

TRAINING FOR PERSONNEL DEVELOPMENT: CHALLENGES IN THE  
DEPARTMENT OF SPORT, ARTS AND CULTURE, LIMPOPO PROVINCE (SOUTH  
AFRICA)

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MMAKOMA PRISCILLA MAKGOPA

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## DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo for the degree of Masters in Public Administration has not been previously submitted by me for a degree at this or any other university, that it is my work in design and in execution, and that all material contained therein has been acknowledged.

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Makgopa M.P. (Mrs)

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Date

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## **DEDICATION**

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## **ABSTRACT**

The Limpopo Department of Sport, Arts and Culture is located in Polokwane in Capricorn District. It is a small department with five districts employing 317 people working full time and 60 contract workers. The structure currently consists of one (1) Member of the Executive Council (MEC), one (1) Head of Department, two (2) General Managers, thirteen (13) Senior Managers, eighty-nine (89) Managers (including Deputy Managers), one hundred and thirty nine (139) Officers and seventy-one (71) General Workers.

The aim of the study was to investigate the training for development challenges faced by the Department of Sport, Arts and Culture in Polokwane, Limpopo Province. The study employed both qualitative and quantitative research methodology in its design. Qualitative research is primarily exploratory in nature. It is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. It is also used to uncover trends in thought and opinions, and explore the depth of the problem. Qualitative data collection methods vary using structured or semi-structured techniques. Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, behaviour, and other defined variables – and generalise results from a larger sample population.

The study revealed in its findings that the Department of Arts and Culture in Polokwane indeed is faced with challenges regarding training for development of personnel, especially in areas of selecting personnel, disseminating information regarding training and development including the issue of making the policy of training and development known to all officials. The study recommends that the department open lines of communication between itself and its employees if it is to run its affairs competently and effectively.

## **CHAPTER 1: ORIENTATION OF THE STUDY**

### **1.1 INTRODUCTION AND BACKGROUND TO THE STUDY**

Stone (1992: 41) points out that the heart of any government agency, or any organisation for that matter, is its personnel or human resource. Human resource or personnel is important in that it is the resource that manages other resources such as physical, financial as well as time. How effectively an agency accomplishes its mission is heavily determined by the skill, determination, and morale of its employees. What Stone indicates is fundamental and it is reflected in the national government's vision of service – orientated public service, as articulated in the White Paper on the transformation of the public service (South Africa 1995: 14-15), and the White Paper on Reconstruction and Development (Republic of South Africa, 1994). The quality of an organisation is, to a large degree, determined by the quality of its employees. Success of organisations depends on finding employees with the relevant skills to successfully perform the tasks required of them to attain the organisation's strategic goals.

The most fundamental requirements of personnel administration is efficient, effective and economic service delivery within an institution. It is therefore the responsibility of the organisation to strive for high service standards by having staff of high performers in all areas. Training serves a dual role in that it helps management meet its human resources requirements, while at the same time increasing the marketability of those being trained, and hence their bargaining power. Training is the way in which an organisation uses a systematic process to modify the knowledge, skills and behaviour of employees so that it can achieve its objectives (Erasmus and Van Dyk, 2003:2). Education and training must, by means of a national qualifications framework, empower individuals, improve their quality of life and contribute to the development targets in the national economic plan (Erasmus and Van Dyk, 2003:16).

Bittel and Newstrom (1990:412) argue that there are six reasons why employees make mistakes – and most of them begin with management inadequacies rather than with employee's shortcomings. The experience of companies that have improved their quality shows that these potential causes of errors are lack of training, poor communication, inadequate tools and equipment, insufficient planning, incomplete specifications and

procedures and lack of concern or attention. Training plays a very significant role in improving the performance of employees in an organisation.

## **1.2 PROBLEM STATEMENT**

The performance of personnel in the Department of Sport, Arts and Culture in Limpopo Province has generated criticisms regarding its standards in relation to personnel development and the institutional capacity to develop, train, and adopt appropriate systems and procedures to ensure that the knowledge, skills and behaviour of employees are modified so that the department can fully achieve its objectives. Training, therefore, aims to improve employee performance in an organisation – usually when work standards are low because of lack of knowledge, skills and poor attitudes among individual employees or groups. Some criticisms emanate from the notion that there is lack of knowledge, skills, low morale and poor attitudes among individual employees, which result in poor performance in general within the provincial Department of Sport, Arts and Culture. Consequently this leads to poor service delivery.

## **1.3 AIM OF THE STUDY**

The aim of the study is to investigate the training for development challenges faced by the Department of Sport, Arts and Culture in Limpopo Province.

## **1.4 OBJECTIVES**

The objectives of this study are:

- To investigate the challenges of training and development of personnel in the Department of Sport, Arts and Culture;
- To investigate the impact of training and development on employees' performance;
- To investigate the level of satisfaction by the personnel in the department about the manner in which training is being offered;
- To investigate opportunities given to employees for training and development;
- To investigate employees knowledge of training policies, and
- To suggest possible solutions to overcome identified challenges.

## **1.5 RESEARCH QUESTIONS**

The following are the research questions for the study:

- What are the challenges facing training and development of personnel in the Department of Sport, Arts and Culture?
- What is the impact of training and development on employees' performance?
- What is the level of employees' satisfaction about the manner in which training is offered?
- To what extent are employees given opportunities for training for development?
- To what extent is the training policy known to personnel members?
- How can training and development be improved to employees' satisfaction?

## **1.6 SIGNIFICANCE OF THE STUDY**

The study is relevant and significant due to the following reasons:

- The study will contribute to the body of knowledge to the discipline of training in the Department of Sport, Arts and Culture and also it will help other researchers who will use the study in their exploration and investigation of the field.
- The study will help the Department of Sport, Arts and Culture as a reference to challenges for personnel training and development,
- The significant of the study is premised on the assumption that government should invest on its human capital in the form of training and development in order to acquire the desired results and also to adapt to current and future changes. In order to pursue the above mentioned, the study will significantly provide recommendations to overcome the training for personnel development challenges in the department.

## **1.7 DEFINITION OF CONCEPTS**

**1.7.1 Training:** Nel (2004:426) defines training as a learning experience in that it seeks a relatively permanent change in an individual that will improve his or her ability to perform on the job. Nel further states that training can be regarded as a planned process to modify attitude, knowledge or skilled behaviour through learning experience, so as to achieve effective performance in an activity or range of activities.

**1.7.2 Development:** Development is a continuation of education and training, for the purposes of gaining satisfactory experience and skills as well as the correct attitude, in order

to be admitted to higher managerial positions (Van Der Waldt, 1999:22).

**1.7.3 Performance Management:** Performance Management is a strategic and integrated approach to deliver sustained success to an organisation by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors (Amstrong, 2006:7).

**1.7.4 Job:** Performance is defined as a result of a pattern of actions carried out to satisfy an objective according to some standards (Bailey in Rothwell & Kazanas, 1994:399).

**1.7.5 Personnel:** Personnel refers to people appointed in the public sector who perform certain functions in terms of the Public Service Act 1994 (103 of 1994).

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

According to Denzin (in Welman et al., 2005:8) the word *qualitative* implies an emphasis on processes and meanings that are not rigorously examined or measured (if measured at all) in terms of quantity, amount, intensity or frequency. They further note that the aims of qualitative research methods are to establish constructed nature of reality, to stress the relationship between the researcher and the object of study. Surveygizmo indicates that they use *qualitative research* to develop an initial understanding of an issue or problem, look for a range of ideas and feelings about something, understanding different perspectives between groups and categories of people, uncover underlying motivations and factors that influence decision making and opinions, provide information needed to design a quantitative study and explain findings from quantitative study. They also indicated that they use *quantitative* research to recommend a final course of action, find whether there is consensus on a particular issue, project results to a larger population, identify evidence regarding cause-and-effect relationships, describe characteristics of relevant groups of people, test specific hypotheses and examine specific relationships and lastly identify and size market segments. Both *qualitative* and *quantitative* approach will be used in this research.

## **1.9 POPULATION**

The population is the study object consisting of individuals, groups, organisations, human products and events, or the conditions which they are exposed (Welman et al., 2005:52). The

population in this research will constitute the employees of the Department of Sport, Arts and Culture in Polokwane, Limpopo Province. These are employees at management (level 9 – 12), officials (level 4 – 8) and general workers (level 1 – 3). The department has a total number of 314 employees working full time and 157 employees working on three year contracts as librarians and sports coordinators.

### **1.10 SAMPLING AND SAMPLE SIZE**

Sampling is a technical counting or measuring device that is used to explain how specific information is selected and collected from which data will be drawn (Nkatini, 2005:38) A total number of 50 officials will be sampled from among the following respondents in the Department of Sport, Arts and Culture head office:

- 13 Management
- 32 Officers
- 05 General workers

Purposive sampling will be used in this research. In purposive sampling, we sample with a purpose in mind. Purposive sampling is very useful for situations where one needs to reach a targeted sample quickly where sampling for proportionality is not the primary concern. With a purposive sample, you are likely to get the opinions of your target population.

### **1.11 DATA COLLECTION INSTRUMENTS**

Interviews and document analysis will be used in this study. The interview used will be in the form of structured questionnaire which will be distributed to respondents through e-mails and hard copies. Documents with relevant information will be analysed in order to get more information to enrich the study.

#### **1.11.1 INTERVIEW**

Interviews are a systematic way of talking and listening to people and are another way to collect data from individuals through conversations. The researcher or interviewer usually uses open questions. Interviews will only be used where officials do not have the time to read and write during the study.



### **1.11.2 DOCUMENT ANALYSIS**

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. Documents related to the study will be interpreted in order to gather information for the purposes of this research study. These documents include books, journal articles, reports and government documents.

