

Exploring the influence of training and development on work engagement in a tertiary educational institution in South Africa

**A de Wet
21757070**

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Supervisor: Prof L Jorgensen
Assistant-supervisor: Prof M Stander

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COMMENTS

The reader is reminded of the following:

- The editorial style follows the format prescribed by the Publication Manual (6th edition) of the American Psychological Association (APA). However, a modified version of the format is used in line with the policy of the Programme in Industrial Psychology of the North-West University, Potchefstroom Campus. The format used for the research articles is in accordance with the guidelines for authors for the South African Journal of Industrial Psychology (SAJIP).
- The revised research proposal forms the first chapter of the mini-dissertation. Therefore, this chapter is presented in a different voice when compared to subsequent chapters which report on actual findings.
- The dissertation is submitted in the form of four chapters, which includes two research articles (chapters 2 and 3). Chapter 1 and 4 have numbered sections according to the formatting followed in the research unit, WorkWell.

DECLARATION

I, Andrea de Wet hereby declare that this dissertation titled “Exploring the influence of training and development on work engagement in a tertiary education institution in South Africa” is my own work and that the views and opinions expressed in this work are those of the author and relevant literature references as shown in the references.

I further declare that the content of this research will not be handed in for any other qualification at any other tertiary institution.

A handwritten signature in black ink that reads "Andrea de Wet". The signature is written in a cursive style with a horizontal line underneath it.

Andrea de Wet

LANGUAGE EDITOR DECLARATION



9 May 2016

I, **Ms Cecilia van der Walt**, hereby confirm that I took care of the editing of the dissertation of **Ms Andrea de Wet** titled *Exploring the influence of training and development on work engagement in a tertiary educational institution.*

MS CECILIA VAN DER WALT

BA (*Cum Laude*)

HOD (*Cum Laude*),

Plus Language editing and translation at Honours level (*Cum Laude*),

Plus Accreditation with SATI for Afrikaans and translation

Registration number with SATI: 1000228

Email address: ceciliavdw@lantic.net

Mobile: 072 616 4943

Fax: 086 578 1425

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ABSTRACT

Title: Exploring the influence of training and development on work engagement in a tertiary education institution in South Africa

Key terms: *training and development, work-related wellbeing, tertiary education, academics and work engagement*

The tertiary education sector recently received much media coverage concerning protests and violent strikes. Moreover, academic staff members already have to cope with increased job demands such as academic transformation, change management, a lack of financial resources (Archibong, Bassey & Effiom, 2010), high strain and work stress (Barkhuizen, Root & Schutte, 2014). Literature shows that one possible way of supporting academic staff members in managing work engagement is by providing efficient training and development opportunities. Hence this study aimed at exploring the relationship between training and development and work engagement for academic staff members in a qualitative manner. This research entails two research articles, the second study builds on the findings of the first study.

The first article explores training and development for academic staff members following a qualitative research approach. A case study was used as a research strategy. This study used convenience sampling to select 20 participants. Semi-structured interviews were used as data gathering method. The data were analysed by means of Creswell's six steps. The criteria *credibility, consistency, transferability* and *truth value* were used to ensure the validity of the study. The results of article one indicated that although the tertiary education institutions mostly have policies and procedures in place to guide the training and development, they were not applied consistently or effectively. The participants indicated that performance appraisals were used to determine their training needs, and they further indicated that they themselves were responsible for requesting training. In the cases where the training was monitored, the managers or trainers took responsibility for monitoring progress. The type of training mostly received by the academics related to academic, research, management, professional and life skills. From the study it is recommended that the tertiary education institution align the training and development management process with the policies that

guide this process. It is recommended that managers be trained as people developers in order to manage talent effectively.

The second research article explored the relationship between training and development and work engagement in a tertiary education institution using a qualitative approach and a case study as research strategy. 20 participants were selected by means of a convenience sampling method and the researcher gathered data using paper and pencil interview questionnaires. The data were analysed by using thematic analysis. The results showed that participants viewed work engagement as having a love for one's work, enjoying one's work and showing a passion for the work one does. The participants indicated that after having received training and development, they gained new skills, which contributed to increased performance. Concerning the dimensions of work engagement (vigour, dedication and absorption), the participants felt more motivated, showed increased competence, more energy, increased commitment and job satisfaction after having received training and development. However, the results showed that some training and development opportunities added to their work load, lacked challenge and was experienced as time consuming and were not sufficient in addressing their specific needs. From the study it is recommended that the tertiary education sector provide timeous specialised training and development to academic staff members. Furthermore, accurately identifying training needs ultimately leads to effective training and as a result influences the work-related wellbeing of academic staff members. From this research, recommendations for future research were made and the limitations for this research were provided.

OPSOMMING

Titel: Ondersoek na die invloed van opleiding en ontwikkeling op werkbetrokkenheid in 'n hoërondewys-inrigting in Suid-Afrika (*Exploring the influence of training and development on work engagement in a tertiary education institution in South Africa*)

Sleutel terme: opleiding en ontwikkeling, werkverwante welstand, hoër onderwys, akademici en werksbetrokkenheid (*training and development, work-related wellbeing, tertiary education, academics and work engagement*)

Die hoërondewys-sektor het onlangs heelwat mediadekking ontvang rakende proteste en gewelddadige stakings. Te meer nog moet akademiese personeel toenemende hoeveelhede werkseise soos akademiese transformasie, veranderingsbestuur en 'n gebrek aan finansiële hulpbronne die hoof bied (Archibong, Bassey & Effiom, 2010). Lede van die Akademiese personeel ondervind hoë vlakke van spanning en werkstres (Barkhuizen, Root & Schutte, 2014). Die literatuur dui aan dat een moontlike manier om lede van die akademiese personeel te ondersteun om werksbetrokkenheid te hanteer sou wees om effektiewe opleidings- en ontwikkelingsgeleenthede te voorsien. Gevolglik het hierdie studie beoog om ondersoek in te stel na die verband tussen opleiding en ontwikkeling en werksbetrokkenheid vir akademiese personeellede op 'n kwalitatiewe wyse. Hierdie navorsing behels twee navorsingsartikels.

Die eerste artikel gaan in op opleiding en ontwikkeling vir akademiese personeellede deur aan die hand van 'n kwalitatiewe navorsingsbenadering te volg. 'n Gevallestudie is gebruik as 'n navorsingstrategie. Hierdie studie het gerieflikheidsteekproefneming benut om 20 deelnemers te selekteer. Semi-gestruktureerde onderhoude is aangewend as data-insamelingsmetode. Die data is geanaliseer aan die hand van Creswell se ses stappe. Die kriteria *geloofwaardigheid, konsekwentheid, oordraagbaarheid* en *waarheidswaarde* is benut om die geldigheid van die studie te verseker. Die resultate van artikel 1 het aangedui dat hoewel die hoërondewys-instellings meestal beleide en prosedures reeds ingestel het om die opleiding en ontwikkeling te lei is dit nie konsekwent toegepas nie en ook nie effektief nie. Die deelnemers het aangedui dat prestasiebeoordelings gebruik is om hul opleidingsbehoefte te bepaal, en hierbenewens het hulle aangedui dat dit hulle self verantwoordelikheid is daarvoor om opleiding te vra. In die gevalle waar die opleiding gemoniteer word, moet die

bestuurders of opleiers die verantwoordelikheid aanvaar vir die monitering van vordering. Die tipe opleiding wat meestal deur die akademië ontvang is, het verband gehou met die akademiese, navorsings-, bestuurs-, professionele en lewensvaardighede. Uit die studie is aanbeveel dat die hoëronderrys-instellings die opleidings- en ontwikkelingsbestuursproses met die beleid wat hierdie proses lei, te belyn. Daar word aanbeveel dat bestuurders as mensontwikkelaars opgelei moet word om talent effektief te kan bestuur.

Die tweede navorsingsartikel heet 'n kwalitatiewe benadering en 'n gevallestudie as navorsingstrategie gevolg. 20 deelnemers is geselekteer met behulp van 'n gerieflikheidssteekproefnemingsmetode en die navorser het data ingesamel deur van 'n potlood-en-papier onderhoudsvraelys gebruik te maak. Die data is geanaliseer deur middel van tematiese analise. Die resultate het getoon dat deelnemers werksbetrokkenheid beskou het as dat 'n mens 'n liefde vir jou werk het, jy jou werk geniet en 'n passie het vir die werk wat jy doen. Hulle het aangedui dat nadat hulle opleiding en ontwikkeling ontvang het, hulle nuwe vaardighede bekom het, wat bygedra het tot verhoogde prestasie. Wat betref die dimensies van werkbegeestering (kragdadigheid, toewyding en absorpsie), het deelnemers meer gemotiveerd gevoel, 'n toename in bevoegdheid getoon, en meer energie, verhoogde verbintenis en werktevredenheid nadat hulle opleiding en ontwikkeling ontvang het. Die resultate het egter getoon dat sommige opleidings- en ontwikkelingsgeleenthede het tot hulle werklading bygevoet, het uitdaging ontbreek en is ervaar as tydrowend en ontoereikende met betrekking tot hul spesifieke behoeftes waaraan daar nie voldoen is nie. Uit die studie is aanbeveel dat die hoëronderrys-sektor tydig gespesialiseerde opleiding en ontwikkeling aan lede van die akademiese personeel moet verskaf. Voorts lei akkuraat geïdentifiseerde behoeftes uiteindelik tot effektiewe opleiding, en voortspruitend hieruit beïnvloed dit die werkverwante welsyn van lede van die akademiese personeel. Uit hierdie navorsing is aanbevelings vir toekomstige navorsing gemaak en beperkings in hierdie studie is verskaf.

CHAPTER 1

Introduction

This mini-dissertation has focussed on the role of training and development in a tertiary education institution in South Africa and how these opportunities has related to work engagement of academic staff members. This chapter has covered the problem statement for this study and a discussion of the research objectives followed by a discussion of the research design, method, and strategy followed in this study.

1.1 Problem statement

For any organisation to succeed in this competitive global business environment, it is of the utmost importance for them to invest in the training and development of their employees (Drost, Frayne, Lowe & Geringer, 2002; Meyer & Orpen, 2012). This will ensure that organisations are more effective and employees are more engaged in their work. Other benefits of training and development can be found at individual, team and organisation level, for instance employees will have positive attitudes, they will be more motivated and feel more empowered (Aguinis & Kraiger, 2009; Erasmus, Loedolff, Mada & Nel, 2010). An added benefit is employees' improved job performance, in terms of acquiring new skills and abilities (Hill & Lent, 2006; Satterfield & Hughes, 2007). Erasmus et al. (2010) stated that training and development is one of the most significant aspects of human resource management practices. According to Schaufeli and Bakker (2004), job resources (training and development) will lead to work engagement and other positive outcomes. Thus it is necessary to have a good training and development initiatives programme in any organisation (Aguinis & Kraiger, 2009; Tharenou, 2001). Organisations must identify the void in their employees' skills. To address this void they have to conduct a training needs-analysis to determine what the employees' training and development needs are (Aguinis & Kraiger, 2009).

Unfortunately very few organisations realise the importance of training and development and how this can enable them to stay ahead in the globally competitive market, especially within the tertiary education institutions. In tertiary education institutions the need to compete

nationally and internationally has grown exceptionally over the last few years. There is talk among academics about teamwork, but still they compete with one another for students, programmes, and consequently their jobs (Jansen, 2004). Each tertiary education institution has its own benchmarks for research outputs on which their academic members of staff are evaluated. The academic personnel are obligated to regularly report on their performance (Gracia-Aracil & Palomares-Montero, 2010). This performance is typically used to determine whether or not they will receive a promotion, and occasionally even remuneration and retention (Jansen, 2004). Tertiary education institutions are confronted with changes such as: changing age, race or gender profiles of the academic staff; the increasing number of students; department mergers and the development of new sub-disciplines; employment requirements that are changing for new academics; and department leadership changes (Barkhuizen, Rothmann and van de Vijver, 2013; Jawitz, 2009). To cope with these demands and challenges, a strong need for training and development among tertiary education employees arises. This training and development will typically be directed at the development of employees' skills and abilities to keep up with the progressively higher demands placed upon them (Barkhuizen et al., 2013; Parr, 1996).

Training and development is a key factor in an organisation, as it will ensure that the organisation has well-developed and skilled employees (Erasmus et al., 2010; Lynch, 2000). Training usually suggests that one must take a systematic approach to learning and development in order to enhance individual, team, and organisational effectiveness (Paradise, 2007). Development suggests that, for the purpose of future jobs or personal growth, one must choose activities that will lead to gaining new knowledge or acquiring new skills (Goldstein & Ford, 2002; Meyer & Orpen, 2012).

Since there are so many challenges in the South African tertiary education institutions it is necessary for good training and development opportunities to be created. This will enable them to educate students efficiently and give the South African economy an excellent young and educated work force that will enable them to stay in the globally competitive market (Florence, 2011). Previous research has shown that employees receiving training and development will achieve their work goals, because they adopt the motivation to dedicate their own efforts and abilities to do the work as best they can (Bakker & Bal, 2010; Meijman & Mulder, 1998). Thus it is necessary to have training and development in tertiary education

institutions that will ensure a constant supply of qualified academics who have the required knowledge and skills, and who aspire to have a developing career (Mullins, 2002).

Organisations typically make use of performance appraisals to identify employees with the need for training and development. When organisations conduct a performance appraisal, it must point out the strengths, as well as the weaknesses of the employee. This must be done by employing the tools and techniques that will help in re-aligning the performance of the employee with the goals, objectives and needs of the organisation (Florence, 2011). This identification of the training and development needs of employees is known as a training needs-analysis. A training needs-analysis can be defined as the identification of training needs from the organisation's perspective, in terms of what it is that the organisation requires in order for the employees to deliver the organisation's services (Lawton & Wimpenny, 2003; Meyer & Orpen, 2012). A training needs-analysis will allow the trainer to guide the entire process in the right direction, which is to focus on the development areas or problems of the employees (Florence, 2011).

Literature, which indicates how tertiary education institutions determine which members of staff need training and development and how this aspect is determined, is lacking. When looking at studies done on other organisations (Drost, Frayne, Lowe & Geringer, 2002; Florence, 2011; Tannenbaum & Yukl, 1992), it becomes clear that they have made use of a trainer (external or internal) to perform this duty. When the trainer evaluates the need for training, it will grant him the opportunity of understanding better why the employees have requested training. By conducting the evaluation it will identify why there is a need for training and development and whether training and development is the best option for handling a specific problem (Florence, 2011). Furjanic and Trotman (2000) have stated that, by not completely grasping a problem that is fundamental, implementing a training and development programme will only be covering the superficial issues.

Post training evaluations are extremely important in training and development programmes, assisting in identifying gaps in skills that employees may have. By evaluating the training and development programme, organisations will ensure that the course material can be revised or modified to better accommodate possible changes that may occur in the employee's environment (Florence, 2011). The organisation can adapt the working environment so that it could afford the employee the opportunity of transferring his newly found skills from the

learning setting to the workplace (Florence, 2011; Tannenbaum & Yukl, 1992). According to the 9th Annual State of The South African Training Industry Report (ASTD) for 2011/2012, pre- and post-assessments during training can be used to calculate the return on investment (ROI) (South African board for people practices, 2013).

One can easily use the same method for conducting a needs-analysis in a tertiary education institution as in any other organisation, but there is no fixed procedure for doing so. Due to the fact that there is little literature available on this topic, this study will examine how a needs-analysis is conducted in tertiary education institutions, who conducts it and what the goals thereof are. Although there are certain policies and practices (e.g. performance appraisals and training needs-analysis) with regard to training and development as mentioned above, it is uncertain whether tertiary education institutions follow these.

When the policies and practices followed in the training and development programmes at South African universities are identified, another question arises as to whether these programmes possibly impact the wellbeing of employees. One aspect of employee wellbeing that can be considered includes work engagement. Xanthopoulou, Bakker, Demerouti and Schaufeli (2007) have indeed found that human resource development practices, such as training and development, have been proven to be positively related to work engagement. The individuals who have the qualities to position themselves to demonstrate engagement are the individuals who are expected to choose a working environment that will provide them with the opportunity of doing so (Pati & Kumar, 2010). In other words, the employees who receive the opportunities for training and development will likely stay in that organisation, because they will end up being more engaged.

Work engagement can be defined as a positive, fulfilling, work-related state of mind that is characterized by vigour, dedication, and absorption (Schaufeli & Bakker, 2003). Engagement has a number of positive outcomes on an organisation. For example, employees who are engaged in their work will usually experience positive emotions, for instance happiness, enthusiasm, joy and interest in their work (Schaufeli & Van Rhenen, 2006), as well as organisational commitment and reduced turnover intentions (Hakanen, Bakker & Demerouti, 2005; De Beer, Pienaar & Rothmann Jr, 2013). The Job Demands-Resources Model (JD-R Model) is a well-recognised model for explaining the process through which work engagement is experienced. This model posits that the strongest predictors of work

engagement are job resources (Bakker & Demerouti, 2007; Bakker, Demerouti, De Boer & Schaufeli, 2003; Bakker, Demerouti & Verbeke, 2004). According to the JD-R model, job resources are those “physical, psychological, social, or organisational aspects of the job that reduce job demands and the related physiological and psychological costs that are useful in achieving work goals, or stimulate personal growth, learning, and development” (Demerouti, Bakker, Nachreiner & Schaufeli, 2001, p. 501). One such a job resource that can influence work engagement includes training and development by the organisation.

To conclude, this study’s primary focus will be on the role training and development has in a specific tertiary education institution in South Africa and how this relates to work engagement amongst academic staff members.

1.2 Research objectives

The research objectives have been divided into general objective and specific objectives.

1.2.1 General objective

The general objective of the first study in this dissertation has been to explore training and development in a tertiary education institution in South Africa. The general objective for the second study was to explore the relationship between training and development and work engagement in a tertiary education institution in South Africa.

1.2.2 Specific objectives

The specific objectives of this study have presented as follow:

Article one

- To conceptualise training and development and a training needs-analysis in the literature.
- To determine how a tertiary education institution conducts a training needs-analysis for the academic staff members.
- To explore how a tertiary education institution monitors the progress of its training and development provided to academic staff members.

- To explore the types of training and development provided to the academic staff members.
- To make recommendations for future research.

Article two

- To conceptualise training and development and work engagement for academic staff members within the literature.
- To explore work engagement amongst academic staff members from a specific tertiary education institution in South Africa.
- To explore the relationship between training and development and work engagement amongst academic staff members from a specific tertiary education institution in South Africa.
- To make recommendations for future research.

1.3 Expected contribution of the study

For the individual

This study aimed at proving that in the relationship between training and development and work engagement, the employee would know how to use personal resources to become more engaged. Thus the individual employees would know how to be more engaged in their work by making use of training and development opportunities. Employees would know what a training and development needs-analysis was, and they would be able to request one if it was not common practice in their organisation. This would then determine what their training and development needs would be and it could be addressed so that they would be more engaged in their work.

