

**TRAINING AND DEVELOPMENT CHALLENGES IN THE OFFICE OF THE
PREMIER, LIMPOPO PROVINCE**

by

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DEDICATION

I dedicate this study to my husband, Johannes “Philemon” Nkoana, who has been there on my side, taking care of our four sons while I could not be there for them during my study period. Furthermore, the dedication is extended to my Mom, Merriam Mabotja, who raised us as a single parent and a farmworker, with my siblings and myself as the firstborn in the family. It was not an easy journey, but it was through God who gave her strength. Thank you, Mom, and God bless you!

DECLARATION

I, Nkoana Noko Josephine, declare that this dissertation submitted in partial fulfilment of the requirements for Master of Public Administration and Management in the Faculty of Management and Law, School of Economics and Management, at the University of Limpopo is my original work in design and execution. All material contained therein has been duly acknowledged.

NKOANA N.J.

DATE

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- I thank you all, and God bless!

LIST OF ABBREVIATIONS

DPSA	Department of Public Service and Administration
HRDU	Human Resource Development Unit
HRM	Human Resource Management
OTP	Office of the Premier
PDP	Performance Development Plan
POE	Portfolio of Evidence
PSC	Public Service Commission
SETA	Sector of Education and Training Authorities
T & D	Training and development
WSP	Workplace Skills Plan

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Figure 1: Gender

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Figure 4: Highest qualification

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ABSTRACT

The accomplishment and success of organisational goals and objectives depend on the performance of the employees. Hence, it is essential for an organisation to invest in training and development to improve employee performance. Training and development primarily deal with improving employees' skills and knowledge needed to perform their tasks at the workplace and again to increase and grow them for the future levels of management. The organisation must have skilled employees who have the capacity to reach the objectives and future challenges of the organisation.

This study aims to identify training and development challenges (T & D) in the Office of the Premier, Limpopo Province and to suggest possible strategies to address those challenges. The qualitative research design method was used in the study. Data was collected using a semi-structured interview, which consisted of open-ended questions. Based on the findings of this study, it was discovered that there are challenges that impede service delivery in the Office of the Premier T&D. The implementation of training and development in the Office of the Premier significantly led to an increase in the performance of employees.

The study focus was limited only to the Limpopo Office of the Premier, but the findings and the recommendations may benefit other provincial departments and be of interest to scholars of Public Administration and Management as well. The challenges identified in the study include; an insufficient budget, a lack of staff, limited support from the management; no post-appraisal training methods; and non-utilisation of HRD benefits by the employees in the Office of the Premier. Recommendations and possible solutions were made regarding the identified training and development challenges, which may be of value for possible future research.

KEY CONCEPTS

Employees, Office of the Premier, Performance, Training and development,

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CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

The research investigates the challenges associated with the effectiveness and efficiency of staff training towards capacity building in the Office of the Premier, Limpopo Province. Workers and managers are always expected to be effective, meaning that they have to produce pre-defined results and increase organisational productivity. An effective organisation is measured through its achievement of pre-defined goals and objectives. For an organisation to achieve its objectives and goals, training should be provided to the employees. Udayaadhya and Gurtoo (2014:71) state that an organisation is effective when it reaches an agreement on to a set of goals and objectives, and the employees subsequently practise the goal-based model to achieve goals.

Falola, Osibanjo, and Ojo (2014:161) added that an organisation should send its employees to training regularly as a process where they are capacitated to perform in accordance with standards of efficiency and effectiveness. Both the aforementioned authors note that measures should be taken to ensure that effectiveness is continuously monitored and measured. Employee training and development is the most significant motivators used to help organisations and individuals achieve their goals and objectives (Rodriguez & Walters, 2017: 206). An organisation cannot function without employees therefore; they are the backbone of an institution. For this reason, an organisation needs to ensure that its staff are capacitated appropriately to perform their functions.

The annual report of the Office of the Premier refers to the role of the Office of the Premier as outlined in the Constitution of the Republic of South Africa, 1996, Sections 125 and 127, and the Public Service Act, 1994 (Act 103 of 1994) as being,

- “To coordinate the functions of the provincial administration and its departments.
In practical terms, it means that the Office manages the performance of the

Provincial Administration, monitors and evaluates service delivery and governance in the province;

- Developing and implementing provincial policy;
- To coordinate the preparation and initiation of provincial legislation; and
- To develop and oversee the implementation of policy and planning in the province.” (Office of the Premier, Annual Report 15/16: 13).

1.2 PROBLEM STATEMENT

Every organisation has goals and objectives. For an organisation to achieve its goals, employee training should be considered. The Public Service is faced with service delivery challenges due to capacity deficiencies. The briefing to the Select Committee on Local Government and Administration (2001: 5) states that “the public sector is the largest employer and it has massive challenges that hampers service delivery to the South African citizens”. A similar situation prevails in the Office of the Premier, which consists of 488 employees. Notably, this Department is currently functioning with 386 employees, whereas 102 posts are vacant. The core problem of this study is to focus on training as a way to improve the capacity of staff within the office of the Premier, Limpopo. According to the Office of the Premier Annual Performance plan (2019/2020: 36), “the department has a challenge of inadequate capacity to deliver the services”. Therefore, it follows that for a public sector entity to deliver effective and efficient services, competent (capacitated) employees are required. Therefore, the aforementioned narrative captures the problem statement regarding training for capacity building in this Department.

1.3 AIM, OBJECTIVES AND RESEARCH QUESTIONS

1.3.1 Aim of the research

The research aimed to identify challenges and suggest strategies to improve staff capacity building in the Office of the Premier, Limpopo.