### **1.12. ANALYSIS AND INTERPRETATION**

Data will be analysed by identifying patterns and themes in the data and drawing certain conclusions from them. For data collected through structured questionnaires statistical techniques for the appropriate level measurement and drawing inferences according to the principles of statistical inference will be used for analysis.

### **1.13. ETHICAL CONSIDERATION**

Proper ethics in the research will be followed:

#### **1.13.1 Protection from harm**

The subjects will be protected from physical and mental discomfort, harm and danger. If any of these risks are possible, the researcher will inform the subjects of the risk.

#### **1.13.2 Confidentiality**

Confidentiality about the information provided by the respondents will be ensured. The researcher will not invade or violate the privacy of the respondents.

#### **1.13.3 Anonymity**

The respondents will not be lied to and their anonymity will be preserved. The researcher will not compel the participants to participate. Permission will be sought first. There will be an informed consent with the participants and emphasis will be placed on accurate and complete information so that subjects fully comprehend the investigation and consequently are able to make a voluntary, thoroughly reasonable decision about their possible participation.

#### **1.13.4 Sharing information**

The findings of this study will be shared with all who have interest in the study, especially the Department of Sport, Arts and Culture, interested academic communities and training divisions of government departments.

## **1.14. CHAPTER OUTLINES**

The structure of the report will be as follows:

**Chapter one** deals with the orientation, the background, the aim and the objectives, the significance of the study as well as ethical considerations.

**Chapter two** presents literature review which is a discussion of the study, drawing relevant information from a wealth of other researchers and materials such as legislations, documents and scientific articles relevant to the study.

**Chapter three** outlines the research design and the methodology to be used in the study, the population, sampling and sample size. The chapter will justify the reasons for adopting particular research designs and approaches as opposed to others not selected

**Chapter four** outlines the findings, and data analysis using charts and graphs.

**Chapter five** will provide recommendations and conclusion based on the findings of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2. 1. INTRODUCTION**

Literature Review is the views of various authors about the topic that the researcher is embarking on; therefore this chapter explores various literatures on training for personnel development. Erasmus (et al., 2008:1) believe that the workplace in South Africa is also changing rapidly as a result of changes in value systems, international competition, new technologies and participative management. It is an unfortunate fact that, training and development of human resources in South African enterprises has been widely neglected over the past decades. The fruits from not investing in human resources are low productivity, redundancy of old staff members, a high staff turnover, fear of technological advancement and illiterate workforce. It is therefore critical for the South African public sector organisation to ensure that their personnel training and development take the centre stage in the growth of their organisations.

This chapter therefore peruses literature and focuses on the following aspects, namely motive for personnel training and development, the effect of training and development on employees, training and development strategy and its role in organisational performance, conducting an effective needs assessment and lastly the benefits of training to the employer.

### **2.2 MOTIVES FOR PERSONNEL TRAINING AND DEVELOPMENT**

Scot (2010:306) believes that training has become increasingly vital to the success of modern organisations. Organisations often compete on the basis of their capabilities – the core sets of knowledge and expertise that give them an edge over their competitors. Training plays a central role in nurturing and strengthening the competencies of a firm, and in this way has become part of the backbone of strategic management. In addition, rapidly changing technologies require that employees continuously hone their knowledge, skills and abilities (KSAs) through continuous learning. Greater competition, including that from different firms around the globe, also makes it necessary for a company's employees and managers to develop the skills that enable them to handle new and more demanding assignment.

South Africa is faced with the challenge of balancing the demand for a skilled and flexible labour force to make industries in the country more competitive on the one hand and, on the

other hand, to ensure equal access for all citizens to training opportunities, as well as to redress disadvantages faced by particular groups. Stredwick (2005:376) believes that the fundamental aim of training is to help organisations to meet their organisational objectives by increasing the value of its major resource, namely its employees. Three specific objectives can be identified as: to develop the competences of employees and improve their performance, to help people grow within the organisation in order that, as far as possible, its future needs for human resources can be met from within the organisation and also to reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible. There needs to be a systematic approach to training, which means that training must be directed towards specific ends. It is also too common for employees to be sent on training courses as a result of an attractive brochure without considering the real needs of the employee or the implications of the training. Rothwell and Kazanas (1994:399) indicate that training can improve job performance by (1) improve individual abilities (2) stimulate motivation, (3) match individual ability to activity requirements, and (4) match the individual to context requirements. However, it cannot change job activities or work context. It changes individuals by furnishing them with new knowledge and skills pertaining to the work being carried out.

Bittel and Newstrom (1990:235) indicate that in the absence of sound training, employees learn their jobs haphazardly, inaccurately, or not at all. Training is an important supervisory role, as well as a powerful tool for achieving bottom-line results. Nel (2004:426) believes that the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future needs of the organisation. Training brings about behaviour changes required to meet management's goals for the organisation. It is thus a major management tool to develop the full effectiveness of the organisation's most important resources: its people. Hellriegel and Oosthuizen (2004:245) believe that the main purpose of training and development is to overcome the limitations, current or anticipated, that cause an employee to perform at less than the desired level. Ivancevich (2003:42) indicates that training refers to improving employee skills to the point where they can perform their work competently and more effectively. Training as a skill development provides workers with the skills necessary to do their jobs. Training not only ensures that employees and managers can perform their jobs competently, but also demonstrates the firm's commitment to its

employees.

Grobler & Hatfield (2006: 302) notes that the purpose of training and development may be identified in seven general major purposes which are, to improve performance, update employee skills, avoid managerial obsolescence, solve organisational problems, orient new employees, prepare for promotion and managerial succession and finally satisfy personal growth needs. Sulu (2011) indicates that training is one of the most important strategies for organisations to help employees gain proper knowledge and the skills needed to meet the environmental challenges. Skills upliftment is the enhancement of employees' applied competence in their jobs by improving their knowledge, skills, abilities and attitudes through formal education, skills training and continuous development. A skilled workforce is at the heart of global competitiveness. According to the Department of Labour, for a developing country such as South Africa, a skilled workforce also means improved living standards for its entire people (Department of Labour, 2005). Education, training and development are therefore seen as an important factor in meeting the country's economic goals and the employer's strategic, business and operational goals. International competition, corporate restructuring and technological advances, along with social and economic pressures, increase in the importance of employee education, training and development.

### **2.3 THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES**

Nel (2004:455) indicates that organisations benefit from training and development of employees as it leads to improved profitability or more positive attitudes toward profit orientation, it improves the job knowledge and skills at all levels of the organisation, it helps people identify with organisation goals, it helps create a better corporate image, aids in organisational development, develops a sense of responsibility to the organisation for being competent and knowledgeable and helps employees adjust to change. Wayne (1995:245) indicates that training consists of planned programmes designed to improve performance at the individual, group or organisational levels. Improved performance in turn, implies that there have been measurable changes in knowledge, skills, attitudes, or social behaviour. Cheminais and Bayat (1998:187-188) believe that development can be seen as a process whereby managers obtain the necessary experience, skills, and attitudes to become or remain successful leaders in their organisation. Personnel training and development implies the expansion of knowledge, the acquisition of skills and the changing of attitudes. This involves

a learning process in which information is obtained and processed, and people in a learning process can hardly remain unchanged.

Ivancevich (2007:399) believes that training is important for new or present employees. Training is, in short, an attempt to improve current or future performance. Training is the systematic process of altering the behaviour of employees in a direction that will achieve organisational goal. Training is related to present job skills and abilities. Erasmus and Van Dyk (2003:2) believes that training aims to improve employee performance in an organisation – usually when work standards are low because of lack of knowledge or skills and poor attitudes among individual employees or groups in an enterprise. As a result, training can be viewed as a technological innovation that the enterprise needs to meet future needs.

#### **2.4 TRAINING AND DEVELOPMENT STRATEGY AND ITS ROLE IN ORGANISATIONAL PERFORMANCE**

Porter (2006:381) indicates that a strategy is the pattern or plan that integrates the organisation's major goals, policies and action sequences (or operational activities) into a cohesive whole. Strategy is also a unified, comprehensive and integrated plan designed to ensure that the basic objectives of the enterprise are achieved. Nel et al. (2011:363) believe that to influence the training system the state should take the lead in developing policy that is supportive of the economic and social change in South Africa. This means legislation should be passed to make provision for enabling mechanisms, but will also regulate the actions and inputs of those involved in the training market. South Africa has various labour legislative frameworks that have put its organisational development as first priority on its agenda, for example, the South African Qualification Authority Act (SAQA), which provides for the development and implementation of the National Qualification Framework (NQF) and also the South African Qualification Authority. Erasmus (Mda & Nel, 2008:68) state that the Skills Development Act 97 of 1998 (SDA) aims to develop the skills of the South African workforce, increase the levels of investment in education and training in the labour market and improve the return on investment. It sees the workplace as an active learning environment which provides employees with the opportunities to acquire new skills, and to provide opportunities for new entrants to the labour market to gain work experience

Nel et al. (2011:360) believe that South Africa's human resources hold the key to many of its economic and social problems. The challenge is to provide the people with a solid educational foundation, and to equip the workforce with relevant and marketable skills. In this regard the 5-year Strategic Framework (2009) seeks to provide Medium Term Strategic Framework (MTSF) for Human resource development in South Africa. The commitments, strategic priorities and activities contained within the 5-year strategic framework are explicitly designed to respond to the challenges facing South Africa. The commitments are as follows: *Commitment one:* Urgently overcome the shortages in the supply of people with the priority skills needed for the successful implementation of current strategies to achieve accelerated economic growth. *Commitment two:* Increase the supply of appropriate skilled people to meet the demands of the current and emerging economic and social development priorities. *Commitment three:* Ensure improved universal access to qualify basic education and schooling. *Commitment four:* Urgently implement skills development programmes that are purposefully aimed at overcoming the related scourge of poverty and unemployment. *Commitment five:* Ensure that young people have access to education and training that enhances opportunities and increases their chances of success in further vocational training and sustainable employment. *Commitment six:* Improve the technological and innovation capability and outcomes within the public and private sectors to enhance our competitiveness in the global economy and to meet our human development priorities. *Commitment seven:* Ensure that the public sector has the capability to meet the strategic priorities of the South African Development State. *Commitment eight:* Establish effective and efficient planning capabilities in the relevant departments and entities for the successful implementation of the HRD-SA.