For the organisation

The aim of this study was to explore the necessity for an organisation to have a training needs-analysis, specifically in the tertiary education institutions in South Africa. This would assist tertiary education institutions in implementing their own training needs-analyses and to

have the correct policies and procedures to implement and evaluate it. When the institutions knew what the common practice for conducting effective training and development was, then certain good behaviours or practices could be adopted, for instance when the study proved that good training and development lead to positive outcomes, such as work engagement. These institutions would be made aware of the positive outcomes of having a good training and development programme, These outcomes included, employees who were engaged in their work and who would usually experience positive emotions, for instance happiness, enthusiasm, joy and interest in their work (Schaufeli & Van Rhenen, 2006), as well as reduced turnover intentions and stronger organisational commitment (Hakanen, Bakker & Demerouti, 2005; De Beer, Pienaar & Rothmann Jr, 2013).

For Human Resource Management literature

The gap in the literature was that we did not know, from a qualitative approach, how the relationship between training and development and work engagement was viewed. Tertiary education institutions would be able to measure themselves according to the benchmark of training and development opportunities and a training needs-analysis that would be set by this study and they would all be able to adhere to the same standard.

1.4 Research design

1.4.1 Research Approach

The study was of a qualitative nature. According to De Vos, Strydom, Fouché and Delpont (2011), qualitative research could be seen as an investigation, where the researcher drew his own conclusion from what he/she heard, saw or understood. Social constructivism was used as the philosophical viewpoint for this study, which referred to the situation in which individuals were exposed to the same phenomenon, while the individual's experience of a phenomenon was his/her own reality. This experience could be influenced by a person's culture, social environment, history etc. By applying the social constructivism paradigm the researcher explored the experiences of the academic staff members concerning training and development (Wagner, Kawulich & Garner, 2012). Also, in this study a qualitative phenomenological approach was followed whereby understanding *social phenomena* was

explored. This implied understanding the reasons for people's behaviour as well as how they behaved the way they did (Wagner et al., 2012).

1.4.2 Research Strategy

The research strategy that was followed for purposes of this study was a case study. A case study is defined as the exploration of a system that was bound by time, place or context. It could also be multiple or only single cases over a certain time period, whereby an extremely detailed data collection process needed to be followed, involving numerous information sources (Creswell, 2007). When referred to the specific case that was studied, it typically involved an activity, process, programme, event, individual or multiple individuals, namely, a specific tertiary education institution where the population were academic staff members.

1.4.3 Research Method

1.4.3.1 Literature review

In article 1 a complete review was given of *needs-analysis, training and development initiatives*. In article 2 a complete review was given of *training and development and work engagement*. In order to conduct a thorough literature review and give a well-described background the following sources were consulted: Google Scholar, Ebsco Host, Juta, SAE Publications, Science Direct and JSTOR. Other means of gaining information were to make use of the Internet and search for scientific articles in accredited scientific journals.

1.4.3.2 Research setting

When choosing a problem, it was usually linked to a specific field or setting in which it existed. As soon as the researcher identified the problem, she had to choose a setting where the opportunity to engage in and understand the problem was maximised (Wagner et al., 2012). The research setting took place in a tertiary education institution in South Africa. More specifically, the interviews were conducted in the offices of the participants, since participants were comfortable in their own environments.

1.4.3.3 Entrée and establishing researcher roles

Permission from the tertiary institutions' research committee as well as the ethical clearance committee was obtained prior to commencing with the research. The researcher typically assumed the role of interviewer and observed the verbal and non-verbal behaviour of the participants.

1.4.3.4 Research participants and sampling methods

The sampling method for this study was a convenience sampling technique of academics (junior, senior, associate professor and professor level). A convenience sampling technique is usually based on the availability of the research participants serving best for the study (Wagner et al., 2012).

1.4.3.5 Data collection methods

For article 1, semi-structured interviews were conducted until data saturation was reached and therefore there was no pre-determined number of interviews that needed to be conducted. Semi-structured, one-to-one interviews were defined as questions which were structured around areas of interest that the researcher wished to investigate by posing them to the interviewees, but it still left room for adaptability and depth (De Vos et al., 2011).

For the second study, paper-and-pencil interview questionnaires were used. The questionnaire acted as a follow-up interview after the first study. The questionnaire was completed electronically and returned to the researcher.

1.4.3.6 Recording of data

The interviews were tape recorded with the permission of the participant, ensuring that the data could be transcribed accurately in an Excel spread sheet. For the second study the paper and pencil interview questionnaires were collected electronically and stored on the researcher's computer in a password-protected file and transcribed into an Excel sheet..

1.4.3.7 Strategies employed to ensure quality data

To ensure the validity and quality of the study, certain criteria were applied, namely: credibility, conformability, transferability and truth-value

Credibility implies that the participants of the study identify the findings of the research to be corresponding with their own experiences (Streubert & Carpenter, 1999), in other words corresponding with reality. Some actions that are likely to increase the possibility of credibility are member checking, co-coding, prolonged engagement, and referential adequacy. For this study co-coding has been used.

The way in which the researcher aims to remain objective adds to the *conformability* of the study. This implies that the researcher tried to refrain from making her personal view, perspective or opinion part of the process. *Transferability* means that the results of the study could have meaning to other individuals that may find themselves in the same situation (De Vos et al., 2011). The researcher ensured that the research study was conducted as indicated in the set boundaries in order to assist future studies with a possible means of conducting a similar study by using similar research strategies (De Vos et al., 2011).

Truth-value suggests that the participants of the study and the wider audience perceive the study as accurate and honest (Marshall & Rossmann, 1995). In order to guarantee truth-value, member checking, co-coding, prolonged engagement, and referential adequacy are activities that can be used.

1.4.3.8 Data analyses

For purposes of this study qualitative data analysis was used, following the steps as indicated below (Creswell, 2012):

- Step 1: Organise and prepare the data for analysis by transcribing interviews verbatim and transcribing recorded answers from the questionnaires.
- Step 2: Get a general impression of the totality by reading through the entire set of transcribed material (eliminate redundant information.).
- Step 3: Use a coding process to organise data into categories, and name the categories.
- Step 4: Describe the categories, themes and sub-themes of the data.
- Step 5: Report the findings of the data by using sub-themes and quotes.

- Step 6: Draw conclusion from the data by linking the findings with relevant literature.

To ensure the validity of the data, an independent co-coder was used to check the themes and compare them with the transcribed data.

1.4.3.9 Reporting

The findings of this study were reported in a qualitative writing style. By using this type of style the participants' experiences were conveyed as accurately as possible. According to De Vos et al. (2011), the qualitative report is less structured, more intertwined with the total research process, and often much longer and more descriptive. Its most distinctive characteristic can be the fact that it is longer and thus it can easily be written in a narrative or descriptive manner. The primary purpose of a qualitative dissertation was to accurately reflect the opinions and perspectives derived from the participants themselves. In spite of the qualitative report's unique characteristics, the objective remains to transfer the knowledge gained from the study and the found results (De Vos et al., 2011).

1.4.3.10 Ethical considerations

There were a few ethical issues that needed to be taken into consideration for this study. Firstly this study needed to be approved by the tertiary institutions' ethics committee. Before commencing with the study, informed consent was obtained from the participants, explaining the purpose of the study, and the nature of the participants' involvement (voluntary and anonymous). Care was taken not to harm participants and to respect human rights (McLeod & McLeod, 2011). Participants were also ensured that the data remain confidential and safe with limited access to the data.

1.5 Chapter division

The chapters in this dissertation were presented as follows:

Chapter 1: Introduction.

Chapter 2: Research article 1: Exploring training and development for academic staff members in a tertiary education institution in South Africa

Chapter 3: Research article 2: Exploring the perception of academic staff members of the influence of training and development on perceived work engagement

Chapter 4: Conclusions, limitations and recommendations.

1.6 Chapter summary

This chapter provided an overview of the problem statement and research objectives for this research. The method followed to approach this study was explained, followed by a brief overview of the chapters to follow. Next, the two research articles were presented.

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CHAPTER 2

RESEARCH ARTICLE 1

Exploring training and development for academic staff members in a tertiary education institution in South Africa

ABSTRACT

Orientation: Effective training and development in organisations could increase employee efficiency and productivity.

Research purpose: The purpose of this study was to explore the training and development provided to academic staff members in a tertiary education institution.

Motivation: A way to support academic staff members with increased job demands is to provide efficient training and development.

Research design, approach and method: This study was of a qualitative nature from a social constructivism and phenomenological approach. The research strategy was a case study of academic staff members at all levels from a specific tertiary education institution. Convenience sampling was used to select 20 participants. Semi-structured interviews were used to collect the data which was analysed by means of the thematic analysis.

Main findings: The results indicated that although the tertiary education institution have methods of determining the training and development needs, the needs analysis was not consistently applied or monitored effectively. The participants themselves mostly gave an indication when they need training and secondly training needs were determined during the annual task agreement meeting. The process were mostly monitored by the managers, although not consistently. The academic staff members received training in research, academic, management, professional and life skills.

Practical/managerial implications: Organisations need to be aware to align training and development strategies with how it is implemented in practice and care should be taken to monitor training and development efficiently.

Contribution/value-add: The study contributes to determine how a tertiary education institution implements training and development and how training needs are determined and monitored. Recommendations were made in the interest of future research.

Keywords: *Training and development, academics, tertiary education.*

Introduction

In light of recent events it seems that one of the challenges South African universities are faced with is managing internal stability among protests and violent strikes. These aspects have ultimately led to budget cuts implying increased job demands with fewer resources for academic personnel (Pilane, 2016). It seems that in times to come it will be necessary to ensure that the academic personnel keep up with the increasingly high demands. This is not a new phenomenon. In 1966, Parr indicated that academic personnel need to be attended to in terms of increased demands placed upon them by improved service delivery, new technology and different management styles. One way of supporting personnel faced with increased demands is by ensuring that efficient training and development are available.

Training and development has become a necessity for employees to keep up with high job demands (Naris & Ukpere, 2012; Ologunowa, Akintunde & Adu, 2015). Effective training and development initiatives in organisations would increase employee efficiency and effectiveness, ultimately influencing productivity (Khan, Khan & Khan, 2011). Employees who feel adequately trained and prepared for their jobs will be confident in themselves to carry out their job's responsibly with enthusiasm and will thus believe in themselves (Ologunowa et al., 2015). Hence it is necessary to have a good training and development initiative programme in any organisation (Aguinis & Kraiger, 2009; Naris & Ukpere, 2012).

Research purpose and objectives

The purpose of the study was to explore the training and development provided to academic staff members in a tertiary education institution. The specific objectives for this study were the following:

- To conceptualise training and development and a training-needs analysis in the literature.
- To determine how a tertiary education institution conducts a training-needs analysis for the academic staff members.
- To explore how a tertiary education institution monitors the progress of its training and development provided to academic staff members.
- To explore the types of training and development provided to the academic staff members.
- To make recommendations to other tertiary institutions and for future research.

Literature review

The workplace today is characterised by rapid changes at technological level and the changing socio-economic environment (Erasmus, Loedolff, Mada & Nel, 2010). The tertiary education environment has recently been inundated with pressure from external parties to reform and allow major changes to be made in the way this sector is funded (Pilane, 2016). In difficult economic times it is necessary to pay close attention to the support of employees to ensure that organisations are productive and estimates are reached. Unfortunately one aspect that has been neglected over the past decade in South Africa is training and development (Erasmus et al., 2010).

Training and development influences the quality of labour, which determines whether or not organisations of today are successful. It is the aim of the Department of Labour in South Africa to provide employees with opportunities for skills development. This will then add to the bottom line of improving organisational competitiveness which will lead to higher productivity of employees and consequently economic growth (Erasmus et al., 2010). South Africa utilises a National Skills Development Strategy (3rd version) (NSDS) 2011-2016 in order to promote economic growth in South Africa. The NSDS's vision is to address the quality of, amongst others, training and skills development opportunities, including workplace learning and experience (Department of Higher Education and Training, 2016). Three training-related legislations guide training and development in South Africa: *the National Qualifications Framework Act 67* of 2008 (which replaced the South African Qualifications Authority (SAQA) Act 58 of 1995), focuses on the national qualifications framework and quality councils. *The Skills Development Act 97* of 1998 focuses on training practices and institutions to assist with this process, and the *Skills Development Levies Act 9* of 1999, prescribing a levy payment to fund skills development in South Africa (Department of Higher Education and Training, 2016; Erasmus et al., 2010).

Training can be viewed as the manner in which an organisation uses a systematic process to update employees' knowledge, skills and behaviours to help them achieve certain objectives (Erasmus et al, 2010; Meyer & Orpen, 2012). Training is typically more task orientated, since the focus is concentrated on performing one's work based as set out in the organisation's job description. Erasmus et al. (2010) describes that training can be seen as a "deliberate intervention" that is taken in order to improve employees' skills, knowledge and attitudes.

Training should be distinguished from education, which can be viewed as certain activities that equip people with the necessary skills, knowledge and moral values individuals need in a day-to-day situation (Erasmus et al., 2010; Meyer & Orpen, 2012). Education includes the learning that takes place within an organisation, where employees require new skills. Employees that are typically seen as “unskilled” or illiterate can also receive educational training in the form of basic adult learning in order for them to develop the basic literacy and numeracy skills needed in daily life (Erasmus et al., 2010). While training focuses more on modifying skills, knowledge and behaviour of employees, human resource development focuses more on changing work-related knowledge and behaviour by applying a variety of learning strategies and techniques (Erasmus et al., 2010; Meyer & Orpen, 2012; Niazi, 2011). These different strategies and techniques help organisations, groups and individuals to realise their full potential.

Training needs analyses

When implementing a training and development programme, it is important to first evaluate the need for training. This can be done through a needs analysis. Meyer and Orpen (2012) maintain that a training-needs analysis should be conducted in relation to the organisation’s business goals, strategic priorities and human resource development goals. There are four different types of need analyses, namely organisational, group, individual (or person), and lastly job needs analysis (Erasmus et al., 2010). Organisational needs are the needs that only occur in a certain enterprise, such as building morale, improving productivity, etc. In a group needs analysis the focus is on a number of employees who are doing similar work and lack certain skills. For the individual needs analysis the focus is concentrated on the individual, such as an employee who lacks a certain skill or does not understand what is expected of them in their work, or certain behaviours that can have a bad influence on their performance. Some jobs require a more specific skills set, and in order to perform certain tasks more efficiently, one needs to analyse the job to see what is needed.

According to Akinngbe and Baiyeri (2011), the purpose of a training-needs analysis is for performance requirements or needs within the organisation to be identified. This will help with resource allocation to the necessary departments or those that are in the greatest need. It will then help to fulfil the organisational goals and objectives, whilst improving on employee productivity; thus providing products and services of a higher quality. A needs-analysis will

allow the trainer to guide the entire training process in the right direction, which is to focus on the development areas or problems (Florence & Rust, 2012). Meyer (2007) explains training-needs analysis as the identification of a problem or issue, and collection, analyses and interpretation of data. The information is then used to develop a training and development plan, thereby ensuring that training is closely aligned with the needs of the employees (Meyer & Orpen, 2012). A typical training needs analysis can be performed by means of written surveys or questionnaires, diagnostic instruments such as a paper and pencil test, interviews, focus groups, training committees, observations, examining work samples, critical incident analysis, assessment centres, and exit interviews (Meyer, 2007). Literature shows that organisations typically make use of performance appraisals for identifying training and development needs.

Performance appraisals can be defined as the standards or objectives by which an employee's work is measured (Ologunowa et al., 2015). Usually when organisations conduct a performance appraisal, a favourable training environment is created. This means that the organisation sincerely seeks to improve or further develop their employees' skills (Florence & Rust, 2012). When organisations conduct a performance appraisal, it must point out the strong, as well as the development areas of the employee. This must be done through employing the tools and techniques that will support the re-alignment of the employee's performance with the goals, objectives and needs of the organisation (Florence & Rust, 2012). Along with this, it is important for employees to receive feedback on their performance (positive or negative). This feedback should include techniques they can use to improve their performance (Carrell, Elbert, Hatfield, Grobler, Marx & van der Schyff, 2000; Naris & Ukpere, 2012).

Once the needs have been identified, training interventions are planned and implemented, followed by an evaluation process to monitor the effectiveness of the training (Phillips, 2011). A process such as the four levels of training evaluation of Kirkpatrick can be implemented. The first level is **reaction**: Were the participants satisfied with the training? Secondly, **learning**: What have the participants learnt from the training? Next, **behaviour**: Is behavioural change evident? Lastly, **results**: Did the change in behaviour affect the organisation positively? (Phillips, 2011.)

Organisations that offer effective training and development benefit in the following ways: Employees' job knowledge and skills are improved, as well as profitability and/or better service, workforce morale, the corporate image is enhanced, relationships between superiors and subordinates are improved, contributes to the increase of organisational development, productivity and quality of work, the organisational climate is improved, employees are assisted regarding their adjustment to change and it helps to create a positive climate for growth and communication (Erasmus et al., 2010; Lynch, 2000; Meyer & Orpen, 2012). According to Ologunowa et al. (2015), training and development forms a vital of engaging employees in their work. When an employee receives training, he is more likely to have a higher morale and will be motivated to work harder (Florence & Rust, 2012; Ologunowa et al., 2015), and achieve the work goals. Employees feel motivated to dedicate their own efforts and abilities to maximise their performance (Bakker & Bal, 2010; Meijman & Mulder, 1998). According to Florence and Rust (2012) and Ologunowa et al. (2015), employees are motivated to work harder when they receive training and development opportunities. Other benefits training activities can have are improvement in employee motivation, attitudes and empowerment (Aguinis & Kraiger, 2009). By receiving the opportunity for training and development, job performance should improve and employees should acquire new skills to keep them up to date (Aguinis & Kraiger, 2009).

Therefore it is necessary to present training and development in tertiary education institutions to ensure a constant supply of qualified lecturers who have the required knowledge and skills, and who aspire to have a developing career (Mullins, 2002). However, it is important to choose activities that will lead to gaining new knowledge or skills (Goldstein & Ford, 2002).

Training and development for academic staff members

A review of the literature on types of training and development for academic staff members seems to indicate that academics search for training opportunities for specific skills (Wunsch, 1993). Career development seems to be the strongest motivator for attending training sessions (Poole & Bornholt, 1998; Wunsch, 1993). A Chinese study among tourism academics indicated that the academics preferred training and development that would result in the tourism education system as well as its structure and the syllabus designs being improved. Literature shows development opportunities academics tend to search for after having obtained a doctorate, included training or development in relation with regard to teaching,

such as teaching workshops, and graduate certificates in teaching in higher education (Brew, Boud & Namgung, 2011; Pearson & Brew, 2002). Academics also attend training or development in relation to research, which includes writing for publication, grant writing, supervision training, research commercialisation, intellectual property and project management. While training at administration level for academics include, for example, leadership training, management forums, staff supervision, budgeting and occupational health and safety (Brew et al., 2011).

