to address the training feedback.

The Kirkpatrick model is notably great for trying to evaluate training from a scientific approach; however, so many variables can be changing in different organisations to the extent that analysis at level 4 can only be limited in usefulness.

In conclusion, the model states the reasons for training evaluation as follows:

- To justify the existence and budget of the training department by showing how it contributes to the organisation's objectives and goals
- To decide whether to continue or discontinue with training programmes
- To gain information on how to improve future training programmes because the content of some programmes may become obsolete over time and in the wake of technological changes/adjustment in the working space.

2.4 TRAINING EVALUATION AND RETURN ON INVESTMENT

Return on Investment (ROI) evaluation is becoming one of the critical issues faced by the training and development department. This is attributable to their inefficiency to discover the

training and development programmes which are working extremely well, are absolutely ineffective or ones which need to be revamped (Phillips, 2011).

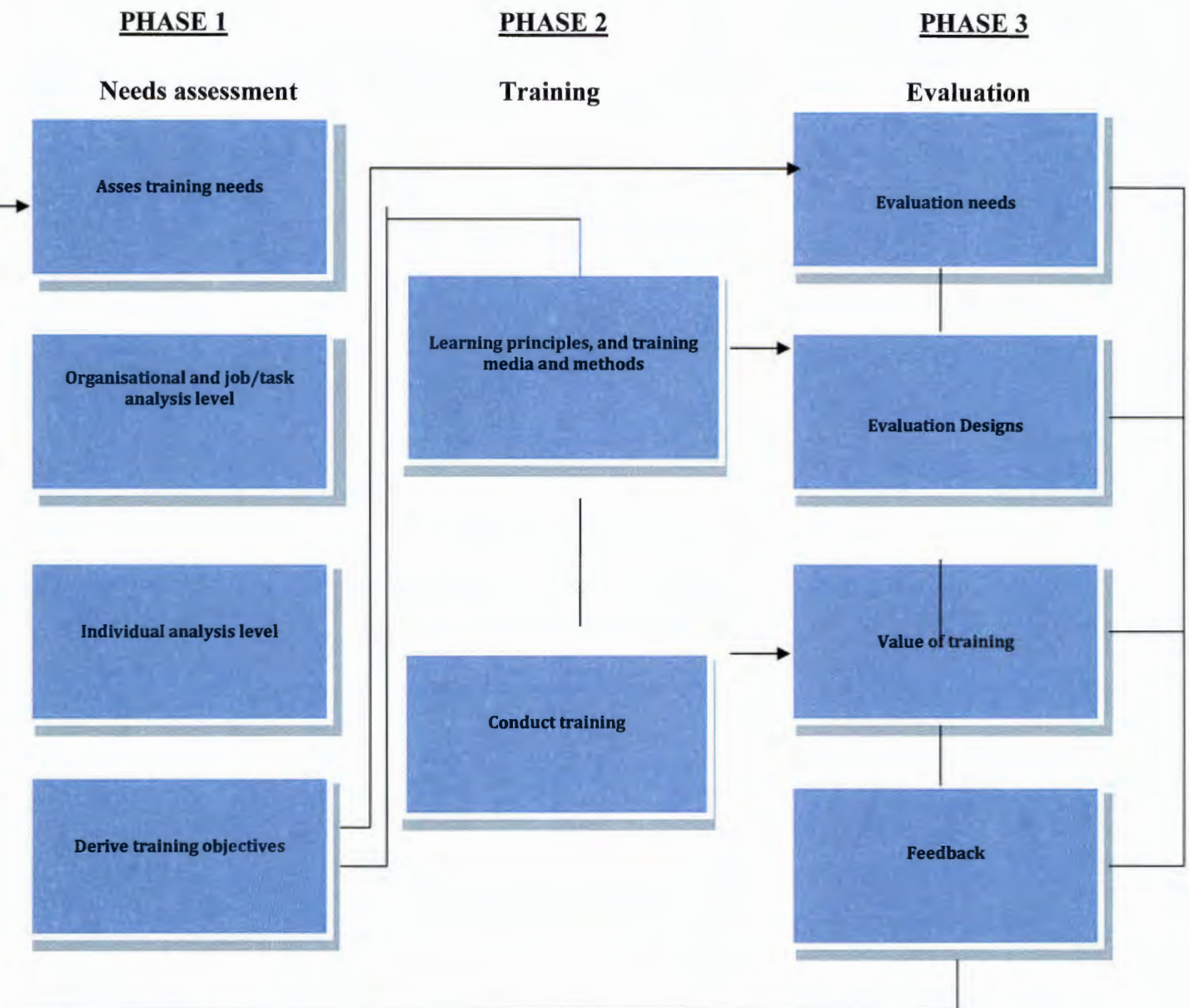
There are a series of training models that are effective for assessing training programmes and it is vital to evaluate training. Training evaluation assists managers identify the performance gaps and review or re-design appropriate evaluation criteria. Noe (2010) argues that the results of training intervention are not good if it is not evaluated upon completion. As trained employees come in great demand, they search for better opportunities, the employers' ability to retain these employees become vulnerable and so its ability to meet its strategic objectives. Once a certain skill is mastered, a job holder may experience a decline in job satisfaction which strengthens the case for sustained developmental activities to retain trained employees (Shepherd, McKay and Bowie 2010).

In addition Swanepoel, Erasmus and Schenk (2008), asserts that, the main reasons why training fails in an organisation is the lack of a systematically developed training model, and that, the principal aim of training is to contribute to an organisation's overall objectives; however, in many instances such objectives have not been clearly formulated, training programmes are never evaluated and it seems that behaviour changes do not form part of the Human Resource Development potential. Again a successful training needs assessment determines which employee need to be trained and what they need to be trained on. These phases are to be systematically categorised and discussed.

Gold, Holden, Stewart, lies, and Bardwell (2013) submit that assessing and analysing of training needs is concerned with identifying gaps between performance gap and standards of work or performance criteria that have a training solution. This gap is categorised according to knowledge, skills, and attitudes that are required for the job and how these can be learned. It could be added that training need only really exist when clearly identified to address organisational problems or exploit organisational opportunity.

Training evaluation is needed to ascertain whether the individual benefitted from it, whether he or she could impart his or her newly acquired knowledge to his or her team members and whether the organisation's money was well spent (Erasmus, Loedolff, Mda and Nel, 2011). Evaluation involves ascertaining the effectiveness of the training programmes. The assessment is done by collecting data on whether or not the participants were satisfied with the deliverables of the training programmes. Furthermore, training and development programs should also be monitored by the organizations, as they are investing huge amounts on these programs they

should monitor the performances of employees that whether these programs are making any changes in behaviors of employees or not.



General model for training: Figure 2.1 General Model of Training: Systematic approach training mode (Adapted from Cascio and Aguinis (2005)

Phase 1. Needs Assessment:

The phase culminates in a set of objectives that state the purpose of the training and the competencies required after completion of the programme. Once the performance deficiency or training need has been identified, the next step is to determine which of the deficiency or needs to be addressed by training

Phase 2. Training:

Proper analysis on identified target for the group is to be made based on their competencies

Phase 3. Evaluation:

The purpose of this phase is to determine the extent to which the training activities have met the set training objectives. Evaluation is quite often done poorly or not at all. The general assumption is that the training that has been provided invariably works.

According to McGuire (2014), effective evaluation requires both descriptive and judgemental information indicating facts and figures about Human Resource Development programmes, but also opinions and beliefs regarding aspects of the programme. Concerns about validity and reliability affect both perceptions and approaches towards evaluation. Practitioners ought to seek out evaluation instruments and approaches that accurately and fairly measure what they are intended to measure but also precisely exhibit the same fidelity in measurement over time.

Phillip (2013), with reference to “The Conference Board’s Chief Executive Officer Challenge” 2015, reports that the “Chief Executive Officers organisational growth is possible when human capital is in place. Yet the Human Resources as a whole fail in demonstrating results that resonate with stakeholders. To become true business partners Human Resource Development must meet fundamental criteria such as a comprehensive measurement and an evaluation process to capture human resource development. The data must communicate the value human resource delivers to the organisation, using conservative standards, systematic steps, and a consistent process.

Interestingly Dainty 2008; Davids & Esau (2012) emphasises that labour mobility into, and within and out of South Africa (SA), creates war for talent. As results, SA leaders and, managers are forced to create flexible, multi-skilled talent pools and invest heavily in the talent engagement and retention strategies. Talent pools assist to mitigate recruitment and development costs especially for scarce (short supply) and critical (core to business) skills

Meyer (2007b); Schutte & Barkhuizen 2016) argues that continued human capital development and skills enhancement are necessary actions that contribute to organisational successes, yet undebated spending on it is not sustainable and organisation cannot afford to pay for such training without evaluating the contribution made to the organisational results (Farjad

012). Therefore for both employer and employee, to acknowledge that a training intervention achieves its objectives in the sense of changed behaviour, knowledge imparted widely and impact on the workplace objective is vital(Kennedy, Chyung, Winiecki and Brinkerhoff 2013).

2.5 THE RELATIONSHIP BETWEEN HUMAN RESOURCE DEVELOPMENT AND PERFORMANCE OF EMPLOYEES

The possible link between human resource and performance of employees is evident from numerous debates, researches, and literature where researchers have proffered various views on their significance.

McDowall and Saunders,(2010) argue that the acknowledgment of the importance of training as of late has been intensely influenced by the intensification of rivalry and the relative achievement of organisations, as an investment in employees' development is extensively emphasized. They further argued that innovative improvements and hierarchical change have progressively driven a few businesses to the realisation that achievements depend on the skills and abilities of their workers, and this implies significant and persistent investment in training and development.

Many companies compete on the strength of their product. These companies have to use people as a spring for winning concepts, in fact, product improvements are generated by people, creative and innovative products are developed and modified only through intensive planned human efforts. A successful product is developed by using knowledge as a core competence within the company (Battu, 2008). It was found that training practices have enhanced employee motivation and commitment to their organisation. Many employee show appreciation to the organisation's investment in their development, indicating that they do perceive value from the training and in turn become more motivated, committed and productive (Alexandros & Bouris 2008).

In support of the above perspective, today's workplace requires employees to be independent thinkers responsible for making good decisions. This kind of work may require training if an employee does not have the skills ability and knowledge for the job.

MSG Management Study Guide (2018), explains that healthy employee relations in an organisation are a prerequisite for organisational success. Strong employee relations are required for a high productivity and human satisfaction. Employee relations generally deal with

avoiding and resolving issues concerning individuals which might arise out of or influence the work scenario. Good employee relations signifies that employees should feel positive about their identity, the job as well as being part of the organisation.

The seminal key to the success of performance management is the setting of objectives that give an adequate representation of whole job performance. This must measure the wrong dimensions, and it is unlikely that management will learn anything meaningful about employee performance and their contribution to organisational objectives. Performance management is also likely to have a negative impact on the individual job as each worker strives towards a goal that does not necessarily contribute to overall performance.

According to Frost (2011), Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. She further explains that employees miss out on work time while attending training sessions, which may delay the completion of the pipeline project. However, despite the potential drawbacks, training and development provide both the company as a whole and the individual employee with benefits that make the cost and time a worthwhile investment.

Furthermore, Leybovich, (2010), argue that performance problems vary from individuals to individuals and situation to situation. Just as no two problems are exactly the same, there is no silver bullet, there are no one best problems of fixing them, therefore, each problem is unique to the individual and situation.

The proposed solutions arising from the perspective in cases where employees are not conversant with what they are supposed to do are as follows:

- Explain exactly what you expect them to do and how they need to do it.
- Observe them as they attempt to do it.
- Reinforce what they do well.
- Direct what they do poorly or incorrectly.
- Ensure they can correctly do what they need to do.
- Provide honest feedback to everyone on how well they are doing.
- Reward performance where it is deserved.

When an individual employee gets away with poor behaviour, the people who are toeing the line and meeting expectations can feel resentful especially if they have to pick up the slack for

the under-performer. Performance deficiency is an act of omission that requires a substantive fair intervention by the supervisor and the employee. Bringing on board employees that lack required experience is one of the major factors that affect performance. Danshaw Consulting (2017) adds that the most vital function of industrial relations is ensuring uninterrupted production, meaning that all positions of employment from managers to workers are always filled so that full scale of production is ongoing, a steady income stream for all involved. Industries rely on one another- the goals of industrial relations is that there is never a breakdown in communication or degradation of industrial relationship leading to a stall in productivity and thus stall in economic gain.

In light of the above, Gupta (2011), argues that individual competencies may exist at the surface as well as a core personal level. In addition, the surface level competencies of knowledge are visible in behaviour or performance and can be developed with appropriate training and development. However, the core motives and trait competencies reside deep within and are difficult to understand and thus depending on the type of the organisation plan.

MacLean (2011), confirms the above by adding that an employee may demonstrate performance issues for one or more reasons. Firstly the employee may lack skill, training or experience to perform some part of the job properly. Alternatively, they may have the skill or experience, but they may not be motivated or confident enough to do some aspect of the job. Therefore supervisors must spend time determining how best, to support, coach or mentor the employee to improve their performance. Wilton (2011), and Bhattaryya (2011) maintain that performance management as a subset of Human Resource Management function focuses on facilitation of employees for their individual and overall development. It is strategic as an alignment of individual performance with business objectives of organisations and ultimately leads to the accomplishment of strategic intents.

Again Sims (2006), believe that skills gap must then be faced head-on by Human Resource Development professionals. Furthermore, Human Resource Development professionals must help the organisation to develop world-class efforts to develop employees who can move beyond the skills gap and become productive employees. In addition, while the skills gap poses a particular challenge for Human resource practitioners, the idea that “organisations compete through people highlights the fact that success hinges-increasingly on each organisation’s ability to manage human capital. Heathfield (2008), on the other hand, suggests that to achieve high work performance culture, an organisation must provide its employees with training and

development programmes designed specifically to instill, build and change their attitudes or behaviour towards several organisational functions.

Nilson (2010) establishes that competence, interpersonal skill, and personal characteristics significantly influence the employability of individuals, whilst Sail and Alavi (2010), assert that interpersonal skills increase the knowledge of employees after they receive training.