## **2.5 CONDUCTING AN EFFECTIVE NEEDS ASSESMENT**

Ivancevich (2007:309) believes that a formal training programme is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, and therefore learning is the act by which the individual acquires skills, knowledge, and abilities that result in a relatively permanent change in his or her behaviour. Any behaviour that has been learned is a skill; therefore, improvement of skills is what training will accomplish. Motor skills, cognitive skills, and interpersonal skills are targets of training programmes.

According to Scot and George (2010:307), the goal of training is to contribute to the organisation's overall goals. Training programmes should be developed with this in mind. Managers should keep a close eye on their firm's goals and strategies and orient their training accordingly. Unfortunately, many organisations never make the connection between the two. Instead, fads, fashions, or "whatever the competition is doing" can sometimes be the main drivers of an organisation's training agenda. As a result, training programmes are often misdirected, poorly designed, and inadequately evaluated – not to mention they are a waste of money. To ensure that a firm's training and development investment has the maximum impact possible, a systems approach should be used that involves four phases: (1) needs assessment, (2) programme design (3) implementation, and (4) evaluation. Ivancevich (2007:399) believes that the needs assessment phase serves as the formulation for decisions that must be made at a later phases. It is important for the needs assessment to be complete, timely, and accurate. Needs assessment is a process that is used to determine if and what type of training is necessary. It usually involves organisational, person, and task analysis. Organisational analysis involves examining a firm's mission, resources, and goals to determine if training can be used to improve the firm's success, growth, and strategy. Person analysis involves the determination of who needs training and their readiness for training. Task analysis involves the identification of the tasks, knowledge, skill, and behaviours that should be included in a training programme.

Wayne (1998:269) indicates three levels of analysis for determining the needs that training can fulfil. The first one is organisational analysis which focuses on identifying where within the organisation training is needed. Secondly operations analysis, which attempts to identify the content of training – what an employee must do in order to perform completely. Thirdly, individual analysis, which determines how well each employee is performing the tasks that makes up his or her job. Grobler (2006:304) states that not all training and development situations require assessment at each level; however, organisations that face serious, widespread human performance problems, as in the case of South Africa, would benefit from this approach. Organisational analysis involves analysing organisation-wide performance criteria (e.g. accidents, injuries, absenteeism, turnover, productivity, quality, labour and operations costs, sexual harassment charges, employment equity problems). The purpose of this analysis is to uncover major problem areas that may indicate a need for training. Operation analysis, also called job/task analysis, is to determine how a job should be



performed – the desired level of performance. Through operations analysis data are collected that enable training personnel to create programmes that focus on the right way to perform a job. Individual analysis focuses on the employee and is used to identify employees for training. Specifically, the two purposes of individual analysis are to determine: (1) who currently needs training and development; and (2) what skills, knowledge, abilities or attitudes need to be acquired or strengthened now and for future. Individual analysis is important to ensure that employees who need training are the ones who actually receive it and that programmes are designed to fill the gap between the actual and desired performance.

## **2.6 THE BENEFITS OF TRAINING TO EMPLOYER**

Erasmus (2008:4) believes that the enterprises benefit from training because: the job knowledge and skills of employees at all levels are improved; improved profitability or better service follow; the morale of the workforce is improved; the corporate image is enhanced; relationships between superiors and subordinates are improved; it contributes to organisational development; it contributes to increased productivity and quality work; it helps to keep costs down; it improves labour / management relations; it improves the organisational climate; employees are helped to adjust to change, and a positive climate for growth and communication is created.

## **2.7 CONCLUSION**

This chapter reviewed the literature on challenges for training and development showing the intricacies and dynamics of providing training in an organisation. In Chapter 3, the study will focus on research design and methodology, study area, population and sampling, data analysis, data collected through questionnaires and method of analysis.

## **CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter focuses on the research design and methodology followed when conducting this study. The chapter attempts to define and outline concept “research” so that the relevance of the techniques utilised herein are clearly understood. The differences and nuances between qualitative and quantitative are outlined so that the reasons for combining these two research methods are justifiably evident. The chapter also presents the research design followed the study area, population, sampling and data collection instruments.

### **3.2 RESEARCH DESIGN AND METHODOLOGY**

According to Selltz et al. (1965:50) in Durheim (199:29), research design is a strategic framework for action that serves as a bridge between questions and the execution or implementation of the research. Research designs are plans that guide the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. It is the designed and planned nature of observation that distinguishes research from other forms of interventions. The study employed both qualitative and quantitative research methodology in its design. Qualitative research is primarily exploratory in its orientation. It is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. It is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using structured or semi-structured techniques. Quantitative research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, behaviour, and other defined variables – and generalise results from a larger sample population (Wyse, 2011:2). Purposive sampling was used in this the study. Sometimes it is appropriate for one to select a sample on the basis of one’s own knowledge of the population, its elements, and the nature of the research aims: in short, based on your judgement and the purpose of the study (Babbie, 2010:166).

#### **3.2.1 Study area**

The study was conducted in the Department of Sport, Arts and Culture in Polokwane, which is under Polokwane Municipality in Capricorn District, Limpopo Province. The department

is situated at 21 Bicard Street in Polokwane. The Department of Sport, Arts and Culture is one of the smallest departments in Limpopo Province currently with 314 employees on a full time basis and 157 contract workers. Among the contract workers, 64 are contract librarians and 93 are sport contractors. The structure consists of one (1) Member of the Executive Council (MEC), one (1) Head of Department (HOD), two (2) General Managers (GM's), thirteen (13) Senior Managers, eighty-nine (89) Managers (including Deputy Managers), one hundred and thirty-nine (139) Officers 139 and seventy-one (71) General Workers.

The department consists of various directorates with different specialities. It consists of sections such as Arts and Culture, Sport and Recreation, Sport Development, School Sport, Library and Archives, Museum and Heritage, Language Services, Human Resource Management & Development, Risk Management, Strategic Planning, Finance & Supply Chain, which includes administration and transport.

Training is managed by Human Resource Management and Development section and is led by the General Manager, Cooperate Services; it has a Senior Manager responsible for the whole Human Resource Management and Development services. There is one Manager and one Deputy Manager and two officials responsible for training in the department.

### **3.2.2 Population**

People are the primary interest in the social sciences, and even if the study focuses on an organisation (school, political party, company, country), it is the people who belong that usually are of interest to the researcher (students, teachers, party members, employees, citizens). Population is considered to be any group that shares a set of common traits (Black, 2009:111)

The population in this study was the officials from the Department of Sport, Arts and Culture, Limpopo Province. Three categories that were used in this study was General Workers (level 1-3), Officers (level 4 – 8) and Managers (9 – 12). Their participation in the study was voluntary but subjected to ethical considerations outlined in the first chapter.

### **3.2.3 Sampling**

Fifty (50) respondents of the Department of Sport, Arts and Culture were sampled during the research study. Questionnaires were administered to gather information from the respondents. Purposive sampling was used to purposefully be biased and select different officials whose

response was assumed would represent the views of all officials in the department. Respondents sampled were from various sections or units in the department. They were from: Finance, Budget and Salaries, Supply Chain Management, Arts and Culture, Museum and Heritage, Language Services, Library and Archives Services, Strategic Planning and Service Delivery and School Sport units. Respondents participating in the study ranged from level 3 (which is the lowest level in the department) to level 12 (which is management level). Both males and females participated in the study.

#### **3.2.4. Data collection procedures**

- Prior arrangement with the Head of Department for Sport, Arts and Culture was made for the purposes of the study and permission was also granted.
- A structured interview questionnaire containing both questions and statements was administered to managers, officials and general workers aiming to access their perceptions on training for personnel development challenges in the department. According to Barbie (2001:240) this gives the researcher more flexibility in the design and also makes it more interesting. The structured interview questionnaire which was self-administered contained both open-ended and close-ended questions for easy understanding. The answers were then coded for easy processing using the computer. The questionnaire consisted of ten (10) closed questions which only required yes or no answers, and twelve (12) open-ended questions which encouraged respondents to express themselves freely and as detailed as they wished. No restrictions, guidelines or even suggestions for solutions were given.

#### **3.2.5 Methods of Data analysis**

The interview in the form of structured interview questionnaire was employed or administered for data analysis purposes, for example, participants' perspectives, membership roles, observation and questionnaire. Data were organised into categories and also showed identifying patterns among categories. The data were organised in three categories of managers, officials and general workers. A systematic process of selecting, categorising, comparing, synthesising and interpreting to provide explanations of single phenomenon of interest was employed. Responses from three (03) categories were compared to check trends of commonality or validity.

### **3.3. CONCLUSION**

Data collection for the present study was not as easy as it was envisaged by the researcher due to unforeseen circumstances. It was after a long exercised patience by the researcher that the needed information was received. Participants were eager to respond to all the questions posed as they wanted to submit their feelings and ideas about the department. The data collected was analysed to determine if the research questions were answered satisfactorily. The two research designs which are qualitative and quantitative were employed in order to qualify the different assumptions that participants attached to the department are faced with challenges relating to personnel development and training. In chapter 4, the study focused on research findings, data analysis and interpretations. The chapter also probed the findings of the study and analysed the data which is presented in the form of tables and graphs.