Cilliers and Herman (2010) indicate that most academics have never received any formal training or qualification in teaching and lack experience in teaching methods for students. From previous studies it can be assumed that academics typically do a doctoral thesis after which they are appointed as lecturers (therefore no formal training in lecturing students was received) (Brew et al., 2011). Thus one of the biggest challenges academics face, is to have an impact in the classroom. In South Africa some tertiary education institutions offer induction courses for new academic personnel as compulsory (Cilliers & Herman 2010). In a study done by Cilliers and Herman (2010) an induction course which included training on teaching, learning, facilitation of learning in small groups, assessments, student feedback, presentation skills, teaching large groups, power point presentation skills and other roles of academics were found to be efficient and had positive outcomes.

Robert-Okah (2014) states that academic personnel include junior lecturers, senior lecturers, associate professors and professors. Academic personnel need to assume numerous roles in their workplace. Apart from the academic role, other roles include administrative, managerial and leadership roles (Potgieter, Basson & Coetzee, 2011). Within the academic role academics are required to teach classes and educate students (Lyons, 2008), and they have to deliver a certain amount of research publications (Smith & Hughey, 2006). As academics they take on the role of facilitator and evaluator for the students as well (Lyons, 2008). Some academics are responsible for developing programs (Wolverton & Gmelch, 2002), and also for assisting with the development of faculty or academic staff (Smith & Hughey, 2006). Apart from assuming various roles, academics have to cope with increased job demands (Ahmady, Changiz, Masiello & Bromnells, 2007; Archibong, Bassey & Effiom, 2010; Lyons, 2008). Academic staff members have to keep on adapting to changing curricula, and they have to work with increasing numbers of students who are also troublesome (Lyons, 2008; Archibong et al., 2010; Slišković & Seršić, 2011). It therefore seems imperative to

provide effective training and development to academics in order for the staff members to remain up to date and be supported.

From the above background this study aimed at exploring how a specific tertiary institution managed to provide effective training and development to academic personnel.

Research design

Research approach

This study was of a qualitative nature as a way for the researcher to explain what is understood by a social or human problem (De Vos, Strydom, Fouché & Delpont, 2011). Qualitative research entails exploring how humans arrange themselves in their environment and how they make sense of this environment/setting. A central aspect in qualitative research is obtaining meaning from the data (Maree, 2016). The research approach was mainly exploratory, by means of which key issues for a group of people were identified and understanding thereof gained (Maree, 2016). The philosophical grounding of the research was primarily in social constructivism. This relates to how the participants view the phenomenon, namely how their training and development needs were experienced (Creswell, 2009). A phenomenological approach was also adopted where the researcher studied the experiences of participants on how they perceived a certain situation (namely their training and development) (Creswell, 2009).

Research strategy

For this article the researcher decided on making use of a case study. A case study can be defined as the investigation of a system in a bounded context, such as an organisation or an event (Maree, 2016). Studying a case assists the researcher in establishing boundaries and avoiding too broad and unfocused investigation (Maree, 2016). A benefit of this strategy, as mentioned by Crabtree and Miller (1999) (see Maree, 2016), includes that there is close collaboration between the researcher and the case. The specific case studied involved multiple individuals (academic personnel), an activity (to determine how a tertiary education institution conducts a training-needs analysis of their employees, and to explore how a tertiary education institution determines the success of their training and development opportunities), and a process (interviews were conducted with academic personnel).

The unit of analysis for this study was academic personnel at all levels (junior lecturer, senior lecturer, associate professor and professor) from the specific tertiary education institution. The participants were diverse in terms of age, race, gender, language and job level.

Research method

The following will be discussed under research method: research setting, entrée and establishing researcher roles, research participants and sampling methods, data collection method, data recording, data analysis, strategies employed to ensure quality and integrity, ethical considerations and reporting style.

Research setting

When participants are comfortable in their setting, they are more likely to be engaged with the researcher and understand the problem clearly (Fossey, Harvey, McDermott & Davidson, 2002). Thus it was decided that the best research setting for this study was the offices of the participants at the participating university. They were comfortable in their own office and engaged during the interviews at a suitable time for the participant. Before the interview commenced participants received a copy of the questions that were to be asked in order to prepare them. The researcher gave a brief overview of the study so that they were well informed about the topic.

Entrée and establishing researcher roles

Permission was granted by the tertiary education institution to conduct the study. The Deans of faculties were contacted and an invitation was extended to the academic personnel for participation in the study. During the course of a research project the researcher assumed various roles (Maree, 2013). Firstly, the researcher took on the role of planner. In this role the researcher planned how the study was to be conducted. It was vital to ensure that all the research goals and objectives would be reached. This involved selecting the sample that would be representative of the population, designing the research questions for the interviews, and deciding on who would be conducting the interviews. The second role was the role of analyst. Here the researcher analysed the data by making use of thematic analysis. In order to ensure validity and reliability in the data, a co-coder was used to assist with the data analysis. The last role the researcher assumed was an ethical role. Here the researcher

was responsible for ensuring that the research was conducted in an ethical manner and that no harm came to the participants.

Research participants and sampling methods

The participants selected for this study were academic personnel (junior lecturer, senior lecturer, associate professor and professor) in different faculties across one participating tertiary education institution. All the faculties on the participating campus were invited to partake in the study. Academics that responded and indicated their availability were contacted and an interview appointment was arranged. Convenience sampling was thus used in this study since the population was selected based on their availability (Maree, 2016). In Table 1 the characteristics of the participants are presented.

TABLE 1: Characteristics of the participants

Item	Category	Frequency
Gender	Male	6
	Female	14
Age	20-30 Years	3
	31-40 Years	6
	41-50 Years	2
	51-60 Years	6
	61+ Years	3
Race	White	18
	Black	2
Language	Afrikaans	14
	English	4
	Tswana	2
Job Level	Lecturer	4
	Junior Lecturer	6
	Senior Lecturer	8
	Full Professor	2
Years Employed	0-10 Years	15
	11-20 Years	3
	21-30 Years	1

According to Table 1 the sample comprised 20 participants working as academic staff at a tertiary education institution. From the 20 participants, most of them were female (70%) participants. 36% of the participants were born in the 1960s years with the youngest participants born in the 1990s (10%). The majority of participants comprised white (90%) and Afrikaans speaking (80%) academics. The job levels of the participants were lecturer, junior lecturer, senior lecturer and full professor. 40% of participants were senior lecturers and mostly employed from 0-5 years (60%).

Data collection method

The researcher made use of semi-structured interviews to collect the data. Information was acquired through a direct interchange with an individual or group of individuals who are known to have the specific knowledge they need (De Vos et al., 2011). An advantage of conducting an interview is that it is especially useful when the participants cannot be observed directly, they can give historical information and the researcher has control over the line of questioning (Creswell, 2009). Some disadvantages include that the content of the interview is filtered through the view of the interviewee, information is provided in a designated place instead of a more natural setting, the presence of the researcher may lead to responses being biased and not all people are equally perceptive and articulate (Creswell, 2009).

The interviews were conducted by the researcher personally in order to engage with the participants in a dialogue. By conducting semi-structured interviews, the researcher was able to ask probing questions, clarify the experience of the participant and gain a better understand thereof in the ways they perceived their training and development at their workplace (see De Vos et al., 2011). The number of participants interviewed was guided by the criteria used to determine data saturation. Guest, Bunce and Johnson (2006) found that data saturation can occur after 12 interviews. In the current study data saturation was reached when the major themes were repeated after 15 interviews, an additional 5 interviews were conducted.

The following questions were posed during the interviews:

1. At your university, how are the training and development needs of employees determined?
2. Who is responsible for determining the training and development needs of employees?
3. Does your university have sections or departments that provide employees with training and development opportunities?
 - a. YES:
 - i. What type of training and development do they provide?
 - ii. Would you say these opportunities are sufficient in addressing your training and development needs?
 - c) How often do you make use of them?
 - b. NO:
 - i. Would you say the university provides you with enough training and development opportunities?
 - ✓ *If not*, do you have any suggestions as to how the university can address this?
4. When an employee is selected for training, how is his progress monitored? And by whom?
5. Are you as an employee given the opportunity of discussing your training and development needs with a manager? If yes, please explain how this is done.

Data recording

Before starting each interview, the participant was given a consent form to sign in which they gave permission for the interview to be conducted and recorded. The researcher made use of a digital tape recorder for recording all the interviews. After each interview, the researcher transcribed the recordings into an Excel spread sheet and translated all the necessary interviews into English.

Data analysis

The data was thematically analysed for this study and guided by the six steps described by Creswell (2009). The steps suggested by Creswell (2009) build from the bottom up allowing for an interactive approach. The six steps are described next:

1. Organise and prepare the data for analysis: Once the researcher had conducted the interviews, they were transcribed into an Excel spread sheet.
2. Read through all the data: The researcher read through all the transcribed interviews to reflect on its overall meaning. A general understanding of the participants' views was experienced.
3. Begin detailed analysis with a coding process: While working through the coding process the researcher had to read through all the interviews once more to fully understand and gain insight into the participants' experience. The data was then arranged under categories.
4. Use the coding process to generate a description of the setting or people, as well as categories or themes for analysis: The data delivered a description of the categories, themes and sub-themes. One co-coder was used to ensure the validity of the data.
5. Advance how the description and themes will be represented in the qualitative narrative: A narrative approach was used to convey the findings.
6. A final step in data analysis involves making an interpretation or meaning of the data: The researcher drew conclusions concerning the data and reported the findings of the study. Relevant literature was used to support the findings.

Strategies employed to ensure data quality and integrity

The criteria used to ensure the validity and quality of this study were credibility, consistency, transferability and truth-value (Maree, 2016).

Credibility/authenticity can be defined as that participants can identify the research findings as their own feelings and experiences (Creswell, 2011; Streubert & Carpenter, 1999). To ensure the credibility of the data, a co-coder was used for this study. The co-coder was an academic staff member registered as a Human Resource Practitioner with the South African Board of People Practices. The data was coded independently by the researcher and the supervisor compared the transcripts with the code definitions to ensure inter-coder agreement. Also, the responses of the participants were included in the findings section of the study (Wagner, Kawulich, & Garner, 2012).

Transferability gives an indication of the degree to which the context and data of the current study can be repeated for other settings. The researcher made an effort to describe the context

and setting of the study in order for replication of the study to be possible (De Vos et al., 2011).

When the study is perceived to be honest and accurate, it has truth-value (De Vos et al., 2011). The researcher reported on the methodologies used in such a way to ensure transparency of the research process.

Ethical considerations

Before conducting the study the researcher received ethical clearance from the university to continue with the study. All the participants signed an informed consent form, which informed them about the study and ensured them of their voluntary and anonymous participation. The interviews were recorded with their permission and the recordings were stored on a computer, under a password-protected file.

Reporting style

This study was reported in a qualitative writing style. This helped to convey the experiences of the participants in the most accurate manner. This article was written in a narrative manner and is thus more descriptive. By making use of a qualitative reporting style it was possible to reflect the opinions and perspectives of the participants more accurately and in detail. This was done by quoting the participants.

Next, the results of the study is discussed.

RESULTS

The results of the interviews were analysed and are subsequently reported. The results are arranged into five categories, themes, and sub-themes, along with the quotations to support the findings.

The findings are provided in the order according to which the questions were posed to participants during the interviews, and resulted in the following categories:

Table 2: Category 1: Determination of training and development needs

- Table 3: Category 2: Monitoring of employees' progress
 Table 4: Category 3: Training and development presenters
 Table 5: Category 4: Types of training and development received
 Table 6: Category 5: Feedback with manager

Category 1: Determination of training and development needs

In order to gain a sense of the results, a few of these definitions are provided:

(Female, 51 yrs): *'I usually go to my school director and say that I feel I have a need for something'*.

(Female, 32 yrs): *'We give our year plan and then we discuss how we as an individual would like to further develop ourselves or our skills in a certain area'*.

(Female, 51 yrs): *'I'll organise a meeting with my director and we will discuss it and then see if there are sufficient funds to go for the training'*.

The following themes were subsequently extracted from the results:

TABLE 2: Category 1: Determination of training and development needs.

Theme	Sub-Theme	Response
Self-determined	Determine own needs	"...in a lot of the cases your own choice when you feel that you need training and development." (Female, 23 yrs) "...there's no fixed program, there is nothing permanently going, it's, you express your needs to the dean, or the relevant director..." (Female, 40 yrs)
Structured analyses	Questionnaire	"...we get emails with questionnaires where we say what we want ..." (Female, 53 yrs) "...we get an email with a questionnaire and then they will ask what do you need for this year." (Male 29 yrs)
Task agreement	Manager discussions	"...we have a "task agreement" with our director..." (Female, 53 yrs) "...we have to have at least two meetings with our superiors to typically discuss things like training and

	development..." (Female, 25 yrs)
Goal-setting	"...we just discuss everything that we want to accomplish, whether it is academical (like professional) or even sometimes personal..." (Male, 62 yrs)
	"...we give our year plan and then we discuss how we as an individual would like to further develop ourselves or our skills in a certain area..." (Female, 32 yrs)
No determination	"... neither one of us received any training as far as I know, and we weren't given any opportunity for training either." (Female, 61 yrs)
	"My training and development needs have never been determined before." (Female, 53 yrs)

The findings of Table 2 were obtained by asking the question "At your university, how are training and development needs of employees determined?" The participants indicated that they *determined their own needs* for training and development. Another method was *structured analyses* where participants had to fill in *questionnaires* and indicate their individual needs and then others made use of *task agreements*, which refers to a discussion the employee has with his or her manager twice a year which consisted of *manager discussions* and *goal-setting meetings* during which revision of tasks takes place. There were some participants that indicated that *no determination took place at all*.

A follow-up question were posed, relating to whether performance appraisals were used during their task agreement meetings to determine training and development needs at the tertiary institutions. The participants indicated that when their training needs were identified during the performance appraisal process, time and funding to follow through on the training seemed to be lacking. While two participants did not know whether they made use of performance appraisals and then only 5% of the staff were not quite sure.

Next, the question asked was: "Who is responsible for determining the training and development needs of employees?" Most of the participants (75%) indicated that they themselves were responsible for determining their own training and development needs. Others (30%) indicated that there is no one specifically appointed to do this. In some cases

the participants stated that their superiors, directors, deans or managers were responsible for determining training and development needs. Others said that it was the person in charge of training them or that they were not sure.

Next, Table 3 indicates the results of the question: “When an employee is selected for training and development, how is his progress monitored, and by whom?”

Category 2: Monitoring of employees’ progress

In order to gain a sense of the results a number of these definitions given by participants are provided:

(Male, 29 yrs): *‘Usually with the training, at the end you write a small test or you have to implement it and after 2 months you have to come back and do’.*

(Female, 50 yrs): *‘In some workshops or training I’ve been to, you write like a small, mini test or something’.*

(Female, 51 yrs): *‘In a workshop that you actually had to pay for, there you hand in assignments and write mini tests and so on, to assess yourself’.*

The following themes were subsequently extracted from the results:

TABLE 3: Category 2: Monitoring of employees’ progress.

Theme	Sub-Theme	Response
Superior manager	Performance management review	"...write down the dates in the performance management review." (Male, 32 yrs)
		"...the once a year discussions with the Dean you must report back on the training you received..." (Female, 40 yrs)
	Task agreement/ Performance appraisal	“It’s what you report in your performance management review” (Female, 49 yrs)
		"... performance appraisal is basically the closest you'll get to say they are now discussing..." (P18)
Self-		"...it's just monitored by yourself..." (Female, 25 yrs)

monitored		"...it's solely based on myself." (Female, 23 yrs)
Trainer	Test	"...you sometimes write tests after the training courses..." (Female, 56 yrs)
		"...at the end you write a small test..." (Male, 29 yrs)
	Assignment	"...they have mini-assignments during the workshop..." (Female, 50yrs)
		"...you need to hand in an assignment to assess you before you can get a certificate." (Male, 29yrs)
	Trainer evaluation	"...after a training workshop there are some little forms which you fill in, usually a multi choice card and then you indicate how useful you found the workshop..." (Male, 31 yrs)
		"...fill in one of those multi choice cards to rate the success of the class..." (Male, 62 yrs)
No one		"No one is in charge of monitoring my progress." (Female, 23 yrs)
		"...there really isn't anyone monitoring the progress..." (Female, 51 yrs)

In Table 3, it can be seen that participants are monitored by either their *managers*, *trainers* or *not even at all*. The managers make use of various methods of monitoring the participants' progress, they were: *Performance reviews*, *task agreements* or *performance appraisals*. Some participants stated that their managers made use of *performance management review*, to see if their performance had increased or improved after training. Trainers also made use of different methods, such as: *Written tests*, *assignments* and *trainer evaluation*. The majority of participants indicated that their progress was monitored by making use of *written tests*. This was typically done after they have received training, then they have a short test to write to see if they understood what they had learnt and whether they can use their newly developed skills. Another way of monitoring progress is by doing an *assignment* after conclusion of the training.

Next, Table 4 indicates the results of the question: “Does your university have sections or departments that provide employees with training and development opportunities?”

Category 3: Training and development presenters

The following themes were subsequently extracted from the results:

This category yielded two types of results. First the participants indicated from which department they mostly received training (Table 4), followed by the different types of training and development they received (Table 5).

TABLE 4: Category 3: Training and development presenters.

Theme	Response
Institutional office	"...somewhere the institutional office also provides some sort of training..." (Female, 51 yrs) "...I think they fall under the institutional offices..." (Female, 53 yrs)
Human resources	"...last year I attended a new management orientation program and that was facilitated by the institutional office and HR." (Male, 33 yrs) "...not sure if HR does something, I think they do." (Female, 51 yrs))
Academic support services	"...if it's more educational training, then it's academic support services..." (Male, 33 yrs) "We have academic support services..." (Female, 40 yrs)
Wellness department	"...we do have a few... the wellness department..." (Male, 31 yrs) "...they do have the wellness department..." (Female, 53 yrs)
Leadership academy	"...they have instance the leadership academy, which is very nice." (Male, 51 yrs)
Research office	"...research related is from the research office." (Male, 33 yrs)
Faculty seminars	"... in our faculty we host workshops or seminars." (Female, 51 yrs)

When looking at the answers that were given, the participants could easily identify the different departments that the university has which provide training. According to the participants, there were seven different departments that provide training to employees (that

they are aware of), these were: *The institutional office, human resources, academic support services, research office, the wellness department, faculty seminars and the leadership academy.*

Category 4: Types of training and development received

Next, Table 5 indicates the results of the question: “What type of training and development do they provide?”