The above can be aligned to what Aswathappa (2007), rightfully pointed out that training and development offer a competitive advantage to a firm by removing performance deficiencies caused by lack of ability, making employees stay long, minimising accidents. Efficient employees contribute to the growth of the organisation.

The study was drawn from Falola, Osibanjo, and Ojo (2014), confirms that training and development are indispensable strategic tools for effective, individual and organisation performance, thus organisations spending money on it with the full confidence that it will earn them a competitive advantage in the world of business. However, for any organisation to achieve its stated goals and objectives in this competitive world, adequate training and relevant staff development cannot be over-emphasized. Therefore organisations are expected to identify the training needs of its employees and design training programmes that help to optimally utilise their workforce towards the actualisation of organisation objective.

Corporate training expenditure is the investment for firm-specific, internal training that aims to achieve immediate skills and build performance again, which directly addresses the current and impending needs of the organisation. Lo'pez (2006), acknowledges G'omez(2004), who argues that intensive and well-organised corporate training is resourced dependent and must be supported by appropriate investment, financial investment in training is therefore critical in ensuring both the opportunity and quality training for employees which should enhance organisational innovations.

From the point of view submitted by Serkan and Emir (2014), training should be planned in such a way that it results in the commitment of the organisation. On the other hand, despite the organisational commitment, Mthokozisi and Clifford (2015), suggest that commitment of employees is the outcome of some human resource practices such as career development and training opportunities as well as promotion and succession planning. When these practices are well-catered for, they bring higher employee performance. Thus (Kum & Cowden, 2014) believes that when it has been determined that out of all people working in an organization

which employees should be given training and which areas they need training only then the training can be launched properly.

Concurring with the above, Gupta (2011), emphasises that job analysis is used for designing training and development programmes because the analysis and resulting job description show the skills and therefore training that is required. Training and development are conducted to satisfy the skills and competency requirements for job performance.

Krishnaveni (2008), confirms that training needs analysis is important because it helps to identify whether or not a deficiency can be corrected, it also identifies those employees who lack the necessary knowledge, skills, and ability to do their job. Sometimes the employee may have the knowledge, skills, and ability to do the job but display gaps ineffective performance that need to be removed. Thus training professionals ensure that the right training is provided through a Training Needs Analysis. In addition, Lall and Sharma (2009), emphasise the following as key areas for correcting gaps discovered for improved performance:

- On – the – job training

On-the-job training occurs when a worker picks up skills whilst working alongside experienced workers at their workplace. In this context, training is not carefully planned.

- Off – the- job training

This kind of training can be used to develop more general skills and knowledge that could be used in a variety of situations.

- Cross-functional training

Cross-functional training is essential for the organisation today to understand and drive business processes knowledge across functions and implementing the best practices into perspective.

- Creativity training

Creativity training emphasises the personal growth of employees and especially what an employee ought to learn in order to be more productive, including who to be trained. In this perspective, an analysis provides some benchmarks against which the effectiveness of the training programme could be measured.

The ten steps of effective training and development are, in summary (Cartwright, 2003):

- “View training and development as an investment.

- Match training and development to organisation objectives.
- Assess training needs in consultation with the potential trainee and line manager.
- Grow your own timer (human resource).
- Do not treat training as punishment.
- Use various learning styles to enhance training and development processes.
- Put a monitoring and evaluation mechanism in place.
- Remember that learning never stops.
- Structure the training.
- Do not try to impose developments.

In support of the submissions above, Leybovich (2014) also believes that as the employer continues to struggle with cost-cutting measures that force fewer people to train, proper training is- more vital to professional success than ever. For employees to strengthen the workplace and lead to greater long-term security, it is prudent that an employer undertakes to have more trained workers as part of the modalities essential in maintain competitive performance and distinguished the company from its rivals.

Ten effective tips are recommended for companies as outlined below:

- **Emphasis training as an investment:** Organisations to emphasise the need to invest in its employees.
- **Target your needs:** Identify specific skills for your training which will bring optimal goals.
- **Encourage a learning culture:** Express to the employees their importance and the positive contribution they make.
- **Include Management:** Bring managers and company leaders on board with new training initiative to build support for the effort.
- **Start Small:** Test training models using a reasonable number to measure success and possible improvements for the future.
- **Select high – quality instructors:** Identify professional trainers with quality assured materials for the best outcome of training.
- **Pick a good space:** Ensure necessary space and sufficient equipment.
- **Clarify your goals:** Ensure that employees know the purpose of training and reward best performers.

- Make it a continuous process: Don't limit training to new employees, include others who can benefit from additional training.
- Track the results: monitor progress.

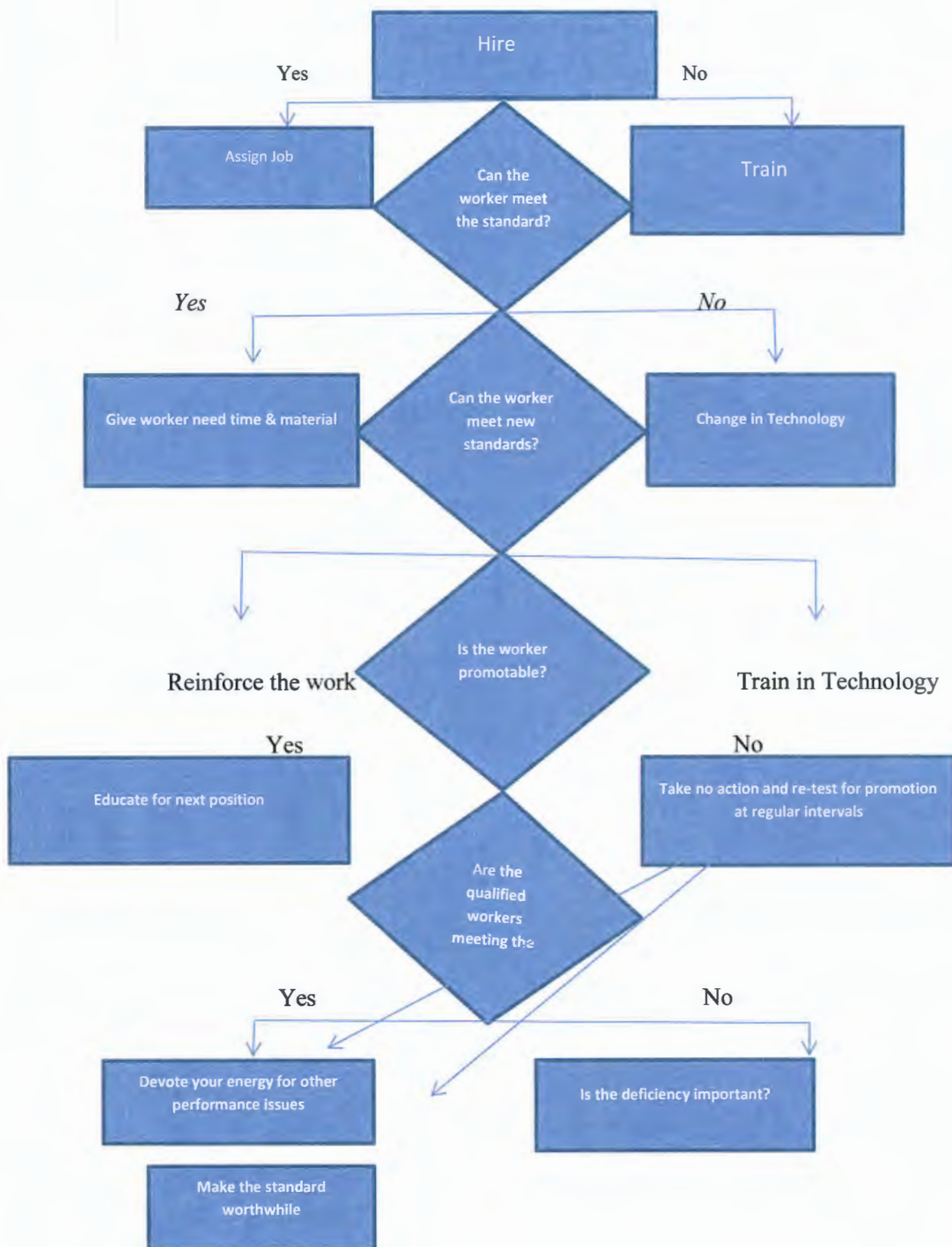


Figure 2.2: Illustration of the Training and Development process by Duncan Laird (2003)

The figure above is a perspective on human resource development processes whereby supervisors and managers are viewed playing a pivotal role in identifying learning needs at the

entry point of the new employee/s. (Wentlad 2007), advocates that the hiring and the orientation of new employees have also profound ramifications for training. If the qualities of new hires are high, less training will be required and if it is low, training will have to be more intensive. Designing effective and efficient training programmes thus begins with the initial hiring process, the need to indoctrinate new employees and provide significant reasons for training.

Rao (2008) asserts that a job is not learned merely by instructions. By telling and showing step by step the way it ought to be done, the job is perhaps presently learned but not done well when left to one's own. By showing and making the trainee do the job step by step along with instruction, the chances are, that the job will be learned and yet there is no guarantee that the job will be done well for long. The job will be learned satisfactorily by making an individual repeat and demonstrate step by step during instruction, by keeping a watchful eye at close intervals in the initial stages and by checking progress periodically, later on, one can ensure that the job will be done well for some time to come.

According to WalkMe Team (2017), it is important not to jump to conclusions regarding why an employee is underperforming. Rarely does a person set out intentionally to do a bad job. The problem could be as simple as not having the proper resources or being undertrained. There could be outside influences distracting them from their job. It is possible that the employee is conflicted by company goals or has lost the motivation to fulfill the mission of the company. Whatever reason it is underlying their underperformance, it is important to know what is the first to be improved.

It is reassuring that an organisation's future prosperity depends not only upon providing a product which is competitive in price, quality, but also quantity nor simply by increasing the range of products produced. Halidu (2015), cited Atimo (2010), to argue that if the organisation has people of vision, energy, and experience to direct the force and facilities, then the other requirements will follow. Halidu further adds that; an organisation may have employees of ability and determination with appropriate equipment and managerial support yet productivity falls below expected standards. By and large, the missing factor in many cases is adequate of skills and- knowledge which are acquired through manpower training and development.

Aguinis and Kraiger (2009), submit that there is documented evidence that training activities have a positive impact on the performance of individuals and team. Training activities can also be beneficial regarding other outcomes at both the individual and the team level (e.g. attitudes,

motivation and empowerment.).Shaw (2014) agrees that companies can reap the rewards of training for their employees because well-trained workers help increase productivity and profits. Effective training saves labour by reducing the time spent on the problem – solving and saves money in the long run by producing a better workforce.

According to Buckley and Caple (2009:15), if the training needs that have been identified comply with conditions set by the organisation, then there are numerous potential benefits to the individual as well as the organisation from a well-planned training designed to meet those needs. Intrinsic job satisfaction may come from the performing the task as well as from being able to exercise a new repertoire of skills. Again extrinsic job satisfaction may be derived from extra earnings accrued from job performance. Benefits of the organisation could include improved and enhanced employee work performance and productivity.

Training plays an active role in boosting morale and increasing efficiency of the employee. Sahu (2009) asserts that “training increases skills for doing a job in a better way by enhancing competencies. Though an employee can learn many things while he is on the job, he can do much better if he or she learns how best to do the job. In addition, Akingbola (2015), the needs analysis is the first step in the strategic training model which involves the determination of organisational performance drivers, expectations and gaps that might exist. The analysis of the organisational context and any gap between the desired and actual performance are the key to ensuring effective training. Furthermore, the organisation must carefully collect information about the needs for specific knowledge, skills, and abilities in different functional areas in the organisation.

Mathews, Megginson, and Suttees (2004) cited Bass and Vaughan (1996), to argue that one level of the conceptualization of training suggests that its success results in intended outcomes being largely achieved as a function of quality management. Poorly managed training is unlikely to have the desired learning outcomes because certain key requirement will have either not been identified or not been built into the training or development process. Conversely, where training opportunities are professionally managed and reflect ‘good practice’ there is a greater likelihood that learning will take place.

In view of Grobler, Warnich, Carrel, Elbert, and Hatfiels (2005), in South Africa, employee training and development is seen as the key factor in meeting the employer’s strategic, business operational goals. International competition, cooperate reorganisation and technological advances, along with social and economic pressures, increase the importance of training and

development in the workplace. Human Resource professionals are not faced with the question of whether there should be training, rather the question facing them and managers is which employees to be trained.

Similar to the above notion, Lall and Sharma (2009), illustrates how the modern approach of training and development by other countries such as the Indian Organisations have realised the importance of corporate training. In this context, training is considered as more a retention tool than a cost. In the field of human resource management, training and development are concerned with organisational activity aimed at bettering the performance of the individuals and groups in organisational settings.

Blackwood, (2014), maintain that by making training and development a strategic priority and implementing it in a thoughtful and deliberate manner a company can benefit from measurable returns on investment. You can measure for impact, for qualitative and quantitative investment through post-training assessment and measure improvement which can be translated into the financial return. It is important for the organisations to view training and development as an investment, not an expense and to leverage training and development for the achievement of business goals.

Danshaw Consultants (2013), advocates that training is a valuable tool whether institutional-based or on the job. The positive spin-offs of further training and skills development have an impact on all areas and interests of a business with considerable long-term benefits. Therefore using the avenues of the Skills Development Act, in South Africa, companies are able to facilitate sustainable training and skills development practices that benefit industry on a national level

Naik (2007) emphasises how training and development is not a static activity of one time, one type of solution. It is explained as a dynamic function requiring different learning approaches, continuous improvement, and feedback. It is not decided solely by organisational need and employee choice; rather there are lots of external factors like government regulation and globalisation which necessitate appropriate learning interventions. The organisation may control the internal factors to save training costs but external factors continue to create completing conditions that compel investment in training.