## **CHAPTER 4: RESEARCH FINDINGS, ANALYSIS AND PRESENTATION**

### **4.1 INTRODUCTION**

This chapter outlines the findings and the data analysis process. It will also use charts and graphs to display the findings of the study so that the presentation can be clearly understood. The structured interview questionnaire was used to collect data from the employees of the Department of Sport, Arts and Culture. The managers, officials and general workers were interviewed using structured interview questionnaires, which consisted of two parts. The first part probed demographic profile of the respondents which included gender, age, highest qualification, directorate, current level and experience on the current level. The second part probed information regarding training and development in the department. The structured interview questionnaire consisted of five main topics which are demographic profile of respondents, employee's awareness of training policies, challenges regarding training and development of personnel, the impact of training and development on employee performance and lastly the level of satisfaction of personnel in the department.

### **4.2 PRESENTATION OF RESULTS**

The study was conducted through structured interview questionnaire. It was divided into five sections. The first section focused on the demographic profile of respondents where the issue of gender, age, highest qualification, directorate, current post level and working experience were probed. The second section contained six questions; three open questions and three closed questions probing the employees' awareness of training policies. The third section which probed the challenges regarding training and development of personnel also had six questions of which three were closed and the rest were open questions. The fourth section which probed the impact of training and development of employees' performance consisted of five questions of which two were closed questions and three were open questions. The fifth and last part consisted of six questions, with two closed questions and four open questions. The structured interview questionnaire had a closing statement after the last question appreciating contributions made. Below is the presentation of the study in detail.

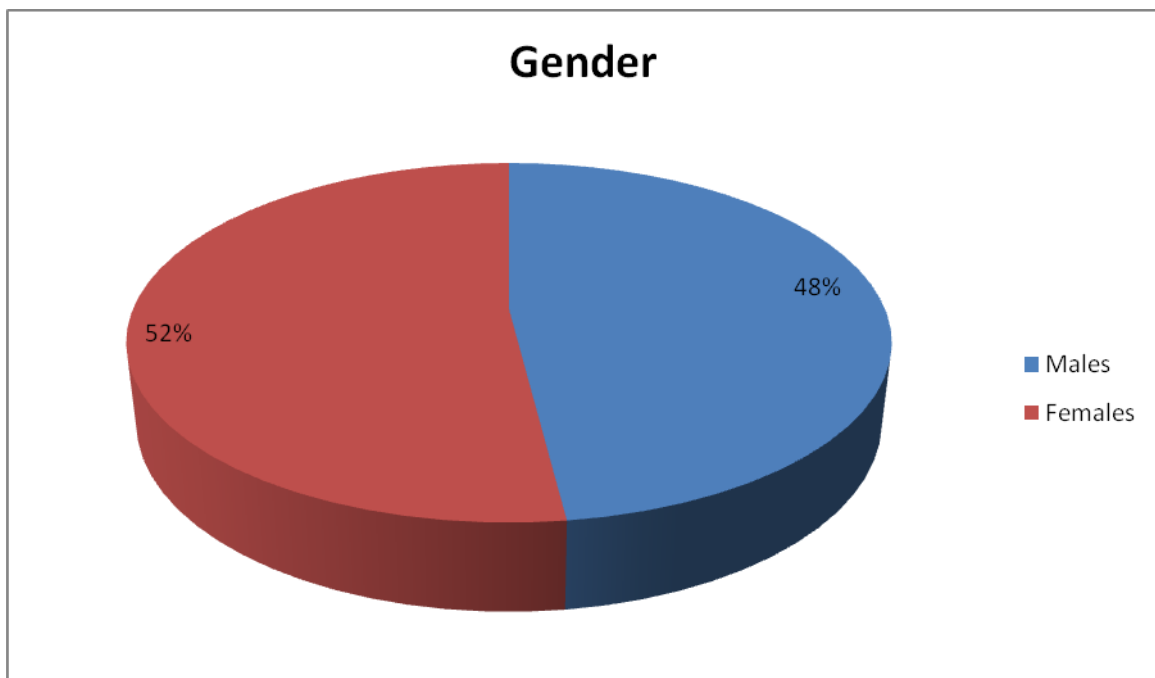
#### **4.2.1 Demographic Profile of respondents**

The demographic profile probed gender, age group, post level, qualifications and work experience of respondents.

#### 4.2.1.1 Presentation of gender

The first part in the demographic profile probed the gender of the respondents. The primary idea of gender analysis is to determine the number of participants per gender. The total number of fifty (50) respondents took part in the study. The proportion of gender is as indicated below.

**Figure1: Presentation of gender**



The table above represents unequal number of gender of respondents. Females were twenty-six (26), which was converted to fifty-two percent (52%) and males were twenty-four (24), converted to forty-eight percent (48%). More females therefore participated in the study as compared to males. The inferences from this assertion is because more males occupy senior positions that their female counterparts. The high number of female participants is a remarkable paradigm shift in their state of recognition as women used to be excluded previously. The assumption is that the department has more females than males.

#### 4.2.2.2 Age groups

The reason for probing the age of participants was to determine the age group of personnel and impact they might have on training for personnel development and challenges. The age

group will assist in identifying the different age categories of participants, and also assist in identifying whether they are of trainable age or not. The ages varied from twenty-six (26) years to sixty-three (63) years. The table below indicates the age group in terms of numbers and percentages:

**Table 1: Age groups**

<b>Age group</b>	<b>Total number</b>	<b>Percentage</b>
20 – 30	6	12%
31 – 40	18	36%
41 – 50	14	28%
51 – 60	10	20%
61 and above	1	2%
Undisclosed	1	2%
<b>Total Number</b>	<b>50</b>	<b>100%</b>

The ages of participants according to table 1 above, varied from, between twenty years (20yrs), which is the lowest to sixty-one years (6yrs - ) and above. The highest number of the respondents which is thirty-six percent (36%) was between the ages of thirty-one and forty (31 – 40) years, which are the youth. A number of respondents are still of the trainable age, and can ensure the continuity of the department. The second highest number of respondents is twenty-eight percent (28%) which is ages between forty-one and fifty (41 – 50) years, which is middle age and still trainable. The third highest number was twenty percent (20%), which is the ages between fifty-one and sixty (51 – 60), years which is the number nearing the retirement age. The lowest number is sixty-one (61 – and above) and above, which is equivalent to undisclosed with only two percent each. A deduction from this analysis is that the Department Sport, Arts and Culture has a good number of personnel who are of trainable age.

#### **4.2.2.3 Post levels**

The post levels of the respondents were probed in order to investigate whether the department is considering everyone for training and development or if it is only certain levels that have the privilege of being trained. The post levels varied from level three, which is the lowest on the hierarchy of the Department of Sport, Arts and Culture to level twelve, which is management level but below Senior Management (Director) level, which is at level thirteen.



**Table 2: Post levels**

<b>Gender</b>	<b>Managers (Level 9-12)</b>	<b>Officials (Level 4 – 8)</b>	<b>General workers (Level 3 &amp; below)</b>	<b>Total</b>
<b>Male</b>	8	12	4	24
<b>Female</b>	5	20	1	26
<b>Total</b>	<b>13</b>	<b>32</b>	<b>5</b>	<b>50</b>

The total number of twenty-six (26) females and twenty-four (24) males participated in the study. The total number of twenty (20) respondents were from the official level, five (5) females participated from managers' level, and one (1) female participated from general workers' level. Twelve (12) males participated from officials' level, eight (8) males from managers' level, and four (4) males from general workers' level, making twenty-four the total number of male participants. The assumption is that the department has more female workers than males even though this element is not part of the present investigation.

The highest number of thirty-two (32) respondents (for both males and females) are officials who are the implementers of the policies in the department. They are expected to understand and also to participate in policy making. The second highest number of thirteen (13) respondents (for both males and females) was managers. Managers are responsible for policy making in the public service. The lowest number of five (5) respondents (for both males and females) was general workers who are also expected to understand the policies of the public service. This indicates that only relevant respondents participated in the research.

#### **4.2.2.4 Qualifications**

The qualifications of the respondents were probed in the demographic profile to determine the level of their educational status. The current technologically advanced Public Service requires people with acquired level of formal education.

**Table 3: Qualifications**

<b>Qualification</b>	<b>Number of employee</b>
Diploma	16
Degree	14
Certificate	5
ABET	5
Honours	4
Masters	4
Grade 12 / std 10	2
<b>Total</b>	<b>50</b>

The research revealed that the majority of respondents which is sixteen (16), have diplomas as their highest qualification. The second highest number is fourteen (14) with degree qualifications. The third highest is five (5) respondents with certificates and five (5) with ABET (Adult Basic Education and Training), followed by four (4) with Honours degree and four (4) with Masters degree. Lastly the lowest group was two (2) with grade 12 or standard 10. This means that the majority of the respondents are well educated. This concludes that the respondents were all at the level of understanding the structured interview questionnaire. Employees with ABET qualifications could in all probability be those working at general worker level. In general the educational level of the respondents is satisfactory

#### **4.2.2.5 Work experience**

The work experience is of utmost importance when research is conducted. The working experience will assist the researcher to clearly understand the challenges for development in the Department of Sport, Arts and Culture.

**Table 4: Work experience**

<b>Experience in the current level</b>	<b>Number of respondents</b>	<b>Percentage</b>
5- 10 years	18	36%
1 – 5 year	12	24%
11 – 20 years	10	20%
0 - 1 year	4	8%
21 – 30	3	6%
Undisclosed	3	6%
<b>Total Number</b>	<b>50</b>	<b>100%</b>

The experience of the highest number of thirty-six (36%) respondents ranged from five to ten (5 – 10) years. The second highest percentage was 24% of respondents and their experience ranged from one to five (1 – 5) years. The third group consisted of 20% with experience ranging from 11 – 20 years experience. The fourth group was 8% with the experience ranging from zero to one (0 – 1) year, and the last group was 6% with the working experience ranging from twenty-one to thirty (21-30) and the other 6% did not respond the question. The experience of almost all the respondents put them in the position of being able to know and understand the departmental policies and the challenges regarding training for development as training starts with induction of newly appointed employees.