TABLE 5: Category 4: Types of training and development received.

Theme	Sub-Theme	Response
Research skills	Research methods	"...workshops regarding better research methods..." (Female, 40 yrs)
		"...I prefer going to the research workshops..." (Female, 56 yrs)
	Academic writing	"You can even get help on how to write better..." (Female, 53 yrs)
		"...writing skills and so on..." (Female, 53 yrs)
Academic skills	Teaching	"...supports us with regards to the lecturing of students..." (Female, 40 yrs)
		"...more academic orientated workshops like creative teaching..." (Female, 51 yrs)
	Study guide development	"...like study guide development..." (Female, 49 yrs)
		"...learning new ways to (for example) draw up study guides..." (Male, 62 yrs)
	Creative assessments	"...we have academic support services, they present creative assessments..." (male, 29 yrs)
		"...you could learn how to do creative teaching..." (Female, 50 yrs)
	eFundi training	"...eFundi and how it works..." (Male, 29 yrs)
		"...training in how to use eFundi..." (Male 31 yrs)
	Library training	"...I have definitely made use of is the eFundi and

		library training..." (Female, 31 yrs)
		"...they teach you how the library works and the online library and how to search for articles..." (Male, 62 yrs)
Management development	Management skills	"We constantly get other emails from management training..." (Male, 29 yrs)
		"...improve your management skills..." (Male, 31 yrs)
	Leadership development	"...there are leadership development workshops..." (Female, 51 yrs)
		"...for management the leadership academy..." (Male, 62 yrs)
Professional skills	Time management	"...Wellness is more time management..." (Male, 29 yrs)
		"...and normal every day stuff like time management..." (Female, 31 yrs)
	Budget planning	"...how to work out a budget..." (Male, 29 yrs)
		"...learn to plan your budget." (Female, 39 yrs)
	Soft skills	"Leadership development, soft skills development, computer skills development..." (Female, 53 yrs)
		"...they have soft skill type of training..." (Male, 62 yrs)
Life skills		"...someone can help you to get a passport or ID..." (Female, 53 yrs)
		"...renew your ID, get a driver's licence..." (Female, 39 yrs)

The majority of participants stated that the departments mentioned in the previous table provide training in most research skills, such as *research methods* and *academic writing*. *Academic skills* such as *teaching skills*, *study guide development*, *creative assessments*, *eFundi training*, and *library training*. They also had training in management skills such as leadership development from the leadership academy as well as in life skills. Other training

they provided was professional skills, which consisted of *time management*, *budget planning*, and *soft skills development*.

Next, the participants were asked whether the training was sufficient in addressing their needs. Most of the participants indicated that although the training could be regarded as sufficient they do still feel that there was room for improvement. The participants also indicated that they felt that only some of the training was useful to them. When the participants were asked how frequently they made use of training, only 10% of participants indicated they make use of these opportunities on a regular basis, most of the participants indicated that they used these opportunities once or twice a year.

Next, Table 6 indicates the results of the question: “Do you as an employee have the opportunity to discuss your training and development needs with a manager?”

TABLE 6: Category 5: Feedback with manager.

Theme	Response
None	"I'm not a permanent employee, so no discussion." (Female, 23 yrs) "No, like I said, it's all on paper, but in real life, nothing happens." (Female, 25 yrs)
Task agreement	"...we usually have an appointment or conversation if you will, with our superiors and then we discuss everything there..." (Female, 56 yrs) "...this typically happens in our task agreement..." (Female, 53 yrs)
Performance appraisal	"...it is correlated at the end of the year with our performance appraisals." (Male, 33 yrs) "It's discussed in that performance appraisal meeting." (Female, 31 yrs)
Open-door policy	"...he has an open door policy where I can always go into his office and just chat with him about my needs and expectations..." (Male, 51 yrs) "...the director's door is open to discuss..." (Female, 40 yrs)

Some participants stated that they *do not have the opportunity* to discuss their training and development with a manager openly. The majority of the participants stated that they discuss their training and development needs during their *task agreements* with their managers; some said that training and development needs are discussed during their *performance appraisals*

and others stated that they have an *open-door policy* at work so that they can discuss these needs freely with their managers.

Discussion

The overall objective in this research was to explore the training and development provided to academic personnel by a tertiary education institution.

Outline of the results

Overall, from the results it was clear that the tertiary education institution's methods of determining the training and development needs of the academic staff members does not seem to be applied consistently and monitored effectively. The methods most often used to determine training needs in this study included self-determination, structured analyses (e.g. questionnaires), task agreements which consist of manager discussions and goal setting. Even though policies and procedures were in place to guide the needs analysis of academic staff, a few participants indicated that no method was employed to determine their training and development needs. According to the results the method most often utilised to determine the training and development needs of employees were performance appraisals. The results showed that the participants themselves were mostly responsible for giving an indication as to whether they needed training and development; only in a few cases did they indicate that their managers guided the process. In the cases where the participants' training progress was indeed monitored, either the managers or trainers took responsibility. The managers made use of performance management reviews, task agreements and/or performance appraisals to monitor participants' progress, while the trainers used written tests, assignments and trainer evaluations. The participants themselves were responsible for monitoring their own progress in terms of whether a follow-up training session was required. The results showed that there were seven different departments that provide training and development at the tertiary institution. The type of training provided to the participants included training for academic skills, management skills, professional skills and life skills. Participants indicated that although these opportunities were sufficient in addressing their initial training and development needs, room for improvement still existed.

Next, the findings from the interviews are presented by referring to the initial objectives of the study:

The *first objective* of this study was to conceptualise training and development from the literature. From the literature, it is clear that distinction is drawn between training, development and education. Training is typically seen as an activity that offers employees the skills, knowledge and moral values needed in an everyday life situation (Erasmus et al., 2010; Meyer & Orpen, 2012), while Paradise (2007) defined training as taking a systematic approach to learning and development to enhance individual, team, and organisational effectiveness. Education is seen as an action during which learning takes place within an organisation where the organisation's employees or managers need new skills (Erasmus et al., 2010; Meyer & Orpen, 2012). Development can be seen as the development of a group of employees rather than a single person in an organisation (Erasmus et al., 2010). The main focus of training is concentrated on the modification or improvement of skills, knowledge and behaviour of employees, whereas human resource development focuses more on changing the knowledge and behaviour that is typically associated with work, by making use of a wide range of learning strategies and techniques (Erasmus et al., 2010). Training and development is then referred to as the process during which one transfers or obtains the knowledge, skills and abilities needed in order to carry out a specific task or activity (Niazi, 2011).

A review of the policies and procedures of the tertiary institution where this research was undertaken shows that there are indeed fixed training and development procedures that need to be followed, such as the Training and Development Policy and the Performance Management Policy (M. Stander, personal communication, 12 April, 2016). These documents contain the necessary procedures that need to be followed when an employee needs to go for training. It also serves as a guideline for the managers on how to evaluate employees and give them feedback on their performance. These policies also state that the purpose of the institution's training policies is to grant their employees the opportunity of undergoing training and development in order to gain new skills, knowledge and formal training to ensure that they will be able to meet their job responsibilities. Managers are expected to have a task agreement meeting with their employees at least twice a year. Here they have to discuss the training and development needs of the employee as well as make suggestions for training and then the managers have to give feedback to the employee on his/her performance. This forms part of the Performance Appraisal and Planning Process. According

to the Performance Management Policy where applicable, each individual employee must have signed and accepted a Personal Agreement and/or Personal Development Plan in collaboration with the employee's line manager or direct manager.

Literature relating to training and development of academic staff members shows the strongest motivating factor for them to seek training and development is to improve or acquire new skills in training sessions (Poole & Bornholt, 1998; Wunsch, 1993). According to Robert-Okah (2014), academic personnel include junior lecturers, senior lecturers, associate professors and professors. The roles academic personnel need to assume are those of administrative, managerial and leadership roles, apart from their normal academic role (Potgieter et al., 2011).

The *second objective* of the study was to determine how a tertiary education institution conducts a training-needs analysis of their employees. The policy concerning training and development indicates that the personnel of the tertiary institution should complete a personal development plan with their performance appraisals on an annual basis. This must be reviewed at least twice a year and should include individual feedback on performance as well (M. Stander, personal communication, 12 April, 2016). A review of the results seems to indicate that this procedure is not consistently applied. The results showed that the employees mostly gave an indication of their own training and development needs when the specific need arose for training. The participants who were granted task agreement sessions used these sessions to give an indication of their training needs. However the training wasn't necessarily received as requested, due to budget constraints and the training not being specialised enough. Gosling (2009) supports this finding, indicating that academics themselves are responsible for determining their own needs and goals. Academics are in search of a specific skills set when looking for training and development. For them it seems that career development is their strongest motivator for undergoing training and development (Poole & Bornholt, 1998; Wunsch, 1993). Participants in this study also indicated a second method, structured analyses, typically done by making use of questionnaires distributed by the Human Resources Department on a regular basis. This finding is supported in literature as a common method used for determining training and development needs (Meyer & Orpen, 2012). Meyer (2007) also states that a typical needs analysis includes the following: written surveys or questionnaires, diagnostic instruments such as paper and pencil tests, interviews, focus groups, training committees, observations, examining work samples, critical incident

analysis, assessment centres, performance appraisals, and exit interviews. The third method indicated by the participants included the task agreement for which the manager held a meeting, and goals were set for a specific time period (usually a year). This is one of the methods participants indicated they made use of when having granted the opportunity to discuss their training and development needs with their managers. Lastly, some participants indicated that no determination of their needs exists at all. When looking at the literature, Cilliers and Herman (2010) stated that in fact, most academics progress through their entire career without ever receiving any formal training. Particularly referring to training in teaching skills, it seems that some academics do not have teaching experience prior to becoming a lecturer. Academics usually do complete a PhD after which they are appointed as lecturer without any formal training requirements (Brew et al., 2011). Bamber (2002) states that training programs that exist in general are unreliable since it is mostly limited to determining the satisfaction of the participants, instead of measuring the success thereof.

The *third objective* of the study was to explore how a tertiary education institution monitors the process of their training and development opportunities. According to the policy documents of the tertiary institution this should be done by means of a task agreement (meeting between manager and employee at least twice a year), performance appraisals and planning (personal development plan) (M. Stander, personal communication, 12 April, 2016). Literature suggests an evaluation model such as Kirkpartrick's four levels of training evaluation should be consulted when training is monitored. Based on this model: (1) reaction 2) learning 3) behaviour and 4) results (Phillips, 2011) it seems that the results indicate a lack in this area of training and development monitoring in the specific tertiary institution. The results show that participants' training and development progress was monitored rather informally by their managers. Managers typically made use of performance management reviews (task agreements and performance appraisals). The majority of the participants stated that performance appraisals were used to determine and evaluate their training and development needs. However, this evaluation was not consistently applied. More accurately, employees must receive feedback on their performance from their managers in order to determine whether their training and development succeeded. Along with this feedback it is important for them to also receive suggestions on how to improve their performance if it has not yet happened (Carrell et al., 2000; Naris & Ukpere, 2012). When implementing performance appraisals it is necessary to set specific goals and give feedback to the participants (Christie & Loads, 2014; Waldman, 1994).

The *fourth objective* of the study was to explore the types of training and development opportunities provided to the academic staff members.

According to the institutions policies direct managers or line managers are responsible for providing training. The results revealed that there are seven different departments that were responsible for providing training and development to participants. The participants indicated that they mostly received training from following departments: The institutional office, the human resources department, academic support services, research office, the wellness department, faculty seminars and the leadership academy.

The participants indicated that the different types of training and development that they received from these departments were for improving academic skills, management skills, professional skills and life skills. Types of training the staff received pertaining to academic skills consisted of improvement in research skills, teaching skills, study guide development, creative assessments, E-fundi training, academic writing skills, and library training; management skills; professional skills such as, soft skills development, leadership development, time management skills and budget planning; and life skills like how to apply for a passport or renew your drivers licence. Cilliers and Herman (2010) found that typical training for academic personnel include training on teaching, learning, facilitation of learning in small groups, assessments, student feedback, presentation skills, teaching large groups, and power point presentation skills. This can be viewed as academic training. Goldstein and Ford (2002) state that it is of the utmost importance for these chosen activities to lead to the gaining of new knowledge and skills. One usually assumes that professional development only takes place by participating in workshops, training courses and seminars, but this is not the case. This finding is confirmed by Meyer (2007) concerning, formal training, internet learning, performance appraisals, short specialised management training courses, and assessment centres (Meyer, 2007). Meyer (2007) further indicate that other possible training can be on-the-job-training, coaching and mentoring programs, succession planning, 360-degree feedback, adventure learning, retreats and self motivated study groups. The literature show that academics prefer to attend research training and development courses, which include writing for publication, grant writing, research commercialisation, intellectual property and project management. Academics who undergo training on administration level will typically receive training such as leadership training, management forums, staff supervision, budgeting and occupational health and safety courses (Brew et al., 2011).

Practical implications and recommendations for management

From this study it seems that the academic staff members from this case study felt quite unsure about the role of training and development in their organisation. This seems to imply that training and development was not approached efficiently by the tertiary institution. Most of the participants did not mention a personal development plan which could guide their professional development, which highlights the absence of the manager's role to monitor this process. Organisations need to be made aware to align training and development in the organisation with the organisations guiding strategies, and also the guiding National strategy. One way could be by training managers as people developers in order to provide support to staff members and thus ensuring an engaged workforce and retention of talent. Also, the process of training and development needs to be monitored more closely in order to ensure that employees receive the specialised training they need to perform well and equip them efficiently for the tasks. Typically, policies and procedures are available in writing but not applied in practice, and care should be taken to monitor training and development.

Recommendations and Limitations

The last objective of this study was to make recommendations for further research. A first recommendation for further studies is to address the gap between the implementation of the policies and procedures with regard to training and development and the guiding policies and procedures. A research focus could be to investigate the reasons why the policies and procedures aren't being implemented correctly as well as who the role-players are in the chain of the training and development process, where linkages seem to be malfunctioning. A recommendation for the organisation can be to make use of Kirkpatrick's four levels of training evaluation as discussed in this article.

This study was from a qualitative approach. Another recommendation can be to conduct a similar study from a quantitative approach among different age, race and gender groups. Also, a study focussing on exploring the competence of managers as people developers is suggested.

As with any research this study was not without any limitations. A first limitation was obtaining a suitable time for conducting the interviews that would fit in the participants' time schedules. The sampling method used in this study constitute another limitation. Only academic staff members who availed themselves for the study of one participating university were included in the sample. Based on the results obtained in this study, future studies should make use of larger and more representative samples inclusive of more tertiary institutions in South Africa.

Conclusion

This study could be helpful in determining how a tertiary education institution conducts training needs as well as how it monitors their progress in terms of training and development. It seems that there are indeed fixed policies and procedures that should be followed when it comes to training and development of employees, but these procedures aren't followed properly. The procedures are thorough in describing the steps that need to be taken when an employee is selected for training and development, but according to the data the monitoring of these steps calls for attention. The results also revealed that the training and development available to employees are not sufficient or it does not address their needs. In order for the training and development to be more successful, closer monitoring of the training and development process is needed.

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CHAPTER 3

RESEARCH ARTICLE 2

Exploring the relationship between training and development and work engagement in a tertiary education institution in South Africa

ABSTRACT

Orientation: Understanding the relationship between training and development and work engagement for academic staff members in a tertiary education institution in South Africa.

Research purpose: The general objective of this research is to explore the relationship between training and development and work engagement on academics in a tertiary education institution in South Africa.

Motivation: The negative consequences that high job demands and a lack of job resources have on employees are evident from literature. The tertiary education sector plays an important role in the education of the future workforce; hence managing the work-related wellbeing (work engagement) of academic staff members is important.

Research design, approach and method: This study used a qualitative research design with a convenience sampling method. 20 participants, consisting of academic personnel across different faculties throughout one participating tertiary education institution in South Africa were selected. Data gathering took place by means of paper and pencil interview questionnaires and were analysed by means of thematic analysis.

Main findings: The results indicated that the work engagement of academic staff members could be positively influenced when specialised training and development were received. The participants viewed work engagement as having a love for their work, having energy at work and being enthusiastic about their job. The results also showed that the academics experienced time constraints, which resulted in an experience of work overload when they have to attend training, and development that is not useful for their work.

Practical/managerial implications: It seems that when training and development of employees are managed effectively it could positively influence the work-related wellbeing

of employees in the tertiary education sector. Training and development can be seen as a useful method to improve wellbeing, specifically work engagement.

Contribution/value-add: This study contributes to knowledge concerning the relationship between training and development and work engagement of academic staff members.

Keywords: *Training and development, work engagement, training satisfaction, training effectiveness, wellbeing and academics*

Introduction

The tertiary education sector in South Africa has been under severe strain lately. Reports flooded the media showing footage of burning buildings on campuses and protesting students and employees, across the country, while some universities even closed their campuses and sent the students home for weeks (Pilane, 2016). In 2009 Pienaar and Bester already reported that changes which occurred in the tertiary education sector contributed to high levels of work stress among academic staff members. The type of changes Pienaar and Bester (2009) reported on related to the student population, increased student numbers, and changes in instruction and structural design, much similar to the changes demanded from the grieved students and workers in the recent protests (Pilane, 2016). The study showed that the high level of stress impacted on the work engagement levels of the academics while, due to the changes, the academics were confronted with career obstacles that impact negatively on them (Pienaar & Bester, 2009). Barkhuizen, Rothmann and van de Vijver (2013) indicated in a study amongst academics that the availability of job resources could have a direct impact on burnout and work engagement of these staff members. It seems that a lack of resources, such as low learning opportunities increased academics' levels of exhaustion and cynicism. From this background, the focus of this study was centred on exploring in a qualitative manner the relationship between training and development opportunities and work engagement for academic staff members in a specific case study.

Research purpose and objectives

The specific objectives for this study were the following:

- To conceptualise training and development and work engagement on academic staff members within the literature.
- To explore work engagement amongst academic staff members from a specific tertiary institution in South Africa.
- To explore the relationship between training and development and work engagement amongst academic staff members from a specific tertiary education institution in South Africa.
- To make recommendations for other tertiary institutions and for future research.