1.3.2 Objectives

The objectives of a research project serve to summarise what the study seeks to achieve and should be closely linked to the statement of the problem. Subsequently, research objectives define the objects the researcher intends to pursue during the research process and outline what the study is trying to achieve (Ryan 2022: 2).

The research objectives of this research project are:

1. To identify challenges that affect training and development in the Office of the Premier, Limpopo Province;
2. To assess the extent of the current training and development challenges in the Office of the Premier, Limpopo Province, in achieving its mandate; and
3. To suggest strategies that may improve training and development in the Office of the Premier, Limpopo Province.

1.3.3 Research questions

As defined by Strauss and Corbin (1998:39), a research question is “the specific question to be addressed by this research that outlines the parameters of the research project and proposes the methods that can be utilised for data gathering and analysis”. The research question describes the topic and directs the strategy towards investigating it. Again, it also helps to set out what ones wants to answer and focus on a specific topic or problem. The outcomes of a research question will assist in solving a study problem.

The questions of the research project are as follows:

1. What are the challenges that affect training and development in the Office of the Premier, Limpopo Province?
2. What is the extent of the current training and development challenges in the Office of the Premier, Limpopo Province, towards achieving its mandate?
3. What strategies may be suggested to improve training and development in the

Office of the Premier Limpopo Province.

1.4 SIGNIFICANCE OF THE STUDY

The Office of the Premier is the principal oversight structure (monitoring entity) of all Limpopo provincial government departments. Since the study also proposed solutions to the challenges faced by the Office of the Premier, Limpopo and the solutions may also be used in offices of the Premiers and other government departments. The study may assist the organisation in attending to issues that impede employees' performance to deliver services, and it is postulated that job performance impacts service delivery.

The primary motivation and rationale for the study were to contribute towards the employees' work performance in the Office of the Premier. Consequently, an opportunity may arise for the employer to attend to the identified challenges and consider alternative ways to address such.

1.5 DEFINITION OF KEY CONCEPTS

The following defines key words according to different authors. This assists in presenting a broader understanding of the significance and the impact of training and development on the public sector employees.

Nel and Werner (2014:68) define "training and development" as the "systematic procedure of modifying employees' attitudes, skills and knowledge to achieve organisational goals and objectives".

Correspondingly, Rathod and Shah (2021:3322) refer to "training and development" as "providing learning opportunities such as workshops, training, mentoring, and coaching to employees to motivate, challenge, and inspire them to perform to the best of their ability".

Mnisi (2015:13) concurs with Nel and Werner (2014:68) that "training" is "any effort by the employer to improve employee performance on the job that is currently held

or related to the position that the employee is performing". This implies a need for change in the specific attitude, skills and knowledge or behaviour.

Majeed and SidraShakeel (2017: 498) describe "training" as an act to increase the skills and knowledge of the employee for the required purpose or task.

Therefore, "training" can be defined as the need to equip employees with skills and knowledge to improve job performance.

"Development" is seen as "providing employees with continuing opportunities to improve job performance over a long period and learn other skills besides those performed in their current job" (Kleynhans, Markham, Meyer, Aswegen & Pilbeam 2009: 117).

"Development" is "a program of a different combinations of training designed to improve the quality and performance of employees and provide growth for present and future requirements and needs" (Majeed & SidraShakeel 2017: 498). Tshikovhi (2012: 8) defines "development" as "a learning area that may change employees' skills and assist them in growing and increasing their academic knowledge". For this purpose, development is an ongoing process where employees are developed and assisted in growing in other fields of an organisation.

Robbins (2013:5) defines an "organisation" as a "consciously social unit, composed of two or more people that functions on a relatively continuous basis to achieve common goals". An organisation shares one common goal to ensure that the employees reach the goals and purpose of the institution.

Robey and Sales (1994:7) describe an "organisation" as "system of roles and stream of activities designed to accomplish shared purpose". Employees are tasked with different roles and functions, sharing the same purpose to achieve the goals of an organisation.

Popa (2017: 315) defines "effectiveness and efficiency" in the public sector as "a way of considering an assembly of circumstances concerning the organisation, assuming responsibilities, governmental transparency, citizen participation and competency in decision-making on certain ordinary issues, of public interest, democratic

governance and efficient allocation of public sector resources". This will depend on the standard and efficiency of public officials, the efficacy of the administrative act(s) and staff qualifications in the administration process.

Hall (2014:4) states that private service vendors can also deliver public services similar to the public sector. He argues whether systems using private service delivery could also provide public services as successfully and effectively as public sector systems. Comparatively, private and public sector provisions must be measured for their effectiveness in providing these public goods and not only their cost-efficiency.

The two sectors should also be evaluated by assessing their service quality. For instance, such services can be measured by using healthcare efficiency. Hall (2014:4) emphasises that with healthcare efficiency, it was discovered that very limited made any attempt to regard the quality of care. This is because the main aim of the private sector is to make a profit, whereas the public service is primarily concerned with meeting the citizen's needs. Therefore, the allocation of resources is being subjected to supply goods and services to the public without making an income.

The public sector is forced to transform into more effective, efficient, customer-oriented service provider. In order to tackle the social, political, and financial challenges, public sector organisations need to rethink, adapt, and thus reengineer their underlying service processes. The resulting pressures to cut budgets and increase efficiency while maintaining performance prompted public managers to turn to the private sector for solutions. (Jurisch, Ikaš, Wolf & Krcmar, 2014:6).

The private sector aims for improved productivity, cost reductions, and quality customer services that will bring customer satisfaction, whereas the public sector aims to deliver services to the citizens. The private sector strives to minimise the resources that will be used to achieve the desired goal. The Public sector is not primarily guided by its customers' (or citizens') wishes. The Public sector is bound to follow procedures stipulated by laws and guidelines. In addition, the public sector is operating within strict, highly regulated budget frameworks. It is common cause that

public administrations do not feature the same motivation for efficiency gains as the private sector does, where a resource is appropriated, affecting the bottom line.