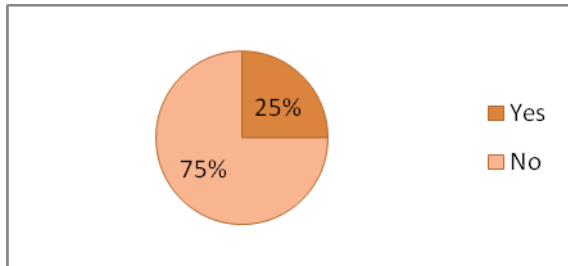
#### **4.3. EMPLOYEES’ AWARENESS OF TRAINING POLICIES**

The second part of the structured interview questionnaire was probing knowledge about the training and development policy. This part consisted of six sub-questions of which three of them were close-ended questions with yes or no. The other three questions were open-ended questions. The first question probed whether the respondents knew their departmental policy on training and development; the second one which was also a close-ended question, probed the employee’s opinion regarding the awareness of the training in the organisation; the third one which was an open-ended question probed how the policy was communicated to organisational members; the fourth close-ended question probed whether the organisational members participated in the creation of the training for development policy; the fifth question probed how the participation was conducted and the last one, which was an open-ended question, probed how the status quo can be improved.

#### 4.3.1 Knowledge of training policies

The respondents' knowledge about the departmental training and development policy was probed in order to get a clear understanding of what they knew and understood of their training and development. The question was a close-ended one with the option of yes or no. The response is as indicated below.

*Figure 2: Knowledge of training policies*

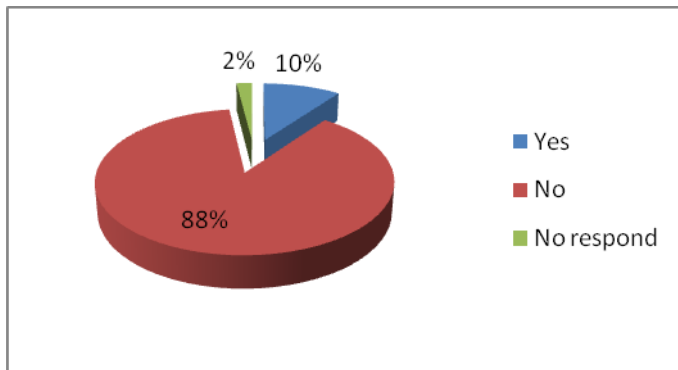


The responses according to the table above revealed that seventy-five (75%) of the respondents are not aware of the training and development policy except for twenty-five (25%). Out of the twenty-five (25%) respondents who have the knowledge of policy, half of them are managers and half are officials. This indicates that some of the officials who are supposed to formulate policies and those who are supposed to implement them are not even aware of policies that exist in the department. The findings of this study indicates that there is communication problem as all managers are expected to know the departmental policies in order for them to monitor their implementation. Also, the officials who are implementers are also supposed to know them in order to implement them successfully.

#### 4.3.2 Employees' awareness of the training policy in the organisation.

In order to get a clear understanding of the challenges regarding training for development of personnel in the department, it was important to investigate whether employees are aware of the training policy. The closed question, which consisted of only yes or no option, was used for probing.

**Figure 3: Awareness of training policy**



The results of the study revealed that about eighty-eight percent (88%) of the respondents indicated that employees are not aware of the training policy. Only ten percent (10%) indicated that employees are aware, and two percent (2%) did not respond. The response to this probe reveals that there is no awareness of the training policy as the highest number has indicated and only a few indicated that there is awareness. The assumption is that the ten percent that says there is awareness on training policy might be the ones developing these policies or they might be in the Human Resource Development Unit. The study concludes that there is no awareness of the policy for training and development.

#### **4.3.3 Policy communication**

The way in which the policy is communicated to the organisational members was probed to investigate if it is similar to everyone. The question was open-ended and was responded as indicated below.

**Table 5: Policy communication**

<b>Respond</b>	<b>Total number</b>
Never/not aware/do not know /not applicable	27
E-mails / circulars / policy handbook	12
Did not respond to the question	8
Labour Reps / management	2
Workshop	1
<b>Total number</b>	<b>50</b>

The results of the study regarding the manner of communicating the policy differed as follows: twenty-seven (27) respondents indicated that it was never communicated or they

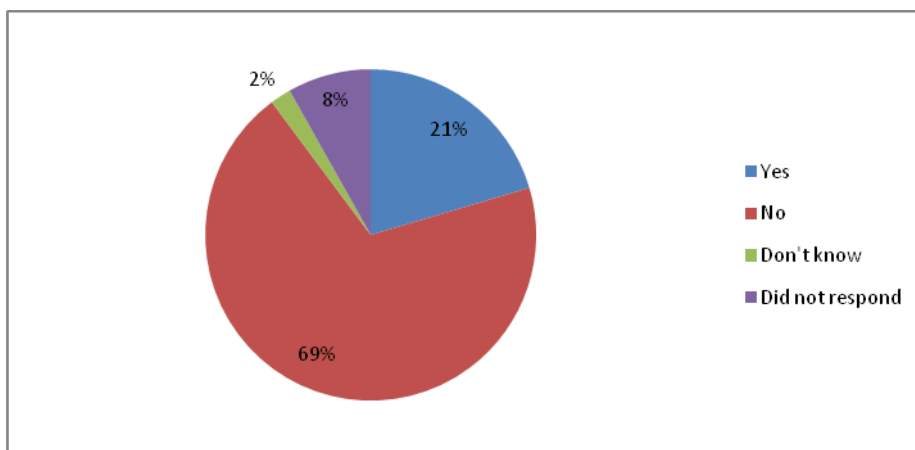
were not aware of how it is communicated or they did not know how it was communicated. Twelve (12) indicated that it was communicated through e-mails, circulars and policy hand books. Eight (8) did not respond to the question. Two (2) indicated that it was communicated through labour representatives/management and one (1) indicated that it was communicated through workshop.

The study reveals that there is communication problem in the department because if the lines of communications were clear, the response to this question would be the same or nearly the same, but the gap is too much to lead the study to conclude that the policy is not well communicated in the department.

#### 4.3.4 Participation

The employees' participation in the creation of the policy of training for development was probed during the study. The reason for this probe was to investigate the views regarding employees' involvement during the creation of policy of training for development. This was a closed-ended question with yes or no answer. The responses were as indicated below.

*Figure 4: Participation*

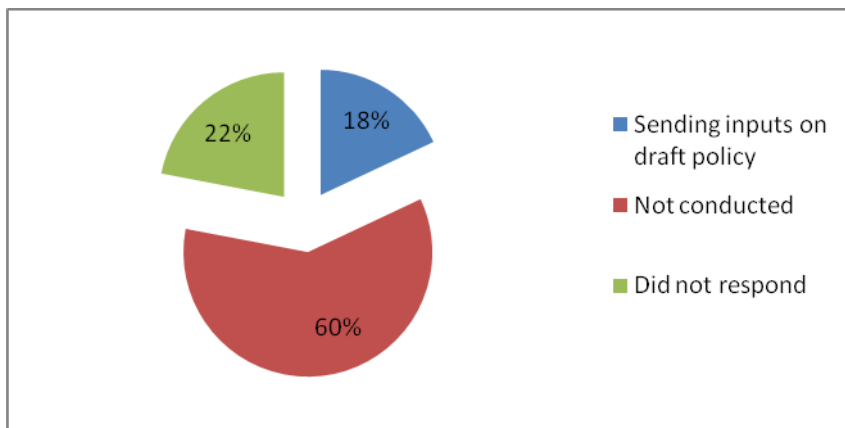


Sixty-nine percent (69%) indicated that they believed that employees did not participate in the creation of the policy for training and development. Only twenty-one percent (21%) believed that employees participated in the creation of the policy. Eight percent (8%) did not respond to the question and two percent (2%) indicated that they did not know. The study concludes that there was no proper consultation as a larger percentage of participants argued that they were not consulted.

### 4.3.5 How participation was conducted

This question investigated how the participation/consultation was conducted during the development of training for development policy. This question probed how the consultation was done during the development of the training for development policy. The question was an open-ended question in which the respondents indicated how they were consulted in the development of the policy.

*Figure 5: How participation was conducted*



Sixty percent (60%) of respondents indicated that there was no participation. Twenty two percent (22%) did not respond to the question. Eighteen percent (18%) indicated that they participated in the creation of the policy by sending inputs through e-mails. Sixty percent indicates that there was no consultation and eighteen percent indicates that there participated by sending inputs through e-mails. The assumption is that the sixty percent that indicated that there was no participation might be the ones without e-mails, hence their lack of participation.

### 4.3.6 Suggestion on how to improve the status quo

This question probed how the status quo could be improved. It was an open-ended question which probed how the current status quo regarding training for development could be improved. Responses were given as indicated in the table below.

**Table 6: Suggestions on how to improve the status quo**

<b>Response</b>	<b>Number of respondents</b>
Consultation with employees to find out about their needs / convening of in-house meetings with compulsory directorate need to be conducted/ Presentation to be made to allow everyone to participate in policy making / training must be done in all directorates each year for all employees without favour / official to be encouraged to participate in the development of training and development policy / The policy to be made aware to new employees within one month of appointment, trained people to give others chance to be trained also	31
Did not respond	15
More staff to be appointed in the training section/ Benchmarking with other departments / training section to work with institutions offering courses related to sport, arts, museums & heritage.	3
Satisfied	1
<b>TOTAL</b>	<b>50</b>

The table above indicates various suggestions on how to improve the status quo. The highest number of thirty-one (31) suggests that in order to improve the status quo, the department needs to improve the line of communications with its employees. The second highest number of fifteen (15) respondents did not respond to the question. The third group of respondents of three (3) respondents indicated that research needed to be conducted in order to benchmark with other departments, increase the staff in the training section and also to work with institutions offering courses related to sport, arts and culture. One (1) respondent indicated that he/she was satisfied. This study reveals that there is a need for policy awareness, consultation and also involvement of employees regarding training matters.