Literature review

Training and development

In South Africa human resources seems underdeveloped; this calls for additional resources and interventions that need to be implemented. Hence the Skills Development Act, Skills Development Levies Act, and the National Qualifications Framework Act were effected in South Africa. These acts necessitate a more extensive approach to human resource development and education, training and development (Meyer & Orpen, 2012). Organisations' employees play a major role in the success of the company. In order for the organisation to be successful and productive, its employees need to have updated skills needed for keeping up with the high demands in today's competitive economic environment (Meyer & Orpen, 2012; Naris & Ukpere, 2012). In order to ensure employees' skills and knowledge are constantly updated, they need to receive education, training and development opportunities (Meyer & Orpen, 2012). These three concepts play a major role in human resource development in organisations. Education makes use of a wide variety of different activities to assist and employee to perform a certain job or function as opposed to equipping an employee with specific knowledge and skills regarding his job functions. Education is typically more long-term orientated since it focuses more on life preparation (Erasmus, Loedolff, Mada & Nel, 2010; Meyer & Orpen, 2012). Training refers to the transfer of knowledge and skills to an employee to help him to perform a certain task or job better. Training, in other words, is more task-orientated since it is more focussed on acquiring new skills and improving job performance (Erasmus et al., 2010; Meyer & Orpen, 2012). Development takes place when the opportunity for on-going learning is created with the idea to maintain and improve employees' high levels of performance. This will result in a better developed workforce that will directly contribute to achieving the organisation's goals (Erasmus et al., 2010; Meyer & Orpen, 2012).

Work engagement

Kahn was one of the first researchers in the 1990s to investigate ways in which employees can invest themselves in their work. These ways, termed psychological conditions of meaningfulness, safety and availability, are typically associated with work engagement. Kahn (1990) defines engagement as "the harnessing of organisation members' selves to their work roles (by which they) employ and express themselves physically, cognitively and emotionally

during role performances” (Kahn, 1990, p.694). Thus it can be argued that employees that are engaged are also physically involved in their tasks; they are cognitively alert; as well as emotionally connected with the people around them while busy with their job responsibilities. A very important element which is needed to promote engagement is good relationships at work; likewise bad relationships will promote disengagement (Kahn & Heaphy, 2014).

Shaufeli and Bakker (2003), another research team that initiated major research relating to burnout and work engagement, defined work engagement as:

a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behaviour. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work (p. 4-5).

Several studies have indicated the positive consequences work engagement has had at the organisational and at individual levels. Bakker and Bal (2010) conducted a study in which 54 teachers had to do a weekly diary study; here they found that classroom performance was predicted by daily levels of work engagement (Mauno, Kinnunen & Ruokolainen, 2007; Xanthopoulou, Bakker, Demerouti & Schaufeli, 2007, 2009a, b). Schaufeli and van Rhenen (2006) reported that employees that are engaged in their work will usually experience positive emotions, for instance happiness, enthusiasm, joy and interest in their work, as well as organisational commitment and reduced turnover intentions (De Beer, Pienaar & Rothmann Jr, 2013; Hakanen, Bakker & Demerouti, 2005).

Saks (2006) and Xu and Thomas (2011) point out that engagement has a number of antecedents:

- “Rewarding work relationships”; this allows employees to feel comfortable in their working environment and they can be themselves. They are able to develop and experiment with relationships among fellow employees, and at the same time they avoid interpersonal conflict (Kahn, 1990). When employees interact positively with

their colleagues, it helps to build an environment which is positive and will neutralise burnout and stress (Lindblom, Linton, Fedeli & Bryngelsson, 2006; May, Gilson & Harter, 2004).

- “Work-life balance”, this neutralises stress that is negative and strains that are typically related to emotional exhaustion and work overload (Hallberg & Schaufeli, 2006), and this has the positive outcome of leading to an average working life that is longer (Schaufeli & Bakker, 2004).
- “Alignment of organisational and personal values”, this will allow employees to identify with their work and the organisation’s goals and values (Bakker & Demerouti, 2007).

Referring to the work of Kahn (1990), an employee feels engaged when he experiences a sense of psychological safety. This means that the employee must have the freedom to be himself and express himself freely within an organisation, without fear of having to deal with negative consequences. It is important for employees to become involved in their work; they must be satisfied with their work, and they must feel enthusiastic about their work (Bakker & Demerouti, 2007). In order to develop a sense of personal reward and satisfaction, it is essential to have a feeling of being valued within the organisation, or to feel useful in the workplace, and even to have a feeling of meaningfulness. The chances of successful engagement increase when there is a supposed alignment of personal and organisational values that are rooted in trust (Chalofsky, 2003; Khan, 1990).

The Job Demands Resources Model (JD-R Model) (Bakker & Demerouti, 2007; Bakker, Demerouti, De Boer & Schaufeli, 2003; Bakker, Demerouti & Verbeke, 2004) states that a positive relationship exists between training and development opportunities/learning opportunities (being a job resource) and work engagement. According to the JD-R model, job resources are those physical, psychological, social, or organisational aspects of the job that reduce job demands and the related physiological and psychological costs that are useful for achieving work goals, or for stimulating personal growth, learning, and development (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Therefore, when an employee is equipped with the necessary skills he has gained through training and development, he will feel equipped to do his job more effectively, thereby (possibly) increasing work engagement.

In a study conducted by Xanthopoulou et al. (2007), they stated that job resources, including learning (or training and development) opportunities, have been proven to positively relate to work engagement. It seems that the employees that receive the opportunities for training and development will be likely to stay in the organisation, because they will end up being more engaged (Pati & Kumar, 2010). Also, studies show that employees that had received performance appraisals and have a signed and accepted personal development plan have significantly higher levels of engagement than those that do not have these recourses at their disposal (Robinson, Perryman & Hayday, 2004).

Studies have shown that training and development programmes are successful when the employees feel that they can engage better in their work and feel more motivated to complete their tasks by making use of their newly acquired skills (Bates, Holton, Seyler & Carvalho, 2000; Machin & Fogarty, 2004). Tharenou, Saks and Moore (2007) indicate that employees that received training and development were expected to show more productivity and to be more engaged in their work. Studies further indicated that employees that had gained new skills, led to a better prediction of job performance (Alliger, Tannenbaum, Bennett, Traver & Shortland, 1997). Combs, Luthans and Griffith (2009) confirm that when training and development opportunities are managed correctly, higher employee productivity, performance outcomes and work engagement will be reached. As a result, these job resources will encourage employees to a personal investment in their work, which in turn will make a success of the organisation. According to the JD-R model, job resources are the most important predictors of work engagement (Bakker & Demerouti, 2008). Bakker and Leiter (2010) state that organisations need employees that display high work engagement. Research makes it clear that engagement is important for the bottom-line outcomes, such as job performance (Bakker & Bal, 2010), client satisfaction (Salanova, Agut & Peiro, 2005), and financial returns (Xanthopoulou et al., 2009a, b).

In conclusion, for purposes of this study, work engagement is viewed as a positive state of mind, where an employee is fully engulfed in his work and finds satisfaction in performing his tasks to the best of his abilities and experiences a feeling of utter happiness and fulfilment while working. This state of mind includes the following dimensions: vigour, dedication and absorption.

Training and development opportunities for academic staff members

One does not have to search far to realise that academic staff members experience high strain and work stress (Barkhuizen, Roodt & Schutte, 2014; De Bruin & Taylor, 2005; Pienaar & Bester, 2009). Academics have to cope with increased job demands such as consequences of change management, academic transformation, re-asserting academic leadership, defend and promote higher education, balance the tertiary education institution's constituencies and finding additional financial resources (Ahmady, Changiz, Masiello & Bromnells, 2007; Archibong, Bassey & Effiom, 2010; Lyons, 2008). Other challenges faced by academics include excessive work, which leads to challenging time management, declining resources, academic staff shortages, communication problems, colleagues that do not cooperate with one another, ineffective subordinates, adaptation to changing curricula, and working with increasing numbers of students which are also troublesome (Archibong et al., 2010; Lyons, 2008; Slišković & Seršić, 2011). Apart from high job demands, academics also face increasing resource limitations (Jansen, 2004; Lyons, 2008; Slišković & Seršić, 2011). In tertiary education institutions there has been a sharp decrease in the budgetary process due to the declining revenue base (Areff & Etheridge, 2015; Jain, 2013; Slišković & Seršić, 2011). A study conducted by Jawitz (2009) pointed out that changes in tertiary education institutions included changing age, race or gender profiles of the academic staff; the increasing number of students; department mergers with the development of new sub disciplines; employment requirements that are changing for new academics; and department leadership changes (Lyons, 2008). Other changes include, the development of inclusive institutional cultures, research that has to comply with the set international norms, pressure to improve the delivery of education more efficiently, which includes improved success, and graduation rates are higher, and equity attainment of students and of staff (Archibong et al., 2010; Lyons, 2008).

Barkhuizen, Rothmann and van de Vijver (2013) indicated in a study amongst academics that the availability of job resources could have a direct impact on burnout and work engagement of these staff members. It seems that a lack of resources, such as low learning opportunities has increased academics' levels of exhaustion and cynicism. Leithwood, Menzies, Jantzi and Leithwood (1999) suggested that when teachers are provided with opportunities to become more competent through training and development opportunities, and by developing shared decision-making possibilities, they will develop commitment to the shared goals of the organisation. Pienaar and Bester (2009) points out that academics would have to equip

themselves continually with the necessary knowledge and skills to maintain the complex interaction between knowledge and market trends.

The field of academic development is a highly challenging training and development field, since it is debated how academic personnel should be developed, who is selected and what purpose the training will be utilised for (Christie & Loads, 2014). In the view of the high job demands experienced by academics (see Barkhuizen, Rothmann & van de Vijver, 2013) typical training opportunities to assist with workload and to provide skills to the academic to manage his/her demands better could include stress management courses to introduce more appropriate ways of managing stress, training in cognitive structuring, time management and conflict resolution (Barkhuizen, Rothmann & van de Vijver, 2013). Furthermore, literature suggests that one way in which to support academics in managing work engagement levels is by providing training and development opportunities such as colleague-pairing, mentor training, career development workshops, seminars and networking activities (Wunch, 1993). A study by Dunne and Rawlins (2000) indicated that a team development training programme for academics resulted in promoting continued professional development amongst academics, thereby raising the status of teaching at the university. May et al. (2004) indicated that job characteristics, such as development opportunities, allow employees a heightened perception of psychological availability and safety, typically associated with work engagement (see Kahn, 1990).

Although numerous studies exist that investigate burnout and work engagement among academics from a quantitative approach, little research is available that explores this phenomenon from a qualitative approach. Therefore this study aimed at exploring the relationship between training and development opportunities and work engagement in a qualitative manner.

Research design

Research approach

This study entailed qualitative research following a descriptive approach. Qualitative research can be defined as a study that focuses more on the depth and quality of the information, rather than the quantity of understanding (Henning, van Rensburg & Smit, 2013). A descriptive

approach typically concerns a group of people or phenomena or other entities. This approach can serve a wide range of research objectives of studies which focus mainly on finding answers to questions asking “what”, such as what type of training and development opportunities did you receive? (Maree, 2016.) Another approach followed for this study was the phenomenological approach. Creswell (2012) describes a phenomenological study as one in which the reader can envision himself in the participants’ perspective. It is the meaning participants hold concerning certain experiences in their lives. With a phenomenological approach the aim is to explore what the meaning of an experience is for the person that has had that experience, and to be able to describe that meaning (Maree, 2016).

The philosophical underpinning of the study is social constructivism. According to Quinlan, Babin, Carr, Griffin and Zikmund (2015), social constructivism believes that within a social context, social phenomena develop, and those groups, as well as individuals are responsible for generating their own realities. Social constructionists see the world as having multiple different realities.

Research strategy

This study utilised a case study as research strategy. A case study can be defined as an in-depth study of a bounded entity. If the location where the research takes place is in a confined unit, in a certain place or space, in a particular event, it is possible to use a case study method to conduct the research (Quinlan et al., 2015). When using a case study methodology, the studied case could be in school, a class in a school, shop or factory, an office, an enterprise of some kind, etc. For this study the researcher used a group of academics from a specific tertiary education institution. The process investigated by this study was academic personnel’s experience of training and development with regard to work engagement. By making use of this type of research strategy the researcher can engage in a very in-depth exploration of the specific phenomenon being studied (Quinlan et al., 2015).

Research method

The following will be discussed under research method: research setting, entrée and establishing researcher roles, research participants and sampling methods, data collection

method, data recording, data analysis, strategies employed to ensure quality and integrity, ethical considerations and reporting style.

Research setting

This study acts as a next step building on the research results from the first article. During the first study rapport was established with the academic personnel during the semi-structured interview. When the follow-up study was arranged most of the academics indicated that they prefer to make use of interview-questionnaires due to their time constraints. Due to the fact that the researcher had established rapport, this route was followed since they were acquainted with the research project.

Entrée and establishing researcher roles

According to Maree (2016), the researcher can assume a variety of roles during the course of the research project. Before the researcher could continue, the tertiary education institution where the research was conducted, granted permission to continue with the study. The first role was that of the planner. This is where the researcher was in charge of planning how the study would be taking place. The most important part was to ensure that all the research goals and objectives would be reached. This included choosing a sample that could be seen as representative of the entire population. Another role was designing the research questions for the questionnaires that had to be sent out via email. In the next role, the researcher took on the role of analyst of the data. Lastly, the researcher had to assume an ethical role. In this role the researcher was in charge of ensuring that no harm came to the participants during the study and that they knew participation was voluntary and anonymous and that they could withdraw at any given time. It was important to make sure participants were comfortable and felt safe at all times during this study.

Research participants and sampling methods

The research population included academic personnel (junior lecturer, senior lecturer, associate professor and professor) across different faculties throughout one participating tertiary education institution. From this population the researcher made use of convenience sampling as the participants were selected according to their availability to participate (Maree, 2016). The same participants from the first study were invited to participate in this

study. During the interviews for the first study, the participants agreed to partake in the second study with the request to be able to send their responses electronically. The researcher gathered all the participants' emails and sent the paper and pencil interview questionnaire to them to fill in. It was agreed by all parties that it would be less time consuming and more convenient to communicate via email.

The unit of analyses was full time academic personnel at all levels (junior lecturer, senior lecturer, associate professor and professor). These participants were all from the same specific tertiary education institution that was used for this study. All participants were diverse in terms of age, race, gender, language and job level. The characteristics of the participants are described in Table 1:

TABLE 1: Characteristics of the participants

Item	Category	Frequency
Gender	Male	6
	Female	14
Age	20-30 Years	3
	31-40 Years	6
	41-50 Years	2
	51-60 Years	6
	61+ Years	3
Race	White	18
	Black	2
Language	Afrikaans	14
	English	4
	Tswana	2
Job Level	Lecturer	4
	Junior Lecturer	6
	Senior Lecturer	8
	Full Professor	2
Years Employed	0-10 Years	15
	11-20 Years	3
	21-30 Years	1

According to Table 1 the sample comprised 20 participants working as academic staff at a tertiary education institution. Of the 20 participants 70% were female. Most participants were from the age groups 31-40 years and 51-60 years. Most participants' race was white and the language spoken was mostly Afrikaans. The majority of participants were at a senior lecturer level in their career. 75% of participants have been working for the tertiary education institution for 10 or less years.

Data collection method

For this article the researcher utilised self-administered paper and pencil interview questionnaires. Leedy and Ormrod (2014) maintain that technology can be used to conduct a qualitative study, as in the case of this study where the researcher made use of emails to correspond with participants. This made it more time efficient for both the researcher and the participants.

A compiled guide to the interview included the following questions:

1. How would you define *work engagement*?
2. Literature indicates that work engagement is defined by Shaufeli and Bakker (2003) as: a positive, fulfilling, work-related state of mind characterized by vigour, dedication, and absorption.

When you have received training and development in your work environment, would you say it has led to *work engagement*?

3. Literature generally shows that *work engagement* consists of three dimensions, namely vigour, dedication and absorption. Vigour is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties.

When you have received training and development in your work environment, would you say that it has contributed to *vigour* in your work? Provide reasons for your answer, please.

4. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge.

When you have received training and development in your work environment, would you say it has contributed to *dedication* in your work? Provide reasons for your answer, please.

5. Absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly.

When you have received training and development in your work environment, would you say it has contributed to the level of *absorption* in your work? Provide reasons for your answer, please.

The self-administered paper and pencil interview questionnaire was distributed to all participants via email. According to Struwig and Stead (2010), emails are used in the exact same way as traditional mail surveys. During the study the self-administered paper and pencil interview questionnaire was completed electronically and returned to the researcher within two weeks of all the participants receiving it.

Data recording

After the questionnaires were received back all the answers were copied into an Excel spreadsheet in order for it to be analysed. The data was then grouped according to the interview questions and then themes and sub-themes were extracted into another separate Excel spreadsheet.

Data analysis

For this study, the researcher made use of two types of analyses. The first was document analysis to study the policies and procedures pertaining to the training and development presented by the tertiary education institution (presented in the Discussion section). According to De Vos, Strydom, Fouché and Delpont (2011), document analysis is the study of documents in order to gain a clear understanding of the deeper meaning they may hold. The second type of analysis used for this study was thematic analysis. This was done by following the six steps of thematic data analysis as suggested by Cresswell (2009). Next are the description of the six steps:

1. Organise and prepare the data for analysis: Before the researcher can start analysing the data, it usually first needs to be transcribed. This means that text from documents, interviews, observational memos or notes are typed into word-processing documents such as an Excel spread sheet. For this study the data were transferred from the interview questionnaires into an Excel spread sheet.
2. Read through all the data: This process involves the researcher reading through the transcribed data very carefully. While doing this the data need to be divided into meaningful analytical units.
3. Begin detailed analysis with a coding process: Coding can thus be defined as the different segments of data being marked by descriptive words, symbols or unique identifying names (Maree, 2016). The researcher read through all the answers on the questionnaires to reflect on the overall meaning. A broad meaning of the participants' views was understood in order to divide the data into different categories, after which the data were grouped together (similar incidents) and provided with the same conceptual label. This process is then called categorising. After the categories were determined themes were extracted (Henning et al., 2013).
4. Use the coding process to generate a description of the setting or people, as well as categories or themes for analysis: The data delivered a description of the categories, themes and sub-themes. The researcher made use of one co-coder to ensure the validity of the data.
5. Advance how the description and themes will be represented in the qualitative narrative: A narrative approach was used to convey the findings.
6. A final step in data analysis involves making an interpretation or meaning of the data: The findings were organised into tables followed by a narrative description of the findings were the researcher made conclusions concerning the data and reported the findings of the study. Relevant literature was used to support the findings (Creswell, 2012).

Strategies employed to ensure data quality and integrity

In order for data to be valid and reliable, it needed to be seen as trustworthy. Trustworthy data share five elements, namely credibility, transferability, dependability and confirmability (Struwig & Stead, 2013). In order for data to be credible it needs to be recorded in some way

(Wright, 2014). For this study the data were gathered via a paper and pencil interview questionnaire. Transferability is ensured by the fact that the study can be conducted in different situations and similar results will be found (Wright, 2014). If the study can be replicated and the results will remain the same, then the study is dependable (Creswell, 2012). The degree to which the data and findings can be verified by others proves the confirmability thereof (De Vos et al., 2011).

