

**THE EFFECT OF TRAINING AND DEVELOPMENT ON THE PERFORMANCE OF  
EMPLOYEES IN THE LIMPOPO GAMBLING BOARD, LIMPOPO PROVINCE**

by

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## DECLARATION

I **MPHENGWA JOHN LEGODI**, hereby declare that this mini-dissertation is the results of my own investigation and research. This mini-dissertation has not been submitted in part or fully for any degree to any other University.

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Legodi MJ

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Date

## **DEDICATION**

This research study is dedicated to

My wife Moloko Immaculate Legodi

And

My boys (Thapelo, Ngoako, Selaelo and Kopano)

## ACKNOWLEDGEMENTS

The successful completion of this study could not have been possible without the support, assistance, and encouragement by others. My sincere and heartfelt thanks are extended to those who contributed to the accomplishment of this study. The assistance of the following is acknowledged:

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## **ABSTRACT**

Training and development plays a critical role in ensuring that employees perform better in their daily duties and most of the organizations view training and development as a waste of time and resources. Training and development plays a key role in motivating and inspiring employees in an organization. The study is aimed at analyzing the effect of training and development on the performance of employees in the Limpopo Gambling Board.

The study also aimed at investigating whether training and development can promote the performance of the employees in the board. The information was obtained using mainly a questionnaire survey which was circulated to employees in the board. A total of 33 completed questionnaires were received back from the respondents. Additionally, a face-to-face semi structured interview was conducted with the Manager: Human Resources in the board. Data collected was analysed using STATA.

The results from the study show that there is no training and development policy in the board. The further reveals that the majority of the respondents at 76.92% are able to implement the knowledge gained during training in their daily duties. This is a clear indication that training and development has a positive effect on the performance on the employees in the board. The study also indicated that employees are not given equal opportunity to attend training and development programmes in the board and this is supported by the majority of respondents at 84.62% who tend to believe that employees are not provided with equal opportunity to attend training and development in the board.

The majority of respondents and Manager Humana Resources highlighted budget constraints as the major problem with regard to training and development of employees in the board and therefore there is a need for the board to provide adequate funds to training and development of employees.

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## **CHAPTER ONE: INTRODUCTION**

### **1.1 INTRODUCTION**

In every organization, training and development plays a critical role in ensuring that employees perform well when executing their respective duties. It is assumed that most organizations particularly in government view training and development as a waste of time and available resources. Training is an activity that changes the behavior of employees and also important in motivating and inspiring employees by emphasizing the essentiality of the individual job.

The training and development needs of employees at all levels of government have historically been neglected and major interventions are needed in this regard if government is to realize its aim of efficient, democratic, accountable and equitable service delivery, as detailed in the principles contained in the White Paper on Transforming Public Service Delivery (1995). Employees can achieve success in the workplace when they are provided with adequate skills to perform their jobs. Employees who receive adequate training can be productive and are able to contribute positively and significantly to the challenges of service delivery in their organizations.

According to Mathis and Jackson (2009:83), organizations compete and change, training of employees and managers becomes even more critical than before. Employees must adapt to the many changes facing organization and be trained continually to maintain and update their capabilities. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Everyone needs to recognize that training and development is not a luxury but a necessity (Mathis and Jackson, 2009: 83).

Training and Development are regarded as the most effective tools of government to improve services delivery because when employees receive adequate training, they become more highly motivated and more skilled, so their performance improves and organizational effectiveness is enhanced. It is important for the Limpopo Gambling

Board (LGB) to ensure that its employees are adequately trained to perform their duties in an effective and efficient manner.

## **1.2 PROBLEM STATEMENT**

Training and development amongst employees have not been given the necessary attention and has led to lower productivity within this sector, which has contributed largely to poor or non-service delivery. The challenge faced by the Limpopo Gambling Board is to provide training so that employees may have the necessary knowledge, skills and attitudes to efficiently execute all tasks given to them. Training and development are regarded as important tools to assist government, as well as employees, to improve service delivery.

The researcher has observed that some of the employees in the LGB are not given equal opportunity for the training and it is for this reason that the researcher became interested in finding out just how seriously organizations such as LGB consider training, and development as well as their effects on the performance of its employees. There is a need to measure the impact of training and development on the performance of employees. It is of great importance to note that training and development enhances skills, knowledge and ultimately employee's performance and productivity in an organisations (Cole, 2002:26).

The researcher observed that most of the employees on the board complain that they are not provided with an opportunity to attend training and development courses that are relevant to their jobs. The researcher has more than two years' experience working for the board and has never attended a training course. The lack of training and development of the employees have a negative impact on the performance of the employees.

## **1.3 AIM OF THE STUDY**

The aim of this research is to investigate the impact of training and development on the performance of the employees in the Limpopo Gambling Board.

## **1.4 RESEARCH OBJECTIVES**

The specific objectives of the research are formulated as follows:

- a) To analyze the effect of training and development in the LGB;
- b) To investigate whether training and development can promote the performance of the employees in the LGB; and
- c) To evaluate the impact of the training on the employees in the LGB.

## **1.5 RESEARCH QUESTIONS**

The study has the following research questions:

- a) What is the effect of training and development in the LGB?
- b) Does training and development promote the performance of the employees in the board?
- c) Are evaluations conducted after training has been offered to the employees in the board?

## **1.6 SIGNIFICANCE OF THE STUDY**

The Management of Limpopo Gambling Board will benefit from this study because the results would inform the board on what type of training and development is necessary for the employees. The research will find out if the training and development does improve the performance of the employees. The study will contribute towards the policy makers, especially staff training and development policies.

The findings and recommendations of this research will assist in bringing an improvement towards performance of the board. This research can be applied in other state-owned enterprises and departments in the Public Service and will have significance towards the Limpopo Provincial government. The results will also contribute to the body of knowledge on how training and development is conducted and its impact in the public service.

## **1.7 DEFINITION OF TERMS**

For the purpose of this study, it is important that the following concepts be defined in an effort to clarify the context within which they are used in the study.

### **Training**

Training is effort initiated by an organization to foster learning among its workers, and development is effort that is oriented more towards broadening an individual's skills for the future responsibility. (George and Scott, 2012:36).

### **Development**

Development is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for a general purpose (Armstrong, 2009:45).

### **Training and development**

Refers to the field which is concerned with organizational activity aimed at enhancing the performance of individuals and groups (Ahmed, 2014:12).

### **Employee performance**

Refers to the ability of an employee to perform a given task to the satisfaction of his/her employer (Ahmed, 2014:15).

## **1.8 CHAPTER OUTLINE**

The research study will be outlined as follows:

**CHAPTER ONE** focuses on the introduction and background of the study. Aspects discussed are the problem statement, research aims and objectives, and significance of the study.

**CHAPTER TWO** mainly deals with the literature review based on different opinions and views from various sources and different researchers. It will provide a theoretical background on different types of training, processes and methods used in the

management and administration of training and development within the Limpopo Gambling Board. The importance as well as the overview of training and development will also be covered in this chapter. The reasons for training and development to be provided will also be covered. The legislative and policy frameworks within which education, training and development are provided within the Republic of South Africa will also be covered in this chapter.

**CHAPTER THREE** will focus on research methodology. It will deal with the instrument that will be used to gather the information. The target group in this research study will be covered in this chapter. The procedure and methods for collecting the data will be discussed in this chapter.

**CHAPTER FOUR** focuses on data analysis of the results. The findings of the study will be analyzed and recorded.

**CHAPTER FIVE** is the last chapter where the researcher's overview concerning the research will be given as well as the researcher's recommendations about the research title. In other words, a summary of the research will be given in the form of conclusion and recommendations.

## **1.9 CONCLUSION**

In chapter one, the purpose of the research study and the research objectives were introduced. The research questions and significance of the research study were also covered in this chapter. Definitions of key concepts and problem statement have been highlighted in this chapter. Chapter outline of the research study were clearly covered in this chapter.



## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 INTRODUCTION**

This chapter will provide a broader theoretical understanding on how training and development functions need to be administered and management in public sector environments. Various sources regarding the concept of training and development will be consulted in order to find a broad knowledge of the research topic. Journals, recent articles on training and development, research studies and books will be consulted to gather the relevant information.

### **2.2 INTERNATIONAL PERSPECTIVE WITH REGARD TO TRAINING AND DEVELOPMENT**

Engetou (2017:21) conducted a research study on the impact of training and development on the organizational performance at National Financial Credit Bank Kumba based in Cameroon (2017:21) and the findings of the study reveal that training and development is a necessity in every company particularly for the unskilled or the less experience employees. Generally, employees' work contribution was greatly improved due to the training methods and tools used by the company. Thus, it led to a positive impact on employee's performance and an improvement in their skills and job efficiency.

The study also reported that if training needs are being identified and programs organized and conducted to address the needs, it will go a long way to improve not only the performance of employees but will also improve the overall performance of the organization. This is so because training and development will supplement the employees and vision of the organization. It is therefore necessary for organizations to keep their workforce up to date and this will increase the overall success of the organization.

The author further highlighted that some organizations do not seem to care about improving the capacity of their employees and indicated that training and development is a call for concern in today's growing society because if performances of the

employees are not good enough, it will affect the organization. This is an important way of guiding human resource personnel to ascertain the strength and deficiencies of employees. It is an undeniable fact that in recent times most organizations have come to realize the importance of the role of training and development as it increases the organization staff efficiency, skills, and productivity (Engetou, 2017:21).

Hassan (2011:16), conducted a similar study on the impact of training and development on the performance of administrative staff in the public sector organization in the second vice president's office in Zanzibar Tanzania and discovered that it is crucial for the office to train and constantly update the knowledge and skills of its employees in an effort to change their attitudes towards work and also to keep them abreast with the changing trends in management and technology. The author further stressed that training is very important for any public sector institution in order to improve the performance as well as the competencies of its employees.

Barmao (2009:5) also discovered that the general unit service based in Kenya did not have a clear training policy and found that there is a slight improvement on the performance of the employees after attending training. The study also reveals that the training needs are not done frequently, and this might not address the needs of the employees. The researcher further finds that the overall impact of training is rarely evaluated, or it is not evaluated at all and this makes it difficult to get feedback on training.

Nguku (2006:22) conducted a study on staff training and development practices in state corporations in Kenya. She finds that employee training that is designed to assist employees in acquiring better skills, knowledge and attitudes towards their work yielded better performance.

Motlokoa (2018:2), examined the impact of training on the performance of the employees in the banking sector in Lesotho and analysis of the data collected from 171 participants through questionnaires shows that training not only increases employees' performance but also positively affects employees' motivation and job satisfaction within the banking sector in Lesotho. The study further recommends that the banking sector in Lesotho should regularly allocate resources for employees' training based on identified skills gaps to sharpen employees' skills, knowledge, and abilities in order to capacitate them to cope with the ever-changing working

environment and uncertain conditions and to improve their motivation and job-satisfaction.

Nwokeiwu (2013:5) conducted a similar study in the Nigerian Railway Corporation in which the researcher focused on analysing the training, development and performance and the results or findings with regard to the study indicate that training and development was found to impact positively on employee skills, knowledge and ability, irrespective of their position and function. This influenced overall organizational performance.

### **2.3 NATIONAL PERSPECTIVE WITH REGARD TO TRAINING AND DEVELOPMENT**

Mzimela and Chikandiwa (2017:12) conducted a study on the Employee training and development practices in the Tourism and Leisure sector in KwaZulu-Natal, South Africa and reported that some employees in Tourism and Leisure sector in KwaZulu-Natal did not know of any training objectives. Lack of a systematic training plan is therefore a hindrance to effective training. An assessment of employees' training needs is vital in determining the actual training needs of the employees, so, if prior assessment is not done, it is possible to bring in some employees for training that is not relevant to their job descriptions and therefore, would not add any value to the employees. This lack of training needs assessment highlights the lack of clear training and development guidelines and policies on the part of the organizations in the Tourism and Leisure sector (Mzimela and Chikandiwa, 2017:12).

### **2.4 PROVINCIAL PERSPECTIVE WITH REGARD TO TRAINING AND DEVELOPMENT**

Makgopa (2015:2) examined the training for personal development challenges in the Department of Sport, Arts and Culture in Polokwane, Limpopo Province and the study reveals in its findings that the Department of Arts and Culture in Polokwane is indeed

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 author further states that the performance of personnel in the Department of Sport, Arts and Culture in Limpopo Province has generated criticism 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. Some criticism emanates 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 (Makgopa, 2015:2).

## **2.5 OVERVIEW OF TRAINING AND DEVELOPMENT**

### **2.5.1 THE CONCEPT OF TRAINING**

According to Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2005:426) training is the 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. Training can therefore be regarded as a planned process to modify attitude, knowledge, or skilled behaviour through learning experiences, so as to achieve effective performance in an activity or range of activities (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner, 2005:426).