#### **4.4. CHALLENGES REGARDING TRAINING AND DEVELOPMENT OF PERSONNEL**

The third part of the structured interview questionnaire probed the challenges regarding the training and development of personnel. This part consisted of six sub-questions of which two



were open-ended questions and four of them were closed-ended. The first question which, was an open-ended question, intended to probe whether respondents viewed training offered as developmental; the second question, which was a close-ended question with yes or no, probed whether the respondents had ever missed training arranged for them; the third question was also a close-ended question, with options: interesting, challenging, boring and waste of time, probed the respondents' view regarding training offered by the department; the fifth question, which was a close-ended question with yes or no, probed the knowledge of facilitators offering training, and the last question, an open-ended question, probed whether the department viewed employees as assets that needed to be developed through training.

#### **4.4.1 Perception regarding developmental part of training**

The first question, which was an open-ended question, investigated how the participants perceived the departmental training in relation to developmental part of it. Because the question was open-ended, it was responded as follows:

***Table 7: Perception regarding developmental part of training***

<b>Response</b>	<b>Number</b>
Disagreeing with developmental	23
Agreeing that is developmental	16
Sometimes developmental	6
Never attended training	4
Did not respond to the question	1
<b>Total</b>	<b>50</b>

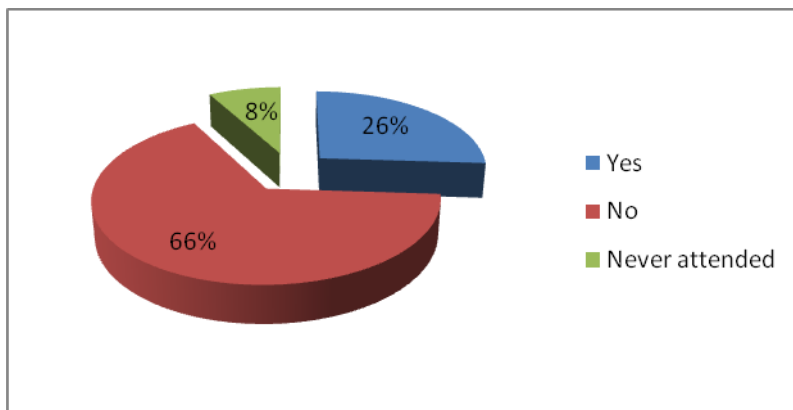
Twenty-three (23) respondents did not agree with the departmental training as being developmental, indicating various reasons such as: it is not related to service delivery; the department just trains officials and leaves them; it depends on the level of training,; it is time consuming; there are no well equipped employees in terms of training skills; most training opportunities are not of the line function; it does not bring changes to the department, and it as fruitless exercise. Sixteen (16) of the respondents agreed that the departmental training was developmental and they supported their statements by indicating that it offers certificates with credits, and that those who have been trained become more innovative. Six (6) respondents indicated that sometimes it is developmental as officials get generic training; however, they

hardly get job specific training. On the whole, the training does not address all the training gaps as per the skills gap audit. Four (4) respondents indicated that they never attended training. One (1) did not respond to the question. Relating to this question the study concludes that officials are not happy about the manner in which the training is offered and they do not perceive it as developmental.

#### **4.4.2 Consultation prior training**

The second question pertaining to challenges for training and development of personnel investigated whether participants are consulted prior to training arrangement. The question was a close-ended question with yes and no as the only options. They responded as indicated below:

**Figure 6: Consultation prior to training**



Sixty-six percent (66%) indicated that they were not consulted prior to training arrangement whereas twenty-six (26%) of respondents agreed that they were consulted prior to training arrangements. Eight percent (8%) of respondents indicated that they never attended training. Pertaining to this question the study concludes that there is no proper consultation prior to training in the department.

#### **4.4.3 Missing of training**

The question probed whether at some point respondents ever missed training arranged for them. The reason for this probe was to investigate whether training was taken seriously or not in the department. The question was a close-ended question with options of yes or no. The responses indicated below.

**Table 8: Missing of training**

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
No	35	70%
Yes	11	22%
Never attended	4	8%
<b>Total Number</b>	<b>50</b>	<b>100%</b>

Thirty-five (35) respondents indicated that they never missed training arranged for them and eleven (11) respondents indicated that they had, at certain points, missed training arranged for them. Four indicated that they never attended training. The assumption is that training for personnel development is viewed as important and when the opportunity arises, the majority of the employees use the opportunity and attend except for a few who because of circumstances beyond their control have missed training in the past.

#### **4.4.4 Perception of training**

The question investigated how the respondents perceive the training offered to them by the department. The question was close-ended with the following four options to choose from: interesting, challenging, boring, and waste of time. The results are indicated below.

**Table 9: Perception of training**

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
Waste of time	15	30%
Interesting	14	28%
Challenging	9	18%
Boring	6	12%
Never trained	4	8%
No respond	2	4%
<b>Total</b>	<b>50</b>	<b>100%</b>

Fifteen (15) respondents who represent thirty percent (30%) believe that the training offered by the department is a waste of time; fourteen (14) respondents who represent twenty-eight percent (28%) believe that the training offered by the department is interesting; nine (9) respondents who represent eighteen percent (18%) believe that it is challenging; six (6) respondents who represent twelve percent (12%) believe that it is boring; four (4) respondents who represent eight percent (8%) indicated that they never attended training, and two (2) respondents who represents four percent (4) did not respond to the question. The study reveals that the respondents just attend the training for compliance purposes as the majority (who said challenging, boring and waste of time) indicate that they are not happy about the training offered. Further research needs to be conducted in order to investigate what makes the respondents respond the way they did. This is part of searching for answers that would lead to improvement.

#### **4.4.5 Perception of training facilitators**

The question studied the respondents' perception with regard to training facilitators' knowledge. The question was close-ended with yes and no answers. The responses are as indicated below.

***Table 10: Perception of training facilitators***

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
No	21	42%
Yes	19	38%
Some/not always	3	6%
Never attended training	4	8%
No respond	3	6%
<b>Total</b>	<b>50</b>	<b>100%</b>

Twenty-one (21) respondents who represent forty-two percent (42%) perceive training facilitators as not knowledgeable; nineteen (19) respondents, which represents thirty-eight percent (38%) perceive them as knowledgeable, three (3) respondents, which represents six percent (6%) perceive them as sometimes, four (4) respondents which represents eight percent, argued that they never attended training whereas three (3) respondents, which represents six percent (6%) did not respond to the question. The study needs to be

investigated further as the majority of the respondents seem not be happy with the training facilitators offering training in the department.

#### 4.4.6 Employees viewed as assets

The reason for this probe was to investigate the respondent’s level of perception on how they believe the department value them. The question was open-ended and the response was as indicated below.

**Table 11: Employees viewed as assets**

<i>Response</i>	<i>Total number</i>	<i>Percentage</i>
Disagreeing	<b>33</b>	<b>66%</b>
Agreeing to some extent	<b>11</b>	<b>22%</b>
Never attended training	<b>4</b>	<b>8%</b>
Did not respond to the question	<b>2</b>	<b>4%</b>
Total Number	<b>50</b>	<b>100%</b>

Thirty-three (33) respondents, representing sixty-six percent (66%) indicated that the department does not view them as assets that need to be developed and cited reasons such as: when an employee is transferred to other sections, no training or workshop is conducted, no training is conducted after being employed for up to a period of eight months, they don’t care about the needs and development of employees, they just offer training because it is on the “APP” and it is budgeted for and they also want to reach their performance target and be seen as doing their job, they take members to training which is not relevant, they outsource even the work that other people have been appointed for, most of the time other employees are overlooked not convincingly, as we need to also consider individual circumstances and need within the confines of regulation, not really but more information to be disseminated at lower level. Eleven (11) respondents representing twenty-two percent (22%) indicated that the department to some extent views them as assets that need to be developed even though the training offered is not responsive to the challenges of everyday work in the public service. One (1) respondent who represents two percent (2%) indicated that he/she does not know. One (1) respondent who represents two percent (2) indicated that he/she is not sure and finally four (4) respondents who represent eight percent indicated that they never attended training. The study shows that the department needs to make thorough consultation with

employees prior to arranging training in order to find out about their training needs.

#### **4.5. THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

This question focused more on probing the impact that training and development has on employee performance. The first close-ended question with yes or no probed whether training offered assists in executing the job better, the second open-ended question probed whether officials are able to implement what was learnt after attending training, the third close-ended question with yes or no, probed whether the training is offering skills to solve organisational problems and the last question was an open-ended question which probed whether the training offers job satisfaction.

##### **4.5.1 Performance improvement after training**

This question probed whether there was performance improvement after attending training. It was a close-ended question with yes or no. The response was as indicated below.

*Table 12: Performance improvement after training*

<b>Response</b>	<b>Number</b>	<b>Percentage</b>
No	23	46%
Yes	22	44%
Never trained	4	8%
No response	1	2%
<b>Total</b>	<b>50</b>	<b>100%</b>

Twenty-three (23) respondents representing percent (46%) indicate that the training offered is not assisting in executing their job better; twenty two (22) respondents representing forty-four percent (44%) indicates that the training offered assists them to execute their job better. Four (4) respondents representing eight percent (8%) indicated that they never attended training and one (1) respondent representing two percent (2%) did not respond to the question. The gap for those who says training assists and for those who say it does not assisting is not that big, the assumptions is that those who argue that it assists them to execute their job better might be the ones who filled in the skills audit forms or who requested to be trained in specific areas.