1.6 OUTLINE OF THE MINI-DISSERTATION

The research comprises of five chapters, which are arranged as follows:

- Chapter 1:** Introduction to the topic, the problem of the study, the aim of the research, research objectives, research question, the significance of the study and definitions of key concepts.
- Chapter 2:** Literature review,
- Chapter 3:** Research design and methodology
- Chapter 4:** Data analysis and findings; and
- Chapter 5:** Recommendations and conclusion.

1.7 CONCLUSION

The research aimed to identify training and development challenges and suggest recommendations in the Office of the Premier, Limpopo Province. Good communication, and commitment, is held that leadership and training development motivate employees to achieve the goals of the institution and thus deliver effective and efficient services. Furthermore, it is postulated that change management encourages employees to be continuously capacitated with knowledge and skills through training and development. The subsequent research is directed towards establishing the aforementioned presupposition.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Gray (2009:52) explains literature review as “the collection of documents on a subject containing conversant views and suggestions and a general appraisal of documents relative to a specific part of the study”. A literature review aims to consider the depth and breadth of existing literature on a particular area of research. The literature was reviewed using journals, the internet, articles and newspapers that contain applicable study information.

2.2. ORGANISATIONAL DEVELOPMENT AND PERFORMANCE

Organisations depend on the employees to achieve the set goals and objectives. The strategy to achieve such goals is determined by the type of human resource the organisation have. Training and development of employees starts when certain needs have been identified. An organisation should have sufficient human resources who are capable, and it should have enough financial resources to function effectively and efficiently to achieve its goals and objectives. Technology change frequently and therefore needs capacitated and well-trained employees to apply these as well. This statement is supported by Bayissa (2015:188) in that frequent and continuous organisational change, and technological adaption has led employers to realise that the success of the organisation’s performance depends on employees’ appropriate skills and abilities. To achieve and maintain the desired success, employees have to be trained and developed.

Organisational development involves employees’ growth through many aspects, not the least of which is training. Development, therefore, is an unremitting training and education process to preserve an acceptable level of know-how and skills. Performance management affects organisational effectiveness and adds value by strengthening capabilities and developing new ones. Employees’ achievement is influenced by factors such as performance appraisal and employee motivation.

Performance management and development deliver a framework to strengthen individual employees' performance, thereby increasing organisational performance (Thornhill, Van Dijk, & Ile, 2014: 245).

Organisational performance refers to a set of activities and businesses carried out in the various organisational units, divisions, departments, and by individuals to achieve the general goal of the organisation (Malkawi, Obeidat & Halasa 2017: 512). Organisations design customised programmes to train employees to perform activities in the best way. Performance is essential to select and test the organisation's strategy; by the achieved results, performance and processes are judged.

The department's strategic plan must be executed by committed, skilled employees. It should be noted that individuals with relevant skills should equally be appointed to the relevant positions at the right time.

Performance management can be regarded as a structured process that an organisation can utilise to get the employees to reach the organisational targets and objectives. Performance management aims to develop performance capabilities, individual performance, and review, team performance assessment, and rewards may motivate employees to improve organisational performance.

Performance management requires the alignment of organisational goals and objectives. It is an ongoing activity of establishing a common understanding of what needs to be reached at an organisational level. It also focuses on skills, competency requirements, developed plans and the service delivery results for organisational effectiveness (Limpopo Office of the Premier Annual Report, 2015:22).

2.3 ORGANISATIONAL CULTURE AND LEADERSHIP

Organisational culture is the core foundation on which the organisation stands. Productivity, employee commitment to work and organisation, morale, employee performance, and satisfaction depend largely on the organisation's culture. The culture of an organisation also influences the retention of the talented workforce to a

certain level. Organisational culture is important to an organisation's success because it gives identity to its employees. Moreover, knowledge of organisational culture helps new employees interpret organisational protocols. An organisation's promotive and conducive culture may enhance team spirit among its employees and improve organisational functioning, which in turn improves society's trust therein (Mehta & Kaur ,2017: 9).

The fundamental beliefs and principles of an organisation represent organisational culture. An understanding of the cultural variables can assist the management in effectively achieving the organisation's goals. Sharma and Sharma (2010: 98) emphasised that "employees and their organisation have a culture that directs what to value and preference to establish". Management needs to ensure that staff work together to reach the institution's objectives. Staff members need to be motivated to achieve a better level of performance.

Leaders need to have an understanding of organisational culture dynamics so that they can communicate new visions and ensure employees' commitment to such visions. A leader of an organisation should identify elements and possible sources of problems in the organisational culture. An organisation's success or failure relies upon the leader's effectiveness (s) (Van Der Walt & Du Toit, 1999: 196).

Efficiency and effectiveness are the primary terms used to assess and measure the performance of organisations (Mouzas, 2006:1124). According to Drucker (2001:147), "there is no efficiency without effectiveness, because it is more important to do well what you have proposed (the effectiveness) than do well something else that was not necessarily concerned". Efficiency is measured by the goods and services produced, the inputs and, the outputs and the resources used to produce them; the inputs.

There are numerous ways of measuring effectiveness, according to the Report on evaluation of the National Skills Development Strategy (2016: 124). Firstly, it is the strategic purpose and strategic outcomes. Strategic purpose is when the policy makers draft a policy to address a challenge, e.g. inability of capable staff to deliver services. A strategic outcome is when the policymakers evaluate the results of the implemented policy and whether it has achieved what it intended. To measure

effectiveness, the Office of the Premier has a Training and Development policy that evaluates policy's outcome. In addition, the department has strategic planning, an annual performance plan, and an annual report, all instruments with which to regulate and where report the effectiveness and efficiency of the department's achievement.