2.6 TRAINING AND DEVELOPMENT

Training and development are essential for organisations that seek to gain a competitive advantage through a highly skilled and flexible workforce and are seen as a major element of high productivity and quality performance. A skilled workforce can increase productivity by producing a high level of work with great value. It can increase an organisation's operative flexibility as they would be easier to retain due to their broad knowledge and their multi- skills (Deb 2009).

In addition Coetzee, Botha, Kiley, Truman and Tshilongamulenzhe (2013), emphasises in the (National Skills Development Strategy, (2009), that the South African's labour market has undergone a transformation since 1994, with the emphasis on strategies to eliminate the labour inequalities of the past and improve general working conditions of all South Africans. The labour market is characterised by an oversupply of unskilled workers and a shortage of skilled ones, since this, a source of demand for skills and an endpoint for occupational graduates.

In view of the above Bendix (2010), observes, that the Skills Development Act (Act 97 of 1998), and Skills Development Levies Act (Act 9 of 1999), "both attempt to coordinate industrial training in a more structural and purposeful manner by providing for skills levy, obliging the employer to draw a workplace skills plan and introducing programmes that encourage employers use the workplace as an active learning environment.

Furthermore Martin (2010), explain that traditionally any training or development was viewed as a cost rather than an investment. Often an employer will have taken a view that the better-trained employees were the easier for them to find better-paid employment elsewhere. In practice, employers resented providing a well-trained labour force for their competitors and there was a dire need amongst employers that were willing to pay higher rates of pay to attract well qualified and trained personnel but who provided little or no training or development themselves. Aamodt (2012, confirms that training is essential for the organisation because it ensures that employees have the knowledge necessary to perform the job. Again, a lack of skill or knowledge is due to an organisation having difficulty in hiring applicants with the necessary knowledge and skills to perform the job. Thus, training compensates for the inability to select desired applicants.

Frost (2017) reported that employees are interested in performing their jobs well to advance the company and that they feel a sense of pride for a job well done. When there is no training, employees do not understand how to do their job and none of these goals are possible. This leads to low morale among workers which results in high employee turnover. A company with a high turnover is also unattractive to potential candidates; the rate of production shall be low when performance is low. An unskilled employee can spend considerable time seeking help to perform their job or perform tasks to their understanding, to the detriment of the work process and this could lead to error and injury.

A workforce that possesses necessary skills, knowledge, and expertise is crucial for any organisation who wants to achieve high levels of business success. In the current challenges and competitive environment, learning and development have never been more important as a means to keep employees engaged and maintain a competitive advantage. Companies who invest in their people through training and development are also viewed more favourably by employees than those in organisations who don't. (Stofova & Szaryszova 2011).

Randhawa (2007), suggest that training focuses on providing specific skills or helping correct deficiencies in performance draw attention to the following reasons as to why training is essential in organisations:

- To increase employee performance in their current job.
- To prevent industrial accidents. Through training, workers know the right way of doing the job and how to handle machines. Thus it increases safety measures taken by workers and reduce accidents.
- To prevent manpower obsolescence. Due to technological changes and competition workers are required to update and well- equip themselves with the latest ways of job performance. So training helps them in learning new methods Training helps to make employee independent and more responsible towards the job.
- To increase morale. A well-trained employee will take interest in his work and derive satisfaction from it. This raises his morale to perform well in the future.
- To fill the vacancies when a need arises. An organisation imparting training makes a ready pool of trained candidates available with it. Whenever there is a vacancy at a high level so it will take less time and effort to promote and train personnel.

The benefits of training are that the expenditure on training is a profitable investment. Again the responsibility of imparting training to employees rests on the employer. If there is no formal

training programme in the organisation, the workers will train themselves, on the basis of trial and error or by observing others but the process will take a long time and will result in a higher cost of training. Moreover, workers may not be able to learn the best operative method. (Kumar 2010).

Nda and Yazdanifart (2013) interestingly, noted that training has been invaluable in increasing productivity in organisations. It does not only enhance employees resourcefully but also provides them with an opportunity to virtually learn their jobs and perform well more competently. The evidence is also drawn from various researches which include the positive impact of training on the employee. Furthermore, training as a process is one of the most pervasive methods to enhance the productivity of individuals and communicating organisational goals.

Gonsey and Hughes (2007) also confirm that investing in employees on decision making, teamwork, problem-solving and interpersonal relations of employee enhance performance and constructive changes.

Similar to the above notion Mathis, Jackson, Valentine, and Meglich (2015), agree that companies invest in training with the expectation that results will improve. The training focused on individual performance and capacity should lead to enhance skills, greater ability to adapt and innovate, better self-management and performance improvement. Organisation-wide should be seen in lower turnover, improvement in effectiveness and productivity, more profitability and reduced costs, improved quality and customer service and increased human capital.

According to Nyambegera (2005), training and development activities have the potential to align employees of an organisation with its corporate strategies. In virtually every market, customers are demanding high quality, lower costs, and faster cycle times. To meet these requirements, organisations must continually improve their overall performance. Rapid advances in technology and improved process have been important factors helping business meeting challenges. However, the most competitive advantage for the organisation is its employees and must remain competent through continuous training and development efforts.

Training and development ultimately not upgrade only the productivity of employees but also the organisation but employee development is the key to the organisational sustainable development, If employees are to experience flexibility and effectiveness in the job, they need

to acquire develop knowledge, skills, and if they are to believe that they are valued by the organisation they work for then they need to see visible signs of management's commitment to their training and career need. Training and development are processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource approach that hopefully will result in people being motivated to perform (Asfaw, A.M, Argraw, M.D & Bayissa, L 2015). Thence, the following training approaches were resonated earlier by Berman, West, and Van Wart, (2013), explain that a broad range of training strategy exists to meet the needs of employees.

2.6.1 On- the job training

It is perhaps the most common training technique and not most what most people associate with training is not “sink” or swim” for neither new employees nor it is an employer giving an employee a manual and the name of the supervisor to contact if there is a problem. The strategy involves a thoughtful and guide approach to development and professional socialisation.

2.6.2 In-house seminars

In this approach, many people are trained. The setup is widely used to communicate information such as new developments expectations or results or policies to a group of employees. However, seminar based on information may lack important elements of effective learning, when they are mandatory staff may not be motivated to learn at them.

2.6.3 Simulation

Simulation allows managers and employees to replicate on the job training experiences without disruption of the ongoing process.

2.6.4 Mentoring

Kram (1983) explained that mentoring phases may vary across the phases of a relationship. Mentoring relationships are not static but evolve through phases that reflect different functions, experiences, and patterns of interactions.

2.6.5 Web-based training

The goal of web-based training is to achieve higher process and product quality that is to increase performance by implementing more functionality. Systems become more interconnected- which causes increase complexity Wilamowski and Irwin (2011).

2.6.6 Professional Conference attendance

According to Jalongo and Machado (2016), cited by Adler (2015), giving an effective presentation relies on a constellation of skills in a research organisation, Public Speaking, interpersonal interaction, and interpersonal awareness. Speakers need support to develop this

complex repertoire of skills, so be certain to consult some highly- respected comprehensive work on effective presentations.

2.6.7 Role-playing

Tresca (2011) cited Mateas (2004:21). describes role-playing as follows; that the role-playing differs from forms of recreation through the act of co-creation. The role player creates his own experience through personal feelings and emotions. He inhabits a character and feels the character's experience in a way that a book or a film cannot directly convey. In this way, players interact with a game through a uniquely tailored frame of reference formal education.

Therefore Human resource planning is critical for the employee and organisation development. One key element of development is performance management. Cardy and Leonard (2011), emphasises that effectively managed performance requires an understanding of the context in which the process occurs. The reliability is that performance management should be long before workers perform and managers provide feedback. Performance management should start with Strategic objectives and core values of the organisation.

In performance management getting the right workers into the system is an important part of the overall process. The ultimate goals of performance management are performance evaluation and feedback. Furthermore, Cardy and Leonard (2011) believe that performance evaluation is the process of judging the worth of observed performance. The approach for evaluating performance begins with observing the worker. The assessor doing rating then judge the worth of what has been observed, using mental yardstick as the measure of the value of what was observed.

Again in performance management, training offers an approach to ensuring that everyone has the sense conception of what performance consists of. Training can be a mechanism of bringing people with idiosyncratic notions of what constitutes performance into the norm. In this context, one should focus on what constitutes relevant performance.

2.7 CHALLENGES

The literature review reveals a great significance between employee development and performance of employees in the workplace; however, it was imperative to as well examine challenges hindering Human Resource Practitioners to help to address individual performance deficiency.

Management support is crucial to learning processes. According to Gretter (2014) expanding library content and training programme that is changing skills requirements and new delivery can make it difficult to keep up with demand for corporate learning assets. A qualified instructor can procure existing or develop new content and training programmes to keep global workforce prime for maximum performance. Furthermore, when increasing product knowledge amongst employees if they do not understand how to use training products and technology, or even familiar with them, the learning would not stick. The old age holds “use tools that they are already comfortable with to develop training.

The following are the most common training challenges, and how successful managers overcome them, according to Andriotis (2017):

- What training needs to be delivered, and to who?
- The trainer must know exactly what the programme should be comprised of. Avoid choosing non-relevant courses and chose courses that are most useful not only for the organisation as a whole but also for each individual learner?
- Who does training?
One of the training and development challenges is the fraught issue of who exactly delivers learning and development. Choosing between using internal expertise or external trainer who brings experience, skills, and new concepts but who can be a costly learning asset.
- Who develops the training material?
A fully fleshed development team that includes e-Learning course design is critical.
- Standardization of training?
Being constant and producing the same learning outcomes from the same material is another challenge facing training and development particularly in large corporate environments. This can be an ambiguous syllabus.
- Global Workforce, cultural differences?
The breadth and diversity of the workforce can be one of the big challenges faced by training managers. Language and cultural issues must be taken into consideration.
- The difference in a generation in the same workplace?

It is inevitable to have a different generation on staffs which is an issue affecting training and development in the workplace.

- Engaging with training

Ensuring that employees are fully engaged with the learning platform and content is yet another of the problems faced with training and development. This may be because the learner may not understand the objective nor see the relevance of the programme to him.

- Getting feedback and course completion

Ensuring course completion is vital. It is easy to monitor individual completion and achievements.

The need for training and development is determined by deficiencies in specific skills amongst employees that warrant essential proper training followed by proper evaluation because organisations invest in the substantial budget for training and development of their employees. Managers are therefore required to measure accurately each employee's competencies in order to strategically plan and implements organisational objectives.

Training and development is a complex phenomenon to Human Resource Development practitioners. However, South Africa in particular, both public and private organisations have a legal mandate to develop employees so that they acquire knowledge, skills, and ability to perform quality provision.

2.8 OBSERVATION

The literature underpinning the concept of Training and Development has been examined. There is considerable evidence linking workplace performance deficiency with the provision of training and development. Cognitive connections can be drawn from other researchers whose perspective on numerous gaps in the knowledge and oversight of non- systematic planning have had an influence, on training evaluation and feedback.

The ever-changing world of work influenced by factors such as economic dynamics and political instability requires a competitive workforce. It is imperative that both organisation and the individual employee be proactive rather than being reactive in diagnosing systematic learning approaches which intend to expand the horizon of business, including that of the workplace is an overarching environment for development

In addition to the notion above, the business strategic objectives aligned with organisational needs are key to planning, as this reduces tremendous pressure on employers who view training as a cost and not an investment.

Inability to provide training and development for employees aggravates consequences of the historical background, promote and produce low inefficient performers and failure to accomplish the the the organisational goal with no return on investment. Therefore human capital is essential and critical for maintaining the corporate image. A strong and successful organisational strategy enhances its reputation and profile by having attractive and comprehensive strategic programmes on training and development which ensures that employees have a consistent experience, background, and knowledge about the company's policies and procedures. (Saks, Haccoun & Belcourt, 2010), emphasise that training is strategic when it is aligned with business strategy and therefore enables an organisation to achieve its goals and objectives.

Furthermore, training must be evaluated obtain feedback on the impact of the programme as well as assessing the value or the return to trainees. Learners must take a lead in the evaluation process as they are the ones to demonstrate results. Questionnaires may be used to collect information on whether the learners are meeting goals and objective of the organisation, moderately or high performers are likely to inform Training and Development Practitioners or Professionals how to review the learning programme. Whether the organisation has a strategy for quality, innovation, or customer service, training, as well as other human resource practices, must be designed to reinforce and support the strategy. If an organisation decides to improve the services or product quality, then employees invariably require training in order to learn how to provide better service or improve product quality.

2.9 CONCLUSION

Training and development together play a significant role in the implementation of the major change programmes such as total quality management, re-engineering, and continuous process improvement. In all these modern transformation processes, the training development function has been an integral part of the process, serving initially in a support role and eventually, in some organisations, as the driver of the desired and anticipated change.. Moreover, employees who perceive their organisation as caring for them through training and development usually improve their performance and attitude towards their work.

CHAPTER 3

THE STRUCTURE OF RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes in detail the research methodology and design of the study. The aspects covered are the population, sampling method, and sample size. Data collection and measuring instruments are outlined followed by the reliability and validity of these instruments in the execution of this study.

Research design facilitates the smooth sailing of various research operations, thereby making research capable of yielding maximum information with minimal expenditure of time and money. Furthermore, research design has a great bearing on the validity of results arrived at and as such constitute a firm foundation of the entire research work.” (Daniel & San, 20117).

In this chapter, the researcher focuses on examining the variables related to the impact of training and development on employee performance in the workplace context following both qualitative and quantitative research design approaches.

Many mistakenly think the terms qualitative and quantitative can be used interchangeably. The objective of the qualitative research is to promote self- understanding and increase insight into the human condition whilst the objective of quantitative research objective is collecting facts on behaviours, patterns, and trends that will lead to verification and extension of theories.