Ethical considerations

There were a few ethical issues that needed to be taken into consideration for this study. Firstly this study needed to be approved by tertiary institutions' ethics committee. Once approval had been granted the researcher was able to commence the study. Before the paper and pencil interview questionnaires were completed, informed consent was obtained from the participants. All the participants that answered the paper and pencil interview questionnaires were informed that their answers would be kept strictly confidential and would be anonymously reported. They were free to withdraw at any time if they wished to do so, thus ensuring participation to be voluntary. The participants were also informed that the completed questionnaires were kept in a folder on a computer that was password protected, and only the researcher had access to it.

Reporting style

The researcher made use of a qualitative reporting style for this study. By doing this it conveyed the participants' experiences to the reader in a more descriptive manner. The participants' perspectives and opinions are provided by making use of the qualitative reporting style; thus quoting the participants.

Results

The findings of this article are organised into different categories, themes and sub-themes according to the questions posed. A brief response from participants will also be given where applicable. A discussion will follow after each table.

The following categories resulted from the findings and are discussed next:

Table 2: Category 1: Definition of work engagement

Table 3: Category 2: Influence of training and development on work engagement

Table 4: Category 3: Exploring the relationship between training and development and the dimensions of work engagement

Category 1: Definition of work engagement

From the results it was clear that the participants provided rich descriptions of their definition of work engagement. In order to gain a sense of the results, a few of these definitions are provided:

(Male, 33 yrs): *'Work engagement is when you have an employee who is happy and satisfied in his work, and thus he is more committed to what he is doing, i.e. he works better and harder'*.

(Female, 32 yrs): *'A person experiences work engagement when he likes his job, this means that he is always there on time, and does more than what is expected of him, all while enjoying what he does'*.

(Female, 53 yrs): *'Employees who do their best and they feel they can relate to their work, they have a passion for what they are doing'*.

The following themes were subsequently extracted from the results:

TABLE 2: Category 1: Definition of work engagement.

Theme	Response
Love for job	"...a person who loves his job..." (Female, 23 yrs) "The typical characteristics of workers engaged in their work, I would say, are enthusiasm, energy, loyalty, love for their job..." (Female, 31 yrs)
Increased performance	"...he is never lazy and does more than what is expected of him..." (Female, 32 yrs) "...He likes doing what he is doing and performs good." (Female, 25 yrs)
Job dedication	"...when a person is dedicated to their job..." (Female, 61 yrs) "...they are energetic and dedicated in what they do..." (Male, 62 yrs)

Happiness	"I think it can be defined as they are happy and fulfilled..." (Female, 53 yrs) "work engagement is when a worker is happy..." (Female, 25 yrs)
Enthusiasm/Energy at work	"The typical characteristics of workers who are engaged in their work, I would say, are enthusiasm..." (Female, 31 yrs) "They have lots of energy..." (Male, 51 yrs)
Positive attitude	"Engaged employees are positive employees." (Female, 39 yrs) "...It is the emotional connection that an employee has towards their work, usually very positive." (Female, 53 yrs)
Job fulfilment	"...where staff feel valued and appreciated, not a short-term, insincere appreciation of staff." (Male, 31 yrs) "...and fulfilling state of mind, where staff feel appreciated and respected..." (Female, 53 yrs)
Connectedness	"...and feel they can relate to their work..." (Female, 53 yrs) "...when an employee feels connected with his job..." (Male, 62 yrs)
Job satisfaction	"...employee who is happy and satisfied in his work..." (Male, 33 yrs) "It is when a person is dedicated to their job, but in a way that fulfils them and gives them job satisfaction..." (Female, 61 yrs)

For Table 2 the participants were asked how they would define work engagement. The majority of participants said that they view it as a *love for their work*, implying that when employees enjoy their work and have a passion for their work they were more engaged in their work. The majority of the participants indicated they view a definition of an engaged employee as someone that shows a *higher level of performance* than those that are not engaged in their work. The participants further indicated that employees that experience work engagement are more *dedicated to their jobs*. The results showed that the participants viewed engaged employees as being generally *happier* in their job, they are more *enthusiastic* about work and have more *energy* to do their work, their *attitudes are much more positive*, they experience a greater sense of *job fulfilment* and *connectedness* with their job and they tend to experience more *job satisfaction* than employees that do not feel engaged.

Category 2: Influence of training and development on work engagement

Next, the research question as to whether the participants indicated that their experience of training and development in general influenced their work engagement is discussed.

TABLE 3: Category 2: Influence of training and development on work engagement.

Theme	Response
New skills	"...it improves your skills and makes you eager to work..." (Female, 50 yrs)
	"...every time you receive training, it improves certain skills or you gain new skills..." (Female, 53 yrs)
Not useful	"I just have not received anything that I would consider useful." (Female, 23 yrs)
	"The training is very superficial." (Female, 51 yrs)
Improved performance	"It has made me as an employee more competent in what I need to do my work." (Male, 62 yrs)
	"...to do my job better and increase my performance." (Male, 51 yrs)
Time conflicts	"...it actually just puts me off because it is a waste of my time." (Male, 62 yrs)
	"...I hardly have time for my work as it is..." (Female, 25 yrs)

The participants were requested to give an indication of whether they felt that the perceived level of work engagement was influenced by whether or not they received training and development. Most of the participants felt that when they received training and development, they gained *new skills* which helped them do their work more efficiently. One participant stated that '*I was always eager to try out everything new I just learned*' (Female, 40 yrs), implying a sense of commitment. Some participants indicated that they did not find the training and development they recently received useful (*not useful*); they are in search of more in-depth and applicable training and development. A participant stated that '*The training is very superficial*' (Female, 51 yrs). Others feel that their *performance improved* after having received training and development because it has made them more competent in their work and they feel that learning *new skills* assist them in their work. According to a participant, '*it gives me new skills that I can use to do my job better and increase my*

performance' (Male, 51 yrs). There were participants that felt the training placed a challenge on their time management in an already full schedule. It seems that with a full schedule the participants felt too overwhelmed to take off time from work to attend training sessions.

Next, category 3 will be discussed, exploring how training and development contributed to the experienced dimension of work engagement.

Category 3: Exploring the relationship between training and development and the dimensions of work engagement

The following themes were subsequently extracted from the results:

TABLE 4: Category 3: Exploring the relationship between training and development and the dimensions of work engagement.

Theme	Sub-theme	Response
Vigour	Motivates	"...After I received training and development I want to do more..." (Male, 33 yrs) "With new skills I am more motivated to work." (Male, 51 yrs)
	Lacks challenge/draining	"...it doesn't challenge me so it doesn't get me excited about my work." (Female, 53 yrs) "... it takes more energy to go and sit and listen (during training)." (Male, 62 yrs)
	Increased energy levels	"...I have more energy to do more." (Male, 33 yrs) "...it motivates me to do better, so I have more energy..." (Male, 31 yrs)
	Increased competence	"...after training you want to develop your newly acquired skills further..." (Female, 53 yrs) "... typically developing new skills makes you feel competent enough to handle any assignment." (Male, 62 yrs)
Dedication	Empowering/encouraging	"...I like to do my best and with new skills I am able to." (Male, 62 yrs)

		"I have more enthusiasm to work, and can handle new challenges that my work may bring." (Male, 51 yrs)
	Increased commitment	"...I feel that I add value to my organisation." (Female, 39 yrs)
		"... because you have gained new skills through training and development, you feel inspired to do even better in your job..." (P9)
	Didn't meet training needs	"...the training never complied with my individual needs." (Female, 23 yrs)
		"...if they can't spend money on proper training then why would I be more dedicated?" (Female, 53 yrs)
Absorption	Specialised training need not addressed	"...the training focused more on other needs that I did not have at that time." (Female, 23 yrs)
		"...It does not meet my specific needs." (Female, 49 yrs)
	Job satisfaction	"...especially if it is something you enjoy doing, so you are fully engaged in your work." (Female, 53 yrs)
		"...I enjoy the work I do, and when I am equipped to do so I think that helps even more." (Male, 62 yrs)
	Adds to workload	No, it I don't have time to go, and then I have to because it is compulsory and that just makes me tired and then I can't concentrate on my own work anymore. (Male, 62 yrs)
		"...training is scheduled during working hours so I can't attend." (Female, 25 yrs)

Table 4 displays that concerning the dimension *vigour*, the majority of the participants indicated that they were *motivated* to work harder after having received training and development, one participant stated that ‘*After I received training and development I want to*

do more; thus I have more energy to do more' (Male, 33 yrs). There were a few participants that felt the training opportunities *lack challenge* or were *draining* while others felt that their *energy levels increased* after having received training and development, because they feel excited about the new skills they acquired, as one participant stated '*I have more energy and more willingness to work harder*' (Male, 31 yrs). Another positive outcome revealed was that participants felt that their *competence increased* when they had received training and development.

Concerning the dimension *dedication* the participants mostly indicated that after having received training and development, they felt a greater sense of *empowerment*, feeling *encouraged* to work harder. One participant stated that '*I feel more dedicated to complete my work and do not want to let anyone down*' (Female, 40 yrs), another said '*I love taking on a new challenge, and this equips me with the necessary skills to do so – it shows that I have pride in my work*' (Male, 31 yrs). Another theme that emerged was *increased commitment*. The results showed that some participants felt a certain pride in their work and the ability to apply new skills. There were some participants that felt that the *training didn't meet their specific training needs*, for example Female 51 years indicated, '*The training is not in-depth enough*'. Some participants indicated that the university should invest more money in training and development to give them better opportunities that could comply with their individual needs.

Lastly the relationship between training and development and the dimension *absorption* were explored. Upon looking at the themes it seems that most of the participants felt that their *specific training needs were not effectively addressed*. One stated that '*I don't find it helpful*' (Female, 32 yrs). Others then again felt that receiving training and development actually *added to their workload*. One participant stated that '*I can use my time better*' (Male, 29 yrs). A few participants indicated that they experienced *increased job satisfaction* after having received training and development in skills they enjoyed learning more about.

Discussion

The overall objective of this study was to explore the relationship between work engagement and training and development amongst academics at a tertiary education institution.

Outline of the results

From the results an overall sense was gained that it seems that when an academic staff member would attend training specifically aimed at acquiring new skills, this could positively impact on work engagement. However it seems possible that insufficient needs analyses influence the effect of training and development on the work engagement of academics.

Next, the findings from the interviews are presented by referring to the initial objectives of the study:

The *first objective* of this study was to conceptualise training and development and work engagement on academics from the literature. Meyer and Orpen (2012) distinguishes between education, training and development separately. Education focuses more on activities to help employees to perform certain tasks and is more long-term orientated, training refers to knowledge and skills being transferred to an employee in order to perform better and is more task-orientated, and lastly, development is an on-going learning process to maintain and improve employees' knowledge and skills.

From the literature review it became evident that Kahn was one of the first to research ways in which employees can invest themselves in their jobs. He defined engagement as “the harnessing of organisation members selves to their work roles (by which they) employ and express themselves physically, cognitively and emotionally during role performances” (Kahn, 1990, p.694). Another definition of work engagement is given by Shaufeli and Bakker (2003) which was used as guiding definition during the data gathering process namely, where they state that engagement is a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication, and absorption.

The *second objective* of the study was to explore work engagement amongst academics. Initially the participants were requested to provide their own definition of work engagement to gain a sense of how they viewed the construct. From the participants' definitions the

majority of participants described it to be a love for one's job, by which they implied that an employee has a passion for his job and enjoys doing it. They also stated that when an employee is engaged in his job, his performance will increase and he will be more dedicated to his work. Engaged employees are happy employees; they have energy at work and are enthusiastic about their job. Employees with a high sense of engagement have a positive attitude towards their job; they experience job fulfilment and are connected with their work. In short, most of the participants indicated an engaged employee to experience job satisfaction. This can be supported from the literature with Schaufeli and van Rhenen (2006) who stated that engaged employees experience positive emotions such as happiness, enthusiasm, joy and interest in their work as well as organisational commitment.

The *third objective* of the study was to explore the relationship between training and development and work engagement amongst academics. When participants were asked what the influence of training and development were on work engagement it was found that they believed training and development to mostly positively influence work engagement. This is also found to be true by Xanthopoulou et al. (2007). They indicate that job resources, such as training and development, have been proven to positively relate to work engagement. Pati and Kumar (2010) also found that employees that receive training and development will be more engaged and thus remain in their organisation. This holds true for the current study where the participants indicated that they experienced improvement in their performance and that new skills assist them to accomplish their work more efficiently. Tharenou et al. (2007) also found this to be true. They stated that it can be expected that employees that receive training and development will demonstrate higher levels of productivity and engagement in their work. Employees that gained new skills through training and development will feel equipped to do their job more effectively; thus their work engagement will be increased (Demerouti et al., 2001).

Next, the participants were provided with a working definition of the three dimensions of work engagement, namely vigour, dedication and absorption, and were then requested to comment how they experienced these dimensions to be influenced when they receive training and development. The participants indicated that relating to vigour they felt motivated and more competent and experienced increased energy levels after training was received. This relates to Bates et al. (2000), and Machin and Fogarty (2004) who stated that a training and development programme can be seen as successful when the organisation's employees feel

that they can engage more effectively in their work, and they feel more motivated to complete their work by using their newly acquired skills.

Relating to dedication, the results brought to the fore themes such as, feeling more empowered and encouraged and increased commitment. This result is similar to what Schaufeli and van Rhenen (2006) reported, namely that employees that are engaged in their work will usually experience positive emotions, such as happiness and enthusiasm and interest in their work. De Beer et al. (2013) further indicated that engaged employees further experience organisational commitment and reduced turnover intention.

Relating to absorption, the results showed that the participants specifically felt more positive towards their work and experienced job satisfaction. It seems that when training meets a specific training need and is relevant, it is enjoyed and results in increased job satisfaction. This result is in accordance with the work of Bakker and Demerouti, (2007) that found that employees that are satisfied with their work become involved in their work and develop a sense of personal reward and satisfaction. This ultimately leads to employees feeling valued by the organisation (Kahn, 1990).

A common theme in the results of the participants for all three the dimensions of work engagement instilled a strong sense that the training and development added to their workload or that it lacked challenge and that it was very draining. Some even said that it was just a waste of time to attend these courses and that their needs weren't addressed at all; thus they did not find it useful. Literature holds true that academic personnel experience high job demands (see Barkhuizen, Rothmann & van de Vijver, 2013) which became evident with some of the participants. The participants stated they do not have time to attend training, and that more should be done to invest in better training and development for employees; a result which hints towards the reality of increasing resource limitations and budget cuts (Jain, 2013; Jansen, 2004; Lyons, 2008; Slišković & Seršić, 2011).

The results further indicated that the participants felt some of the training was not sufficient in addressing their specific needs. One could speculate as to the reasons for this finding. One possibility is, in reflection on the findings of article 1, that sufficient training needs analysis was not done in which to allow for proper planning. Another reason could be that the training

the participants needed were specialised and costly and thus not budgeted for (see Barkhuizen, Rothmann & van de Vijver, 2013).

From the results it was evident that the positive effect of training and development was not optimised in the institution. The positive impact can be further enhanced if participants experience the training and development as meaningful and addressing specific needs.

Practical implications and recommendation for management

Organisations need to capitalise on the relationship between training and development programmes and work engagement. Having effective training and development could ultimately impact on employees' performance and productivity (Tharenou et al., 2007). When the training and development of employees are managed effectively, it is possible for the organisation to reach higher levels of employee productivity, performance outcomes and work engagement (Combs et al., 2009) as well as client satisfaction and financial returns (Bakker & Bal, 2010).

It is important for institutions to create learning and development activities, where the manager is directly involved in identifying needs that will improve performance and contribute to the wellness of employees.

One way of contributing to work engagement is by ensuring that specialised training development programmes are presented (Barkhuizen, Rothmann & van de Vijver, 2013). Time constraints seem to be an issue in some organisations and can actually place more pressure on employees. It is important for organisations to note that training and development programs need to be scheduled and that it should not interfere with employees' work. Accurately identifying training development needs is thus a necessity in any organisation. It is of the utmost importance that these programmes be implemented correctly in order to be effective seeing that employees are the biggest resource any company can have. Institutions should have accurate personal development plans where training needs are aligned to the business strategy and individual performance of academic staff members.

Recommendations and Limitations

The *last objective* for this study was to make recommendation for future research. This study focussed on one area of job resources, namely training and development. By implication addressing merely training and development opportunities alone would by no means have a positive effect on academics' work stress. Hence an integrated approach is suggested to manage work stress among academics. Work-related wellbeing (which includes burnout and work engagement) should be addressed at three levels of intervention strategies, namely tertiary, secondary and primary level (Kompier & Cooper, 1990). While providing training and development might have an influence on work engagement of employees, attention should be given to all three levels to ensure work-related wellbeing.

As with any study this study was not without any limitations, ironically the time constraints the participants mentioned were observed by the researcher as a limitation to the study. In order to accommodate the high job demands of the staff members the researcher consented to paper-and-pencil interview questionnaires, opposed to semi-structured interviews, which led to certain findings which could not be followed up on. Hence the study can only be viewed as an initial study paving the way for an in depth qualitative study, including a wider population at different tertiary institutions. A future qualitative study should also include interviews and focus groups to obtain the findings.

Conclusion

This study explored the possibility that a positive relationship between training and development and work engagement does exist, provided the training is effectively addressed. The possibility is highlighted that academics that receive (specialist) training and development were more engaged in their job and will thus perform better.

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CHAPTER 4

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

Chapter 4 consists of conclusions from the study. These conclusions are drawn from the literature review and the findings in accordance with the study's research objectives. In this chapter the limitations of the research are discussed, followed by recommendations for future research.

4.1 Conclusion

The general objective of the study was firstly to explore training and development (article one), and secondly to explore the relationship between training and development and work engagement in a tertiary education institution in South Africa (article two).

Article 1: Exploring training and development for academic staff members in a tertiary education institution in South Africa

The general objective for the first article of this dissertation was to explore training and development for academic staff members in a tertiary education institution in South Africa.

The results revealed five categories with various themes and sub-themes.