#### 4.5.2 Implementation of what is learnt after training

This question investigated whether the respondents are able to implement what they learnt after attending training. The question was an open-ended question which probed whether respondents are able to put theory learnt into practice. The responses are indicated below.

*Table 13: Implementation of what is learnt after training*

<b>Response</b>	<b>Total number</b>	<b>Percentage</b>
Yes	22	44%
No	20	40%
Never attended training	4	8%
Sometimes	2	4%
Did not respond	2	4%
<b>Total number</b>	<b>50</b>	<b>100%</b>

Twenty-two (22) respondents, representing forty-four percent (44%), indicated that they are able to implement what they learnt, especially the project management and records management training, some also indicated that those who had been trained a few months ago on new software were doing well in their sections. Some also indicated that the little that had learnt could be implemented. Twenty (20) respondents, representing forty percent indicated that they could not implement what they learnt citing among others; that trainings are usually not related to daily responsibilities; training offered is not what was requested and things that have been learnt differ with how supervisors want things to be done. Two (2) respondents, representing four percent (4%), indicated that sometimes they are able to implement what they have learnt. Four (4) respondents, representing eight percent (8%) indicated that they never attended training and lastly two (2) respondents, representing four percent (4%) did not respond to the question. The highest number indicated that they could implement what they learnt from training. The gap between those who indicated that they could implement what they learnt and those who indicated that they could not implement what they learnt is only two percent which is nearly the same. There is a need to conduct further study in this area in order to have the precise results in this regard.

### 4.5.3 Satisfaction about personal growth

This question investigated whether the training offered is satisfying personal growth. It was an open-ended question which probed respondents' perception regarding training offered. The response was as follows:

**Table 14: Satisfaction about personal growth**

<b>Response</b>	<b>Total number</b>	<b>Percentage</b>
Those who agree	21	42%
Those who disagree	20	40%
Sometimes	3	6%
Never attended training	4	8%
Did not respond to the question	2	4%
<b>Total Number</b>	<b>50</b>	<b>100%</b>

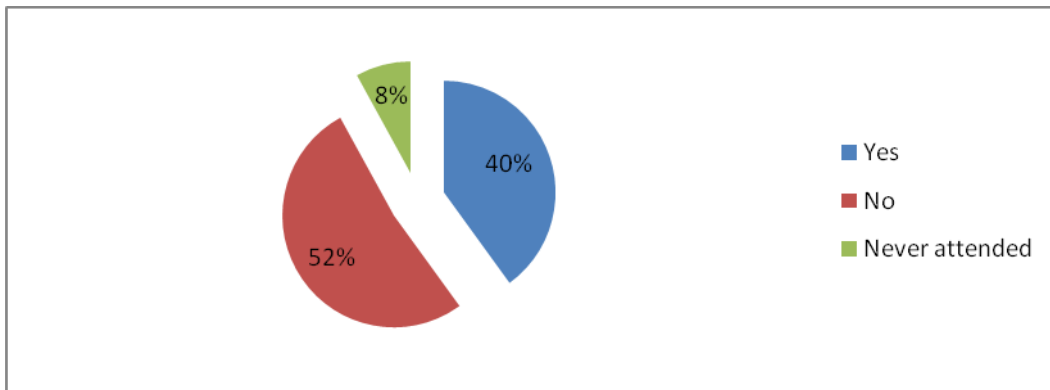
Twenty-one (21) respondents, which represents forty-two percent (42%) indicated that the training offered satisfies personal growth even though mostly is related to duties performed at head office. The same group also indicated that they still need some training. They further indicated that some of the things people did not know in the past years are now known through training and as such personal growth is experienced, which is good for career development. Twenty (20) respondents, which represents forty percent (40%) indicated that it does not satisfy personal development. Three (3) respondents, which represents six percent (6%), indicated that not always or not really as some training needs need to be addressed and this affects personal growth. Four (4) respondents, which represents eight percent (8%), indicated that they never attended training. Two (2) respondents, which represent four percent (4%), did not respond to the question. The study to this question concludes that respondents are not happy about the manner in which training is offered because even those who indicated that they were happy went further to say "but". This concludes that thorough consultation prior to training is needed in order to make sure that officials are taken to the training that will satisfy them.

### 4.5.4 Offering of Skills

This question investigated whether respondents perceive training offered to them as offering skills to solve organisational problems. The question was a close-ended question with yes or no answers. The responses to this question are indicated below.



**Figure 7: Offering of skills**



The results indicate that fifty-two percent (52%) of the respondents disagreed that the training offered does not assist them in solving organisational problems and forty percent (40%) responded that the training offered assists them in solving organisational problems. Eight percent (8%) indicated that they never attended training. The majority of respondents indicated that the training offered is not assisting in solving organisational problems. This study shows that there is a need to conduct thorough research prior to training in order to offer training that is relevant and effective.

#### **4.5.5 Offering of job-satisfaction**

This question investigated whether respondents perceive training offered by the department as offering job satisfaction. The question was an open-ended one. The response was as indicated below:

**Table 15: Offering of job-satisfaction**

<b>Response</b>	<b>Total number</b>	<b>Percentage</b>
Disagreeing	20	40%
Agreeing	17	34%
Did not respond	8	16%
Never attended training	4	8%
Not sure	1	2%
<b>Total number</b>	<b>50</b>	<b>100%</b>

Twenty (20) respondents which represents forty percent (40%) indicated that the training offered by the department does not always offer job satisfaction, they are just conducted for

the sake of fulfilment, some training are irrelevant to the job, generic training that can hardly be implemented on a daily basis are offered. Seventeen (17) respondents which represent thirty four (34%) indicated that the trainings offered by the department are giving them job satisfaction because it prepares for greener pastures and also assists them in doing well in the organisation. One (1) respondent who represents two percent (2%) indicated that he/she is not sure whether it offers job satisfaction or not, four (4) respondents who represent eight percent indicated that they never attended training and lastly eight (8) respondents who represent (16%) did not respond to the question. The study to this question concludes that officials are not satisfied with the training offered and this is revealed by the highest number of percentage in their response.

#### **4.6. THE LEVEL OF PERSONNEL SATISFACTION IN THE DEPARTMENT**

The last part of the structured interview questionnaire investigated the personnel's level of satisfaction in the department. This question had six (6) sub-questions, of which two were close-ended questions with yes or no and the other four were open-ended questions. The first question probed whether the training is offered indoors or outdoors, the second question probed the aspects of attention in the respondents' training and development, the third question probed whether the training offered is satisfying to employees, the fourth question probed what might be satisfying or dissatisfying the employees with regards to training provided, the fifth questions probed whether employees receive equal opportunities to attend training, and the last question probed how employees are selected for training.

##### **4.6.1 Training venue**

The first question which probed the type of the venue used in training had an error in its presentation. It was supposed to have presented in a manner that respondents would be able to chose from indoor or outdoors. Instead it had the options of yes and no to choose from. But some of the respondents managed to correct it to indoors, outdoor and even both.

**Table 16: training venue**

<b>Respond</b>	<b>Number</b>	<b>Percentage</b>
No response	18	36%
Yes	10	20%
Both	6	12%
No	4	8%
Outside	4	8%
Never attended	4	8%
Indoor	3	6%
Most indoors	1	2%
<b>Total number</b>	<b>50</b>	<b>100%</b>

Eighteen (18) did not respond to the question. Ten (10) respondents indicated that “yes” training is conducted indoors, four (4) indicated “no”. Six (6) indicated that it is conducted both inside and outside. Three (3) indicated that it is conducted indoors and four (4) indicated that is conducted outside. Four (4) indicated that they never attended training. One indicated that mostly it is conducted indoors. The question will not be properly analysed as the responses differ due to the mistake conducted during the phrasing of the question by the researcher.

#### **4.6.2 Aspects of attention**

The second question which was an open one investigated the respondents’ aspects of attention in their training and development. It was an open-ended question. The response was as indicated below.

**Table 17: Aspects of attention**

<b>Response</b>	<b>Total number</b>
Did not respond	30
None	4
Never attended training	4
Basic computer training	3
Project management	2
Training in management, leadership, problem solving & negotiation	2
Training in editing & electronic translation	1
Training in policies	1
Transport management	1
Training is sport development	1
Training in safety	1
<b>Total number</b>	<b>50</b>

Thirty (30) did not respond to this question, the assumption is that maybe the framing of the sentence was too technical for them. Four (4) indicated that they did not have an aspect of training whereas another four (4) indicated that they never attended training. Two (2) indicated that they are interested in training regarding project management. Three (3) indicated that they have interest in basic computer training. Two (2) indicated desire in management skills training, leadership skills, problem solving and negotiations skills. One (1) indicated the training needs for transport management. One (1) indicated that he/she needs training in editing and electronic translation, one (1) indicated that he/she has interest in knowing policies. One (1) indicated interest in training regarding sport development. One (1) indicated desired to be trained in safety and report writing and monitoring, performance management system, problem solving, project management, customer care, PFMA for non-financial managers, and some indicated that the training must be job related such as knowledge management, records management and information technology. Some also requested prioritising practical after training and career pathing to implement what was learnt. They also requested that focus should be on personal growth and skills development or

improvement. It was also suggested that training offered outside the organisation is more effective and has less disturbances and the concentration is high unlike indoor training.

#### 4.6.3 Satisfaction regarding training offered

The satisfaction regarding training offered was probed. It was an open-ended question and the response was as indicated below.