3.2 RESEARCH PHILOSOPHY

The way you view the world with some assumptions decides research philosophy you are going to adopt. Research strategy and methods depend on these assumptions. Knowledge and the process by which this knowledge is developed and the view about this influences the philosophy adopted (Saunders, 2009). The subject matter of this research is to investigate the impact of training and development on employee performance in the workplace. The research perspective is that employees who are not developed have a lesser chance of getting the right opportunities and likely be the cause of performance deficiencies’ which may lead to low productivity

The literature review on both qualitative and quantitative research will be explored in view of the philosophy adopted for the study in examining the variables of interest.

3.2.1 Difference between qualitative and quantitative research

Qualitative research is primarily exploratory research, according to Creswell (2003) agrees that in a qualitative research, different knowledge claims, inquiry strategies and data collection methods and analysis techniques are employed. An obvious distinction between qualitative and quantitative is the form of data collection, analysis, and interpretation. Whereas, Bryman, Do Santos, Du Toit, Masenge, Van Aardt and Wagner (2014) believe that while the quantitative research tends to be concerned with quantification in the collection and analysis of data, qualitative researchers prefer induction informed by construction and interpretivism, even though quantitative researchers do not subscribe to all these positions.

Creswell (2003) is complemented by Wyse, (2011), who maintain that it is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypothesis for potential quantitative research. Qualitative research is also used to uncover trends in thought and opinion, and dive deeper into the research problem. Furthermore, qualitative data collection methods vary in using unstructured or semi-structured techniques. Some methods included focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small and respondents are selected to fulfill a given quota.

On the other hand, Wyse (2003) explains that quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed statistics that could be used to provide scientific explanations to a research question. It is used to quantify attitudes, opinions, behaviours, and other defined variables- and generalised results from a larger sample population. Quantitative research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are more structured than qualitative data collection methods. Quantitative data collection could also use various forms online surveys.

Table 3.1 **Qualitative versus Quantitative research: Key points in the classical debates**
(Adopted from Neil 2007)

Quantitative Research	Qualitative Research
• “The aim is to classify features, count them, and construct a statistical model in an attempt to what is observed.	• The aim is to complete, detailed description.
• The researcher knows clearly in advance what is he or she is looking for.	• The researcher may only know roughly in the advance what he or she is looking for.
• Recommended during later phases of research projects.	• Recommended during earlier phases of research projects.
• All aspects of the study are carefully designed before data is collected.	• The design emerges as the study unfolds.
• The researcher uses tools such as questionnaires or equipment to collect numerical data.	• The researcher is the data gathering instrument.
• Data are in the form of numbers and statistics.	• Data are in the form of words.
• Objective- seeks precise measurement and analysis target concepts, e.g. uses surveys, questionnaires etc.	• Subjective interpretation of events is important, e.g. uses participant observation, in-depth interviews etc.
• Quantitative data are more efficient, able to test hypothesis but may miss contextual detail.	• Qualitative data are more rich, time consuming and less able to be generalised.
• The researcher tends to remain objectively.	• The researcher tends to become subjectively immersed in the subject matter.

Quantitative research has its main purpose as the quantification of data. This allows for the generalisation of results from sample to an entire population of interest and measurement of incidents of various views and opinions in a given sample.

Qualitative research, in contrast, seeks to explore selected findings further. Qualitative research is typically exploratory or investigative in nature. Combining both qualitative and quantitative is becoming more and more common. It is important to keep in mind that these are two different philosophies, are not necessarily polar opposite. Elements of both designs can be used in mixed method studies.

Qualitative and quantitative research approaches to social research do have similarities. Whilst quantitative research may be mostly used for the testing theory it can be also used for exploring an area and generating hypothesis and theory. Similarly, qualitative research can be used for testing hypothesis and theories even though it is mostly used for theory generalisation and data often includes quantification. Quantitative (i.e. questionnaire) approaches can collect qualitative data through open-ended questions

Taylor (2005) believes that both qualitative and quantitative research is concerned with reliability and study designs, and therefore in that respect approaches are similar. The reliability and validity of a research instrument are determined by whether or not the item or subject elicits the intended information in reasonably stable ways.

3.3 RESEARCH DESIGN

Research design can be thought of like the structure of research-it is the glue that holds all the elements of the research project together. Creswell (2014) defines qualitative research as an approach for exploring and understanding the meaning individuals ascribed to social or human problems. The processes of research involve emerging questions and procedures, data typically collected in the participant's settings. Data analysis is performed inductively building from the particulars to general themes, and the researcher making interpretations of the meaning of the embedded in the data. The final report has a flexible structure.

A descriptive and interpretive survey which is a field experiment and easy to conduct in a real-life setting is adopted for this current study. Open-ended questionnaires were utilised where the employees of the Department of Public Works and Roads in Mahikeng in the North West Province were used to reconstruct a thematic and content analysis of their responses to individual questions.

3.3.1 Survey Research

Survey research involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire. Saldana (2011) maintains that the purpose of survey research is to collect evidence and to document the patterns categories and meanings that humans have created. The documentation helps to systematically and credibly examine, extract and construct from the complexity of living its essences and essentials in order to exist in a better world. But there are also times when the complexities and ambiguities of being human are exactly what to document and report to contemplate the messy mysteries of it.

In examining the complexities from sample elements, the researcher is interested in understanding how performance deficiency causes low productivity in an organisation and the extent to which training and development have a direct impact on each employee. The job of training and development professionals is then to identify and select a series of learning experiences which produce some desired learning behaviour. Furthermore, an evaluation of the programme is fundamental to ensuring that the training programme succeeds in producing individuals capable of performing as specific or surpassing the targets set.

3.4 RESEARCH METHODOLOGY

Research methods are the tools researchers use to investigate their research topic and construct their argument and the decisions they take as to how they use those tools and with whom. (Lapan, Quartaroli, and Riemer (2012). The researcher's primary focus is data collection about the objectives of the studies. Bryman, Do Santos, Du Toit, Masenge, Van Aardt and Wagner (2014) define research methodology as a technique for collecting data which can involve a specific instrument such as self- completion questionnaire, structured interview schedule or participant observation, whereby the researcher listens to and watches others. Again Perri & Bellamy (2012) elaborates that the research method is the understanding to proceed from the findings of empirical research to make inferences about the truth- or at least the adequacy of theories.

Bless and Higson-Smith (2000), differentiate between research method and research management. - Which is a plan to guide the researcher through the research process? They explain the design as the first steps in constructing a good research design require the researcher to answer several fundamental questions about the research. These relate to the focus, the unit of analysis and the time dimension of the problem at hand.

3.5 POPULATION METHOD

A research population is generally a large population of individuals or objects that are in the main focus of a scientific query. It is generally the population of a study towards which researchers seek to apply their findings. However due to the large sizes of populations, researchers, often cannot test every individual in the population because it is too expensive and time-consuming. All individuals or objects within a certain population usually have common binding characteristics or traits. The description of the population adds common binding characteristics of its members.

The population of the study 1100 (N) and a sample of 110 (n) employees ranging from managers, supervisors and support staff working for the Department of Public Works and Roads in the Northwest province at Mahikeng was selected for this study.

3.6 SAMPLING

The process of selecting a portion of the population to represent the entire population is known as sampling. According to Thompson (2012) in the basic sample setup, the population consists of a known, finite number N of units such as people or plots of ground. With each unit is an associated value, a variable of interest, sometimes referred to as y- the value of that unit? The y-value of a population is viewed as fixed if unknown quantity label with numbers 1, 2, 3 N

In a survey research, a sample should represent the diversity of phenomenon within the population. This could be achieved by a large random sample, but this method would not be very efficient to reach sample saturation. The study focused on simple random sampling. According to Bryman, Du Toit & Wagner (2014), simple random sampling is the most basic form of probability sampling. Each unit of the population has an equal probability of inclusion.

A sample size of 110 male and female employees was randomly selected from the total population of 1100 so that each unit of the population had an equal chance of being selected to avoid bias in opinion. This sample allowed for reduced expenses and time spent on the study.

Managers and supervisors are viewed as responsible for human resource development. The support staff, therefore, to ensure that their personal development plans are adhered to and improve the performance of the organisation.

3.7 DATA COLLECTION INSTRUMENT

The aim of sourcing data is to elicit information where questions related to employee performance deficiency, the importance of training and development and performance recovery plans addressing performance were dealt with.

A five-point Likert scale technique ranging from strongly disagree, disagree, agree and strongly agree was adopted to measure the constructs that were in the questionnaire.

In dealing with real-life problems it is often found that data at hand are inadequate. Three frequently used types in surveys are face- to -face interviews, telephone interview, and written questionnaire. They vary in terms of costs per respondent and the type of data that are appropriate. Primary data can be collected either through experiments or survey questions you ask.

These types of surveys are further explained below:

- A face-to-face interview is the most costly in terms of time and money. However, the interviewer can explain complex issues and explore unanticipated issues
- Phone interviews are cheaper and quicker than face-to-face interviews. They also allow the interviewer to explain questions and react to responses. However, personal observation is not possible.
- The written questionnaire is the cheapest way to reach a sample. It also allows respondents to remain anonymous, probably the questionnaire's strongest advantage. However, the response rate may be low and this can lead to biased results. Furthermore, poorly constructed questions can lead to inaccurate results.

Since written questionnaires were reasonable to manage and promoted an element of anonymity, data collection technique chosen for this research is in the form of a structured questionnaire (Appendix B). The method is common in survey research.

3.7.1 Self- Administered Questionnaires

The self-administered questionnaire is either in paper or electronic format that the respondents complete on their own without the intervention of researchers.

Readex research emphasised that a self –administered survey technique offers several advantages over alternative methods

- There is no need to set up interview appointments

- No interviewer is present to inject bias in the way questions are asked
- Surveys are delivered wherever the mail goes
- Respondents answer questions at their convenience

In light of the technique's objectivity, the researcher capitalised on the advantages of a self-administered questionnaire to collect information from the respondents drawn from the sample. The method is convenient even though time-consuming.

3.7.1.1. Research Questionnaires

A questionnaire is a set of questions for gathering information from individuals and is also helpful in maintaining participant's privacy because responses can be anonymous and confidential. (Patten, 2017), explain that a questionnaire provides an effective way to collect data and yield responses that are easy to tabulate or score, and the resulting data are easy to analyse, especially when the questionnaire contains items with choices, to be checked. Questionnaire research is economical, the only expense is in the duplication, and if the questionnaire is mailed to the respondent's postage. Furthermore, questionnaires provide an efficient way to collect especially statistically significant details.

The researchers emphasise three main types of questions which are the open-ended, close-ended and semi- close-ended questions. (Debois March16, 2016).

Collector's Field Guide (2005), maintain that one advantage of exploratory research is the use of open-ended questions and probing gives the participants the opportunity to respond to their own words, rather than forcing them to choose from fixed responses as quantitative method do because open-ended questions have the ability to evoke questions that are:

- Meaningful and culturally salient.
- Unanticipated by the researcher.
- Rich and explanatory in nature.

In support of the effectiveness of the technique, Media Collection, further define an open-ended questionnaire as a design to encourage a full, meaning- full answer using the subject's own knowledge and feelings and tends to be more objective and less leading than close-ended questionnaire which encourages a short or single-word answer. Whereas Brace (2008), adds that the advantages of paper self- completion questionnaire are that respondents have time to consider their answers. They can leave the questionnaire whilst they think about an issue, or whilst going out to check something or look up some information. With little time pressure on

them, they can write lengthy and full answers to open questions if they wish to do so. The disadvantage is that it is impossible to stop from reading through all the questions before responding.

For the purpose of this study, questionnaires formed part of data collection indicated in the sampling technique. Critical to research questions, it was imperative for the researcher to take cognisance of and include rules to questionnaire design in a qualitative survey research. This serves as an essential guide when constructing research questions.

In light of Bryman, Du Toit and Wagner (2014), there are rules to design a questionnaire and some of these rules are outlined below:

- General rules of the thumb
- Always bear in mind your research question.
- What do you want to know?
- How would you answer it?

Specific rules when designing questions

- Avoid ambiguous terms in questions.
- Avoid long questions to avoid double barrel questions.
- Avoid very general questions.
- Avoid leading questions.
- Avoid questions that include negatives.
- Avoid jargon, acronyms and slang technical terms.
- Avoid very general questions.
- Avoid questions that are actually asking two questions.” The advantage and disadvantage of research questionnaires are elaborated.

3.7.1.2. Advantages of Questionnaires

A questionnaire is an instrument for data collection as defined by the respective authors. The following list sums up the advantages of the questionnaire.

In a survey is important to choose appropriate methods to investigate a particular problem in research. Questionnaires are easy to use but pose both advantage and disadvantages and need to be evaluated in a manner that shows understanding of the investigations.

- Cost-effectiveness
- Practical.
- Speedy results.
- Scalability.
- No need to be a scientist.
- Scientific analysis and predictions.
- User anonymity.
- No pressure.
- Cover all aspect of the topic.

3.7.1.3 Disadvantages of Questionnaires

- Dishonesty and lack of conscientious responses.
- Differences in understanding and interpretation.
- Hard to convey feelings and emotions.
- Some questions are difficult to analyse.
- Respondents may have a hidden agenda.
- Lack of personalisation.
- Skip questions.
- Accessibility issues.

3.7.2 Administration of the Questionnaires

Forms with set questions to complete were delivered to the Department of Public Works and Roads. Participants were informed to voluntarily participate in the research survey and also advised to remain anonymous for the purpose of confidentiality. The internal distribution was done with help of staff within the Department who then distributed them to respondents. The researcher was responsible for the collection and management of the questionnaires.

3.7.2.1 Covering letter

In most cases, the learning institution grants the research on request the covering letter to be presented to the organisation for internal research permission. The letter should accompany the questionnaire and be authentic, conveyed in the form of a logo and the content thereof to explain the objective or purpose of the study.

A letter of intent is attached (see Annexure C)

3.7.2.2 Distribution of the Questionnaires

The questionnaire was distributed among the target population of male and female comprised of management and staff members using random sampling. A timeframe of three weeks was used for distribution and collection of questionnaires from respondents. The internal distribution was done by relevant managers within the department and the researcher did the collection.