Organisational culture joins employees into one common goal and directs how employees interact and behave at their workplace. An organisation's culture also sets a standard on how well employees can function together as a team. As a result, organisational culture impacts job performance and employees' well-being (Mehta & Kaur, 2017: 9).

2.4 ORGANISATIONAL COMMITMENT

Organisational Commitment can be defined as employees' belief in the goals and objectives of the organisation and the desire to remain a loyal member of an organisation (Mehta & Kaur, 2017: 10). Employees who are extremely committed may recognise the goals and principles of the organisation. Employees need to be assured of the security of their work so they can execute their commitments in a stout-hearted manner. To stay committed, employees need to be encouraged and acknowledged by management. Organisational commitment can also be reached through job satisfaction (Nehmeh, 2009:3).

Different aspects may influence work satisfaction: These may include promotion, recognition, wages, salaries, material benefits, working conditions, and supervision. Employees regard work satisfaction as important to an organisation, as it is estimated that a satisfied employee will be more efficient. Therefore, management should explain to the employees the goals of the organisation (Mehta & Kaur, 2017: 10).

2.5 ORGANISATIONAL COMMUNICATION

De Nobile and Bilgin (2022: 5) define "organisational communication" as sharing information among people and the relational and informational interactions that help

organisations get things done. Organisational communication occurs as vertical interaction flows upward from staff to leadership and downward from leadership to staff, and horizontal flows among staff at the same level in the hierarchy. The interactions can differ in formality, from informal chats to formally scheduled meetings. Messages can be sent through a variety of channels, from non-verbal, verbal, written, electronic, and a combination of these methods (De Nobile & Bilgin 2022: 5).

Good communication and relationships between management and employees may also improve organisational effectiveness. Employees respond better not when they are subversively held by management or placed in an ill-defined job and told what must be done. They are rather prone to perform better when they are allowed broader authority and encouraged to participate in decision-making (Achhnani 2020:183). Employees do not prefer to have an authoritative leader with whom they do not have access to speak, and their inputs are not considered. They prefer to have a more *Laissez-faire*-type leader where the supervisor will let them do the work with less supervision. According to Achhnani (2020:183), a *Laissez-faire*-type leader does not control subordinate to an undue degree of oppressiveness. This should develop employees who are mature, and who need lesser supervision. Job maturity implies that employees can solve problems between themselves without undue consultation or seeking unnecessary guidance from their seniors. Job mature employees behave appropriately to their required functions and take overall responsibility for the execution of such obligations. Job immature employees are afraid to ask for help. They always run to the seniors and report everything. They cannot do the work and learn where necessary (Khan, Nawaz, & Khan, 2016:5).

A committed employee can work with colleagues to improve job performance for the organisation's success of the organisation (Nehmeh, 2009: 3). There must be good communication between the employer and the employees. When employees and supervisors are interconnected, they may be able to carry out their tasks with greater efficacy, knowing what is required of them.

2.6 LEGISLATIVE AND REGULATORY FRAMEWORK GOVERNING TRAINING AND DEVELOPMENT

Different types of legislation and regulatory frameworks were developed in the public sector to monitor training and development. They are discussed below:

2.6.1 The Constitution of the Republic of South Africa, 1996

As the country's supreme law, section 195 (1) of the Constitution of the Republic of South Africa, 1996 states that “Public Administration should be development-oriented; to cultivate good human resource management and career-development practices to maximise the human potential”. Public servants serve the public's interest and, therefore should “maintain and promote a high standard of professional ethics”. For public sector organisations to provide services effectively and efficiently, the institution should invest in training and developing public servants.

2.6.2 Human Resource Development (HRD) Strategic Framework for the Public Service, 2008

HRD Strategic framework for the public service, 2008 described “Human Resource development in the public service as the efforts undertaken by organisations in ensuring that employees are well prepared to take their responsibilities and grow to become capable and add value by providing service in the organisations”. This means that the departments prepare the relevant people at the right place, time, and positions where they can contribute positively. The strategic framework initiates that “capacity development initiatives of the strategy focus on building human capital for high performance and service delivery”.

2.6.3 The Skills Development Act (Act 97 of 1998)

The Skills Development Act, 1998 (Act 97 of 1998) is the “core legislation in South Africa on which the Human Resource Development Strategy for the Public Service is based”. The primary purpose of the SDA is to “develop skills and improve workers' quality of life”. It also serves as a learning environment for employees and provides workers with the opportunity to obtain new skills as the world is faced with organisational changes.

The Skills Development Act of 1998 (Act 97 of 1998) was introduced because it realised that the country lacked skilled workers and wanted to do away with the unfair discrimination of employment opportunities in the training and development sector. The introduction came due to the country facing a high unemployment rate as “the labour market required equipped and trained workers and employers did not have sufficient training programmes for their employees” (Mohlala, 2001:38).

2.6.4 The Skills Development Levies Act (Act 9 of 1999)

The purpose of the Skills Development Levies Act, 1999 (Act 9 of 1999) is “to provide for the imposition of a skills development levy” (Swanepoel *et al.*, 2008: 439). The Act states that all employers should contribute to a skills development levy, and the national collection agency is the South African Revenue Service (SARS). However, according to the Act, the following class are not liable to pay the skills development levy:

- “Public service employer in the national and provincial government;
- Any employer whose remuneration during the following 12-month period will not exceed R250 000
- Charitable and religious institutions because the organisation does not have an income, and for that reason, they do not pay tax
- Any provincial or national public entity that receives 80% or more of its fund from parliament”.