**Table 18: Satisfaction regarding training offered**

<b>Response</b>	<b>Total number</b>
Not exactly sure	20
Those who agree that training offered satisfies employees	17
Sometimes	6
Did not respond to the question	3
Never attended training	4
<b>Total Number</b>	<b>50</b>

Twenty (20) respondents indicated that they were not exactly sure and at some point indicated that they did not agree that the training offered satisfied employees. Seventeen (17) respondents agreed that the training offered by the department satisfied the employees. Six (6) indicated “not always”. Three (3) did not respond to the question and one (4) indicated that he/she never attended training. The results of the study indicate that the highest number of respondents is not exactly sure if the training offered by the department is satisfying the employee. The other group of six respondents indicated that sometimes it does. Pertaining to this question the study concludes that the respondents are not satisfied with the training offered.

#### 4.6.4 The satisfaction or dissatisfaction of employees

The question investigated the satisfaction or dissatisfaction of employees regarding the training provided. It was an open-ended question. The respondents said that they were dissatisfied because of the following reasons: the department chooses courses for their employees without looking at their skills gaps; the training is not linked to job description; selection criteria is not up to standard; recognition of the training offered in the form of

upward mobility in the hierarchy does not exist; individual job specific considerations beyond group training is not considered (for example there's no service delivery improvement plan related training); the training does not develop career path; there is dissatisfaction regarding venue and facilitators; lack of knowledge regarding SLIMS and acquisition system; too little training a challenge; they also need training in fire fighting and basic 1<sup>st</sup> aid; there is also difficulty in implementing what was learnt; practical's not enough; planning and consultation is not thoroughly done; there is a need for acquiring more knowledge and skills during training; most courses offered are mere certificate, they do not continue to other courses in various levels; training provided is generic – does not always address the needs of the individual; department must also have a budget for capacitating employees such as bursaries for employees; service providers that offers training does not have knowledge; no training in lower levels; sometimes they do not provide it as needed; it is usually irrelevant; training is not offered according to needs (requests) as indicated in the memorandum of understanding; training not offered to all employees of the organisation; not all trainings are useful in daily work, and communication breakdown between management and employees who got the opportunity of being trained become satisfied because they are likely to make transformation in their directorate. The conclusion in investigating this question is that the majority of the respondents are not satisfied with the manner in which training is conducted.

#### **4.6.5 Equal opportunity to attend training**

The question probed whether respondents are given equal opportunity to attend training. It was a close-ended question with yes or no. The response was as indicated below.

***Table 19: Equal opportunity to attend training***

<b>Respond</b>	<b>Total number</b>
No	30
Yes	10
Did not respond	6
Never attended training	4
<b>Total Number</b>	<b>50</b>

Thirty (30) argued that officials are not given equal opportunities to attend training. Ten (10) argued that officials are given equal opportunity to attend training. Six (6) did not respond to

the question and four (4) did not attend training. The highest number argued that officials are not given equal opportunities to attend training, and this indicates that the organisation needs to still work hard on bringing the officials on board with regards to training and development. It is evident that officials at higher level are given the opportunity to attend training as opposed to officials at lower levels. This ends up with imbalance when coming to opportunity for attending training.

#### **4.6.6 Method used to select employees for training**

The last probe was the procedure used to select employees for training. The reason for this probe was to investigate if all respondents were aware of the procedure used to select officials for training. It was an open question in which respondents were expected to present what they knew. They gave various responses and it was summarised as: they are nominated by senior managers, skills audit, identified training needs from the memorandum of understanding / according to areas that are weaker, instruction from head office, selected according to the levels of their posts and the duties performed, head office selects who must be trained, there are no criteria, the circular is just issued to the district requesting names of officials to attend, determined by Human Resource Division, there is no clear policy and this provides an opportunity for employees to take a swipe or disregard it, not informed except detecting the names on the list, only selected few attend training, do not know, and just see some going and some not being selected. Others just indicated that it is not clear or they did not have any idea of how officials were selected for training, some indicated that they were not sure, some indicated that it was just done randomly, others indicated that they did not know the selection process, some indicated that favouritism and nepotism was the order of the day in the organization. The investigation to this question concludes that there is no clear understanding of how the employees are selected for training. The assumption is that the policy on training and development is not circulated to all employees and if circulated, it does not specify on how officials will be selected for interviews or the procedures are not followed.

#### **4.7 CONCLUSION**

This chapter presented the data and the analysis was presented in the form of tables and figures. Training for personnel development challenges were also presented. Data collected made use of a questionnaire, and documents were grouped accordingly using tables and

figures to ensure effective analysis process. The aim was to integrate the themes and concepts into a theory that offers accurate, detailed, and yet subtle interpretation of the research arena. When this aim has been achieved, the interpretation can be shared with all interested parties, and this has marked the final step of the analysis. It should be stated that, the above results presentation or analysis and discussions were based on the profiles, beliefs, views and responses of participants who are employees of the Department of Sport, Arts and Culture only. In chapter 5, the study will provide the overall conclusion and recommendations based on the research findings which the researcher has probed.



## **CHAPTER 5**

### **5.1. INTRODUCTION**

This chapter summarises the whole study and also provides recommendations and concludes the study. The intention was to understand what might be the understanding of employees with regard to training for personnel development challenges in the Department of Sport, Arts and Culture in Limpopo Province. The department should put more focus on personal growth and skills development of all employees. The findings of the present study are not intended to be conclusive. More research work similar to this one needs to be done to cover various groups of participants who were not covered in this study.

### **5.2. RECOMMENDATIONS**

The recommendations are based on the findings of the study and the literature review as presented in chapter two. Chapter 10 of the Constitution of South Africa, Section 195(h) indicates that good human resource management and career development to maximise human potential must be developed. The following are some of the recommendations of the study: turnaround strategy, alignment of training to job description, consideration of qualification structure and reviewing of training for development policy in the department.

#### **5.2.1 Turnaround strategy**

Louw (2008:229) indicates that turnaround strategy or recovery strategy applies to an organisation or business unit that has a potential but has suffered setbacks in recent times. Turnaround strategy is aimed at transforming an organisation into more potent competitors. Smit (2007:105) believes that turnaround strategy is appropriate as it focuses on eliminating inefficiencies in organisation. Pearce (2003:172) also states that for any one of large number of reasons, a firm can find itself with declining profits. Among these reasons are economic recessions, production inefficiencies, and innovative breakthroughs by competitors. This grand strategy is known as turnaround.

#### **5.2.2 Alignment of training to job description**

According to Van der Westhuizen (2011:138) a job description is a written statement of the content of the job, which is derived from analysis of the job. It states what the job holder does, how it is done and under what conditions it is done and why it is done. Cascio

(2003:160) further indicates that job description is an overall written summary of task requirements. Erasmus (2010:134) indicates that job descriptions contain a vast mass of information with respect to skills, knowledge, training and experience required to ensure success in a job. Erasmus (2008:135) further states that if training programmes are to provide a worthwhile return on investment, they must be relevant to the job. This means that the learning experiences provided to learners during the training must be directly related to duties and tasks they will have to perform in the job situation. Grobler (2011:167) indicates that organisations use job descriptions to specify both the training an employee requires for effective performance and the type of training current employees may need to become profitable. Van Dyk (2001:191) believes that a comprehensive job description and task analysis can provide the trainer with a mass of useful information. Such analysis enables one to discover what task needs to be performed in order to do the job, how they should be performed, and thus what needs to be learned in order to perform well. Meyer (2002:65) indicates that alignment is the extent to which the various Human Resource Development initiatives at individual competency, team capability and organisational culture level align with overall organisational strategy externally and its vision, mission and values. It is therefore recommended that the department align their training programmes with job descriptions which are linked to the mission and vision of the organisation in order to improve the overall performance of the organisation.

### **5.2.3 Consideration of qualification structure**

According to Van Dyk (2001:63) certification of training brings with it the notion of structure. A qualification structure could be regarded as the driving force behind a vocational education and training system. Besides the general objective of providing training that leads to recognised qualifications, it also facilitates accessibility towards further learning experiences. A qualification structure is therefore not aimed exclusively at obtaining a qualification at the end of a training programme, but also aims to promote admission to courses that are already under way as well as to make it easier for candidates to switch over to other education programmes, if they so wish. Besides access training opportunities, a qualification structure will also allow, for example, for different learning pathways leading to the same qualification. The department should arrange trainings with registered institutions of higher learning so that the courses can build up diplomas or degrees or even certificates with higher credits.

#### **5.2.4 Reviewing of training policy**

According to Le Roux (1999:150) the aim of training is to influence knowledge and skills of employees in such a way that they will become more productive. Training is therefore directed at tasks that are in line with the objectives of the enterprise. Erasmus (2008:34) argues that the policy for training and development of enterprise establishes the broad framework for its training plan. The plan, in turn, expresses the priority training interventions of an enterprise and the strategies to be followed during a given period of time. Meyer (2002:156) believes that the training strategy should be based on the overall strategy of the business. Based on the above mentioned arguments, it is recommended that the department reviews its training and development policy in order to align itself with the business strategy and also to include its priority training interventions and strategies to be followed during given period of time.

#### **5.3 CONCLUSION**

Van Dyk in (Nel 2006:320) indicates that training is a learning experience in that it seeks a relatively permanent change in an individual that will improve his ability to perform a job. Nel further points out that training is important for employers, employees and trade unions. Effective training leads to more productive workers and greater personal satisfaction, job enrichment, and a feeling among employees that the organisation is interested in their advancement. In conclusion, the study revealed in its findings that it is indeed faced with challenges regarding training for development of personnel, especially with regards to selecting personnel to attend training, aligning of training to job descriptions, consideration of certification structure and reviewing of policy of training and development. It is recommended that the department open lines of communication between itself and its employees so that its day-to-day activities run smoothly and effectively. That will open doors for solid development, leading to competitive advantage.

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