3.8 PILOT TESTING

An advantage to conduct a pilot survey prior to the actual large –scale presents many benefits. In order to test the reliability of the instrument used, a small feasibility study was conducted in advance of the main survey. A questionnaire was used to collect data from a small 10 employee of the Department of Public Works and Roads who wasn't used in the actual collection of the survey.

3.9 DATA ANALYSIS

Trochim, William. (2000), explains that in most social research the data analysis involves three major steps, done in roughly this order:

- Cleaning and organising data for analysis (Data preparation)

Data preparation involves checking of logging the data in, checking the data for accuracy, entering the data into the computer, transforming the data; and developing documenting a database that integrates the various measures.

- Describing the data (descriptive statistics)

The descriptive statics are used to describe the basic features of the data in the study. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. Descriptive statistics simply describe what is, what the data shows

- Testing Hypothesis and models (inferential statistics)

Inferential statistics investigate questions, models, and hypothesis. In many cases, the conclusion from the inferential statistics extends beyond immediate data alone. In most cases, inferential statistics are used to try to infer from the sample data what the population thinks.”

In light of the above notion, Riazi (2016) believes that quantification involves converting qualitative text and narrative data into numerical data and mostly takes the form of counting

some form of observation and expressing them in frequencies and percentages and tables. In discourse analysis, the researcher may count a number of certain observation patterns in the text and present them in frequencies in order to compare them and make inferences about the problem under study. In a thematic analysis in which data are coded, counting different codes or themes is also common practice, especially if numerical cross-case comparisons are one of the purposes of the research.

If such comparison is to be generalised beyond the sample of the study, then an appropriate descriptive statistical test of significance such as the Pearson test must be used. In this study, a basic inferential A T-test was conducted to compare the mean perception scores of the effectiveness of training and development on employee performance (ANOVA). It was imperative for the researcher to also do the analysis of variance by comparing perception between occupation and years of service on training and employee performance.

In this study data analysis was enhanced by the use of the Statistical Package for Social Science version 17.0 (SPSS incl.17.0). The Statistical Package for Social Science is a window software programme to perform data entry and “create tables and graphs. SPSS is capable of handling a large amount of data and perform all the analysis covered in the text and much more. The package is commonly used in the Social Science and Business world, so the familiarity with this programme serves as well in the future.

In this context, the tool was used to compute the descriptive statistics and interpret the outcomes performed and test the reliability followed by regression analysis of dependent variables which is training and development, and the independent variable which in this case is employee performance. Scores for each variable were calculated by totaling the scores of items under each specific factor on the basis of secondary and primary data and the correlation thereof and these are interpreted in Chapter 4.

3.10 ISSUES OF RELIABILITY AND VALIDITY

Reliability and validity are marked by positivist paradigms and the almost exclusive use in the quantitative methods (Baumgarten, 2012, Simco and Warin 1997), suggests that positivist researchers share an objective ontology characterised by the assumption that social phenomena have an existence and meaning independent of social-actors. The dominant methodology is based on the measurement of qualitative data, statistical analysis and testing the hypothesis.

Quantitative researchers are dominant in positivist paradigms, paradigms associated with mainly qualitative methods are heterogeneous characteristics. Positivism is a philosophical theory stating that certain (“positive”) knowledge is based on the natural phenomenon and their properties and relations. Thus information derived from sensory experience, interpreted through reason and logic, forms the exclusive source of a certain source of all certain knowledge. Positivism, on the other hand, is a paradigm viewed as a belief system that guides the way we do things or more formally establishes a set of practices.

Taylor (2013), explains that the two concepts can be as well understood as the degree to which each assessment tool produces stable and consistent results, validation in research involves close scrutiny of logical arguments and the empirical evidence to determine whether they support theoretical claims. Similarly, validation in assessment involves evaluating logical arguments and empirical evidence to determine whether they support proposed inferences from as well as interpretations and uses of, assessment results and researchers mitigate their possible threats to the validity of their claim while they gather evidence to support their theory.

3.11 RELIABILITY

Reliability plays a key role in social science research and applied testing situations. Thyer (2010) perceive reliability as the degree to which the same instrument provides similar scores when used repeatedly. A reliable bathroom scale, for example, gives you a similar reading weight if you step off and step immediately on it. A measurement instrument may be reliable without being valid. There are the following types of reliability namely; stability, equivalence, and homogeneity.

The above dimensions are tested with different approaches to determine how a written instrument is: test-retest, an alternative form, and split half. Each one has and advantages and disadvantages and should be chosen according to the research context situation at hand.

3.11.1 Test-retest reliability

In this test, the reliability of an instrument is calculated by determining how similar the results repeated measures are. If the same respondent’s scores are stable when the instrument is

administered a second or subsequent time, and there is no reason to suspect client change on the variable being measured, a researcher may believe the instrument is reliable. The advantage of the test is that it is easy to administer without any additional construction questions. The disadvantage of this type of test is that people responding to the instrument may become acclimated because of their previous knowledge on questions.

3.11.2 Alternative Form reliability

Constructively Tredoux and Durrheim (2005) argue that alternative –form reliability and is a counterbalancing technique. Instead of using the same form twice, as in the test re-test method, the alternative–forms requires the construction of two equivalent versions of the same test, which have items that are closely matched. The two forms are then administered to the same set of people either at different times or at the same time. If done at the different times, half the sample does version A on the first administration and half version B. They as well explain the split–half as outlined below.

3.11.3 Split-half

The slit-half reliability is determined by administering the test on a single occasion, then dividing the items of the scales into two equivalent halves. The correlation to determine whether the test yield similar measures.

3.12 VALIDITY

Fink and Litwin (2003), regard validity as an important measure of the survey instrument's accuracy. Survey researchers typically measure several types when assessing the performance of the survey instrument and the following measures are used, which will be discussed hereunder as follows;

3.12.1 Face Validity

Face validity is based on a cursory review of items by untrained judges. Assessing validity might involve simply showing show your survey to your untrained individuals to see whether they the items look all right to them. The measure is sometimes confused with content validity but is the least scientific of all validity measures.

3.12.2 Content Validity

The assessment of content validity typically involves an organised review of survey's to ensure that it includes everything it should and does not include anything it should not. Content validity is not quantitative rather presented as an overall opinion of a trained group. It is not a scientific measure of a survey instrument's accuracy but the good foundation on which build a methodologically rigorous assessment survey instrument's validity.

3.12.3 Criterion Validity

Criterion validity measures how well one instrument stacks up against another instrument or predictor. It provides much more quantitative evidence inaccuracy of survey instrument than thus content validity. It may be measured in various ways, depending on how much previous work is available in the area of study and can be broken down into two, concurrent validity and predictive validity.

3.12.4 Construct Validity

Construct validity is the term that is given to a test that measures constructs accurately. In Concurrent validity, a survey in question is judged against some other methods that are acknowledged as the gold standard for assessing the same variable and the fundamental requirement is that most survey scholars regard it as a good way to measure the same concept. Variables that are artificial or difficult to measure, the concept of validity becomes more complex. Other constructs include depression, motivation, human emotion or trait anger.

Bolarinwa (2010) maintains that there are two categorised into two broad components, are internal and external validity. Interval validity how accurately the measures obtained from the research was actually quantifying what it was designed to measure whereas external validity refers to how accurately the measures obtained from the study sample described the reference population from which the study sample was drawn.

In conclusion, the quality of assessment or results for the study is influenced by both reliability and validity. Data collected was used in designing reliability and reliability is the heart of validity. A T- test was used compare the effectiveness of variables of interest and the analysis were done in chapter 4.

3.13 ETHICAL CONSIDERATIONS

Research ethics deals primarily with the interaction between the researcher and the respondents on overarching ethical principles. The John Hopkins University (2010) and Kathrine Fritz (2008) explain that the protection of the participants through the informed consent process favours formalised interaction between the researcher and participants

In order to abide by the above notion the researcher submitted a letter of intent to the Department of Public Works and Roads, to conduct a research survey. Reasons for the study are outlined.

Bryman, Du Toit and Wagner (2014) cited by (Driener & Crandall 1998), emphasise that principles of business research may be transgressed and can be classified into four areas:

- Whether there is a harm to participants
- Whether there is a lack of consent
- Where there is an invasion of privacy
- Whether deception is involved

Furthermore, the principles are a useful distinction to make in research, although in practice they may overlap.

- At the time of the survey, the participants were well informed about the purpose of the research and they are asked to voluntarily participate.
- Informed about the risk they may face as a result of being part of the research
- Participants were made to understand the benefits that might accrue to them as a result of participating.
- They were also advised to feel free to make an independent decision without fear of negative.

3.14 CONCLUSION

This chapter dealt with research on the structure of the research methodology. The techniques included are the population, sampling method, and sample size. Data collection and measuring instruments were also outlined. The ethical integrity, which could promote any degree of uncertainty in advancing the research survey results were considered and adhered to.

CHAPTER 4:

DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The chapter is divided into section A, B, and C. Data gathered from the participants were depicted in the form of graphs and tables and categorized according to their Biographical Information, Gender, Age group, Race, Marital Status, Occupation, Placement, Educational Qualifications, and Survey Question Responses. Descriptive statistics drawn was then interpreted measuring reliability and validity as stated in chapter 3 of the study.

4.1.1 SECTION A. DEMOGRAPHICS OF PARTICIPANTS

The graphs and the tables below depicts the results obtained from the respondents

Table 4.1: Gender

	Frequency	Valid Percent
Male	53	48
Female	57	52
Total	110	100

4.2 Biographical Information

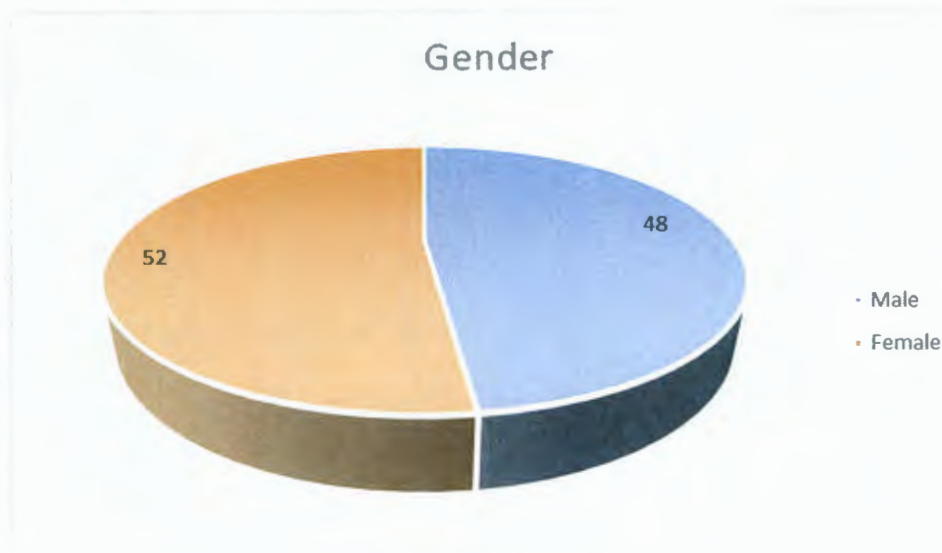


Figure 4.1: Gender

Figure 4.1 above depicts that the majority (52%) of the respondents were female, and male made up to 48% of these respondents. The results indicated that the working class in the Department of Public Works and Roads in the North-West province is dominated by female employees. The role of gender equity policy reference of female employees in employment and related opportunities is vital in South Africa and cuts across Provinces, including the North West Province reflected in the data above.

Table 4.2: Age Group

	Frequency	Valid Percent
16-21 years	2	2
22-30 years	17	15
31-40 years	42	38
41-50 years	27	25
51 years and above	22	20
Total	110	100.0

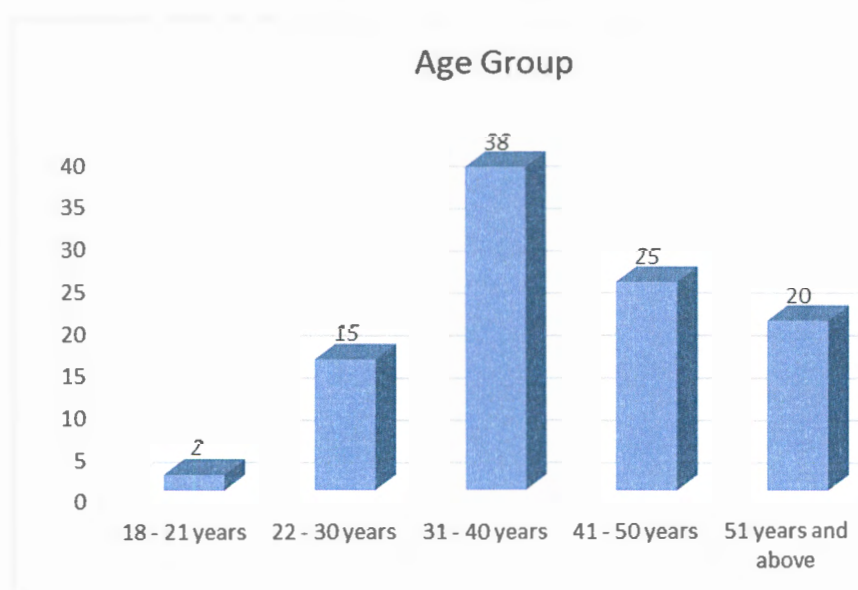


Figure 4.2: Age group

According to Figure 4.2 the majority (38%) of employees are aged from 31 – 40 years, followed by the range between 41-50 age group with 25%, followed by the range between 51 years and above with 20%, followed by the range between 22-30 age group with 15%, and minority are employees ranging between 18–21 years with 2%. The data indicate that the minority consists of employees who are good enough to perform accordingly. Furthermore, results show that the department strives to ensure youth development as a component of future investment of the Province.