Employers must pay a skills development levy seven days after every month. Failure to do the employer will receive a penalty, which will be accrued to the National Revenue Fund. To abide with the Skills Development Levy Act, the Office of the Premier is registered with SARS and pays its levy as mandated by the Act. The levy assists the department in training and developing learners and internship programmes through Public Service Sector-Education & Training Authority.

2.6.5 South African Qualifications Authority Act (Act 58 of 1995) (SAQA)

South African Qualification Authority Act, 1995 (Act 58 of 1995) was passed in September 1995. The purpose of SAQA was to develop and implement a National Qualification Framework (NQF) to set training standards and evaluates foreign

qualifications. SAQA is an institution which ensures that education and training qualifications are of a high quality that will benefit the country. SAQA is responsible for monitoring the Sector of Education and Training Authorities (SETAs) accreditation procedures of learning programmes. The responsibility of SAQA is that establishes the NQF to set training standards. SETA ensures that a qualification that is obtained in a workplace training environment has a positive impact on the formal system. It monitors the implementation of training standards credits, approving secondary certification of providers and assessors, and certifying national qualifications. (Mohlala, 2011:38). The Act also emphasises that all the skills should be written, and the results should be recognised through national standards and qualifications called credits.

2.6.6 Sector of Education and Training Authorities (SETA's)

SETA's were established by "section 9(1) of the Skills Development Act No. 97 (1998)" and is responsible for contributing to the skills development in South Africa by ensuring that people are provided with skills needed by the employers and communities". According to Swanepoel, Erasmus, and Schenk (2008: 438), Seta gets funding from different sources, these include:

- "The Skills development levies collected in its sector
- The money paid to it from the National Skills Fund
- Income earned on surplus monies deposited or invested
- Income earned on services rendered in the prescribed manner
- Grants, donations, and bequests made to it"

The money received should be deposited in a bank and can be invested. The functions of SETA are "to establish learning programmes, and workplace skills plans, approve annual training plans, allocate grants in the determined manner to employers, education and training providers and workers, and monitor education and training in the sector". SETA also identifies a workspace where learners are placed for practical work – a form of internship training - and are given a stipend. It promotes a learning environment for the learners, contributing to the overall capacity-building of young workers in the marketplace.

2.6.7 The White Paper on the Transformation of the Public Service, 1995

The White Paper on the Transformation of the Public service, 1995, states that all employees in the public sector, from the junior to the senior, require ongoing training as a basic and essential part of professional life. The White Paper emphasises that employee training should be linked to improving service delivery and developing career paths (White Paper on the Transformation of the Public Service, 1995).

2.7 THE IMPORTANCE OF TRAINING AND DEVELOPMENT IN THE PUBLIC SECTOR

The public sector invests its resources in the training and development of staff. The challenge that affects service delivery is the incompetency of employees to deliver services. The 4th industrial revolution that the world is now facing requires employees who are capacitated with skills and knowledge. There is a need for improvement of service delivery because of constant changes and for an organisation to achieve its goals and objectives. This can be reached through regular training and evaluation of employees. Government departments spend significant amounts of money by sending employees for training, but it is observed that still, limited productivity improvement is observed. According to Mancosa (2019: 51), the aforementioned may be the case, and there are, therefore, various reasons why staff should be trained and developed:

Training and development helps to prepare workers for succession into higher positions. When employees are sent to the training, they acquire qualifications that will enable them to apply for higher posts when the posts are advertised. Succession planning is when an employee is trained for a position higher than the current position the employee is holding. This can be done through acting arrangements; when a senior employee is out of the Office, another employee on lower levels is appointed to do the task of the senior. Delegation of tasks is another form of the development of employees. The senior employee can delegate work to fellow workers knowing that development is taking place. This, in turn, improves the performance and skills of employees.

According to Swanepoel *et al.* (2008: 447), the importance of HRD includes:

- “To improve the performance of employees. Those employees should be targeted for skills training. Training cannot at all the time solve the problems of poor performance. Sound training and development can help in reducing such challenges
- To prepare employees for future positions. This will ensure that highly qualified people will be ready to take the new positions when the other employee is no longer employed in that organisation. This can be achieved by using the Human Resource Information System (HRIS) in an organisation. HRIS is a computerised system that helps Human Resource Managers to organise, gather, store and retrieve information that will be required for the management of employees
- To prepare employees for forthcoming changes in technology and organisational restructuring to avoid poor service delivery
- To increase the literacy levels of employees through formal and informal training. Employees will be equipped with qualifications and skills to perform their duties
- Help employees make better decisions and increase job satisfaction; this, in turn, should benefit the organisation
- To improve interpersonal skills and make the organisation a better workplace. The organisation will have a low absenteeism rate, productivity, disputes, employee turnovers, and excellent service delivery
- To orientate new employees. Newly promoted employees may not have the required skills to meet the needs of the new job in the organisation”.

Mancosa (2019:51) states that the advantage of public service training is that facilitators present a huge amount of work within a short time. The claim may be made because training can be for a week only, and on the 5th day, the trainees are expected to write an assessment based on the work done. That may be why employees are ineffective when they return from training because they focus on passing marks and getting certificates instead of improving their skills and knowledge.

According to several scholars, there is a consensus that providing employees with appropriate training and development is critical to help them achieve professional and personal growth goals (Galport & Azzam, 2017: 80). Therefore, improving the professional competencies of employees in all public institutions is recommended (Tsoetsi, 2018:109).Walters and Rodriquez, (2017:207) argued that it is not only the performance of the employees that determines the probable achievement of the organisation's goals, but also the effectiveness and efficiency with which they can carry out their tasks Therefore, there is an important link between the competencies of employees, their fulfilment of assigned responsibilities and the achievement of the organization's goals and bottom line (Mwema & Gachunga, 2014: 324). Similarly, Tsoetsi (2018:109) argues that public institutions are responsible not only for recruiting and selecting potential employees with the required competencies, but also for providing training and development opportunities for their employees.