### **2.5.2 THE CONCEPT OF DEVELOPMENT**

Nel *et al.* (2005: 427) say that development is aimed at employees serving in a managerial capacity or preparing for managerial posts within an organization. It is essentially directed towards preparing supervisory and management staff for

subsequent levels of management (Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner, 2005:427).

### **2.5.3 THE NATURE OF TRAINING**

According to Mathis and Jackson (2009:83) training is the process whereby people acquire capabilities to perform their jobs. Training provides employees with specific, identifiable knowledge and skills for use in their day-to-day job activities. Organizational usage of training may include 'hard skills' such as teaching sales representatives how to use intranet resources. Training represents a significant HR expenditure for most employers and most employers have recognized that training must be increased (Mathis and Jackson, 2009: 83).

### **2.5.4 STRATEGIC TRAINING AND DEVELOPMENT**

Training and development (T&D) is the heart of a continuous effort designed to improve employee competency and organizational performance. Training provides learners with the knowledge and skills needed for their present jobs. Development involves learning that goes beyond today's job and has a more long-term focus. It prepares employees to keep pace with the organization as it changes and grows. The T&D activities have the potential to align a firm's employees with its corporate strategies (Mondy, 2012: 200).

### **2.5.5 IMPLEMENTING TRAINING AND DEVELOPMENT PROGRAMS**

A perfectly conceived training program will fail if management cannot convince the participants of its merits. Management plays a critically important role in ensuring that training development programs are implemented successfully in the organization. Participants must believe that the program has value and will help them achieve their personal and professional goals. Implementing T&D programs is often difficult. One reason is that managers are typically action-oriented and feel that they are too busy for T&D. Training implies change, which employees may vigorously resist. It may also be difficult to schedule that training around present work requirements. Another difficulty in implementing T&D programs is record keeping. It is important to maintain

training records, including how well employees perform during training and later on the job. This information is important in terms of measuring program effectiveness and charting the employees' progress in the company (Mondy, 2012: 212).

### **2.5.6 HUMAN RESOURCE DEVELOPMENT IN PRACTICE**

There are a number of key issues to be considered in the design and delivery of effective training interventions to respond to strategic imperatives or internal or external influences. These include how training needs are identified and whose needs take precedence and who should be responsible for delivering HRD (for example, HRD specialist or line manager and how should the success of the intervention be assessed (Wilton, 2011:255).

### **2.5.7 TRAINING, DEVELOPMENT, AND EDUCATION**

Amos, Ristow and Pearse (2008:324) state that training and development is about the organization providing assistance to employees so that they become effective in their jobs. It is not only about extending the knowledge and skills of employees, but also about modifying their attitudes to the job and adjusting their behaviour in the organization.

Training and development can also play an extremely important part in motivating employees. Training should begin on the first day that a person starts work and may take place at the workplace or at a special training facility. Managers may provide day-to-day training in the workplace. Training is often short term in nature, and focuses on skills acquisition, whereas development is longer term and focuses on tapping potential (Amos, Ristow, and Pearse, 2008:324).

### **2.5.8 FOLLOW-UP AND EVALUATION OF TRAINING**

According to Hashim (2006:25), training is evaluated and monitored to see if the training program was useful with regard to the performance of employees in the organization. Evaluation also assists the organization to understand the criticism of trainers and trainees in order to benefit from the training process. The evaluation plays

a critical role in ensuring that organizations know also how to achieve the objectives of training programs, and the strengths and weaknesses of the programs (Hashim, 2006:25).

### **2.5.9 EVALUATION OF THE TRAINING PROGRAMME AND TRANSFER OF LEARNING**

In most cases, organizations do not bother to check whether the skills and knowledge learnt during training are relevant to the job. If employees cannot transfer the learned skills effectively to the job, the results are a lack of improvement in job performance. If not monitored effectively, employees would stick to their old ways of doing the job and this would of course provide an impression that the training provided was a waste of resources. When managers in organizations observe their employees while applying the learnt skills is one way of evaluating the training programs. The effectiveness of training practices should therefore be measured prior to training the employees. Evaluation usually begins with trainees commenting on how well they liked the courses, and most organizations do not go beyond this (Salas & Kozlowski, 2010:33).

### **2.5.10 EMPLOYEE TRAINING AND DEVELOPMENT**

According to Heathfield (2012:85), training and development entails the pre-organised education and development programmes for employees, either as individuals or groups, with the purpose of benefiting both the employee and the organization. In order to appreciate the aspect of training and development, there is a need for understanding the changes that result from the process of training and development. Employee training and development is a facet of the broader framework of human resources management. It is important to note that training and development is not just about gaining new knowledge, skills, and ability (Heathfield, 2012:85).

### **2.5.11 DIFFERENCE BETWEEN TRAINING AND DEVELOPMENT**

According to Jeremiah (2014:25), the difference between training and development is that training is the learning activity targeted towards the acquisition of knowledge or

specific skills for current tasks which assist the individuals contribute positively to the organization in their current positions. Development refers to a continuous process which increases the skills and knowledge of employees which are intended to be used in the future. In this respect the importance of career development is to prepare employees to meet future issues and needs in order to ensure that the organization survives.

Training is a short-term process in which employees learn technical skills and knowledge for a definite purpose and development is a long-term educational and theoretical knowledge acquisition for general the purpose (Jeremiah, 2014:25).

#### **2.5.12 THE RELATIONSHIP BETWEEN EMPLOYEES TRAINING AND PERFORMANCE**

Performance simply means how employees are able to effectively manage and present their tasks to reveal their quality and good service preferred by their organizations. It is important to note that there is direct relationship between employee training, development, and employee performance. When employees are provided with relevant training, they would then eventually be more satisfied with their job, more dedicated and committed with the job and the performance of employees would also be improved. When employee performance improves, it would also lead to the organization's effectiveness. Training is one of the most important motivators which propels employees and can lead to both short-term and long-term benefits for the employees and the organisation (Jeremiah, 2014:26).

#### **2.5.13 PURPOSE OF EMPLOYEES TRAINING AND DEVELOPMENT PROGRAM**

McNamara (2010:56), indicates that training increases job satisfaction and employee morality, improving the employee motivation, improving the efficiencies in processes and financial gains, increasing the ability to secure technologies, developing the



innovation in strategies and products and reducing employee turnover are other important benefits of training (McNamara,2010:56).

Noe (2002:32) also adds that there are other benefits of training such as better prepared employees to achieve the organizational goals, more productive staff that are able to meet the challenges of change in the organization during learning and working on new programmes.

#### **2.5.14 TRAINING AND DEVELOPMENT PROCESS**

According to Armstrong (2006:87), the training and development program should be done in a systematic manner in order to ensure that it is explicitly structured, planned and implemented to achieve the required needs. The proper training and development program should involve the following important steps: determining training needs assessment, developing objectives, developing training methods, identifying the trainees and finally evaluating the effectiveness of the training development program.

- **Training Needs Assessment**

Training needs can be assessed by examining the critical human resources areas such as the organization as a whole, the job characteristic and the needs of the employees. Training needs should be based on the organizational need, type and nature of work to be executed and the necessary skills to complete the required work.

- **Identify the Trainees**

The issue of who must be trained is very important in an organization because training of employee is costly, and it is therefore necessary to critically select who will be trained. It is important to note that employees are moved by the training experience. Employee incapability in the program is regarded as a waste of resources and choosing or selecting the right trainees is necessary to the achievement of the program.

- **Training and Development Methods**

The program of training and development assists the employee to align to fast changes in job requirements and keep them informed of the new technologies and procedures. Naturally there are two broad types of training and development readily available to both public and private sector organizations: on-the-job and off-the-job forms of training methods. What method should therefore be used for the organization is realized by the individual conditions and other features such as 'who' 'what' and why of your training and development program.

- **Evaluation of Training and Development**

According to Pynes (2008:47), evaluation is defined as the method of determining the significance and usefulness of a learning program. Evaluation of the training program is essential to determine whether the training achieved its purposes. Regrettably, this is often neglected especially in private sector organizations. Evaluation develops the training program by providing criticism to the trainers, participants and employers and it evaluates employee skill levels. Evaluations can be used to determine changes in knowledge, levels of skills, attitudes and conduct, and levels of success at both the individual and agency level (Pynes, 2008:47).

### **2.5.15 METHODS OF EVALUATION**

According to Kirkpatrick (2006:17), training programs can be assessed on four main levels. The first level is evaluating the participants' responses to the training program. The author refers to this step as a degree of client approval. The second level of evaluation measures whether learning has happened as a consequence of attending the training. Did the participants obtain the skills or knowledge as a result of attending training? The third level of evaluation measures the scope to which on-the-job behavioural change has happened because of the participants' having attended the training program. The fourth level of evaluation efforts is to determine the final effects that happened because employees attended the training (Kirkpatrick, 2006:17).

## 2.5.16 REASONS FOR CARRYING OUT TRAINING AND DEVELOPMENT

According to Kum, Cowden and Karodia (2014:3) citing Katcher and Snyder (2003:90), some of the reasons why employers need their employees to continuously learn new skills are identified:

- ***Capital improvement***

Organizations tend to spend millions of Rand on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are regarded as an asset to the organizations, but employers are more concerned about reaching deadlines and profit maximization rather than employee's skills development and as a result employee performance could be hampered. Although most of the organization still achieves productivity, the focus should also be on the dedication, commitment, and loyalty of employees. If employees do not receive ongoing training, they will not perform effectively on their daily duties.

- ***Morale improvement***

Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.

- ***Ability to adapt to change***

The more skilled the workforce is, the easier it will be for the entire organization to adapt to changes that may arise in the domestic and global marketplace in the demand of its products and services. In most instances employees are reluctant to adapt to change because of the uncertainty involved, but one of the objectives of the Skills Development Act 97 of 1998 is to develop the skills of the South African workforce as

well as increasing levels of investment in education and training in the labour market (Kum, Cowden and Karodia, 2014:3).

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

According to Scot (2010:306), training has become increasingly important to the success of organizations. In most cases, organizations often compete on the basis of their capabilities, the core sets of knowledge and expertise that give them an advantage or edge over their competitors in the marketplace. It is for this reason that training plays a central critical role in nurturing and strengthening the competencies of an organization, and in this way has become part of the backbone of strategic management (Scot, 2010:306).

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

According to Nel (2004:455) most organizations 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 organization, it helps people identify with organization goals, it helps create a better corporate image, aids in organizational development, develops a sense of responsibility to the organization for being competent and knowledgeable and helps employees adjust to change (Nel, 2004:455).

Dyk (2003:2) argues that the main aim of training is to improve employee performance in an organization. It is also indicated that when work standards are low because of lack of knowledge or skills and poor attitudes among individual employees or groups in an organization. As a result, training can be viewed as a technological innovation that the organization needs to meet future needs (Dyk, 2003:2).

## **2.6 POLICIES/LEGISLATIONS GOVERNING TRAINING IN SOUTH AFRICA**

The White Paper on Transformation of the Public Service (1995), argues that training and development would assist the government to develop the

professional capacities of public servants and to promote institutional changes. Training can contribute to the strategic objectives and goals of government in a number of vital ways such as:

- Training can help to equip all public servants with the necessary knowledge, skills and competencies to carry out their jobs effectively and efficiently.
- Training can enable public servants to acquire new development orientated professionalism.
- Training, if properly conceived and structured can be a powerful instrument for anticipating as well as facilitating the introduction of institutional changes within the public services.
- Appropriate training can assist public servants in developing a better understanding of the needs of the communities that they are serving, as well as a capacity to respond to those needs (White paper on transformation of public service; 1995).

## **2.7 COACHING: A POSITIVE APPROACH TO MANAGING PERFORMANCE**

According to Werner and DeSimone (2009: 314) effective managers and supervisors realize that they must take an active and positive role in employee performance to ensure that goals are met. These managers and supervisors realize that they are paid not so much for what they do, but for what their subordinates do. Their role is to ensure that employee performance knows specifically what to do, can actually do it, and do not face unnecessary obstacles or disincentives to effect performance. Effective managers and supervisors also make sure employees know how they are performing on regular basis and that effective performance is rewarded when it occurs.

## **2.8 EVALUATION OF TRAINING PROGRAMS**

### **2.8.1 Reason for evaluating training programs**

According to Kirkpatrick (2006:17), human resource managers do program evaluation in an effort to determine whether they should continue to offer a program. If the cost outweighs the benefits, the program should be discontinued or modified. The most

common reason for evaluation is to determine the effectiveness of a program and ways in which it can be improved (Kirkpatrick, 2006:17).