Table 4.3: Race

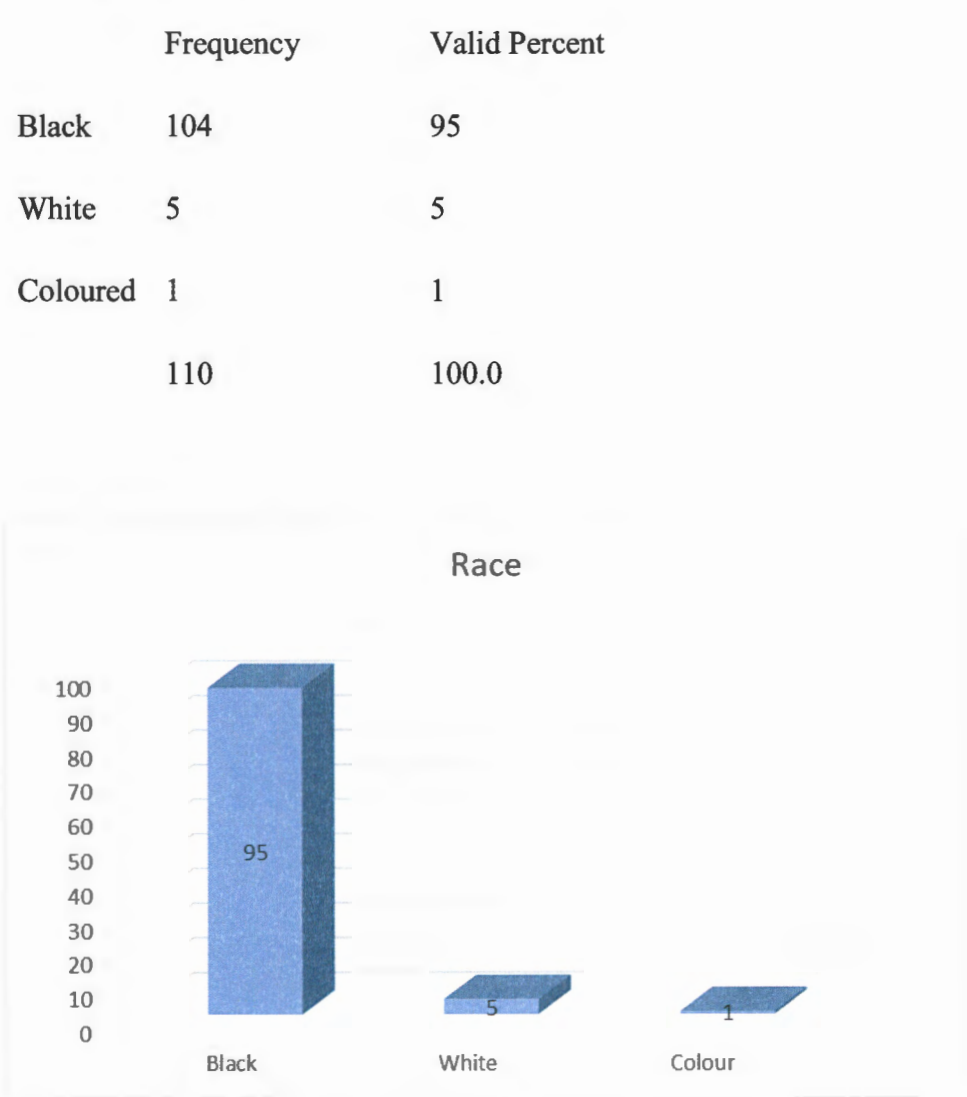


Figure 4.3: Race

Figure 4.3 above depicts that the majority (95%) of the respondents were black followed by white at 5% and coloured race with 1%. The results including the 1% coloured race indicated

that the employer is compliant to employment equity standards with the majority in the North-West province dominated by black employees having the advantage of training and development opportunity as a channel for communication to enhance performance ability and skills.

Table 4.4: Marital Status

	Frequency	Valid Percent
Married	36	33
Single	61	55
Divorced	7	6
Widower	6	5
Total	110	100.0

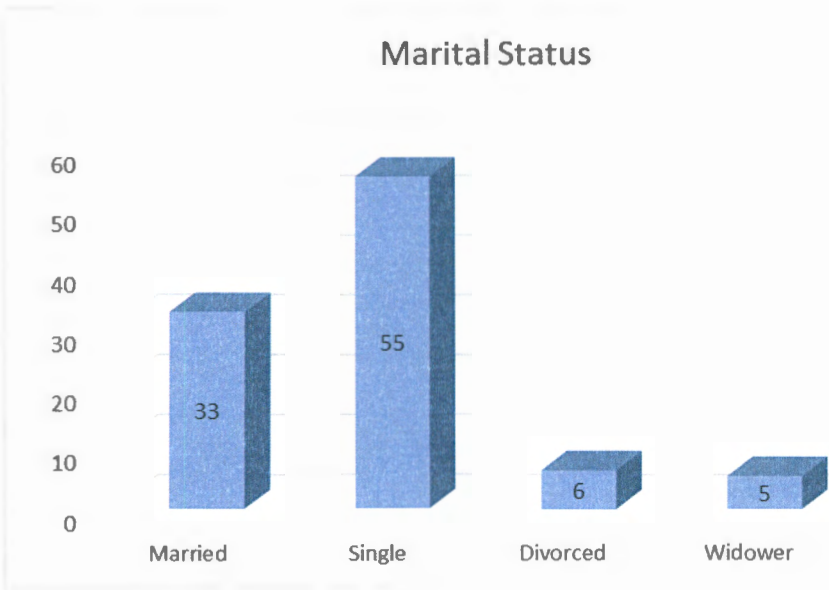


Figure 4.4: Marital Status

According to Figure 4.4, the majority (55%) of employee’s were single, followed by employees who are married with 33%, followed by employees who are divorced with 6%, and minority are employees who are a widower with 5%. The data indicate that most participants are single

and therefore may be as well perceived to be more focused other than their counterparts and available and willing to participate in training and development activities for individual growth development.

Table 4.5 Occupation Level

	Frequency	Valid Percent
Level 6	56	51
Level 7	18	16
Level 8	13	12
Level 9	12	11
Level 10	11	10
Total	110	100.0

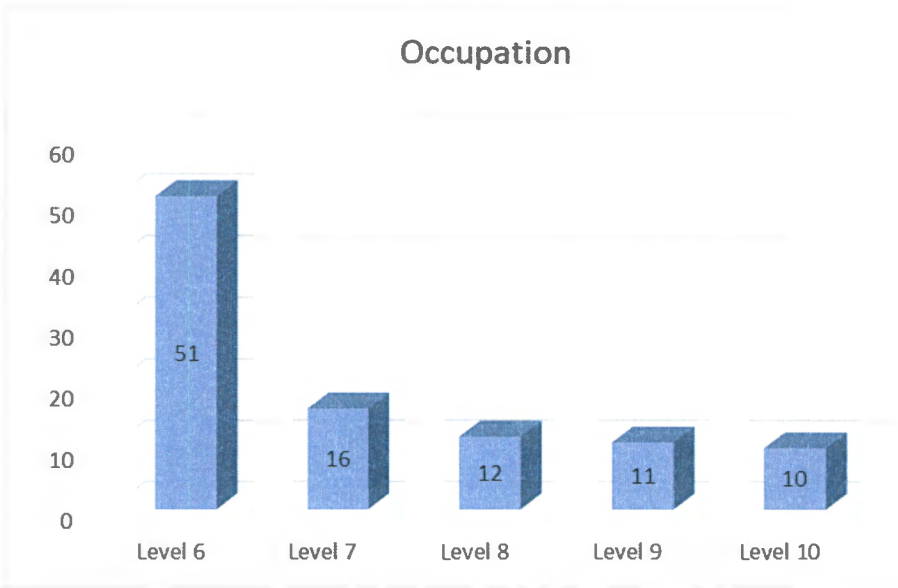


Figure 4.5: Occupation

The occupation levels for the participants of the research ranged between Level 6 to level 10. All participants were employees from the Department of Public Works and Roads in Mafikeng. In total 51% of the participants occupied level 6, followed by employees at level 7 with 16%,

followed by level 8 with 12%, followed by level 8 with 11% and 10% of level 10. The result here reveals that employees at the level 6 position are the majority in junior positions and therefore there is significant capacity for development through training, skills, knowledge, and ability for effective employee performance and department return on investment.

Table 4.6 Years of Service

	Frequency	Valid Percent
0-5 years	52	47
6-10 years	11	10
11-15 years	3	3
16-20 years	5	5
21 years and above	39	35
Total	110	100.0

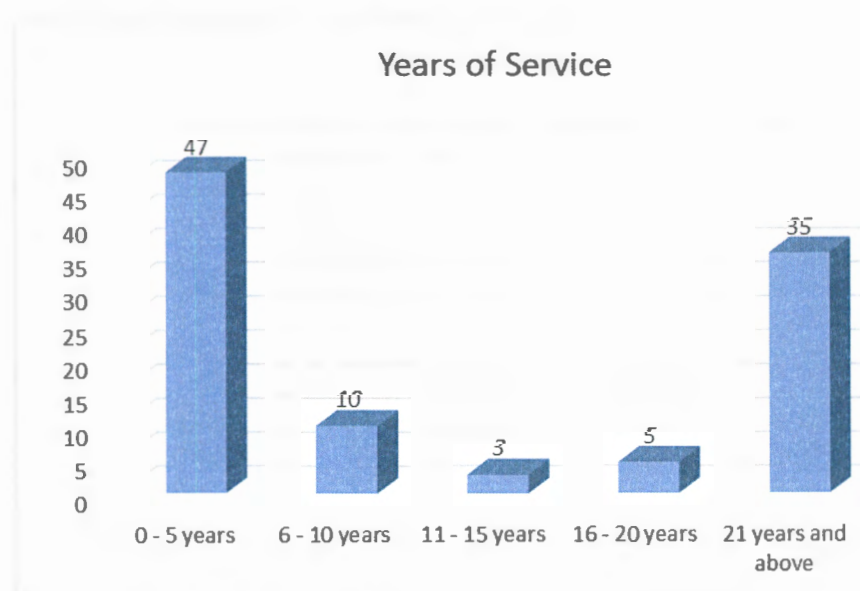


Figure 4.6: Year of service

Figure 4.6 above shows that the majority (47%) of the respondents had 0- 5 years of service, followed by respondents with 21 years and above with 35% and lastly respondents with 11 to 15 years working experience with 3%. The results depict that their majority of the employees

have had a few years in the department and therefore need continuous job coaching and mentoring for upward mobility which requires monitoring and evaluation on strategic objectives of workplace skills plans and feedback. The results also suggest that the department has not been able to train employees in both junior and positions.

Table 4.7: Placement

	Frequency	Valid Percent
Department of Public Works and Roads	28	25
Provincial Office	60	55
Regional Office	22	20
Total	110	100.0

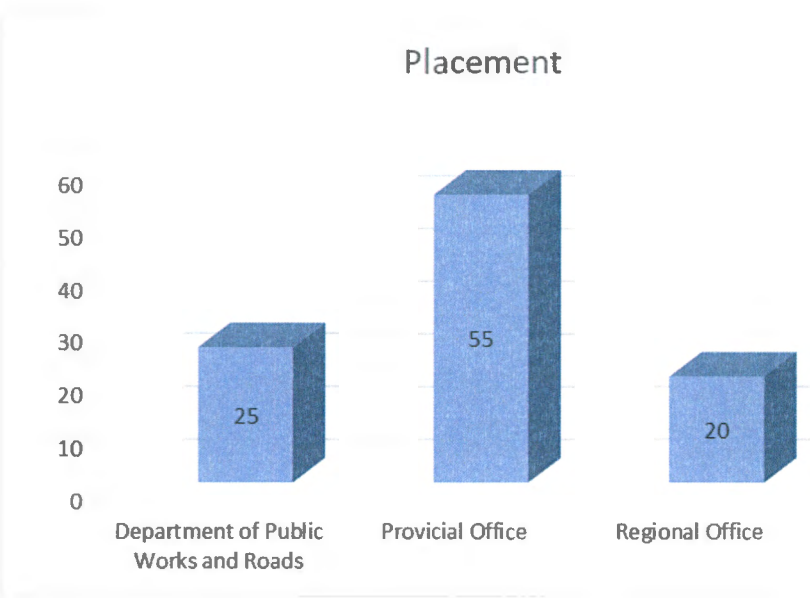


Figure 4.7: Placement

Figure 4.7 above depicts that the majority (55%) of the respondents were placed at, followed by employees who were placed at the department of public works and roads with 25% and lastly are employees who are placed at regional office with 20%. The results indicated that most of the employees work at the provincial office were strategic objective are driven and this suggests that training and development should be an advantage to most employees.

Table 4.8 Educational Qualification

	Frequency	Valid Percent
Matric	48	44
Diploma	1	1
National Diploma	39	35
Degree	20	18
Other	2	2
Total	110	100.0

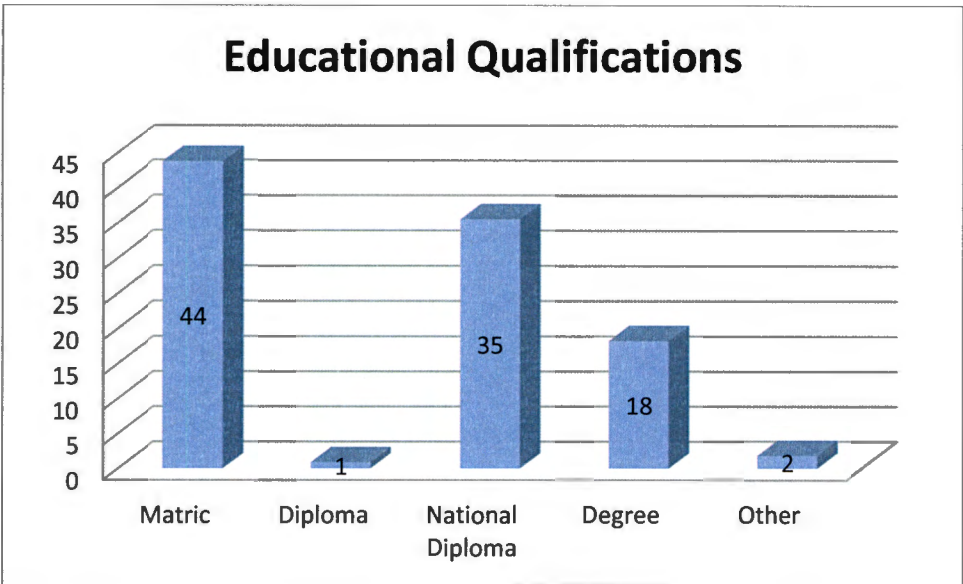


Figure 4.8: Educational Qualifications

Figure 4.8 represents the highest qualification that the employees had obtained. Of the respondents, 44% had matric/grade12, followed by national diploma with 35% and lastly was a diploma with 1%. This implies that the majority of respondents employed had matric/grade 12 as the highest qualification obtained. More training and development is required to broaden employees scope of work-related content and job application skills essential for the image of the Department of Public Works and Roads.