2.8. STAGES / STEPS IN THE TRAINING PROCESSES

There are five stages in the training process, according to Kleynhans (2009: 118), and these are; “Assessing training needs, identifying outcomes, selecting a training approach, conducting the actual training and the evaluation phase”. So the five phases are going to be briefly discussed.

2.8.1. Assessing training needs

Swanepoel *et al.* (2008: 450) define training needs assessment as an “investigation which is undertaken to determine the nature of performance problems to establish the underlying causes and how these can be addressed by training”. Successful training began when the organisation realised there was a need for employees to be trained. Factors that may affect the need for training include when new employees are appointed, work performance affecting service delivery, and considering a succession plan.

When an organisation introduces new technology, employees need to be trained to adapt to the world of technology. For example, the coronavirus pandemic affected organisations so that employees could work from home using technology and attend meetings virtually. As a result, there was a need for the Human Resource

Development Unit to liaise with the Information Technology section to train employees on how to deal with technological changes. The organisation should provide training analysis where the performance of employees will be measured before an organisation decides to go ahead with the training of employees.

2.8.2. Identifying outcomes

There are some rules and regulations when an employee is sent for training. The focus of the outcome is what the employee as a learner will be capable of doing after the end of the programme. The learning outcome should clearly state the conditions and standards for how well the employee should perform. For example, if the employee is sent for a one-year certificate, the contract form's terms and conditions must be clear.

2.8.3. Selecting a training approach

When the training needs analysis has been done, the organisation has to consider several things before taking employees for training. Those approaches include the method that will be used, the number of trainees to be sent for that training at once (this depends on the availability of funds), whether training will be during office hours, after hours or on weekends, and how much time will be needed for training, e.g. a year or six months. Also, the value for money should be considered when selecting a location for the training. The venue might be inside the department or outside the department. These also depend on the type of training that the employee attends. Office of the Premier sometimes uses the inside and outside venue. They also request other government departmental halls for training employees because it is free; they are not paying anything.

2.8.4. Conducting the actual training

This is the implementation part, where a plan of action (training) is implemented. Once all the above-mentioned steps are undertaken and the learning environment is

selected, the employees will be sent for training. Human Resource practitioners would have identified and developed training material that employees will use during training.

2.8.5. The Evaluation phase

Engetou (2017:7) states that “monitoring and evaluation are performed to determine the effects of training and whether the set goals have been achieved”. The evaluation stage aims to determine whether employees benefited from the training. Training of employees involves the use of government funds. Therefore, money should be used effectively and efficiently to produce the desired outcomes. The method that can be used to measure the success of the training programme is called Cost-Benefit Analysis (Kleynhans *et al.*, 2009: 129). Cost-Benefit Analysis compares the money spent (materials, travelling costs, trainers’ fees) on the training of employees and the benefits from the training programme. Gary, Barkhuisen, Bezuidenhout, De Braine, Du Plessis, Nel, Schultz, Stanz, & Van der Walt (2019: 291) suggested four methods of measuring the effectiveness of training; and they are:

- **Reaction:** This is used to measure the learner's experience with the training. It has questions on whether the trainees liked the programme, whether the material was relevant and the trainer's training method. This type of measurement is usually performed by trainers immediately after the training by giving the trainees questionnaires to complete.
- **Learning:** It measures whether the trainees learned something from the training, such as skills improvement and principles. During this phase, learners are given class tests, presentations, or group work to demonstrate the skills acquired in the training process.
- **Behaviour:** This measures if training changes the behaviour of employees. If the employee is a receptionist, did training assist the receptionist so that visitors feel welcomed in an organisation and are treated with courtesy.
- **Results:** The employer evaluates whether institutional goals or objectives were achieved. This focuses on determining the changes such as improved efficiency, level of turnover, and reduction in grievance cases. Mathis & Jackson (2003:296) argue that the problem with measuring the outcomes is

measuring whether the improvement was the result of the training or some other factors of crucial impact.

2.9. CONCLUSION

The literature review discussed legislation and framework governing training and development and its importance on the performance of employees. In addition, the point was made that capacitated and skilled employees ought to be able to perform according to the organisation's expected standards and objectives. Training helps the employer to prepare future employees in case other employees leave the organisation. The organisation will run successfully when succession planning is taken into consideration. Several steps of selecting an employee for specific training need to be followed before training takes place. Employees should be trained for social and technological environments that may impact the organisation.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter dealt with the research methodology and design that were followed when conducting this study. The chapter also focused on the study area, population, sampling, data collection methods, the study reliability and validity, and the ethical consideration that the researcher followed during data collection.

3.2 RESEARCH DESIGN

Research design is an outline of action where individuals that participate in research are identified, and data and information are collected (Kumar 2014: 39). Further, Kumar (2014:39) described the main role of research design as to justify, describe, explain and decide, how the researcher will get solutions to the research questions. Saunders, Lewis and Thornhill (2012:159) concur with Kumar (2014: 39) that the research design is a plan in which the researcher formulates the research questions, determines the relevant facts to collect, and method to examine the results. The research design allows researchers to answer the research questions as applicable and as discussed. The approach that the researcher utilised to get solutions to the research questions was the qualitative research methodology.

3.2.1 Qualitative research

Burns and Grove (2009:22) posit that “qualitative research is a systematic and subjective approach to highlight and explain daily life experiences, and to give them further proper meaning”. Merriam (2009: 13) added that “qualitative researchers are interested in understanding the meaning people have constructed. That is, how people make sense of their world and the experiences they have in the world”. Qualitative research also helps to understand the social phenomenon, rather than experimental settings, which emphasise the participants’ experience, meanings, and views. The advantages of qualitative research are that the researcher is close to the people. That is why the researcher chooses qualitative research, as the researcher is the employee of the researched organisation.