### **2.8.2 The concept of training evaluation**

Evaluation is defined as the systematic collection of descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value and modification of various training activities (Erasmus, Loedolff, Mda and Nel, 2009: 207).

## **2.9 TRANSFERS OF TRAINING**

Trainers should design training for the highest possible transfer from the class to the job. Transfer occurs when trainees actually use on the job the knowledge and information they learned in training. How much training effectively gets transferred to the job is estimated to be relatively low, given all of the time and money spent, because many employees do not apply training to their jobs within the first year. Employees may use the training immediately, but then decrease its use over time. Certain variables affect the continuation of training transfer, depending on the nature and type of training. Verifying the effectiveness of training transfer is part of training evaluation (Mathis and Jackson, 2009: 89).

## **2.10 OBJECTIVE OF TRAINING AND DEVELOPMENT**

The primary objective of training and development is to prepare employees both new and old, for promotions to positions which require added skills and knowledge. This means that the training may range from highly specific instruction as steps in performance of a given job to very general information concerning the economy and society. Employees at various levels require training. Unskilled workers require training in improved methods of handling machines and materials to reduce the cost of construction and waste and to do the job in the most economical way (Mondy, 2012: 210).

## **2.11 EMPLOYEE TRAINING AND DEVELOPMENT**

Training and development entails the pre-organised education and development programmes for employees, either as individuals or groups, with the sole purpose of benefiting both the employee and the organization. In order to appreciate the aspect of training and development, there is a need for understanding the changes that result from the process. Employee training and development is a facet of the broader framework of human resources management. It is essential to note that training and development is not just about gaining new knowledge, skills and ability (Quartey, 2012, 45).

## **2.12 EVALUATION OF THE TRAINING PROGRAMME AND TRANSFER OF LEARNING**

Most organizations do not bother to check if the skills and knowledge learnt during training are applicable to the job. If employees cannot transfer the learned skills to the job, the consequence is a lack of improvement in job performance. If not monitored, some employees would stick to their old ways of doing the job and this would give the impression that the training provided was a waste of resources. Observing the employees applying the learnt skills is one way of evaluating the training programs. The effectiveness of training practices should therefore be measured prior to training the employees. Evaluation usually begins with trainees commenting on how well they liked the courses, and most organizations do not go beyond this (Salas & Kozlowski, 2010:66).

## **2.13 THE IMPACT OF TRAINING AND DEVELOPMENT ON THE ORGANIZATION**

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work effectively. As a result, many require extensive training to acquire the necessary aforementioned requisites to be able to make a substantive contribution towards the organization's growth. Training is

imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. The main purpose of training and development is to improve the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. (Armstrong, 2009:29).

## **2.14 EFFECT OF TRAINING ON PERFORMANCE**

In the real world, organizational growth and development is affected by a number of factors. Employee training plays a vital role in improving performance as well as increasing productivity in an organization. This will in turn leads to placing organizations in the better positions to face competition and stay at the top (Mondy, 2012: 210).

## **2.15 METRICS FOR EVALUATING TRAINING AND DEVELOPMENT**

Managers should strive to develop and use T&D metrics because such information can smooth the way to budget approval and executive buy-in. Most managers agree that training does not cost, it pays, and that training is an investment, not an expense.

- ***Participant reaction***

Evaluating a T&D program by asking the participants' opinions of it is an approach that provides a response and suggestions for improvements, essentially at the level of customer satisfaction.

- ***Level of learning achieved***

Some organizations administer tests to determine what the participants in a T&D program have learned.

- ***Business results derived from training***

Another approach to evaluating T&D programs involves determining the extent to which business results derived from training. Have training programs actually impacted performance?



- ***Return on investment from training***

The highest level of training effectiveness is return on investment from training. In today's global competitive environment, training will not be rewarded with continued investment unless training results in improved performance which impacts the bottom line.

- ***Benchmarking***

Benchmarking is the process of monitoring and measuring a firm's internal processes, such as operations and then comparing the data with information from companies that excel in those areas. Because training programs for different firms are unique, the training measures are necessarily broad (Mondy, 2012:213-214).

## **2.16 A SYSTEMATIC APPROACH TO TRAINING AND DEVELOPMENT**

### **Phase 1: needs assessment**

The first step in the training systems model, needs assessment, may be conducted at three levels: organizational analysis, operational analysis and person analysis. Not all training and development situations require assessment at each level, however, organizations that face serious, widespread human performance problems, as in the case in South Africa, would benefit from this approach.

- **Organizational analysis**

It involves analyzing organization-wide performance criteria (e.g. accidents and injuries, absenteeism, turnover, productivity, quality, labour and operating costs, sexual harassment charges, employment equity problems, etc.). The purpose of this analysis is to uncover major problem areas that may indicate a need for training.

- **Operational analysis**

The purpose of operational analysis is to determine how a job should be performed. 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**

It focuses on the employee and is used to identify employees for training. Specifically, the two purposes of individual analysis are to determine who currently needs training and development and what skills, knowledge, abilities or attitudes need to be acquired or strengthened now and for the future. Individual analysis is important to ensure that employees who need training are the one who actually receive it (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006: 304-306).

## **Phase 2: design and delivering of Training and Development**

After a needs assessment has identified a performance gap (the difference between desired and actual performance) or another specific set of development needs, and after particular objectives have been set that a training & development approach should accomplish, the organization is ready to seek or design a training & development programme (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006: 310).

## **Phase 3: evaluation**

The purpose of training and development in the training process is to determine whether trainees actually learned new skills and attitudes or a body of knowledge as result of the training and development programme (Grobler, Warnich, Carrell, Elbert & Hatfield, 2006: 322).

## **2.17 FACTORS INFLUENCING TRAINING AND DEVELOPMENT**

There are numerous factors that both impact and are impacted by T&D.

- **Top Management support**

For a T&D programme to be successful, top management support is required. The most effective way to achieve success is for the executive to provide the needed resources to support the T&D effort.

- **Technological Advances**

Change is occurring at an amazing speed, with knowledge doubling every year. The computer, internet, cell phones, text messaging and e-mail are dramatically affecting how training is conducted (Mondy, 2012:201).

## **2.18 REASONS TO INVEST IN HUMAN RESOURCES DEVELOPMENT**

According to Wilton (2011:248), the benefits of learning and development can be understood at three levels: the individual, organizational and societal. For the individual, the benefits of training and development include the acquisition of new or updated skills and knowledge, enhanced employability, greater value to the firm, improved job security and possible increases in reward.

At the level of society and national economy, despite the complexity of assessing the impact of learning on economic competitiveness, governments consistently stress the importance of education and training for both social and economic well-being. At the level of organization, the benefits of learning would include a range of positive HR outcomes, such as the improved quality of employed labour, reduced labour turnover, the reinforcement of organisational culture (particularly among new recruits), enhanced employee commitment, the facilitation of change, and increased skills flexibility. Investment in learning and development might also have a wider impact on employee behaviour beyond that directly shaped by the training intervention (Wilton, 2011:252).

## **2.19 IMPORTANCE OF TRAINING AND DEVELOPMENT**

According to Byars and Rue (2011:154) training is a learning process that involves the acquisition of knowledge, skills and abilities necessary to successfully perform a job. Several reasons exist for an organization to conduct training for its employees. Some of the reasons include:

- Economic, social, technological and making the skills learned today obsolete in the future.

- Planned organizational changes (such as introduction of new of new equipment) can make it necessary for employees to update their skills or acquire new ones.
- Problems within an organization such as low productivity or can be reduced by training.

## **2.20 THE ROLE OF EMPLOYEE TRAINING IN ORGANIZATIONS**

According to Shenge (2014:22), the role of training in an organization can be to reduce the feeling of job insecurity. When organizations invest in employee training, employees will have a feeling of belonging and it would be clear to them that the management would like to keep them for a long time. The role of training is to increase employee productivity and ensure a long-term relationship with employees (Shenge, 2014:22).

## **2.21 BENEFITS OF TRAINING TO AN EMPLOYEE**

Elnaga and Imran (2013:140) note that employee training assists in developing the abilities of the employee, as well as sharpening their thinking ability and creativity in order to make better decisions timeously and in a more productive manner. Employee training is regarded as a planned intervention aimed at enhancing individuals' job performance and may also assist employees to minimize anxiety or frustration emanating from work or on the job. Employees will tend to improve performance in order to reciprocate the favour when employers invest in employee training.

## **2.22 BENEFITS OF EMPLOYEE TRAINING TO AN ORGANISATION**

According to a survey conducted by Shenge (2014:58), it was revealed that 40% of employees who did not receive proper job training left their jobs within the first year.

Employees highlighted that the lack of skills training and development was the principal reason for leaving organizations. Enhanced employee satisfaction is also a major benefit of training to an organization. Companies which provide necessary employee training programs are able to achieve a high level of employee satisfaction and low employee turnover (Shenge, 2014:58).

## **2.23 CONCLUSION**

This chapter has outlined the theoretical basis for Training Managers to understand the conceptual definitions, processes and the types of training programmes that can be conducted in an organisation. The international, national and provincial perspective with regard to training and development have been clearly discussed in this chapter. Various authors in this chapter have highlighted the importance and benefits of providing training and development to the employees in an organisation. The effect of training and development on the employees have been also discussed in this chapter. Relevant legislations or prescripts with regard to training and development in South Africa have been covered in this chapter. There is clearly a relation between the literature review and the research study because most of the aspects covered in this chapter provide answers for the research objectives and questions.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

According to Schwardt (2007:195), research methodology is defined as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry.

This chapter explains the research design, the data collection procedures, the target population under investigation, data analysis, limitations, validity & reliability, and the research instrument used for the research as well as ethical considerations. According to Mouton (2011: 56), methodology focuses on the research procedures, process and tools that are applied to the research study.

### **3.2 RESEARCH DESIGN**

According to Khan (2008:69), a research design is an action plan that is aimed at achieving the objectives of the study and providing the information required to solve the research problem.

Cooper and Schindler (2006:146), argue that research design gives an indication of the type of study that is undertaken in order to provide acceptable answers to the research questions or problems

According to Cooper and Schindler (2006:146), the following are the pre-requisites of a research design:

- The design guides the selection of sources and types of information;
- The design is a framework for specifying the relationship among the study's variables;
- The design sets out the procedures for every research activity;

- The design is an activity and a time-based plan; and
- The design is always based on the research questions.

The current research is a descriptive cross-sectional study that surveyed employee's attitudes towards the effect of training and development on the performance of employees in the Limpopo Gambling Board.

### **3.3 STUDY AREA**

The study will be conducted at the Limpopo Gambling Board situated in Polokwane, Limpopo province. The mandate of the board is to regulate and monitor gambling activities in the Province and in particular, to ensure the eradication of unlawful gambling activities, promoting responsible gambling and to collect gambling revenue from licensed gambling establishments. The mission of LGB is to regulate the gambling industry in a responsible and ethical manner for the benefit of the people of the Province by ensuring compliance with legislation, promoting responsible gambling, and facilitating sustainable local economic development (LGB Annual Report, 2017/18). The Board has the Human Resources Management as a sub directorate under the Chief Financial Officer's office.

### **3.4 SAMPLING TECHNIQUE**

Sampling refers to the process of selecting a portion of the population that conforms to a designated set of specifications to be studied. A sample is a subset of a population selected to participate in the study. A purposive sampling method will be used in this study. Purposive sampling requires selecting participants who are knowledgeable about the issue in question, because of their sheer involvement in and experience of the situation (Creswell, 2003:185).

According to Sanders, *et al* (2000:151), sampling is justified when it is impractical, expensive and too time-consuming to include the entire population. Sampling techniques are divided into probability and non-probability sampling. In the case of probability sampling, the sample is statistically chosen at random, which provides every unit of the population the same opportunity to be selected for participation in the

study. Non-probability sampling is more subjective in nature as the researcher exercises more control over the selection of units (Sanders, 2000:151).

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 40 officials will be sampled from among the following respondents in the Limpopo Gambling Board.

- 5 Managers, 15 officers, 8 inspectors and 12 auditors

With a purposive sample, the researcher is likely to get the opinions of the target population.

The sample size is considered to be a representative sample that would allow generalisation of the results to the population.

### **3.5 TARGET POPULATION**

Burns and Grove (2016:236) state that the target population is the whole collection of respondents that meet the chosen set of criteria. In this study the targeted population is various employees from all units/sections in the Limpopo Gambling Board as training and development affect every employee. The researcher distributed forty (40) questionnaire surveys to employees in the Board.

### **3.6 RESEARCH INSTRUMENT**

Data were collected by means of a questionnaire survey. The questionnaires consisted mostly of closed-ended questions with few open-ended questions. Closed ended questions are designed to collect quantitative data based mainly on a five-point Likert scale (Leedy and ormrod, 2010:22).