4.1.2 SECTION B: ANALYSIS OF RESEARCH QUESTIONS

Table 4.9: How does employee performance deficiency cause low productivity?

Descriptive Statistics					
Statement	N	Min	Max	Mean	Std. Dev.
Low quality, the quantity of job content and lower morale of staff.	110	1	5	2.16	0.684
Staffs concentrate more on personal problem rather their competency.	110	1	5	1.89	0.961
Performance objectives viewed as money rather than staff development.	110	1	5	1.96	0.801
Unhappy staff is more accident prone, unlike the motivated ones.	110	1	5	1.88	0.854
Monitoring and evaluation mechanisms regarded as a white elephant.	110	1	5	2.33	1.024

Table 4.9 depicts that the mean score for low quality, of job content and lower morale of staff (2.16) was lower than the mid-point of the range, indicating that there is internal disconnection among employees which requires motivation and adequate training and development to enhance productivity. The mean score for staff concentrate more on personal problems rather their competency (1.89) was lower than the mid-point of the range, indicating that average employees have challenges influencing and affecting job satisfaction and this gap needs the attention of management.

The mean score for performance objectives viewed as money rather than staff development (1.96) lower than the mid-point range, indicating that employees lack essential training on performance management system processes, feedback, and motivation on how well they performed and remedial action. The mean score for unhappy staff is more accident prone unlike the motivated ones (1.88) and this was below the mid-point range, indicating that unhappy employees are likely to perform below the set performance standard of the organisation. The mean score for monitoring and evaluation mechanisms regarded as a white elephant (2.33) was below the mid-point range, indicating that there may be a need to reinforce the monitoring and evaluation mechanisms within the organisation.

Table 4.10: To what extent do training and development have a direct impact on employee performance?

Statement	Descriptive Statistics				
	N	Min	Max	Mean	Std. Dev
Trained and developed staff is a long-term investment to organisations	110	1	5	1.37	0.539
Performance management requires understanding that workers perform and managers provide feedback	110	1	5	1.71	0.531
Employee evaluation system is fair, objective and enhance performance	110	1	5	2.29	0.902
Opportunities and pitfalls are incorporated into performance management processes	110	1	5	2.25	0.768
Increase employee engagement and participation in the processes of training and development	110	1	5	1.86	0.670

Table 4.10 depicts that the mean score for trained and developed staff is a long-term investment to organisations (1.37), which was lower than the mid-point of the range, indicating that the supervisors and managers urgently need to prioritise training needs for staff. The mean score for performance management requires understanding that workers perform and managers provide feedback (1.71), which was lower than the mid-point of the range, indicating that performance management system requires the serious consideration of management through performance assessment and providing feedback on how well they perform. Such a measure ought to include the overall impact made to the organisation. The mean score for the employee evaluation system is fair, objective and the perception that it enhances performance (2.29). This was lower than the mid-point range, indicating that employees may not be conversant with their internal systems and procedures on how training could positively impact on their performance. The mean score for opportunities and pitfalls are incorporated into performance management process (2.25) and this was below the mid-point, indicating that there may be an oversight by employees on their personal development plan approved for development by management. Therefore on-job training or functional training is key. The mean score for increased employee engagement and participation in processes and development (1.86) was below the mid-point, indicating that there may be less engagement and participation in training initiatives.

Table 4.11: What is the impact of training and development on the perceived performance of both employee and the organization?

Statement	Descriptive Statistics				
	N	Min	Max	Mean	Std. Dev
Assessing and analysing training needs is a performance gap concern	110	1	5	1.61	0.651
Well trained employees help increase productivity and profits for organisations.	110	1	5	1.33	0.490
The job is not merely learned by instructions, chances are that the job will be learned satisfactorily when periodically checked	110	1	5	2.05	0.626
Proper resources planning and effective training followed by evaluation.	110	1	5	1.74	0.570
Effective communication on training outcome and the possibility of review	110	1	5	1.65	0.582

Table 4.11 depicts that the mean score for assessing and analysing training needs is a performance gap concern (1.61) which was lower than the mid-point of the range, indicating that employees are satisfied with the positive perceived performance impact made. The mean score for well-trained employees helps increase productivity and profits for organisations. (1.33) was lower than the mid-point of the range, indicating that employees did not perceive the factor contributing well to organisational goals. The mean score for the interpersonal job is not merely learned by instructions, chances are that the job could be learned satisfactorily when periodically checked (2.05) was lower than the mid-point range, indicating less coaching and mentoring, therefore supervisors are to be monitoring performance continuously. The mean score for proper resources planning and effective training followed by evaluation (1.74) was below the mid-point range, indicating that there might be a disabling environment for employees to positively perform the organisational desired objectives. The mean score for proper resources planning and effective training followed by evaluation (1.65) was below the mid-point range, indicating that the workplace skills plan has not been consistently monitored.

Table 4.12: What is the nature of problems experienced by employees lacking- appropriate training?

Descriptive Statistics					
Statement	N	Min	Max	Mean	Std. Dev
Continuous absenteeism and alcohol abuse	110	1	5	2.38	1.256
Unskilled staff rely entirely on the experienced employee for monitoring their work	110	1	5	1.94	1.183
Likely not meeting set targets	110	1	4	1.99	1.036
Inexperience and not promotable to suitable opportunities	110	1	4	1.77	0.864
Anxiety for chop and changing jobs	110	1	4	1.78	0.783

Table 4.12 depicts that the mean score for continuous absenteeism and alcohol abuse (2.38) was lower than the mid-point of the range, indicating that employee's job performance is mostly not influenced the most by the external environmental factors. The mean score for unskilled staff rely entirely on the experienced employee for monitoring their work (1.94) was lower than the mid-point of the range, indicating that the majority of employees have considerable experience to can do their work independently. The mean score for the likely not meeting set targets (1.99) was lower than the mid-point range, indicating that the employees are average performers and could meet expected targets when performance is strictly monitored. The mean score for inexperience and not promotable to suitable opportunities (1.77) was below the mid-point high indicating that on average employees are promotable and suitable for opportunities. The mean score for anxiety for the chop and changing jobs (1.78) was below the mid-point high indicating that on average employees have relevant experience and service to build their career within the organisation as an investment.

**Table 4.13: Is Performance recovery plan to address non-performers?
Descriptive Statistics**

Statement	N	Min	Max	Mean	Std. Dev
The Performance Recovery Plan in place and outlined to staff	110	1	5	2.38	1.066
The Performance Recovery Plan in place and never outlined to staff	110	1	5	2.61	1.250
Performance is monitored and feedback always provided	110	1	5	2.40	1.033
Personal Development Plans in place and training assist employees to improve performance	110	1	5	2.18	1.006
Staff no longer regard training and development important for growth	110	1	5	2.63	1.452

Table 4.13 depicts that the mean score for the performance recovery plan in place and outlined to staff (2.38) was lower than the mid-point of the range, indicating that employee's performance remedial actions require management plan. The mean score for the performance recovery plan in place and never outlined to staff (2.61) was lower than the mid-point of the range, indicating that the majority of employees are aware of the plan yet the plan may require effective implementation and management. The mean score for performance is monitored and feedback is always provided (2.40) was lower than the mid-point range, indicating that on average the employees receive feedback with less follow up by supervisors on how and when the remedial action ought to be implemented. The mean score for Personal Development Plans in place and training assists employees to improve performance (2.18) was below the mid-point range, indicating that on average employee training and development plans assist in addressing gaps identified for non-performers. The mean score for staff no longer regards training and development important for growth (2.63) was below the mid-point range, indicating that on average training and development is important for growth.

4.1.2.1 Comparison of the mean perceived effectiveness of the Training and Development and Performance between males and females

A t-test was conducted to compare the mean perception scores of the effectiveness of the performance management and development system between males and females. An independent samples t-test was conducted to compare the mean perception score of the effectiveness of the performance management system for males and females. There were no

significant differences in the scores for males ($M=2.181$, $SD = 0.388$ and females ($M =2.106$, $SD = 0.352$; $t(107) = .989$, $p = 0.325$, two-tailed) (see Table 4.14 and 4.15).

Table 4.14: Descriptive Mean of perceptions of the TDP between males and female group Statistics					
		N	Mean	Std. Dev	Std. Error Mean
Training and Development and Performance	Male	71	2.181	.388	.0461
	Female	38	2.106	.352	.0572

Table 4.15: Independent samples test of the mean of perceptions of the Training and Development and Performance

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Training and Development and Performance	Equal variances assumed	.012	.913	.989	107	.325	.075	.076	-.075	.224
	Equal variances not assumed			1.018	82.35	.311	.074	.073	-.071	.220

4.1.2.2 Comparison of the mean perceived effectiveness of Training and Development and Performance between age groups

A one-way between-groups analysis of variance was conducted to explore the impact of age groups on the perception levels of the performance management system. There was statistically no significant difference in the mean scores of the four age groups (see Tables 4.17 and 4.18). *Post-hoc* comparisons, using the Scheffe tests, indicated no significant differences between the four age groups. The mean scores for age groups were: 18 -21 years ($M =2.280$, $SD= 0.288$), age group 22-30 years ($M = 2.105$, $SD = 0.328$), age group 31- 40 years ($M = 2.219$, $SD = 0.276$), age group 41- 50 years ($M = 2.175$, $SD = 0.449$) and age group 51 years and older ($M = 2.042$, $SD = 0.420$) (see Table 4.16, depicts that training, development and performance are pivotal in all age groups).

Table 4.16: Descriptive statistics of the mean of scores of Training and Development and Performance between the four age groups

Descriptives								
	N	Mean	Std. Deviation	Std. Error	Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
18 - 21 years	3	2.2800	0.2884	0.167	1.563	2.997	2.040	2.600
22 - 30 years	16	2.1050	0.3282	0.082	1.930	2.280	1.640	2.680
31 - 40 years	33	2.2194	0.2762	0.048	2.121	2.317	1.840	2.720
41 - 50 years	36	2.1748	0.4489	0.075	2.023	2.327	1.200	3.400
51 years and above	21	2.0419	0.4200	0.092	1.851	2.233	1.000	2.800
Total	109	2.1554	0.3765	0.036	2.084	2.227	1.000	3.400

Table 4.17: One-way analysis of variance of the mean scores of the Training and Development and Performance between the four age groups

ANOVA					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.507	4	.127	.890	.473
Within Groups	14.804	104	.142		
Total	15.311	108			

Table 4.18: One-way between-groups ANOVA with a post-hoc test of the mean scores of the performance management system effectiveness between the four age groups

Multiple Comparisons						
Dependent Variable: Training and Development and Performance						
(I) a2	(J) a2	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
18 - 21 years	22 - 30 years	0.175	0.237	0.463	-0.296	0.646
	31 - 40 years	0.061	0.228	0.791	-0.391	0.512
	41 - 50 years	0.105	0.227	0.644	-0.344	0.555
	51 years and above	0.238	0.233	0.309	-0.224	0.700
22 - 30 years	18 - 21 years	-0.175	0.237	0.463	-0.646	0.296
	31 - 40 years	-0.114	0.115	0.322	-0.342	0.113
	41 - 50 years	-0.070	0.113	0.539	-0.295	0.155
	51 years and above	0.063	0.125	0.615	-0.185	0.311
31 - 40 years	18 - 21 years	-0.061	0.228	0.791	-0.512	0.391
	22 - 30 years	0.114	0.115	0.322	-0.113	0.342
	41 - 50 years	0.045	0.091	0.625	-0.136	0.225
	51 years and above	0.178	0.105	0.095	-0.031	0.386
41 - 50 years	18 - 22 years	-0.105	0.227	0.644	-0.555	0.344
	22 - 30 years	0.070	0.113	0.539	-0.155	0.295
	31 - 40 years	-0.045	0.091	0.625	-0.225	0.136
	51 years and above	0.133	0.104	0.202	-0.073	0.338
51 years and above	18 - 22 years	-0.238	0.233	0.309	-0.700	0.224
	22 - 30 years	-0.063	0.125	0.615	-0.311	0.185
	31 - 40 years	-0.178	0.105	0.095	-0.386	0.031
	41 - 50 years	-0.133	0.104	0.202	-0.338	0.073

4.19 Correlation between training and development and performance

Correlations			
		Training and Development	Performance
Training and Development	Pearson Correlation	1	.544**
	Sig. (2-tailed)		.000
	N	109	109
Performance	Pearson Correlation	.544**	1
	Sig. (2-tailed)	.000	
	N	109	109
**. Correlation is significant at the 0.01 level (2-tailed).			

The relationship between the mean perception scores of Training and Development and Performance was investigated using Pearson's correlation coefficient. There was a positive correlation between the two variables, $r = .544$, $n = 109$, $p < .000$, with low levels of perceived accuracy associated with low levels of perceived fairness (see Table 4.14). This implies that training and development and performance contribute significantly with a less fraction to can be improved by management.

4.1.3 SECTION C: GENERAL REMARKS

Only 14 respondents provided remarks and only 2 of the responses reflected other information the survey did not cover such as political influence on staff and nepotism.

4.1.4 CONCLUSION

The next chapter will be chapter 5. The researcher will focus on the discussion, conclusion, and recommendations for the study which will include how the objectives reached and the validity and reliability were concluded based on the descriptive data analysis.