Figure 1 provides a summary of each category with the themes:

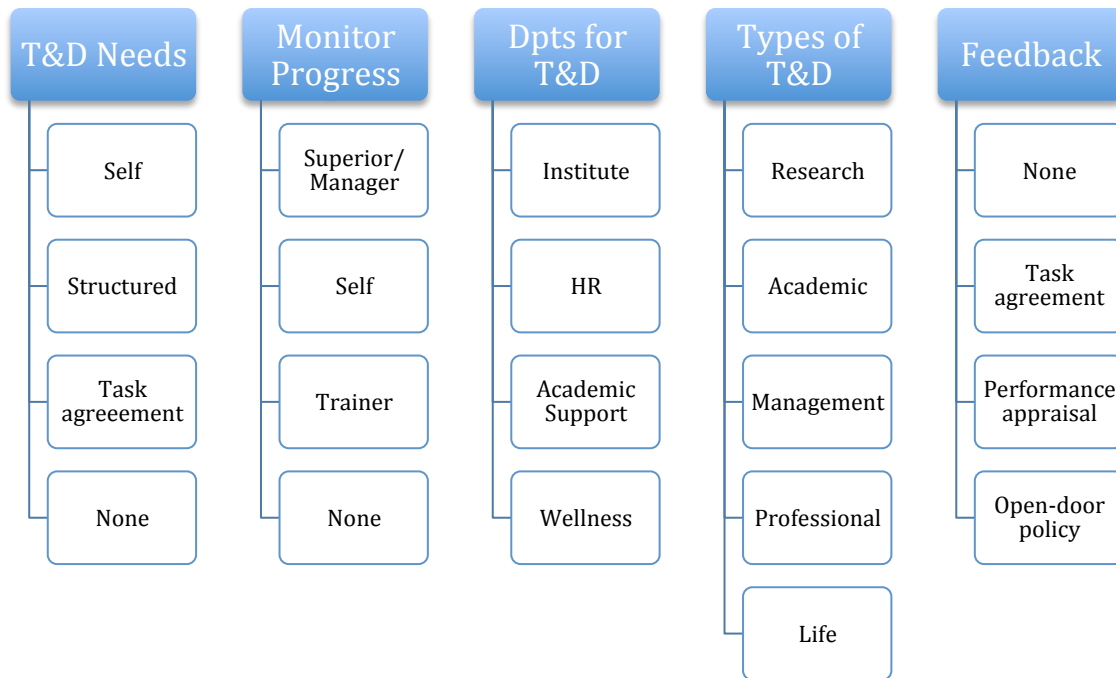


Figure 1: Summary of categories and themes

Next, conclusions are drawn on the specific objectives of each research article.

Specific objective 1: To conceptualise training and development and training-needs analysis in the literature.

The *first objective* of this study was to conceptualise training and development from the literature. From the literature it is clear that a distinction exists between training, development and education. While training is typically viewed as activities that provide employees the skills, knowledge and values they need in an everyday life (Erasmus, Loedolff, Mada & Nel, 2010; Meyer & Orpen, 2012), education is typically viewed as a systematic approach of transferring knowledge and skills to keep employees' knowledge and skills up to date in order to assist them in achieving given objectives. Development can be viewed as the process of changing work-related knowledge and behaviours in order to maintain and improve employees' performance. (Erasmus et al., 2010; Meyer & Orpen, 2012). According to Meyer (2007), a training needs-analysis is the identification of a problem or issue, collection, analysis and interpretation of data.

Literature (Robert-Okah, 2014) shows that academic staff members can typically be viewed as junior lecturers, senior lecturers, associate professors and professors. The roles academics

assume in their workplaces often include administrative, managerial and leadership roles, apart from their normal academic role (Potgieter, Basson & Coetzee, 2011).

Specific objective 2: To determine how a tertiary education institution conducts training-needs analysis for the academic staff members.

Figure 2 gives an overview of the themes and sub-themes that emerged for this objective.

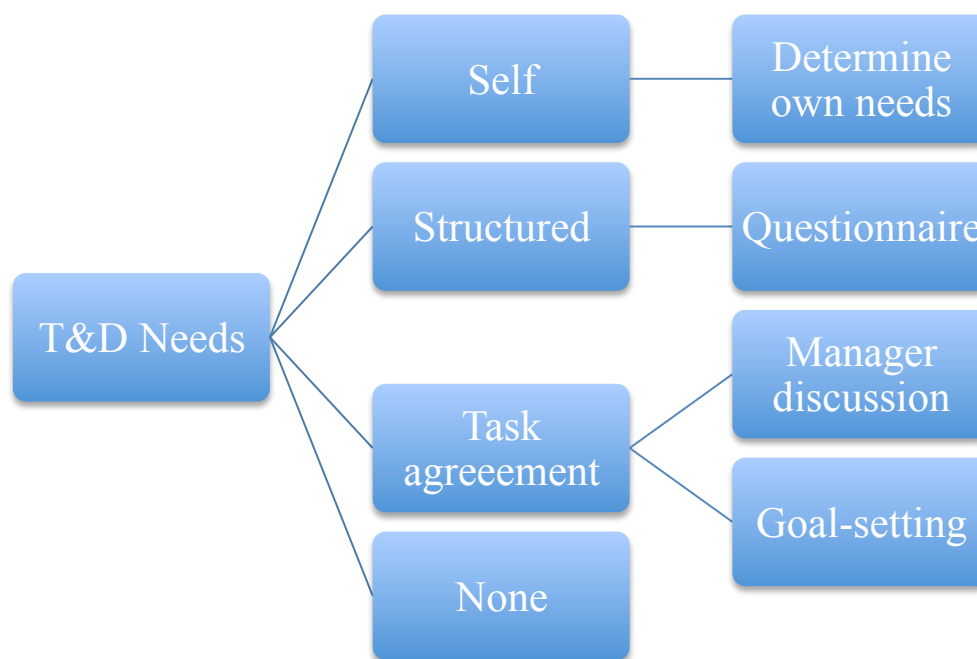


Figure 2: Determining training and development needs

In addressing the second objective of this study, the findings revealed four themes. For this tertiary education institution, training and development needs were firstly indicated by the employees themselves, secondly, the institution used a structured analysis and also by means of a task agreement. The results further showed that there were incidents where the training and development needs of academic staff members were not determined. A review of the policies and procedure documents of the tertiary education institution indicates that it is expected of managers to discuss training and development needs with employees at least twice a year as part of the performance appraisal process. During the first discussion a personal development plan should be compiled and then reviewed during the second discussion. This is in accordance with the Skills Development Act 97 of 1998 (Department of Higher Education and Training, 2016). According to the 9th Annual State of The South

African Training Industry Report (ASTD) for 2011/2012, the most popular training needs analysis method for the South African industry for the reported period was performance management data (68.9%), which support the finding in the first category in this study (South African board for people practices, 2013).

Specific objective 3: To explore how a tertiary education institution monitors the progress of its training and development provided to academic staff members.

Figure 3 gives an indication of the themes and sub-themes that emerged for this objective.

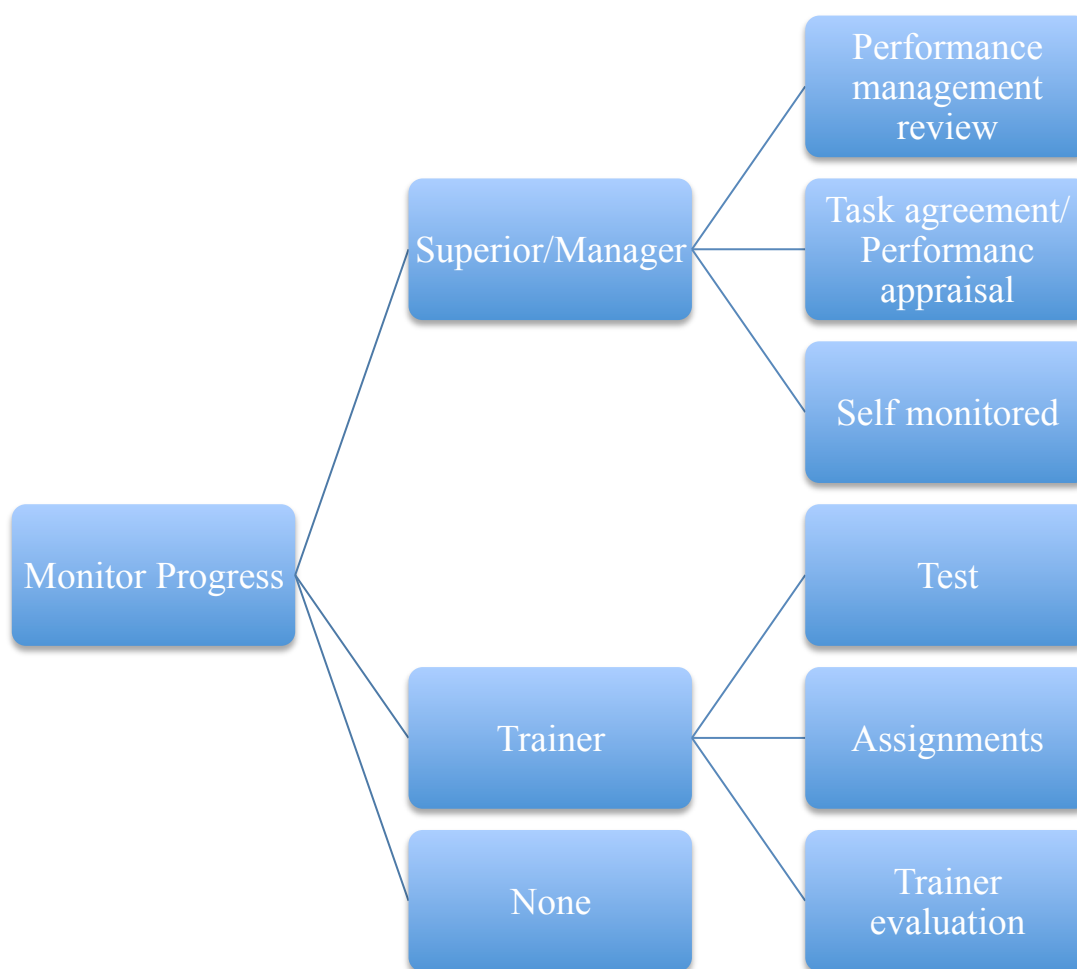


Figure 3: Monitoring of employees' progress

From Figure 3, it is clear that for category two (monitoring of employees' progress) three themes were revealed. The results showed that in some instances training and development for the participants were not monitored at all, where progress was indeed monitored, the most popular methods for managers to use were performance management reviews and task

agreements. The results further showed that the participants also monitored their progress themselves. The universally accepted Kirkpatrick (Phillips, 2011) method is generally used to evaluate training. On consulting the levels of evaluation of Kirkpatrick's (Phillips, 2011) method, it becomes clear that the results showed that it is necessary to improve the way training is monitored by the tertiary education institution. The ASTD indicated that the most popular method for evaluating training is by means of pre- and post-assessments in order to calculate the return on investment (ROI). According to the ASTD organisations should ensure that they follow the developments in standardising HR metrics in general and ROI on training investment in particular (South African board for people practices, 2013). The participants further indicated that the trainers monitored their progress during the training. According to the ASTD training and development, practitioners should be trained in ROI techniques and practices to gain knowledge in evaluating training efficiently (South African board for people practices, 2013).

Specific objective 4: To explore the types of training and development provided to the academic staff members.

Figure 4 gives an indication of the themes and sub-themes that emerged for this objective.

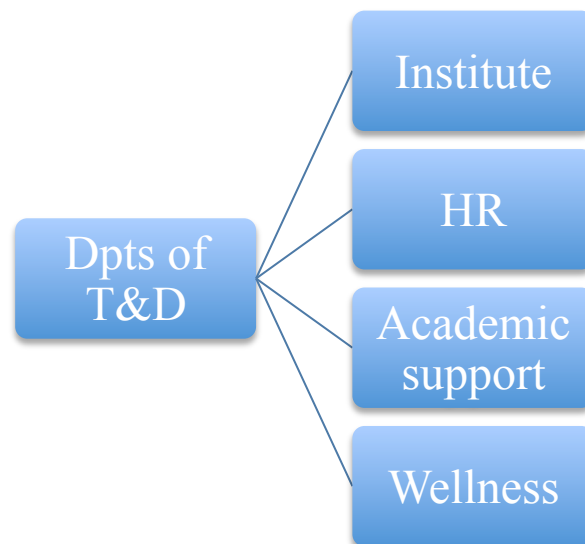


Figure 4: Departments responsible for providing training and development

According to the findings the participants mostly received training from the Institutional office, Human Recourses, Academic support services and the Wellness department. This is in

accordance with the literature that indicates that tertiary education institutions have different departments dedicated to provide training. Cilliers and Herman (2010) found that there is a Centre for Teaching and Learning that provides academics with specific training and development. The results of this research indicate that academic staff members don't have a clear understanding on who is responsible for specific training and development at this education institution. According to Stander (personal communication, 30 April 2016) people management and development should thus receive optimal attention at academic institutions, while most academics are not aware of the exact role of HR functions.

Figure 5 gives an indication of the themes and sub-themes that emerged for this objective.

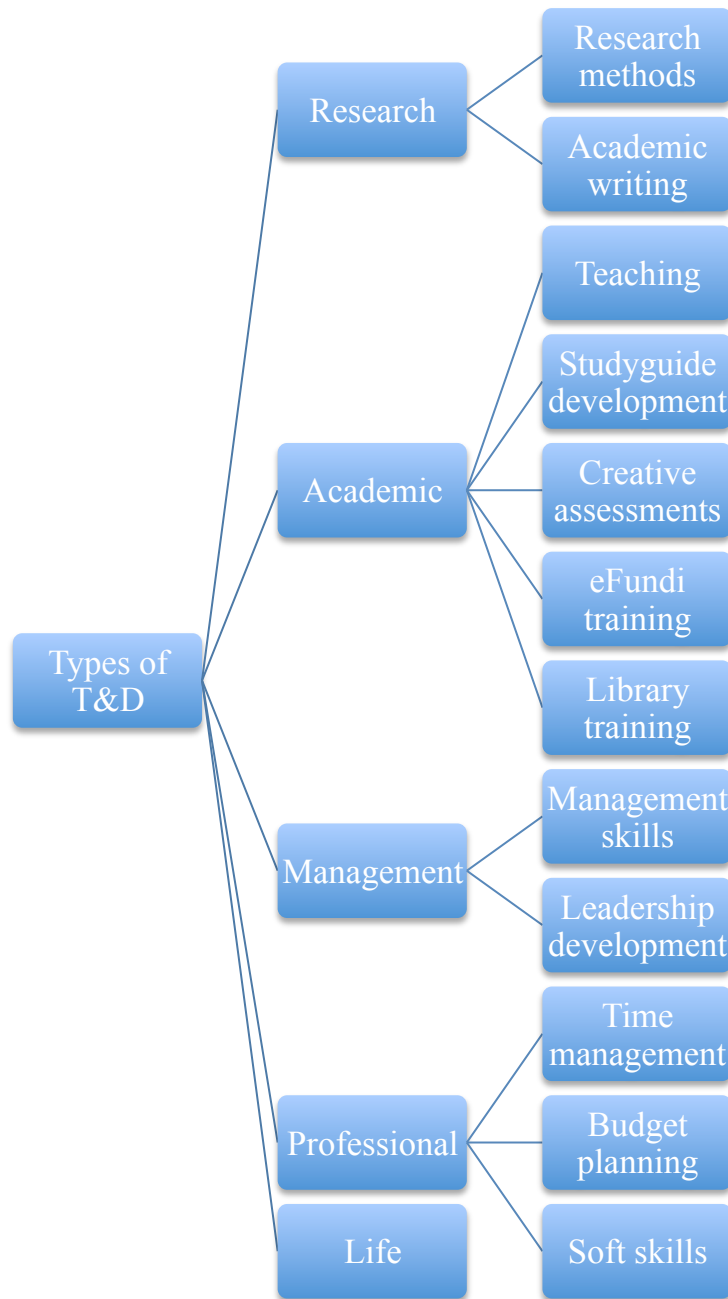


Figure 5: Different types of training and development provided

According to the results the participants mostly received training in the following skills: research, academic, management, professional and life skills development. This finding is in accordance with the study from Potgieter et al. (2011). Brew, Boud and Namgung (2011) reported that typical training academics receive relate to leadership training, research (writing for publication) and supervision training, teaching and managerial skills (staff supervision and budgeting). According to the ASTD for the reported period, leadership or management training counted as one of the most popular training programmes received (South African

board for people practices 2013). In the ASTD it is evident that process or quality improvement increased its ranking in the report. From the report it is recommended that training programmes should be reviewed often to ensure that critical strategic skills are covered (South African board for people practices, 2013).

Lastly figure 6 gives an indication of the themes and sub-themes that emerged for this objective concerning the opportunity the academic staff members had for discussion about training and development with managers.

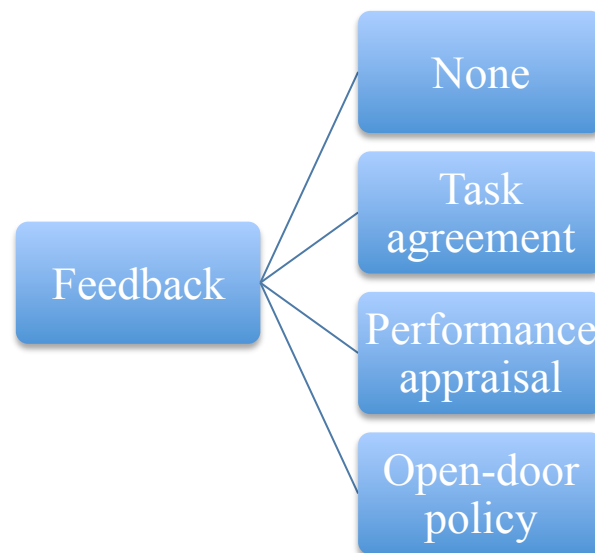


Figure 6: Opportunity for discussion on training and development with managers

The results for this category of the findings suggested that the majority of the participants indicated that the discussion to reflect on their training and development usually took place during the task agreement or performance appraisal processes. This is supported by findings in the literature by Ologunowa, Akintunde and Adu (2015). Ologunowa et al. (2015) reported that performance appraisals is an effective method for managers to determine the training and development needs of their employees. The results further revealed that a rather informal feedback approach by managers, namely by means of open-door policy, was maintained. An important finding in literature relating to this study is that employees that receive performance appraisals and have a signed and accepted personal development plan have significantly higher levels of engagement than those that do not have these recourses at their disposal (Robinson, Perryman & Hayday, 2004).

(Take note that the last objective, to make recommendations for future research, will be discussed in 4.3)

Article 2: Exploring the relationship between training and development and work engagement in a tertiary education institution in South Africa

The general objective of article 2 was to explore the relationship between training and development and work engagement in a tertiary education institution in South Africa.

For this study three categories emerged from the findings, which resulted in various themes and subthemes that were extracted within each category. Figure 7 provides a summary of the categories and themes.