Additionally, the researcher also conducted a face-to-face semi structured interview with the Human Resource Manager on the views of Training and Development in the Board.



### 3.7 QUESTIONNAIRE CONSTRUCTION

According to Sanders, *et al.* (2000:279) the questionnaire is a suitable data collecting method for the identification and description of different variables, such as those found in organizational practices or in the opinions or attitudes of the people. The careful design of the individual questions, sensible layout of the questionnaire, coherent explanation of the purpose of the questionnaire and pilot testing all contribute to better response rates and maximise the validity and reliability of the questionnaire.

Sekaran (2000:235) states that the language of the questionnaire should approximate the level of understanding of the respondents. The choice of words would depend on their educational level, and frames of reference of the respondents. Struwig and Stead (2001:89) provide the following guidelines for the development of a questionnaire which were followed in this research:

- Provide clear and precise instructions
- Divide the questionnaire into logical sections according to subject
- Start with easier questions
- Proceed from general to specific questions
- Avoid technological terms
- Employ the respondent's vocabulary
- Minimise the number of questions

Struwig and Stead (2001:90) further provides guidelines for the content and phrasing of the questions. The main aim is to phrase questions in such a manner that respondents will accurately interpret all questions and should not be influenced to provide a specific answers. It is important that the researcher has to carefully consider the format or structure of the questions.

According to Struwig and Stead (2001:95), scaled response questions such as the Likert-type scale are preferable to other forms of questions as they provide ordinal data. The questionnaire used for the purpose of this study was constructed in an effort to meet the criteria suggested by Struwig and Stead ((2001:95). The questionnaire gathered demographic information of the participants and questions relating to the

objectives of the research. The questionnaire also provided the open-ended questions which allowed the researcher to compare responses from multiple data sources and also allowed for triangulation which should improve validity and reliability.

### **3.8 PILOT STUDY**

According to De Vos, Strydom, Fouche and Delport, (2002:211) the main purpose of a pilot study is to administer the questionnaire to a small number of people who possess similar characteristics as the target group in order to ensure that the respondents will not encounter problems with completing the questionnaire and that the researcher will not have problems with the analysis of the responses. A pilot study allows for an assessment of the validity and reliability of the questionnaire. A pilot study can elicit information about the time it took to complete the questionnaire, clarity of instructions and questions, whether major topics were omitted and whether the layout was clear and attractive. In addition, respondents must be encouraged to suggest any other improvements to the questionnaire.

In the current study, five (5) randomly selected participants were selected for pre-testing of the research questionnaire or instrument. During the pre-test phase, the researcher evaluated if there was no ambiguity in the questions presented in the research instrument and whether all respondents understanding of the elements of the instruments was consistent. The participants understood the contents of the questionnaire and no changes were made.

### **3.9 ADMINISTRATION OF THE QUESTIONNAIRE**

According to Saunders, *et al* (2000:308) the objective of administering a questionnaire is to gain access to the sample (in this case the population) and to maximize the response rate. The following procedure was followed in administering the questionnaire:

- Each potential participants was contacted by telephone to inform or advise to expect the questionnaire which was delivered to their own offices. According to Saunders, *et al.* (2000:308), prior notification establishes personal contacts with respondents and subsequently raises the perceived importance of the study.
- Follow-up calls were made once the questionnaires were delivered in order to ensure that respondents comply with deadlines.

### **3.10 COLLECTION OF THE QUESTIONNAIRE**

The researcher and participants agreed that questionnaires will be collected at their respective workstations or offices after five (5) working days. However some of the participants decided to complete the questionnaires immediately given the importance of the study and submitted them to the researcher's office. It must also be indicated that the researcher could not find some participants in their offices during the collection process even though several follow-ups were made. The majority of the employees in the Board are field workers and most of the time they are out of their offices.

The researcher issued forty (40) questionnaires and thirty three (33) were collected.

### **3.11 INTERVIEWS**

A face-to-face interview has been chosen in this study as it maximizes engagement and provides in-depth exploration of the respondent's opinion (Garson, 2008:22). An interview was conducted with the Human Resource Manager in the Limpopo Gambling Board to get a depth overview on how training and development is conducted in the Board. The interview was conducted on the 15<sup>th</sup> of October 2019 at her office.

### **3.12 DATA ANALYSIS**

According to De Vos (2002:339), data analysis is the process of bringing order, structure and meaning to the mass of collected data. The best way to approach the data is to set analysis objectives. This means deciding exactly what kind of information needs to be obtained from the data. The following questions were asked in order to ensure that only relevant analysis could be done.

- What do we want to investigate?
- Which specific questions do we want to answer?
- Which analysis do we need to conduct in order to answer those questions?

In the current study, data will be analysed using STATA. Furthermore, data will be summarised by means of pie-charts and tables. Whereas quantitative data will be subjected to deductive analysis, qualitative data will also be analysed inductively and textually (Leedy and Ormrod, 2010:7).

### **3.13 VALIDITY AND RELIABILITY**

Validity can be defined as the degree to which the research instrument (a questionnaire) measure what is supposed to measure. Research reliability is the degree to which research method produces stable and consistent results. (Leedy and Ormrod, 2010:22).

As indicated previously, a pilot study was conducted in the pre-test phase to improve the validity and reliability. Furthermore, a process of triangulation was explored whereby responses from multiple data sources were compared. Additionally, an interview with the Training Manager was conducted to improve reliability. Moreover, the research instrument was developed with the assistance of an experienced academic in designing research instruments thus following all necessary guidelines as discussed.

### 3.14 LIMITATIONS OF THE STUDY

This research report was limited to employees who were permanently employed and employees under the internship programme were not included in the study. Time was a major problem in this research because some of the participants did not complete the question in the agreed time with the researcher and that made the research process time consuming.

Parts of the study were based on the qualitative data collected through open-ended questions. This carries the inherent limitations of the qualitative methods in that they may be biased by the researcher's own subjective interpretations (Lee, 1999:213). However, since the interviews and interpretation of the results were facilitated by an experienced academic, such bias should be minimal. Furthermore, a mixture of qualitative and quantitative approaches was used to minimise bias.

### 3.15 ELIMINATION OF BIAS

Bias is described as any influence that may have disturbed the randomness by which a sample population has been selected (Leedy, 1999:213). The use of a sample, selected by random sampling can eliminate a great deal of bias by avoiding the use of double-barrelled, ambiguous, leading and lengthy questions (Sekaran, 2000:238).

### 3.16 ETHICAL CONSIDERATION

The following ethical issues were considered in this study:

- ***Ensuring participants have given informed consent***

Participants/respondents were made aware that participating in the research is not compulsory and also made aware that they are allowed to pull out from

participating if they felt like it. Participants were also made aware of their important contributions towards the study.

- ***Ensuring no harm comes to participants***

Each participant was made fully aware of the nature and purpose of the research and that they will not experience any difficulties as a result of participating in the study. The questionnaire had a covering letter signed by the researcher assuring them that the study was purely meant for academic purposes.

- ***Ensuring confidentiality and anonymity***

Each participant was made aware that their participation in the study will be treated as strictly confidential and their anonymity assured. In order to ensure anonymity, the participants were asked not to write their names on the questionnaire. The researcher further assured the participants not to reveal their names and that only demographic information as well as questions regarding the training and development will be asked.

- ***Ensuring that permission is obtained***

Sekaran (2000:244) argues that a proper introduction that clearly discloses the identity of the researcher and the purpose of the survey is very important. It is also important to establish a good relationship with the respondents and motivate them to respond to the questionnaire enthusiastically.

The researcher wrote a memo to the CEO requesting permission to conduct the study in the Board and approval was granted by the CEO. The participants were also shown the approval letter from the CEO during the distribution of the questionnaires to make them aware that the study was approved by the CEO so that they could freely participate in the study without fear.

- ***Access to results***

When the CEO grant approval to this study, one of the conditions was that the findings or results should be shared with the management of the Board. The results will then be made available to the management of the LGB and to any of the participants who may be interested in them.

### **3.17 CONCLUSION**

This chapter has presented the discussion on the research methodology used in this empirical study. The methods of data collection were also discussed in this chapter. The construction and administration of questionnaire was also discussed. This chapter have explained the sampling of the research study. The importance of reliability and validity of measuring instrument and the piloting of the research questionnaire were also discussed. Chapter four will focus on the analysis and interpretation of the results from this empirical study.

## **CHAPTER FOUR: STATEMENT OF RESULTS, DISCUSSION, AND INTERPRETATION**

### **4.1 INTRODUCTION**

This chapter presents the results of the study focusing on the demographic variables and opinion relation responses from the study participants who are employees in the Limpopo Gambling Board. As indicated in Chapter 1, the main aim of this study was to investigate the effect of training and development on the performance of the employees in the Limpopo Gambling Board. The specific objectives were:

- d) To analyze the effect of training and development in the LGB;
- e) To investigate whether training and development can promote the performance of the employees in the LGB; and
- f) To evaluate the impact of the training on the employees in the LGB.

A total of 40 questionnaires were distributed to the employees in the board and a total of n=33 completed questionnaires were received back from the participants. This represents 83% response rate, and which is a good response for this study.

Data were analyzed using STATA and the results were summarized by means of pie charts and tables.

### **4.2 DEMOGRAPHIC INFORMATION**

The profile of the respondents were analyzed in terms of their gender, age, type of employment, job experience, current position within the organization and educational background. The results are summarized by graphs in the following sections.



#### 4.2.1 Profile of respondents by gender

Table 4.2.1 Profile of respondents by gender

Gender	Frequency	Percentage
Female	15	45.45
Male	18	54.55
<b>Total</b>	<b>33</b>	<b>100</b>

Figure 4.2.1 Profile of respondents by gender

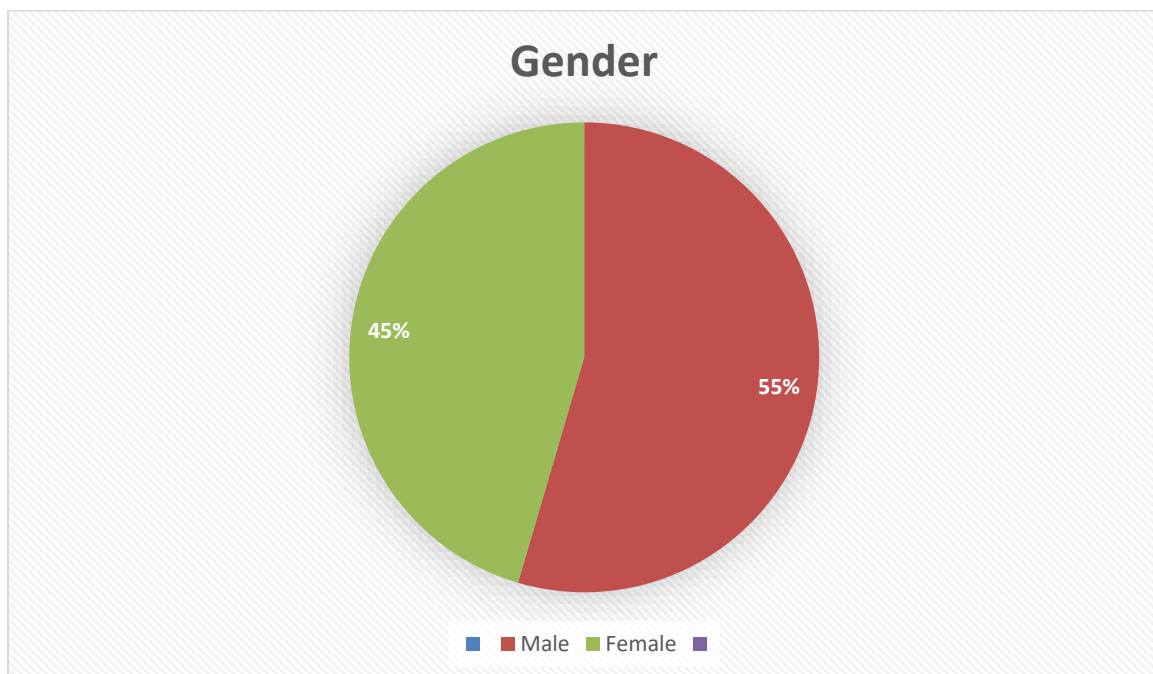


Table 4.2.1 and Figure 4.2.1 present the profile of respondents by gender. The profile of respondents indicates that 55% of the respondents were males whilst 45% were females. The gender profile represents a fair proportional representation of respondents in the board.