In this case, the researcher is an employee of the Office of the Premier, therefore, participants were easily accessed. The researcher did not need to travel as the participants were the researcher's colleagues. The relevant population provided rich and detailed information because it allowed participants to open up, and new findings were discovered. Pertinent questions may easily be posed, and the opportunity exists that the respondents may offer additional non-solicited information. Such information may often add value to the research. Qualitative research allowed participants to give in-depth information. Qualitative research aims to understand people’s thoughts and behaviour, and it helps to experience everyday’s lives people’s feelings and opinions.

3.3 STUDY AREA

The study area the researcher focused on was the Office of the Premier, Limpopo Province. The organisation is one of the eleven government departments in Polokwane, where it is situated. The vision of this organisation is “good governance, integrated planning, sustainable growth and development”. Its mission is “to provide innovative and strategic leadership and management for service excellence” (Office of the Premier 2018: 25).

3.4 POPULATION

Maree (2020:186) defines a population as a “group, consisting of all sampling units relevant to the research question”. Sekaran and Bougie (2013: 240) added that

population is “the group of people, events, or things of interest for which the researcher wants to investigate”. The Office of the Premier consists of the provincial Premier, the political head of the institution, the Director-General (DG), the administrative head of the Department, and 4 Deputy Director’s-Generals (DDG). The total number of positions in this entity, including the DG and the DDG, is 488 (386 filled posts and 102 vacant posts). The Office of the Premier comprises four functional branches to allow it to execute its core mandate and plan strategic goals. The study focused on employees responsible for training and capacity building who are functionaries in the Human Resource Development Unit in the Office of the Premier, Limpopo. Such employees include the Chief Director, Director, Deputy Directors, Assistant Directors, and three functionaries on the administrative officer level in the Human Resource Development Unit.

3.5 SAMPLING

Sampling is the process where a number of the population is drawn for the study in such a way that it represents the targeted population (Mancosa 2019: 88). The researcher will sample the people amongst the Office of the Premier employees as participants for the research. There are four types of sampling in qualitative research. They are *purposive*, *quota*, *convenience*, and *snowball* sampling. For this research, purposive sampling is selected because as much as the population is available, the researcher is an employee of the office of the Premier, and it is convenient; the intent is to identify the population sample that will serve the purpose of delivering necessary data and information required to complete the research successfully.

3.5.1 Purposive sampling

According to Maree (2020:220), purposive sampling is utilised where the sampling is undertaken with a specific purpose. Furthermore, Etikan, Musa, and Alkassim (2016: 1) added that the researcher selects people who can and are willing to share information and knowledge through their experience in the researched field. The researcher conducted this research by identifying and selecting proficient and well-informed individuals with a phenomenon of interest who can provide experiences and opinions. These functionaries are managers of the department concerned, and the functions they perform relate to training and capacity building in particular. The

intent was to focus on functionaries who have the ability and carry the mandate following their responsibilities (*ex-officio*) to express the research issue(s) at hand. Several ten key functionaries formed the respondent population.

3.6 DATA COLLECTION

Maree (2016:175) indicates that a researcher may utilise several methods to collect data. Each method has its advantages and its limitations. In this case, data was collected using semi-structured interviews. To illustrate the difference between the type of interviews, the following exposition may be of value.

3.6.1 Interviews

Maree (2020: 108) defines interviews as a conversation between two people where the researcher put a question to the participant questions to collect data. The interviews express the participants' ideas, beliefs, thoughts and conduct. The interview's purpose was to gather more information from the participants to create an informed analysis and conclusion.

3.6.2 Semi-structured Interview

The researcher had several questions and themes directed to the participants, although these may differ from one interview to the other. The researcher used a semi-structured interview because it combines both structured and unstructured interviews, and the potential value derivative delivered by this form is deemed advantageous. Furthermore, a semi-structured interview is not closed, allowing opinions to be brought in based on what the participant is opening. In addition, it provided leeway for the interviewee to add and contribute appropriate information to the ledger.

3.7 DATA ANALYSIS

Burns and Grove (2009: 695) define the process of data analysis as “the systematic organisation and production of research findings that allows the researcher to give meaning to the results”. Therefore, thematic analysis was considered for this research project to bring this empirical research process to its logical conclusion. According to Jugder (2016:2), thematic analysis is “a method used for ‘identifying, analysing, and reporting patterns (themes) within the data’”. Along with Jugder (2016:2), Saunders *et al.* (2012:579) emphasise the importance of thematic analysis because it offers a systematic flexible, and accessible approach when analysing qualitative data.

3.8 RELIABILITY, VALIDITY, AND OBJECTIVITY

Four standards were used to measure the trustworthiness of qualitative research: transferability, credibility, dependability, and conformity. These measures ensure that the researcher effect a quality study with well-grounded and valid results (Korstjens & Moser 2018: 120). The following explanations may be justified to the research.

3.8.1 Credibility

Credibility is established if the research findings represent accurate information from the participant’s real data. The credibility of the qualitative research project is regarding the confidence that may be found in the original findings. The participants' views were reflected in interpreting the research findings (Korstjens & Moser 2018: 121). For this research, measures were taken into consideration to ensure that the correct principle the, credibility methods, such as prolonged commitment and structural coherence, were used.