CHAPTER 5

FINDINGS OF THE STUDY

5.1 INTRODUCTION

Chapter 5 provides a reflection on the findings and pertinent discussions emanating from the same findings of the study which provides room to make recommendations for managers to action.

Performance within workplaces maintained a high platform for debate in a number of workshops and seminars, and the dialogue influenced researchers to investigate and reveal more on the concept. Therefore the literature about the impact of training and development in workplaces is vastly produced and available for Researchers, Learning Institutions and other academic purposes.

The Pearson's t-test was used to investigate the correlation between the mean scores perception of the two variables and the outcome depicts that the relationship between training and development do exist, $r = .544$, $n = 9$, $p < .000$ (refer to Table 4.14).

5.2 REPORT ON THE OBJECTIVES OF THE STUDY

5.2.1 Objective 1

Determine how employee performance deficiency causes low productivity. There is no significance in comparison of the mean effectiveness of employee training and development and performance. There is an internal disconnection among employees which requires motivation and training

5.2.2 Objective 2

Establish the extent of how training and development have a direct impact on employee performance. The literature on training and development emphasise the need for training and development, results on this objective require management to prioritise training needs, mostly junior staff with 51%- 12% occupation level, with 0-5 years' experience (47% of service). In addition, the results showed that most employees are not conversant with their internal

performance management systems and procedures which reveals a seriously skewed feedback on the management side and requires a serious attention.

5.2.3 Objective 3

Examine the impact of training and development on the perceived performance of both employee and the organisation performance. The mean score for opportunities and pitfalls are to incorporate into the performance management process in order to realise the impact of training and development on perceived performance.

5.2.4 Objective 4

Determine the nature of problems experienced by employee lacking appropriate training. The employees of the Department of Public Works and Roads are most likely not affected by the external environment. Their average performance needs continuous monitoring; they have relevant experience and service to can build their career as an investment to the Department.

5.2.5 Objective 5

Establish whether Performance Recovery Plan addressing none-performers. The plan is in place however not effectively implemented by managers.

5.3 FINDINGS OF THE STUDY

The relationship proposed for the study was to test two variables in the research survey which is training and development as the independent variable and employee performance and dependent variable.

The survey investigation sequence was outlined, starting with chapter 1 as the framework for the study. In chapter two, literature review by different authors proved that training and development enhance employee ability, knowledge and skills as well as opening communication channels between management and employees. The objectives of the study confirmed to be more significant for this investigation. However, the findings could not effectively demonstrate a clear link on the variables of interest.

Chapter 3 focused on research methodology and design which resulted in 110 questionnaire's successfully completed and returned to the researcher for data analysis and interpretation outlined in chapter 4.

Chapter 4 is an analytic induction stage where the research seeks to provide an explanation on survey results. In the context this study, the outcome depicts that a relationship between the two variables do exist, proved by the data obtained through the statistical analysis showing mean scores lower than the midpoint of the range, and acceptable as the true reflection of the relationship between the dependent and independent variables extrapolated from study by the researcher. These results ought to be defined as a negatively skewed outcome. The skewness suggested that participants effectively applied their mind when responding to the research questions.

This skewness was identified and discussed when data were analysed and interpreted in terms of the strength and established through the questionnaire. Findings on how training and development have a direct impact on employee performance were analysed and interpreted where managers had to prioritise training needs and provide feedback on how well training has a demonstrable impact on employee performance.

The second objective focused on the positive impact of perceived performance on employee and organisation. Here results show that employees were perceived as not contributing well to the organisational goals and the implication thereof is that communication channels are limited and may influence effective and efficient coaching and mentoring of the employees.

The findings on the availability of a performance recovery plan addressing non-performers show dire need for the attention of management in providing effective implementation and feedback.

The nature of problems experienced by employees lacking appropriate training was found to be mostly not affected by external factors. Notwithstanding this finding, there is a need for continuous monitoring.

Lastly the findings on how employee performance deficiency caused low productivity depicted that the literature review by different authors cited in the survey proved that training and development enhance knowledge and skills as well as opening channels between management and employees.

CHAPTER 6

DISCUSSION, RECOMMENDATIONS, AND CONCLUSION

6.1 INTRODUCTION

This is the final chapter of the study, providing an overview on what influenced the research and how the literature on the impact of training and development on employee performance contributed to the relevance of this study and future undertakings.

The consultative meeting and workshop, as well as research within the workplace, have conducted. Dialogue from this gatherings influenced researchers to investigate and reveal more on the concept. Therefore the literature research survey about the subject charted the space of this study and contributed to the design and methodology adopted.

In this context, the survey did not intend to review the entire field of study but to gain more understanding on how other researchers delved into the area and apply their insights to the North West Province of South Africa and hence the thematic analysis presented in this report.

6.2 LIMITATIONS TO THE STUDY

Due to the limited scope of the study, a collection of data from senior management was restricted and the researcher could not with no degree of scientific certainty generalise to other government departments in the North West Province.

6.3 FURTHER STUDIES

The study can further be conducted in other government departments especially relating to the impact of training and development on employee performance.

6.4 RECOMMENDATIONS

Training and development prove to have a positive impact on both employee and the organisation subject to this study. It is imperative for the department to take cognisance of the findings for future improvement including the management action outlined below;

Recommendation 1: Conduct an annual survey on workplace skills plan which helps in to identify relevant skills needs for further development

Recommendation 2: Prioritise training needs analysis which has a direct impact for organisation strategy

Recommendation 3: Develop a training schedule of On- the job training, off-the-job training, and functional training

Recommendation 4: Conduct a training evaluation, with the view of reviewing training

Recommendation 5: Provide feedback based on the evaluation

Recommendation 6: Evaluate performance periodically, this will enhance employee morale and improved performance

Recommendation 7: Monitor and evaluate performance and implement remedial actions on areas that signal performance deficiency.

6.5 CONCLUSION

In conclusion, the research survey findings were found to be reliable and valid to allow for recommendations that have been presented in this chapter, specifically tailored to improve training on the job and evaluation of the spin-offs there off.

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APPENDIX 1: COVER LETTER AND QUESTIONNAIRE

Informed consent for participation in a an academic research study

Faculty of Commerce and Administration

Dear Respondent

You are invited to participate in an academic research study conducted by Khomotso Beauty Neito, Masters Student from the Faculty of Commerce and Administration at North West University (Mafikeng Campus)

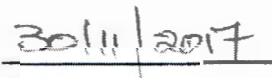
Topic of the study is: **The Impact of Training and Development on Employee Performance within the Workplace.**

Please note the following:

- This study involves an anonymous survey. Your name will not appear on the questionnaire and the answers you give will be treated strictly confidential. You cannot be identified in person based on the answers you give.
- The research adheres to all ethical requirements.
- Your participation on the study is very important to us. You may however chose not to participate and you may also stop to participating any time without any negative consequences
- Please answer the questions in the attached questionnaire as completely and honestly as possible. This should note take 15 minutes of your time.
- The results of this study will be used for academic purpose only and may be published in an academic journal.
- Please contact my supervisor, Mr. TJ Maubane at joel.maubane@nwu.ac.za; or the researcher KB Neito at 083 6363884



Researcher



Date

QUESTIONNAIRE

SECTION A

Bibliographical information of the participants

Please read carefully and answer the following questions.

Instruction: Please use an (X) for the appropriate response.

Gender

Male	Female

Age Category

18-21 years	22-30 years	31-40 years	41-50 years	51 years and above

Race

Black	White	Coloured	Indian	Other (specify)

Marital Status

Married	Single	Divorced	Widower	Separated

Occupation

Level 6	Level 7	Level 8	Level 9	Level 10

Years of Service

0-5 years	6-10 years	11-15 years	16-20 years	21 years and above

Placement

Department of Public Works and Roads North West	Provincial office
	Regional office

Educational Qualifications

Matric/Grade 12	Diploma (2 years)	National Diploma (3years)	Degree	Other (Please state)

SECTION B

Research Questions

Key example: Please use an (X) for the appropriate answer.

e.g. Sub- question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Avoid making premature evaluation of ideas or suggestions.		x			

Question 1

How does employee performance deficiency causes low productivity?

Sub- question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Low quality, quantity of job content and lower moral of staff.					
2. Staffs concentrate more on personal problem rather their competency.					
3. Performance objectives viewed as monetary rather than staff development.					
4. Unhappy staff is more accident prone unlike the motivated ones.					
5. Monitoring and evaluation mechanisms regarded as white elephant.					

Question 2

Will training and development have a direct impact on employee performance?

Sub - question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Trained and developed staff is a long term investment to organisations					
2. Performance management requires understanding that workers perform and managers provide feedback					
3. Employee evaluation system is fair, objective and enhance performance					
4. Opportunities and pitfalls are incorporated into performance management process					
5. Increase employee engagement and participation in processes and development					

Question 3

What is the positive impact of perceived performance on both employee and the organisation?

Sub- question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Assessing and analysing training needs is a performance gap concern					
1. Well trained employees help increase productivity and profits for organisations.					
2. The job is not merely learnt by instructions, chances are that the job will be learnt satisfactory when periodically checked					
3. Proper resources planning and effective training followed by evaluation.					
4. Effective communication on training outcome and possibility of review					

Question 4

What is the nature of problems experienced by employees lacking appropriate training?

Sub- question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Continuous absenteeism and alcohol abuse					
2. Unskilled staff rely entirely on experienced employee for monitoring their work					
3. Likely not meeting set targets					
4. Inexperience and not promotable to suitable opportunities					
5. Anxiety for shop and changing jobs					

Question 5

Is there a performance recovery plan addressing for non performers?

Sub- question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The Performance Recovery Plan in place and outlined to staff					
2. The Performance Recovery Plan in place and never outlined to staff					
3. Performance is monitored and feedback always provided					
4. Personal Development Plans in place and training assist employees to improve performance					
5. Staff no longer regard training and development important for growth					

SECTION C

General Remarks

Please provide any other information not covered

Thank you for participating in this research survey

APPENDIX 11: APPROVAL LETTER FROM DEPARTMENT OF PUBLIC WORKS AND ROADS



dpwr

Department:
Public Works and Roads
North West Provincial Government
Republic of South Africa

Modiri Molema Road
Old Parliament Complex
Mmabatho, 2735
Private Bag X 2080, Mmabatho, 2735
Republic of South Africa
Tel.: +27 (18) 388 1435
Fax: +27 (18) 388 4021
Website: www.mwpg.gov.za/public-works

OFFICE OF HEAD OF DEPARTMENT

Head of School Faculty
Department of Industrial Psychology
Faculty of Economic and Management Sciences
North West University: Mafikeng Campus
P/Bag X 2046
Mmabatho
2745

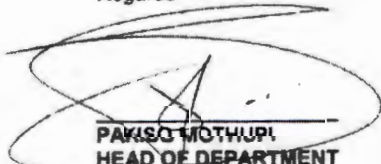
Dear Mr T.J. Maubane

**Permission to conduct research within your organisation: Ms K.B. Neito:
Student No. 16188985.**

1. Pursuant to your letter dated 22/11/2017 has reference.
2. The approval is hereto granted, and it will be highly appreciated that you share the outcome of the research with the department.

Wishing your candidate a successful research.

Regards


PALESA MUTHUPI
HEAD OF DEPARTMENT
DATE: 29/11/2017

APPENDIX 111: ETHICAL CLEARANCE CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom,
South Africa, 2520

Tel: (018) 299-4900

Faks: (018) 299-4910

Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel: +27 18 299 4849

Email: Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HREC) on 07/07/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: The impact of training and development on employee performance within the workplace North West province

Project Leader/Supervisor: Mr TJ Maubane

Student: JB Neito (16186985)

**Ethics
number.**

N W U - 0 0 5 7 4 - 1 7 - A 9

Institution: Project Number: Year: Status:
Status: S = Submission, R = Re-Submission, P = Provisional Authorisation, A = Authorisation

Application Type: Single Study

Commencement date: 2017-07-07

Expiry date: 2020-07-07

Risk:

Minimal

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principal investigator) must report in the prescribed format to the NWU-IRERC via HREC:
 - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
 - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HREC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HREC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - 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 project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the HREC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.
- HREC can be contacted for further information via Estie.Emtch@nwu.ac.za or 018 289 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA

Du Plessis

Digitally signed by
Prof LA Du Plessis

Date: 2017.08.10
12:49:41 +02'00'

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX 1V: LANGUAGE EDITING CERTIFICATE



NWU®

NORTH WEST UNIVERSITY
NOORWES UNIVERSITEIT
UNIBESITHA BOHOKHE BOPHAPANA

Office: 0183892451

Cell: 0729116600

FACULTY OF EDUCATION

Date: 28th February, 2018

TO WHOM IT MAY CONCERN

CERTIFICATE OF EDITING

I, Muchativugwa Liberty Hove, confirm and certify that I have read and edited the entire dissertation, **THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE WITHIN THE WORKPLACE (NORTH WEST PROVINCE)** by, **KHOMOTSO BEAUTY NEITO**, Student Number 16188985, submitted in fulfilment of the requirements for the degree of **MASTER OF COMMERCE DEGREE IN INDUSTRIAL RELATIONS** in the school of **MANAGEMENT SCIENCES** at the North-West University, Mafikeng campus.

KHOMOTSO BEAUTY was supervised by **TJ Maubane** of the North-West University.

I hold a PhD in English Language and Literature in English and am qualified to edit academic work of such nature for cohesion and coherence.

The views and research procedures detailed and expressed in the dissertation remain those of the researcher/s.

Yours sincerely

Dr M.L.Hove (PhD, MA, PGDE, PGCE, BA Honours – English)



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UNIBESITHA BOHOKHE BOPHAPANA

APPENDIX V: TURN- IT IN CERTIFICATE

Kgomotso Fina

ORIGINALITY REPORT

19%

SIMILARITY INDEX

19%

INTERNET SOURCES

2%

PUBLICATIONS

14%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

5%

★ Submitted to Mancosa

Student Paper

Exclude quotes

Off

Exclude matches

< 50 words

Exclude bibliography

On

APPENDIX V1: SOLEMN DECLARATION