**Figure 4.2.2 Profile of respondents by type of employment**

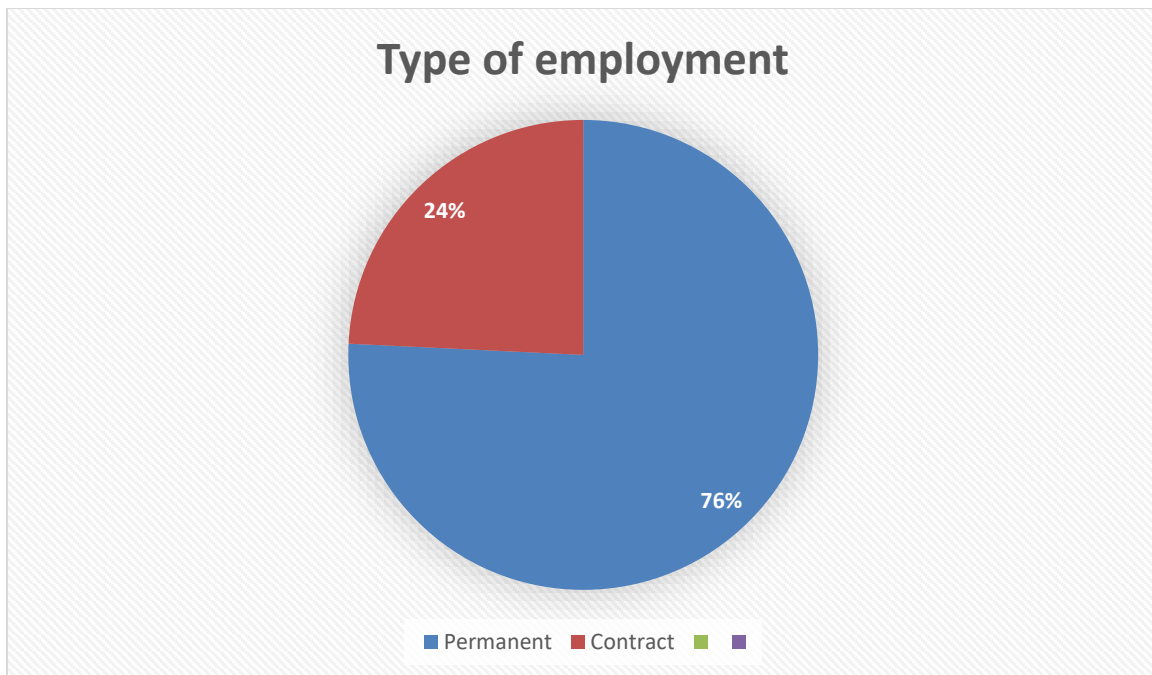


Figure 4.2.2 shows the type of employment of the participants and the results indicate that 76% of the participants were permanent employees whilst 24% were employees employed on a contract basis.

**Table 4.2.3 Profile of respondents by job experience**

Experience	Frequency	Percentage
Less than 5 years	9	27.27
5 to 10 years	6	18.18
11 to 15 years	9	27.27
More than 15 years	9	27.27
<b>Total</b>	<b>33</b>	<b>100</b>

**Figure 4.2.3 Profile of respondents by job experience**

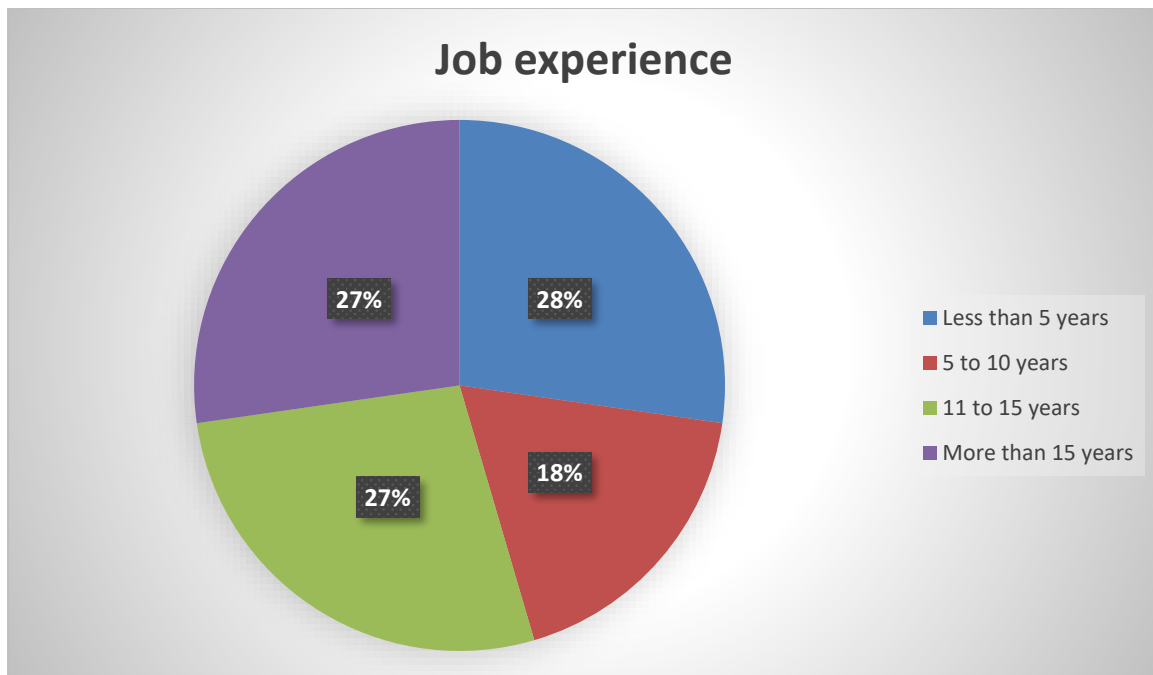


Table 4.2.3 and Figure 4.2.3 present the profile of respondents in terms of the number of years the participants have been employed by the board. The results indicate that 28% of the respondents have less than 5 years working experience in the board, 18% of the respondents have between 5 to 10 years working experience in the board while 27% of the respondents have between 11 to 15 years working experience in the board. The results also show that 27% of the respondents have more than 15 years' experience in the board. The majority of the respondents at 54% have more than 10 years working in the board while 46% of the respondents have less than 10 years working experience in the board.

**Table 4.2.4 Profile of respondents by educational background**

Highest qualification	Frequency	Percentage
Grade 12	3	9.09
College Diploma	10	30.30
University Degree	13	39.39
Post graduate	7	21.21
<b>Total</b>	<b>33</b>	<b>100</b>

**Figure 4.2.4 Profile of respondents by educational background**

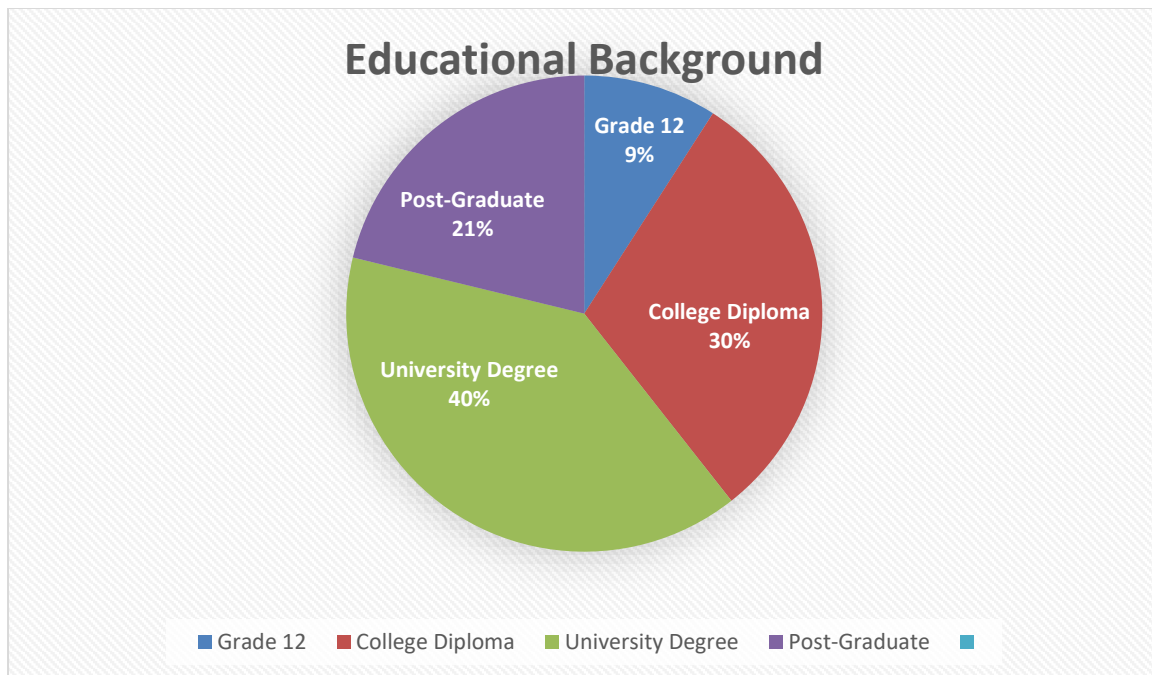


Table 4.2.4 and figure 4.2.4 indicate that 40% of the respondents have a formal university degree. About 30% of the respondents have a college diploma while 21% have a post-graduate qualification. Only 9% of the respondents have only grade twelve.

### 4.3 OPINION RELATED QUESTIONS ON TRAINING AND DEVELOPMENT

The respondents were asked a series of opinion related questions based on a 5-point Likert scale on their perception about training and development within the Limpopo Gambling Board. Questions were asked according to the objectives of the study and the results are summarized in table 4.2.5.

**Table 4.2.5 Ratings (%) of each opinion related question on training and development in terms of objectives.**

#### 4.3.1 Objective 1: The effect of training and development

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

4.3.1.1 I have attended a training and development program since employed by this organization	<b>0</b>	<b>51.52</b>	<b>9.09</b>	<b>39.39</b>	<b>0</b>
4.3.1.2 Training and development helps employees to adapt to new developments	<b>61.54</b>	<b>30.77</b>	<b>7.69</b>	<b>0</b>	<b>0</b>
4.3.1.3 Training and development programs are aligned with the objectives of an organization	<b>30.77</b>	<b>30.77</b>	<b>38.46</b>	<b>0</b>	<b>0</b>
4.3.1.4 Training and development improves the behaviour of employees in an organization	<b>38.46</b>	<b>38.46</b>	<b>7.69</b>	<b>7.69</b>	<b>7.69</b>
4.3.1.4 Employees gain new knowledge after attending training	<b>53.85</b>	<b>23.08</b>	<b>23.08</b>	<b>0</b>	<b>0</b>
4.3.1.5 Every employee gets an equal opportunity to attend training in this organization	<b>7.69</b>	<b>0</b>	<b>7.69</b>	<b>30.77</b>	<b>53.85</b>
4.3.1.6 Training and development is essential for everyone in the organization	<b>46.15</b>	<b>46.15</b>	<b>7.69</b>	<b>0</b>	<b>0</b>
4.3.1.7 Training and development is very important for the successful functioning of the organization	<b>38.46</b>	<b>46.15</b>	<b>15.38</b>	<b>0</b>	<b>0</b>
4.3.1.8 Training is an effective investment in an organization	<b>30.77</b>	<b>61.54</b>	<b>7.69</b>	<b>0</b>	<b>0</b>
4.3.1.9 The training received was relevant to your work	<b>7.69</b>	<b>15.38</b>	<b>23.08</b>	<b>23.08</b>	<b>30.77</b>
4.3.1.10 Employees requires minimal supervision after receiving training	<b>15.38</b>	<b>30.77</b>	<b>30.77</b>	<b>15.38</b>	<b>7.69</b>
4.3.1.11 Training increases opportunities for career development	<b>53.85</b>	<b>30.77</b>	<b>7.69</b>	<b>7.69</b>	<b>0</b>

### 4.3.2 Objective 2: Training and development promote the performance of the employees.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
4.3.2.1 Training and development improves your work performance	61.54	15.38	15.38	7.69	0
4.3.2.2 Training and development improves employee skills	76.92	15.38	7.69	0	0
4.3.2.3 Employees gain new knowledge after receiving training	76.92	0	23.08	0	0
4.3.2.4 Training improves the confidence of employees when performing their duties	61.54	23.08	15.38	0	0
4.3.2.5 Training and development motivates employees to enhance their performance	46.15	30.77	15.38	7.69	0
4.3.2.6 Training and development have a positive impact on the performance of employees	66.67	25.00	8.33	0	0

### 4.3.3 Objective 3: Evaluation on the impact of training on the employees

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
4.3.3.1 You are able to implement the knowledge acquired during training on your daily duties	30.77	46.15	7.69	7.69	7.69
4.3.3.2 Training and development programmes attended are relevant to your job description	0	30.77	38.46	15.38	15.38
4.3.3.3 You have noticed changes of behaviour of colleagues after attending training and development programmes	7.69	7.69	46.15	23.08	15.38

4.3.3.4 You have received feedback with regard to the training and development programmes attended	<b>7.69</b>	<b>15.38</b>	<b>15.38</b>	<b>46.15</b>	<b>15.38</b>
4.3.3.5 You perform better after attending training and development programmes	<b>7.69</b>	<b>30.77</b>	<b>46.15</b>	<b>0</b>	<b>0</b>
4.3.3.6 Management provide support to employees after attending training and development programmes	<b>0</b>	<b>7.69</b>	<b>30.77</b>	<b>38.46</b>	<b>23.08</b>

### **Objective 1: The effect of training and development**

#### **4.3.1.1 I have attended a training and development program since employed by this organization.**

Table 4.2.5 indicate that about 51.52% of the respondents tend to agree that they have attended a training and development program since employed in the board while 39.39% of the respondents indicate that they did not receive any training and development since employed by the board. About 9.09% of the respondents were not sure. The majority of the respondents have at least attended training since employed in the board.