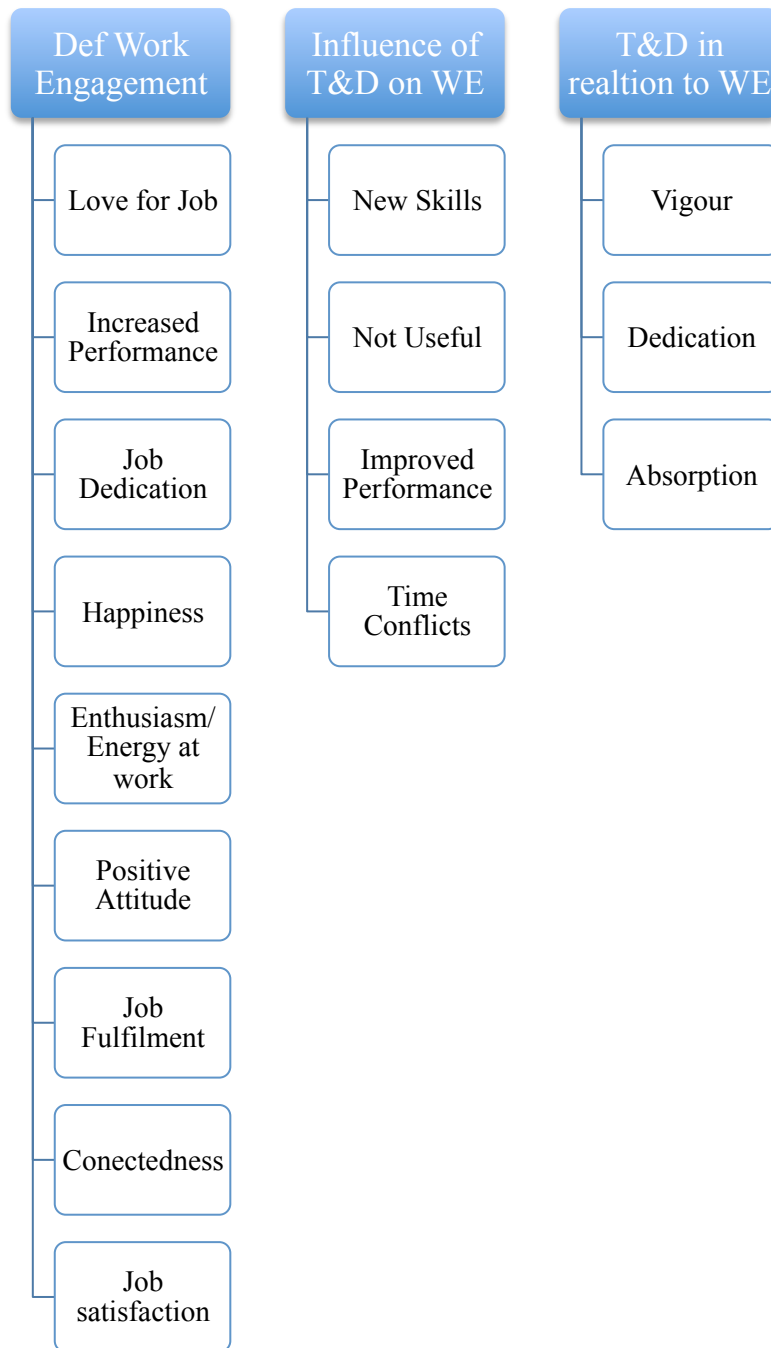


Figure 7: Summary of categories and themes

From the overview the following conclusions are drawn based on the objectives of the study.

Specific objective 1: To conceptualise training and development and work engagement for academic staff members within the literature.

The *first objective* of this study was to conceptualise training and development and work engagement from the literature. From the literature, it is clear that the concept *training and*

development consists of three elements. These are education, training and lastly, development. These three concepts play a huge role in human resource development in South Africa (Meyer & Orpen, 2012). Education makes use of different types of activities to assist employees to complete a given task: training is the transfer of knowledge and skills to an employee to help perform a given task, and development is a process of on-going learning to maintain and improve employees' performance levels (Meyer & Orpen, 2012)

Schaufeli and Bakker (2003) indicate that work engagement can be viewed as “a positive, fulfilling, work-related state of mind that is characterised by vigour, dedication and absorption” (p. 4-5). For this study, the definition provided by Schaufeli and Bakker (2003) was utilised as a working definition as a positive state of mind, where an employee is fully engulfed in his work and finds satisfaction in performing his tasks to the best of his abilities and experiences a feeling of utter happiness and fulfilment while working. This state of mind includes the following dimensions: vigour, dedication and absorption. These three dimensions, as mentioned by Schaufeli and Bakker (2003) as well, were used during the data gathering process.

Specific objective 2: To explore work engagement amongst academic staff members from a specific tertiary institution in South Africa.

Figure 8 gives an indication of the themes and sub-themes that emerged for this objective.

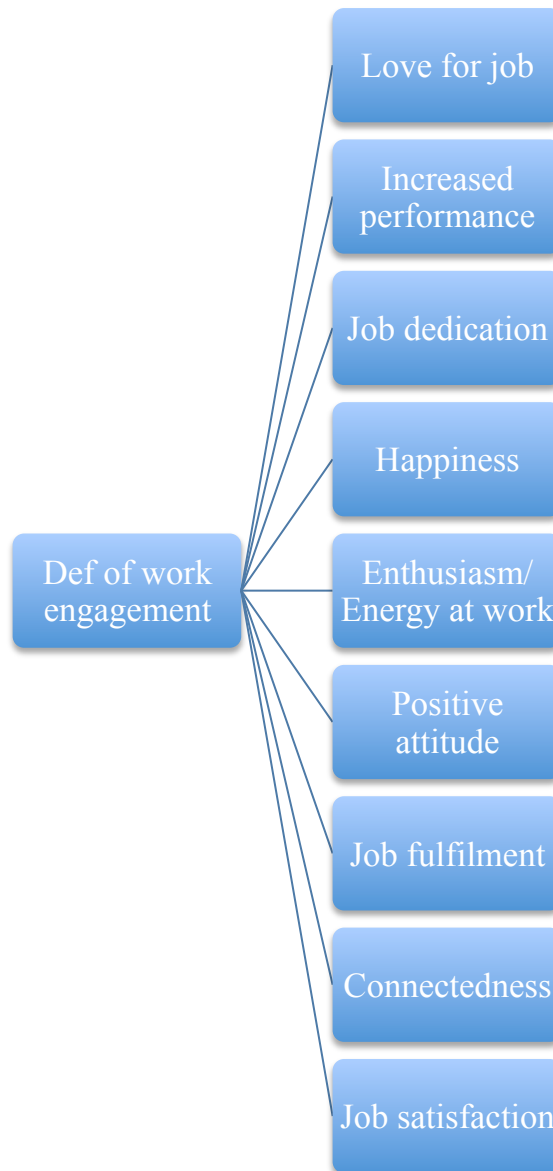


Figure 8: Definition of work engagement

The results showed that the participants viewed work engagement as having a love for their work, enjoying their work, and having a passion for what they do. Most of the participants also referred to work engagement as having a higher level of increased performance and being dedicated to the work. The results further showed that engaged employees were enthusiastic about their work, displayed more energy and positive work attitude and they experienced job fulfilment and satisfaction. This finding is supported by Schaufeli and van Reenen (2006) who reported that engaged employees are more inclined to show positive emotions such as happiness and enthusiasm. De Beer, Pienaar and Rothmann Jr (2013) reported increased organisational commitment or engaged employees.

Specific objective 3: To explore the relationship between training and development and work engagement amongst academic staff members from a specific tertiary education institution in South Africa.

Figure 9 gives an indication of the themes and sub-themes that emerged for this objective.

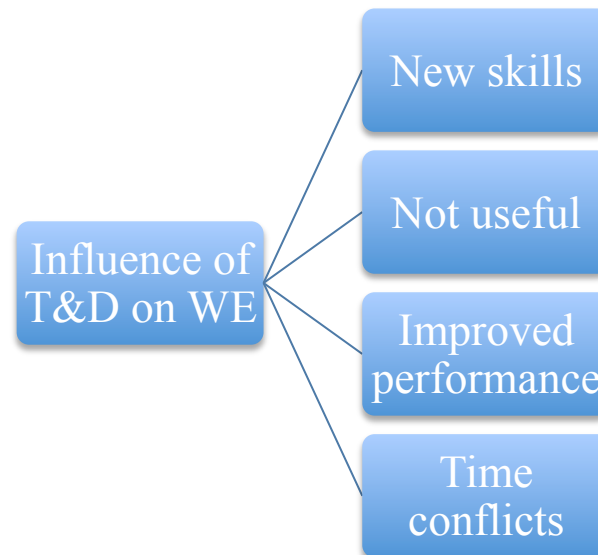


Figure 9: Influence of training and development on work engagement

According to this category of the results the relationship between training and development and work engagement for academic staff members resulted in four themes. The participants indicated that by gaining new skills, they had a sense that their abilities improved, they also indicated improved performance. But some participants felt the training was not useful to them at all, they feel that the training lacked depth. Another theme that emerged was time conflicts. From the results it became obvious that not all participants had time to attend training and development; thus, when they are required to attend, it places unnecessary pressure on them.

Figure 10 gives an indication of the themes and sub-themes that emerged for this objective relating to vigour.

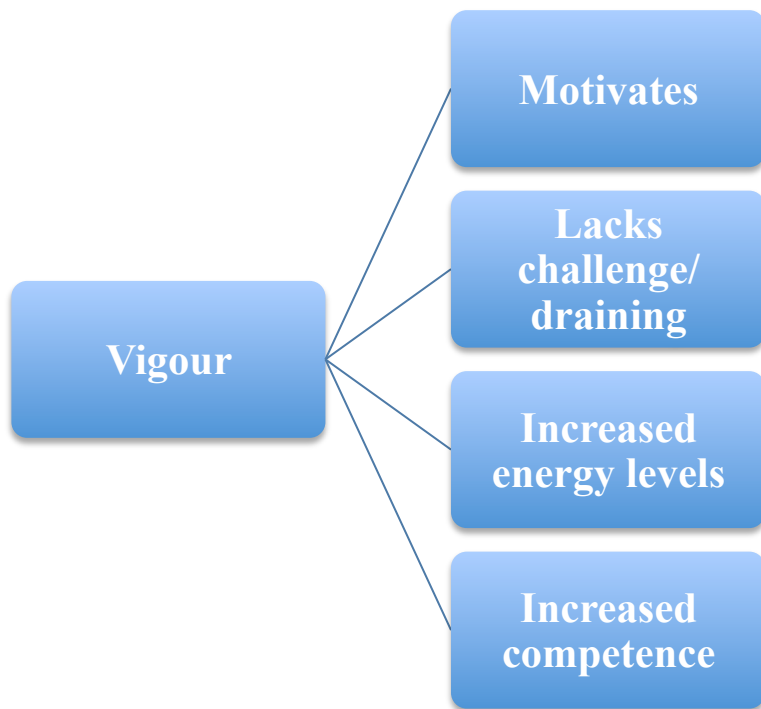


Figure 10: Exploring the relationship between training and development and the dimensions of work engagement (Vigour)

In order to explore the relationship between training and development and work engagement the participants were specifically referred to the dimensions of work engagement. The results showed that for *vigour*, the participants reported increased motivation, energy levels and competence, while the participants that did not indicate a positive response towards the dimension *vigour*, felt the training lacked challenge and was draining. The findings from a study performed by Archibong, Bassey and Effiom (2010) are similar to the challenges faced by academics, such as challenging time management and excessive work load. Barkhuizen, Rothmann and van de Vijver (2013) recommended training for academics to include time management and cognitive structuring. Literature also indicates that engaged employees are likely to experience high levels of energy and competence (Shaufeli & Bakker, 2003).

Figure 11 gives an indication of the themes and sub-themes that emerged for this objective relating to dedication.

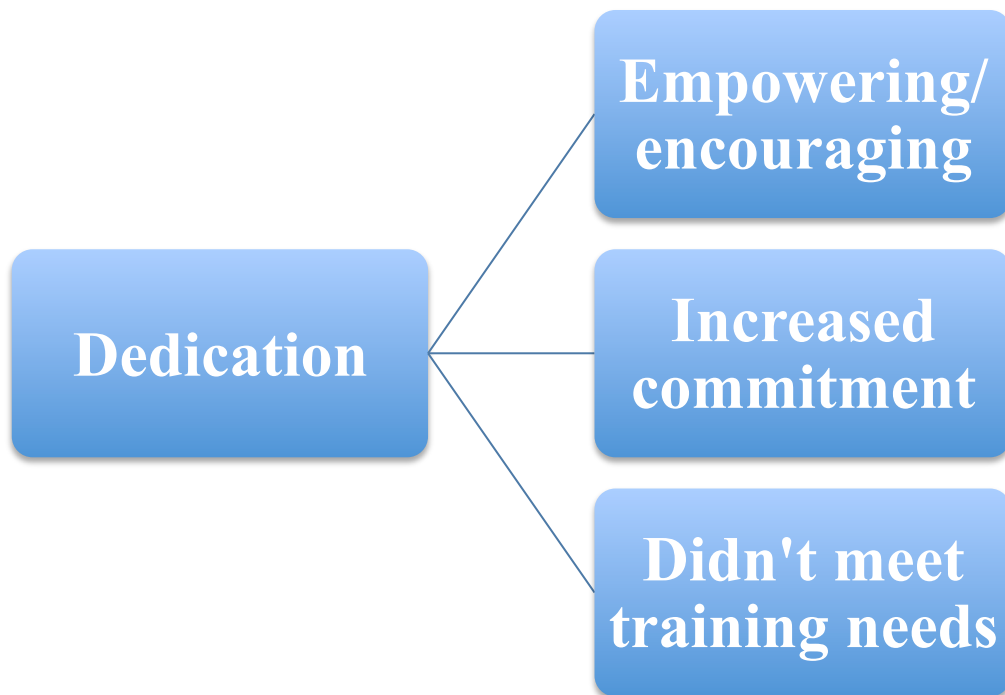


Figure 11: Exploring the relationship between training and development and the dimensions of work engagement (Dedication)

For *dedication*, they felt more empowered and more committed. Likewise, literature indicates that engaged employees are likely to demonstrate increased commitment (Hakanen, Bakker & Demerouti, 2005) and a sense of being invested in (Demerouti, Bakker, Nachreiner & Scaufeli, 2001). While the participants that did not indicate a positive response towards the dimension *dedication*, felt the training did not meet their specific training needs. Literature indicates that employees tend to feel they engage better in their work when they have acquired new skills (Bates, Holton, Seyler & Carvalho, 2000) and when the training is managed correctly (Combs, Luthans & Griffith, 2009).

Figure 12 gives an indication of the themes and sub-themes that emerged for this objective relating to absorption.

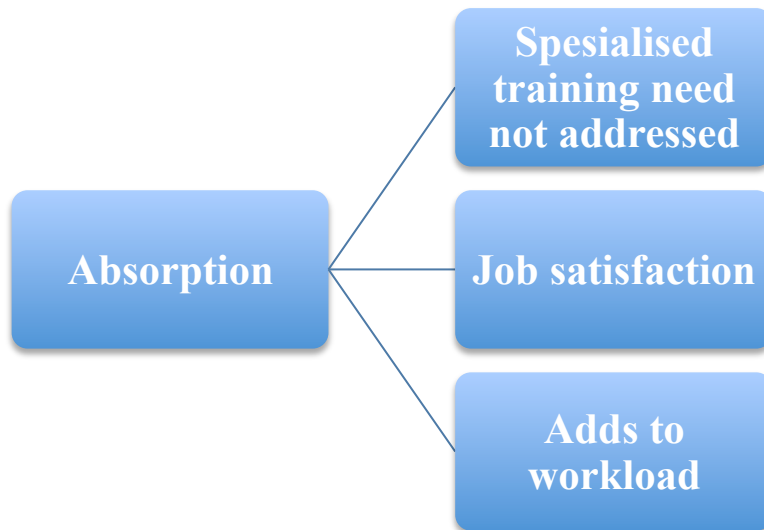


Figure 12: Exploring the relationship between training and development and the dimensions of work engagement (Absorption)

For the dimension *absorption*, the participants indicated they experienced an increase in job satisfaction after receiving training and development. Bakker and Demerouti (2007) reported that when employees become involved in their work, they experience job satisfaction. The participants also indicated, similar to the dimension dedication, that they experienced training to add to their workload.

(Take note that the last objective, to make recommendations for future research, will be discussed in 4.3)

4.2 Limitations

Regardless of the positive results of the study; there were various limitations. One limitation was the unequal distribution among different gender, ethnic, age and language groups since this study relied on convenience sampling, which is defined as a sample which is easily accessible to the researcher (Bertran & Christiansen, 2014). The sample was unable to give as much rich data as the researcher would have liked since the researcher used the most easily accessible participants for the study. According to Maree (2016), a convenience sample is

quick to compile and cheap, but unfortunately it is not representative, thus this is another limitation.

Another limitation related to obtaining a suitable time for conducting the interviews is the participants' busy time schedules. As indicated in the findings section, it is clear that the academic staff members mostly had challenges in terms of managing time and this was clearly experienced during this study. During the interviews it was also clear that time was limited, which could have contributed to the researcher not probing enough.

Another limitation relates to only the one method of data gathering used in the second study and thus a lack of triangulating the study, by including for e.g. interviews or focus groups. Therefore the results of this study is viewed as preliminary which should be verified in a qualitative study inclusive of more tertiary institutions.

4.3 Recommendations

The last *objective* of both research articles was to make recommendations for future research, which will be discussed next.

4.3.1 Recommendations for tertiary education institutions

From the study it is recommended that tertiary education institutions take note of their training and development policies and procedures, and make sure they are implemented correctly and effectively and are aligned with guiding National strategy. It is also important for tertiary education institutions to take note of the role training and development plays in engagement. By implementing effective training and development programs it would increase employees' performance and productivity (Tharenou, Saks & Moore, 2007).

Training should be managed on a comprehensive measurement to ensure sufficient evaluation and alignment to the strategic priorities of the tertiary education institution. It is also very important that the trainers are comfortable and skilled in the use of technology. The tertiary education institution should pay more attention to developing their e-learning programs. This should appeal to the younger generation. Implementing coaching and mentoring programs where knowledge is passed on from an experienced employee to a younger employee who is

eager to learn and acquire new skills could be an effective way of sharing knowledge (South African board for people practices, 2013).

4.3.2 Recommendations for future research

Finally, recommendations for future research include, studying the reasons for the gap between the implementation of training and development and the policies and procedures. What can be done to address this gap and who the role-players are that are in charge of the training and development process, need to be addresses and where links are that seem to be failing between the processes.

It is recommended that a comprehensive qualitative study be done among different age, race and gender groups, to enlarge the population size to include a broader representation of academics. Participants from more universities could be included to obtain richer data pertaining to training and development in the tertiary sector.

Since the study only focussed on the aspect of training and development in relation to work engagement, it is recommended that a more integrated approach be followed in order to investigate the effect on academics' work stress. When implementing intervention strategies, it is important to explore both elements of work-related wellbeing, which are work engagement and burnout, (Kompier & Cooper, 1990).

Another suggestion can be to investigate the proficiency of managers as people developers by means of a longitudinal study. It is finally recommended that a future study investigate the HR metrics in the tertiary education sector as a means of determining the ROI on training investment in the tertiary sector.

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