According to Byars and Rue (2011:154), training and development is a learning process that involves the acquisition of knowledge, skills and abilities necessary to successfully perform a job and therefore employees must be provided with training on their current jobs in an effort to ensure that they perform well.

Hamilton (2013:169) argues that employers must invest resources and time in employee training so that they become essential resources in the future. Employees need to be developed and equipped to face the challenging situations in the organization (Hamilton, 2013:169).

According to Devaneshan (2014:1) employee training assists in developing and promoting employees for them to become dependable resources and ultimately benefit the organization.

#### **4.3.1.2 Training and development helps employees to adapt to new developments.**

The results show that 61.54% of the respondents strongly agree that training and development programs help employees to adapt to new developments while on the other hand 30.77% of the respondents share the same sentiments. About 7.69% of the respondents were not sure if training and development helps employees to adapt to new development, however the majority of the respondents (92.31%) agrees that training and development assists employees in adapting to new developments.

Grobler and Hatfield (2006: 302) state 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 organizational problems, orient new employees, prepare for promotion and managerial succession and finally satisfy personal growth needs.

#### **4.3.1.3 Training and development programs are aligned with the objectives of an organization**

The results in table 4.2.5 indicate that 30.77% of the respondents agree that the training and development programs in the board are aligned with the objectives of the board while 30.77 strongly agree. The majority of the respondents (61.54) tend to agree that training and development programs in the board are aligned with the objectives. About 38.46% of the respondents remain neutral with regard to the statement.



According to Ganesh (2012:3) training programs should be linked to the work situation because any training which is not related to the work situation is a waste of training effort and training is also not taken seriously by the participants.

#### **4.3.1.4 Training and development improves the behaviour of employees in an organization**

Table 4.2.5 indicate that 38.46% of the respondents strongly agree that training and development improves the behaviour of employees in an organization while 38.46% agree. This means that the majority of the respondents (76.92%) tend to agree that training and development plays a critical role in improving the behaviour of the employees in an organization. About 7.69% disagree that training and development improves the behaviour of employees in an organization while 7.69% strongly disagree and on the other hand 7.69% of the respondents neither agree nor disagree with the statement.

According to Kreitner and Kinicki (2001:75), training and development cannot be separated from the organizational culture as culture directs the behaviour of employees creating greater commitment to organizational goals and objectives and serve as a yardstick to employees when they have to make decisions and solve problems. According to Snell and Bohlander (2007:313) it is recommended that the appraisal behaviour should be made by a couple of individuals including learner, supervisor, subordinates and peers. Such appraisal should only be conducted at-least three months after training was presented.

#### **4.3.1.4 Employees gain new knowledge after attending training**

The results shows that 53.85% of the respondents tend to strongly agree that employees gain new knowledge after attending training while 23.08% agree. The

majority of the respondents (76.93%) agree that employees gain new knowledge after attending training while 23.08% remain neutral about the statement.

Alpour, Salehi and Shahnavaz (2009:63) define employee training as an organized activity aimed at imparting employees with the necessary knowledge, skills and abilities so that they perform their duties effectively and efficiently.

#### **4.3.1.5 Every employee gets an equal opportunity to attend training in this organisation.**

Results shown in table 4.2.5 indicates that 53.85% of the respondents strongly disagree that employees are given equal opportunity with regard to training and development programs while 30.77% disagree. The majority of the respondents tend to disagree that there is equal opportunity with regard to training and development in the board. About 7.69% strongly agree that employees are given equal opportunity when it comes to training and development in the board while 7.69% remain neutral about the statement.

According to Armstrong (2006:85) training and development minimizes learning costs, improves individual, team and organization's performance in terms of output, quality, speed and overall productivity, improves operational flexibility as it adds to range of skills employees have, attracts high quality employees by offering them learning and development opportunities, increasing employees competence levels and enhancing their skills thus enables them have more job satisfaction to gain higher rewards and progress within the organization. It is for this reason that organisation must ensure that all employees are provided with the necessary training and development so that they are able to perform better.

#### **4.3.1.6 Training and development is essential for everyone in the organisation**

Table 4.2.5 indicate that 46.15% of the respondents strongly agree that training and development is essential for every employee in an organisation while 46.15% agree.

The majority of the respondents (92.3%) tend to agree that training and development is essential for every employee in the board. Only 7.69% of the respondents remain neutral about the statement.

According to Amadi (2014:22) organizations that embrace training and development practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders.

#### **4.3.1.7 Training and development is very important for the successful functioning of the organisation**

Table 4.2.5 indicate that 38.46% of the respondents strongly agree that training and development plays a critical role for the successful functioning of an organisation while 46.15% agree and only 15.38% of the respondents were not sure about the statement.

According to Amadi (2014:25) the adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. Employees need to be trained and developed regularly so that they are able to deliver even when the external environment changes.

#### **4.3.1.8 Training is an effective investment in an organisation**

Table 4.2.5 indicate that 30.77% of the respondents strongly agree that training serves as an effective investment in an organisation while only 61.54% agree. The majority of the respondents (92.31%) tend to agree that training of employees in the board is regarded as an investment for the organisation and only 7.69% of the respondents remain neutral about the statement.

According to Barmao (2009:20) training and development can also increase the level of commitment of employees to the organization and will also accentuate the perception that the organization is a good place to work. Obviously, greater commitment can result in a low turnover rate and less absenteeism, thus increasing productivity. Training and development is also important because it is generally recognized that society at large will be the indirect beneficiary when individuals become more productive and contributing members of organisations.

#### **4.3.1.9 The training received was relevant to your work**

Results in table 4.2.5 indicate that 30.77% of the respondents strongly disagree with the statement while 23.08% disagree. This means that the majority (53.85) of the respondents attended training that were not relevant to their job descriptions and 23.07% of the respondents agree that they have received training that are relevant to their jobs while 7.69% agree. It is the responsibility of the Human resource unit and the supervisor to ensure that employees attend trainings that are relevant to their jobs.

Mondy (2012:212) stressed that it is important to maintain training records, including how well employees perform during training and later on the job. This information is important in terms of measuring program effectiveness and charting the employee's progress in the organisation. Training and development programs relevant to the job function in an organisation should be provided to employees in an effort to achieve its goals and objectives. Erasmus et al (2009:146) argues that once the job performance requirements are known, the designer must determine the difference between the skills possessed by those targeted for training and skills required to operate the system.

According to Majeed and Shakeel (2017:498) those employees who attend training and development program need less supervision when performing their duties.

#### **4.3.1.10 Employees requires minimal supervision after receiving training**

Table 4.2.5 indicate that about 30.77% of the respondents agree that employees requires minimal supervision after they have undergone training while 15.38% strongly agree. About 15.38% of the respondents disagree with the fact that employees need minimal supervision after attending training programs while 7.69 strongly disagree and about 30.77% of the respondents remain neutral about the statement.

According to Barmao (2009:22) training and development is about achieving business results. It is not about teaching, but it's about learning. In some cases there is more instruction than learning. In others, there is more learning than instructions. Obviously the second case is more successful. It should leave the trainee feeling confident that the task could be performed without supervision and performance standards can be achieved. Majeed and Shakeel (2017:498) argues that those employees who attend training and development program need less supervision when performing their duties.

#### **4.3.1.11 Training increases opportunities for career development**

Results in table 4.2.5 indicate that 53.85% of the respondents strongly agree that training increases opportunities for career development of employees while 30.77% agree. The majority of the respondents (84.62%) of the respondents tend to believe that when employees are being properly trained this will increase the opportunity for career development. About 7.69% of the respondents tend to disagree while 7.69% remain neutral about the statement.

According to Bashir and Jehanzeb (2013:245) Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

### **4.3.2 Objective 2: Training and development promote the performance of the employees.**

#### **4.3.2.1 Training and development improve your work performance**

Results in table 4.5.2 presents that 61.54% of the respondents strongly agree that training and development improve their work performance while 15.38 agree. The majority of the respondents at 76.92% tend to agree that training and development programs improves their work performance when executing their duties. About 7.69% of the respondents disagree while 15.38% remain neutral with regard to the statement.

Hassan (2011:3) argues that employee training and development are typically associated with improving performance, knowledge and skills of employees in their current job position. Broad (2008:81) further state that the main and important objective of training and development is to address performance deficiencies both at individual, team and organisational level. However, Bakwena (2000:98) have a different view that it is not necessarily true that training and development improves performance of employees in an organisation.

#### **4.3.2.2 Training and development improves employee skills**

Table 4.5.2 indicate that 76.92% of the respondents strongly agree that training and development improves their skills while 15.38% agree. The majority of the respondents at 92.30% believe that training and development improve the skills of the employee in an organisation and 7.69% were not sure about the statement.

Wankhede and Rajashree (2014:6) argue that training enhances employee skills. Therefore, it helps to reduce the costs incurred through errors. According to Nel et al, (2005:426) training is the 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. Mathis and Jackson (2009:83) argue that training provides employees with specific, identifiable knowledge and skills for use in their present jobs while on the other hand

Amos, Ristow and Pearse (2008:324) explain that training and development is about the organisation providing assistance to employees so that they become effective in their jobs.

#### **4.3.2.3 Employees gain new knowledge after receiving training**

Results in table 4.5.2 indicate that 76.92% of the respondents strongly agree that employees indeed gain new knowledge after they have attended training while 23.08% remain neutral about the statement. 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.

#### **4.3.2.4 Training improves the confidence of employees when performing their duties**

Table 4.5.2 shows that 61.54% of the respondents strongly agree that training improves the confidence of employees when performing their duties while 23.08% agree. This means that the majority of the respondents at 84.62% tend to agree that training improves the confidence of employees when performing their daily duties. Only 15.38% of the respondents remain neutral about the statement.

#### **4.3.2.5 Training and development motivates employees to enhance their performance**

Table 4.2.5 indicate that 46.15% of the respondents strongly agree that training and development thus motivates employees to enhance their performance while 30.77% agree. The majority of the respondents at 76.92% agree that training and development plays an important role in enhancing their performance in an organisation. However,

7.69% of the respondents disagree with the statement and 15.38% remain neutral about the statement.

Hassan (2011:31) states that the purpose of training is mainly to improve knowledge and skills as well as changing the attitudes or behaviour of employees. It is one of the most important potential motivators which can lead to many possible benefits for both individual and organisation.

#### **4.3.2.6 Training and development have a positive impact on the performance of employees**

Results in table 4.2.5 shows that 66.67% of the respondents strongly agree that training and development have a positive impact on the performance of the employees in an organisation while 25.00% agree. Only 8.33% of the respondents remain neutral about the statement.

McNamara (2010:78) argues that training increases job satisfaction and employee morale in an organisation. Mwangi (2017:22) further stressed that training enhances employees' competencies and thus, enables them to implement work related efficiencies into their daily work functions.

#### **4.3.3 Objective 3: Evaluation on the impact of training to the employees**

##### **4.3.3.1 You are able to implement the knowledge acquired during training on your daily duties**

Table 4.2.5 indicate that 30.77% of the respondents strongly agree that they are able to implement the knowledge gained during training on their daily duties while 46.15% agree. The majority of the respondents at 76.92% tends to have confidence that they are able to apply what have acquired during training on their day-to-day duties. About



7.69% of the respondents strongly disagree while 7.69% disagree and 7.69% remain neutral about the statement.

According to Byars and Rue (2011:154) the problems within an organisation such as low productivity or large scrap problems can be reduced through training. Nel et al. (2005:426) also argue that training can be regarded as a planned process to modify attitude, knowledge or skilled behaviour through learning experiences so as to achieve performance in an activity or range of activities. Once an organisation implements a training program, it must evaluate the success of such program even if it has produced desired results for other organisation and even if similar programs have produced desires for it. According to Noe et al, (2008:286) managers need to not only stress the importance and relevance of employee attending a particular training program, but they must also support the application of skills learnt in the performance of the job. These can be developed through the training program where employees develop action plans as to how they will apply their skills.

#### **4.3.3.2 Training and development programmes attended are relevant to your job description**

Results in table 4.2.5 indicate that 30.77 of the respondents tend to agree that the training that they have attended were relevant to their job descriptions. About 15.38% of the respondents strongly disagree with the statement while 15.38% disagree and 38.46% were not sure if training and development attended were relevant to their job descriptions.

It is of paramount importance for the employees to be trained on the programs that are relevant to their job description so that they are able to excel when performing their daily duties. It is also the responsibility of the HRM department to ensure that employees attend training that are relevant to their daily duties in order to avoid training employees on programs that will not have an impact on their performance.

#### **4.3.3.3 You have notice changes of behaviour of colleagues after attending training and development programmes**

Results in table 4.2.5 indicate that only 7.69% of the respondents have notice changes of behaviour with regard to their colleagues after attending training and development programs while 7.69% agree. The majority of the respondents at 46.15% decided to remain neutral about the statement while on other hand 23.08% strongly disagree with the statement and 15.38% disagree.

According to Mondy (2012:212) training and development prepares employees to keep with the organisation as it changes and grows. Werner and DeSimone (2009:314) indicated that effective managers and supervisors must ensure that employees know how they are performing on regular basis and that effective performance is rewarded when it occurs

#### **4.3.3.4 You have received feedback with regard to the training and development programmes attended**

Table 4.2.5 shows that 7.69% of the respondents strongly agree that they have received feedback after attending training and development while 7.69% agree. About 46.15% of the respondents strongly disagree and 15.38% disagree. The majority of the respondents at 61.53% tend to disagree that they are provided with any feedback with regard to training and development that they have attended while 15.38% were not sure about the statement.

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.

According to Kum, Cowden and Karodia (2014:75) feedback is a very important condition for the successful acquisition of skills. Training can be done mentally, where

the employees go over the events in their heads in order to be properly prepared. It is important that information is given correctly in the early stages of learning. This is so because if errors are not picked up early, the employee will be greatly disadvantaged when someone spots them later. Indeed, if the employees have been applying such faulty skills for years, it may mean that they are never fixed (Kum, Cowden and Karodia, 2014:74).

#### **4.3.3.5 You perform better after attending training and development programmes**

Results in table 4.2.5 indicate that 7.69% of the respondents strongly agree with the fact that they perform better after attending training and development programmes while 30.77% agree. About 46.15% of the respondents remain neutral about the statement.

According to Nel (2004:455) 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.

#### **4.3.3.6 Management provide support to employees after attending training and development programmes**

Respondents were also asked if they get support from management after attending training and the results in table 4.2.5 indicate that only 7.69% of the respondents tend to agree that management support them after attending training and development programmes while 38.46% disagree and 23.08% strongly disagree. The indication with regard to the results is that the majority of the respondents at 61.54% tend to disagree

that they get support from management after attending training and development programmes.

According to Hassan (2011:42) the top management support is essential for the success of the training program in an organisation. There are some organisations whose top management do not adhere and take training and development seriously

**Table 4.2.6 Additional information (Briefly complete the following)**

**The respondents were further asked a series of open-ended questions on their perceptions about the challenges with training and development in the board as well as suggestions to improve the status quo in the board. The results are summarised in the table below.**

Questions	Summary of responses
<p>What do you think are the challenges with regard to training and development in your organisation?</p>	<ul style="list-style-type: none"> <li>✓ Training and development not consistently provided to employees in the board</li> <li>✓ Training and development not provided to relevant employees</li> <li>✓ Not everyone in the board is given an opportunity for training and development</li> <li>✓ Supervisors are not aware of the training and development needs of the their subordinates</li> <li>✓ Training and development needs of the employees are done for compliance purposes not to benefit the employees</li> <li>✓ Training provided not relevant most of the time</li> <li>✓ Limited budget allocated to training and development of employees</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Human Resource unit does not have enough capacity to deal with training and development in the board</li> <li>✓ Employees do not attended training as per their individual plan</li> <li>✓ Training attended not relevant to job description</li> <li>✓ Supervisors not approving the training and development needs of their subordinates</li> <li>✓ There is no proper plans to develop employees in the board</li> <li>✓ Management believe that training and development does not benefit the organization</li> <li>✓ Training and development needs of employees not given priority when budget is allocated</li> <li>✓ Training not aligned to performance system</li> </ul>
<p>What do you think should be done to improve training and development in your organisation?</p>	<ul style="list-style-type: none"> <li>✓ Management to provide more funds for training and development</li> <li>✓ Supervisors to ask their subordinates their preference in terms of training and development</li> <li>✓ Relevant training should be provided to relevant employees</li> <li>✓ All employees should be given opportunity to attend training and development programs</li> <li>✓ Training and development needs should be properly communicated to employees</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Supervisors should make follow-up with HR on the training of their subordinates</li> <li>✓ The board to employ more staff in the HR to deal with training and development</li> <li>✓ Trainings must be aligned to the job descriptions</li> <li>✓ Management should ensure that all employees get p[roper and relevant training</li> <li>✓ There is a need for fair treatment of employees when it comes to training and development</li> <li>✓ Training and development should be compulsory in the board</li> </ul>
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According to the results from table 4.2.6, training and development programs are not regularly conducted in the board. Noe et al (2008:280) argues that managers should facilitate employees 'self-efficacy by making it clear that the training is a positive, learning experience and is not to be used to expose any performance gaps which employees may have, hence why training should be conducted on a regular basis for the employees in the board. However, the majority (51.52%) of the respondents have received training since employed in the board.

The budget constraint was also highlighted by the majority of the respondents as the major challenge for the proper implementation of training and development in the board. Erasmus et al (2009:90) argues that organisations commonly use budgets as financial control instruments. The line managers could assume full responsibility for training budget and will therefore also responsible for training personnel. This approach implies the creation of a forum where the training priorities of the organisation as whole are determined before specific allocations are made. Training expenses must be justifiable in terms of the overall business plans of the organisation.

According to Kum, Cowden and Karodia (2014:76) adequate funding continues to be a concern with regard to training and development in most of organisations. In fact, funding for training and development may be one of the first items to be eliminated in times of financial constraints.

The training and development programs not aligned with Performance Management System (PMS). Brinkerhoff (2006:303) reported that it imperative therefore that training is implemented in conjunction with an aligned performance management system. He further asserts that performance system factors are the principal determinants of impact from training and can if they are not aligned and integrated, easily overwhelm even the very best training.

Respondents on table 4.2.6 also suggested that supervisors must ensure that their subordinates are regularly trained. Erasmus et al (2009:16) argues that all managers should accept personal responsibility for the training and development of their subordinates.

According to Kum, Cowden and Karodia (2014:74) some of the reasons why employers should continuously train their employees to continuously learn new skills:

- ***Capital improvement***

Organisations tend to spend millions of rands on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organisation but employers are more concerned about reaching deadlines and profit maximisation rather than employees skills development, without which employee performance could be hampered. Although the organisation still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.

- ***Morale improvement.***

Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in

the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but more productive employees are happier.

- **Ability to adapt to change.**

The more skilled the workforce is, the easier it will be for the entire organisation to adapt to changes that may arise in the domestic and global market place in the demand of its products and services. Sometimes employees are reluctant to adapt to change because of the uncertainty involved, but one of the objectives of the Skills Development Act 97 of 1998 is to develop the skills of the South African workforce as well as increasing levels of investment in education and training in the labour market (Kum, Cowden and Karodia, 2014:74).

**Table 4.2.7 Information from Manager HRM on training and development**

A set of face-to-face personal interview were conducted with the Manager HR on the perception about training and development within the board. The results are summarised in table 4.2.7 and 4.2.8 below.

**Objective 1: The effect of training and development**

Questions	Summary of responses
<ul style="list-style-type: none"> <li>• Does training and development in this organisation helps employees to adapt to new developments?</li> </ul>	<p>According to the HR Manager, training and development plays a critical role in assisting employees to new development in the board</p>
<ul style="list-style-type: none"> <li>• Is training and development programs aligned with the objectives of an organisation?</li> </ul>	<p>The training and development programs are aligned to the objectives of the organisation and it is done when HRM plan for the WSP (Work Skills Plan), they ensure that those programs</p>



	identified are aligned with the objectives of the organisation.
<ul style="list-style-type: none"> <li>Do you think training and development improves the behaviour of employees in an organisation?</li> </ul>	According to the HR Manager, training and development plays an important role in improving the behaviour of employees.
<ul style="list-style-type: none"> <li>Does every employee gets an equal opportunity to attend training in this organisation?</li> </ul>	Once the WSP has been approved, every employee is provided with an opportunity to provide his/her training needs to HR.
<ul style="list-style-type: none"> <li>Do you think training and development is important for the successful functioning of the organisation?</li> </ul>	According to the HR Manager, changes happens in an organisation and therefore there is a need for employees to be trained so that they are able to keep abreast with those particular changes
<ul style="list-style-type: none"> <li>Does every employee gets an equal opportunity to attend training in this organisation?</li> </ul>	Yes, employees are requested to submit their training needs and HR ensure that they are being booked for training
<ul style="list-style-type: none"> <li>Does employees attend training and development programs relevant to their jobs?</li> </ul>	Yes, HR ensure that the training needs of the employees are in line with their daily duties
<ul style="list-style-type: none"> <li>Do you require training as an effective investment in your organisation?</li> </ul>	The LGB invest in training and development so that employees performs better.

**Objective 2: Training and development promote the performance of the employees.**

Questions	Summary of responses
<ul style="list-style-type: none"> <li>Do you think training and development improve the performance of employees?</li> </ul>	<p>Training and development improve the performance of the employees because they are always motivated when they come back from training and performs better.</p>
<ul style="list-style-type: none"> <li>Do you think employees gain new knowledge after receiving training?</li> </ul>	<p>According to HR Manager, employees are requested to provide report to HR regarding the training attended and indicating how they have benefited from that training</p>
<ul style="list-style-type: none"> <li>Does training improves the confidence of employees when performing their duties?</li> </ul>	<p>Training and development assist in improving the confidence of employees when performing their duties</p>
<ul style="list-style-type: none"> <li>Do you think training and development motivates employees to enhance their performance?</li> </ul>	<p>Training and development are indeed motivating employees because they will feel more important and perform better when executing their duties</p>
<ul style="list-style-type: none"> <li>Does training and development have a positive impact on the performance of employees?</li> </ul>	<p>Yes, after employees have attended training, they tend to perform better</p>

### Objective 3: Evaluation on the impact of training to the employees

Questions	Summary of responses
<ul style="list-style-type: none"> <li>• Do you think employees are able to implement the knowledge acquired during training on their daily duties?</li> </ul>	<p>When HR conduct performance appraisal, in most cases those employees who were rated for example at 2 level, will then get a rating of 4 after attending training</p>
<ul style="list-style-type: none"> <li>• Does training and development programmes attended by employees are relevant to their job description?</li> <li>•</li> </ul>	<p>Yes, they attend training that are relevant to what they are doing at all the time</p>
<ul style="list-style-type: none"> <li>• Have you notice changes of behaviour of colleagues after attending training and development programmes</li> </ul>	<p>According to the HR Manager, they have notice positive changes on the behaviour of employees after they have attended training. They seem to be motivated and highly energetic.</p>
<ul style="list-style-type: none"> <li>• Do you receive feedback from training organisations about the training and development programmes attended by employees?</li> </ul>	<p>The institutions providing training to our employees will normally send the HR certificates of attended in the form of providing feedback about training provided to the employees of the board</p>
<ul style="list-style-type: none"> <li>• Do the employees in the board perform better after attending training and development programmes?</li> </ul>	<p>Employees always performs better after they have attended training</p>

**Table 4.2.8 The overviews of training and development programmes by the Manager: Human Resources Management**

Questions	Summary of answers
Does LGB have training and development programmes?	The HR Manager indicated the board has the Training and development in place such as the bursaries and internship programs
Does LGB have a training and development policy?	According to the HR Manager, the board currently does not have the stand alone training and development policy, the issues related to training and development of employees are incorporated in the HRM policy.
Which unit is responsible for training and development in your organisation?	The HR Manager indicated that the unit responsible for the management and co-ordination of training and development of employees in the board is Human Resource Management.
How many units does LGB have?	The LGB is currently having seven (07) business units which is CEO, Compliance, Law enforcement, Finance, Human Resources, Information Technology (IT) and Supply Chain Management.
How many employees does LGB have?	The board have 53 employees
How many employees do you train per year?	The manager HR indicated that they train about 60% of the employees in a year.
How do you communicate training and development opportunities with employees?	According to the Manager HR, information related to training and development is circulated through circulars and emails.

How do you identify training needs of employees?	The responsible managers or supervisors discuss the training and development needs of their subordinates and then submit those needs to HRM.
Does your organisation conduct skills audit?	The HR manger indicated that the board does not conduct skill audit, however, also highlighted that it is a requirement as per the Department of Labour to conduct skills audit.
Does LGB have training practitioners?	The board does not have its own training practitioners.
Does your organisation use outside training provider?	The board uses outside training providers such as NGS, Proactive, Imsimbi.
For those who already have some skills, how do you improve them?	The LGB ensures that those who have skills already attend seminars and conferences. They also encourage employees to belong to professional bodies such as CIPS, Institute of Internal Auditors South Africa.
Does LGB conduct evaluation after training and development programmes have been attended by employees?	The HR Manager indicated that the LGB does not conduct training evaluation after employees have attended training, however, she mentioned that employees are requested to submit reporting regarding the benefits of training they have attended.
What are the problems about training and development programmes in your organisation?	The major problem with regard to Training and development in the board is budgetary constraints because if there were more funds, the board will be able to ensure that every employee attend training.

The Manager HR indicated that the board has the training and development programs available in the form of bursaries and internship programs (Table 4.2.8). According to Mathis and Jackson (2009:83) organisations compete and change, training of employees becomes more critical than before. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Everyone needs to recognize that training and development is not luxury but a necessity. It is also indicated on Table 4.2.8 that the board trains about 60% of employees on yearly basis.

The Manager HR further indicated that the board does not conduct skills audit and skills audit plays a critical role in identifying the skills gaps in an organisation. She further indicated that the board utilize the external training providers all the time since the board does not have its own training and development practitioners. According to PSETA (Public Sector Education and Training Authority), external training refers to the kind of training that is provided by accredited training providers in the form of short courses, workshops, conferences, skills programmes and learnerships. The training provider has to register for accreditation as a provider on the one hand, and also register the training programmes with the ETQA in the ETDP SETA on the other hand.

It has to be clearly known at which level of the NQF level (eight levels) the course is graded and the number of credits to be earned as well as normal hours that learners will require to attend learning lessons in order to complete the course. In this case certificates of competency are issued to the learners.

Erasmus (2004:63) argues that training practitioners acts as a consultant when assisting in solving the performance problems of the employees and as indicated in Table 4.2.8, the board does not have its own training practitioners. The Training practitioners are responsible to respond to the actual problems affecting performance by revealing and reacting emotions of employees when such emotions can be identified as a possible area by suggesting appropriate and effective solutions and by providing specialists with appropriate skills to solve the problems.

The HR Manger indicated that the board does not conduct evaluation after employees have attended training and Kirkpatrick (2006:17) reported that human resource manager should do program evaluation in an effort to determine whether they should continue to offer a program to the employees while Erasmus et al (2009:207) define evaluation as the systematic collection of descriptive and judgemental information

necessary to make effective training decisions related to the selection, adoption, value and modification of training activities.

The HR Manager also indicated that the major problems associated with the training and development of employees in the board is budget constraints. Mathis and Jackson (2009:104) argues that establishing a training budget for your organisation ensures that you allocate appropriate funds for employee development over the course of the year. Managing training budget and resources effectively ensures that employees have the skills and competencies required to perform their duties and identifying funds for training ensures that employees also provided with the relevant programs they need to accomplish the company's strategic goals.

#### **4.4 CONCLUSION**

The aim of this chapter was to analyse and interpret the data obtained from respondents. The analysis and interpretation of the data were undertaken in relation to the objectives of the research as stated in chapter one. Data was analysed using STATA. Pie charts were used to summarize the overall response about demographic information of the respondents and table were used to summarize the overall responses with regard to the questions related to the objectives of the study. The integration of the findings with the literature and discussion also formed part of this chapter. Chapter five (05) will then focus on the conclusion and recommendations from this research study.

## **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This chapter presents the overall findings of the study, encompassing the findings of the literature review and primary research undertaken. The conclusions drawn from the findings are assessed with regard to the degree of satisfaction of the aim, objectives, and research questions of the study.

### **5.2 FINDINGS FROM THE LITERATURE REVIEW**

According to Armstrong (2001:210) training fulfils the following objectives:

- Develop the skills and competencies of employees and improve their performance
- Help people to grow within the organisation in order that its future needs for human resources can be met within as far as possible
- Reduce learning time for employees starting in new jobs and ensures that they become fully competent as quickly and economically possible

According to Kamau (2014:11) training and development foster the initiative and creativity of employees and help to prevent manpower obsolescence, which may be due to age, attitude, or the inability of a person to adapt him or herself to technological changes and organizations need to train and develop employees so as to equip them with the know-how of what and how to do things for effective performance.

Ganesh (2015:335) argues that training is an effective investment necessary in any organization. There is need for technical training & behavioural training among our staff members. These training make our employee feel confident and good. Many positive outcomes result among staffs after they attend training. These trainings are needed at every stage of professional life to enhance and update knowledge and widen the technical competencies. Training is successful when there is an involvement



and interest among the staff members. Training is essential for everyone, for successful completion of job.

According to Njoku (2007:257), training is the act of increasing the knowledge and skills of an employee for performing a particular job and development as the process by which managers and executives acquire competence, skills, and capabilities for future managerial tasks.

According to Ali (2014:12) employee training and development has been identified by various academicians to be very important to an organization and its effectiveness. To equip the required knowledge, skills, and abilities of the employees to perform credible well on the job, demands effective training and development programs that may also affect employee motivation and commitment. In regards of the above, organizations are therefore motivated to train and develop their employees to the best of their ability to improve their effectiveness. To prepare employees to do their job on expected, organizations provide training and development as to realize the best their employee's potential.

Broad (2008:81) states that the main and important objectives of training and development is to address performance deficiencies both at individual and organisational level. Amos, Ristow and Pearse (2008:324) also reported that training and development can play an extremely important part in motivating employees. These will promote the performance of employees in an organisation.

Mathis and Jackson (2008:83) argues that when employees receive adequate training, they become more likely motivated and more skilled, so their performance improves and organisational effectiveness is enhanced. Mondy (2012:12) point out that training provides learners with knowledge and skills needed for their presents jobs.

Grobler, et al (2006:215) acknowledges that depending on the complexity of the programme, evaluation can cover many aspects and can be carried out at different levels. Daley (2002:223) pointed out that training should be subject to rigorous cost benefit analysis. The failure to subject personnel practices, in general and training programmes, in particular to evaluations has allowed them to languish. The impact of

training is evaluated on the extent to which it produces satisfactory reactions, behaviour or effective results.

Vyars (2008:7) asserted that is through evaluation that the organisations learns whether training programmes can achieve the objectives set, whether the programme requires updating or modification and whether the programmes should be continued in the future.

Amandi (2014:22) states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company.

### **5.3 FINDINGS FROM THE PRIMARY RESEARCH**

The findings discussed below are the key results from the questionnaire surveys. Quantitative data was analysed by descriptive statistics (deductively) whereas qualitative data was analysed textually (inductively).

The majority of the respondents believe that training and development helps them to adapt to new development and this is supported by 92.31% of the respondents.

About 76.92% of the respondents indicated that training and development improve their work performance, however, 39.39% of the respondents did not receive any training since employed in the board.

Barmao (2009:14) argues that managers have the responsibility for training their subordinates and are often personally involved in giving it because training is always wholly or partly on-job. In some cases, they may design and supervise training programs while in others the training of their subordinates may be largely off-job, line managers being expected to provide finishing touches when the employees begin productive work. In all cases it is the responsibility of line managers to ensure that the training which is given by whatever means is relevant to the needs of the department and it is effective in its results.

It is clear from the results that 53.85% of the respondents in this study have attended training which is not relevant to their job descriptions.

According to the results, 92.30% of the respondents believe that training and development plays a critical role in improving their skills and about 91.67% tend to believe that training and development have a positive impact on their performance.

About 76.93% of the respondents indicated that they have gained new knowledge after they have attended training.

The majority of the respondents at 61.54% indicated that there is no proper support from management after they have attended training and development programs.

The HR Manager acknowledges that the evaluation of training and development is currently not done in the board however indicating that they are focusing on the immediate evaluation of the employees by ensuring that they submit reports regarding training attended to HR and this will only determine the immediate impression of the training. Kunene (2005:16) asserts that evaluation should take place immediately after training in order to measure the differences in the performance of employees, three months after the training to evaluate whether the profits of the organisation have increased, whether employee turnover has decreased or whether the morale of the employees is better.

According to Barmao (2009:18) Evaluation provides feedback, which helps in determining the types of adjustments that are necessary in the training process. It supplies confirmation that learning has taken place and indicated the extent to which training has been transferred to the work situation.

Budget constraints have been highlighted by the majority of the respondents and the HR Manager as the barrier to the effective successful implementation of training and development in the board. The respondents also indicated that the manner in which employees are chosen to attend training and development programs is not satisfactorily done. This is supported by 84.62% of the respondents who tends to believe that employees do not get equal opportunity to attend training in the board. Kunene (2005:63) point out that two major policies associated with training may lead to discrimination. The first concern how employees are chosen to participate in the

training program. In practice, most organisations select trainees in highly subjective or arbitrary ways (e.g., through supervisor recommendation or according to which employees volunteer for training) and this may therefore discriminate on the basis of race, colour, age. Sex, etc.

The second policy concern the use of successful completion of training as a prerequisite for a specific job (e.g., typist must successfully complete a training course in word processing and shorthand before they can be promoted to the job of secretary). This policy establishes the training program as a selection tool.

The HR Manager also indicated that the board does not have training and development policy in place.

#### **5.4 CONCLUSION**

Based on the above findings, it is evident that training and development plays a vital role in the performance of the employees. In order for the board to implement training and development effectively and efficiently, more funds should be assigned for this purpose.

The training and development programs in the board should not be done in isolation with the performance management system, however, it is worth mentioning that the board currently does not have the performance management system in place.

Based on the findings from this study, the objectives which is to analyse the effect of training and development in the LGB, investigate whether training and development can promote the performance of the employees in the LGB as well as to evaluate the impact of the training to the employees in the LGB. This supported by the fact that about 76.92% of the responds believe that training and development improves their work performance while 92.31% tend to believe that it helps them to adapt to new development. About 84.62% of the respondents indicated that the training and development increases their opportunities for career development. The results also shows that 92.30% of the respondents believe that training and development improves their skills. This is an indication that training and development plays a critical vital role

on the performance of employees in the board and should be given priority if the board want to achieve its goals and objectives.

## **5.5 RECOMMENDATIONS**

Employees training and development has been identified to be very critical for the employee and for the organization and its efficiency and based on the above findings of the study, the following recommendations are made to the board which could also be applicable to other government state owned enterprises as well as departments dealing with training and development.

- The board must formulate training and development policy
- Adequate or sufficient budget allocated for training and development in the board
- Supervisors should be able to measure the performance of their subordinate after they have undergone training and development by checking their performance reviews
- Evaluations should be done after employees have attended training and development
- Human resource management should ensure that employees attend training and development programs relevant to their job descriptions by liaising with the supervisors
- All employees should be given equal opportunity to attend training and development programs
- The HRM should provide feedback to employees with regard to training and development programs attended
- The board must have its own training and development practitioners in order to deal with issues of training and development of employees
- Management should provide adequate support to employees after they have attended training
- There is a need to establish training and development committee/forum which will deal with the challenges facing training and development in the board

- HRM should always do needs assessment before sending employees to attend any training and development programme.
- Supervisors must encourage their subordinates to attend training and development programs
- The needs analysis of employees in terms of training and development should be done on regular basis

## **5.6 FUTURE RESEARCH**

The following recommendations are for future studies dealing with training and development.

- This research study suggests that there is a scope for research in the field of evaluation of training and development programs in measuring the performance of employees
- The role of training practitioners in conducting training and evaluation can also be researched
- There is a need for research to determine the impact of budget constraints on the successful implementation of training and development programs
- The important role of management in ensuring the successful implementation of training and development can also be researched

## **5.7 CONCLUSION**

It has been highlighted in this research study that training and development plays a critical role on the performance of the employees. Management should all the time support the initiatives of training and development in the board by ensuring that more funds are allocated towards training and development of employees since various studies have indicated that when employees are trained, they feel more important and appreciated by the employer and in turn they perform better in order to increase the profit of the organisation. The training and development of employees should not be viewed as the waste of time and money by the management. Supervisors must ensure that proper training needs of their subordinates are done.

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