3.8.1.1. Prolonged Engagement

In this stage, the researcher had a prolonged commitment with the participants. During the interview session, the researcher spent sufficient time with the participants to allow for proper in-depth interviews. The researcher had two different sessions with the participants: face-to-face and one-on-one sessions. In one of the sessions, the participants were interviewed telephonically. The researcher asked questions, and the participants answered the questions, giving examples and follow-up questions. Document analysis was also considered during data collection.

3.8.1.2 Structural Coherence

The explanations and findings of this research were taken from the actual views of the people who participated. Document analysis was obtained from the government department concerned.

3.8.2 Transferability

Transferability is the area in which the results of the qualitative research can be conveyed to specific contexts or a similar case (Korstjens & Moser 2018: 121). Transferability of the study findings was achieved through thick description and literature review as the study findings were compared to the findings of similar research studies that were done in the past. Some government departments and institutions around Limpopo and other provinces may use the research findings.

3.8.3 Dependability

Dependability is essential to trustworthiness as it makes them reliable, and can be repeated (Korstjens & Moser 2018: 121). Dependability ensures that the process is described sufficiently to facilitate another researcher interrogating and repeating the work. The researcher explained how data was collected, recorded, and analysed.

3.8.4 Confirmability

Confirmability can be defined as the fairness of the study in collecting and analysing data. In this stage, the researcher has to ensure that the findings depend/ on the participants' experiences (Korstjens & Moser 2018: 121). The researcher used a detailed audit trail. An audit trail entails the transparent description of the research process from the beginning of the research project to the development of reporting the research findings. The goal of the confirmability was to minimise the researcher's bias (Korstjens & Moser 2018:121).

3.9 ETHICAL CONSIDERATIONS

Ethical considerations ensure that no harm was brought to the research study's respondents, their colleagues, family, or compatriots. McMillan and Schumacher (2014:148), cited by Maree (2020: 49), indicate that the researcher has to consider several ethical and associated issues in research.

- **Obtaining permission for the research:** A request for ethical clearance was posed to the University's Research Ethics Committee. The researcher requested permission to research in the Office of the Premier, Limpopo. The researcher started with the data collection after approval from the Office of the Premier.
- **Informed consent:** The researcher explained to the participants the research's aim and goals in the lexicon they understand and also indicated that their participation is voluntary. An informed consent form was prepared, and participants were asked to sign it to confirm their willingness to participate.
- **Anonymity:** The researcher explained to the participants that their participation would remain anonymous. The participants did not write their names during participation.
- **Confidentiality:** The researcher ensured the participants that the information and ideas would be kept confidential and protected and will not be divulged to anyone.
- **Influence of the researcher on the participants:** The researcher clarified that there is no form of physical harm, mentally, emotionally or psychologically, taking into consideration the types of questions and how questions will be asked. The researcher respected the participant's norms and values and tried to avoid any offence.
- **Display the utmost respect and consideration:** Participants were informed of the data the researcher will be using, and unused data was destroyed. No data was collected in an unfair or secretive manner.
- **Different roles:** The researcher was aware of the various roles they enact when conducting qualitative research. Supervisors acted as sounding boards to ensure student researchers adhered to and acted appropriately in their different roles.

- **Social value:** The research aimed to promote the common good; therefore, in this case, the researcher used the study to promote the organisation's effectiveness in delivering its services.
- **Facilitating counselling:** The researcher was aware that the research might trigger negative emotions that warrant psychological intervention. Therefore, to safeguard the well-being of the participants, researchers provided counselling, in any event, where any information impacted negatively on the participants.
- **Ensure no harm to others:** The researcher ensured that all participants were not exposed to any harm when participating in the research. The interview was conducted so that participants did not suffer pain, discomfort and /or physical harm.

The researcher requested formal approval for ethical clearance from Limpopo University's Research Ethics Committee (TREC). Upon approval from the University's Committee, the researcher submitted a letter of request to the organisation, the Office of the Premier, Limpopo, and obtained permission to conduct research. This process is congruent with the principles of open and transparent information altering and the ethical use and usage. Once in-principle approval was officially granted, the researcher engaged with the respondents and used a consent form to ensure that the protocols of ethical research conduct were continuously observed. The participants signed the consent form that they were participating freely. The researcher explained to the participants their rights to participate, confidentiality, and to remain anonymous and that the research aims not to cause harm to the participants.

3.10 CONCLUSION

This chapter dealt with the research methodology and design followed when conducting this study. The chapter outlined the study area, the Office of the Premier, Limpopo Province, with a particular population (cohort of appropriately located and knowledgeable staff). Moreover, the chapter highlighted that the study used purposive sampling, data collection methods, qualitative methods; reliability and

validity of the research, and the ethical consideration that the researcher followed during data collection.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

The purpose of this chapter is to present and analyse the collected data, aligning it with the study's objectives. The study objective was to identify training and development challenges in the Office of the Premier, Limpopo, and to suggest possible strategies that may improve those challenges

The previous chapter discussed the research design and methodology used by the researcher when undertaking the study. This chapter outlines the research findings that were obtained during data collection. A semi-structured interview format was used to collect data from the Office of the Premier, Limpopo Province employees. The respondents interviewed include the Chief Director, the Director, the Deputy Director, three Assistant Directors, and three administrative officers (who are responsible for implementing training and development interventions in the Office of the Premier in the Limpopo Province. The interview schedule consists of three parts. The first part is the demographic details that include gender, age, race, highest qualification, and the number of years of experience in the organisation. The second part contains information on training and development challenges in the department. Finally, the third part includes strategies that may be suggested to address the challenges identified.

4.2 FINDINGS FROM SECTION A: PERSONAL/DEMOGRAPHIC INFORMATION

The demographic information includes information such as the gender of the respondent, age group, race, highest qualification, and years of experience in the organisation. The study's findings are presented in the form of a pie chart.

4.2.1 Respondents in terms of gender

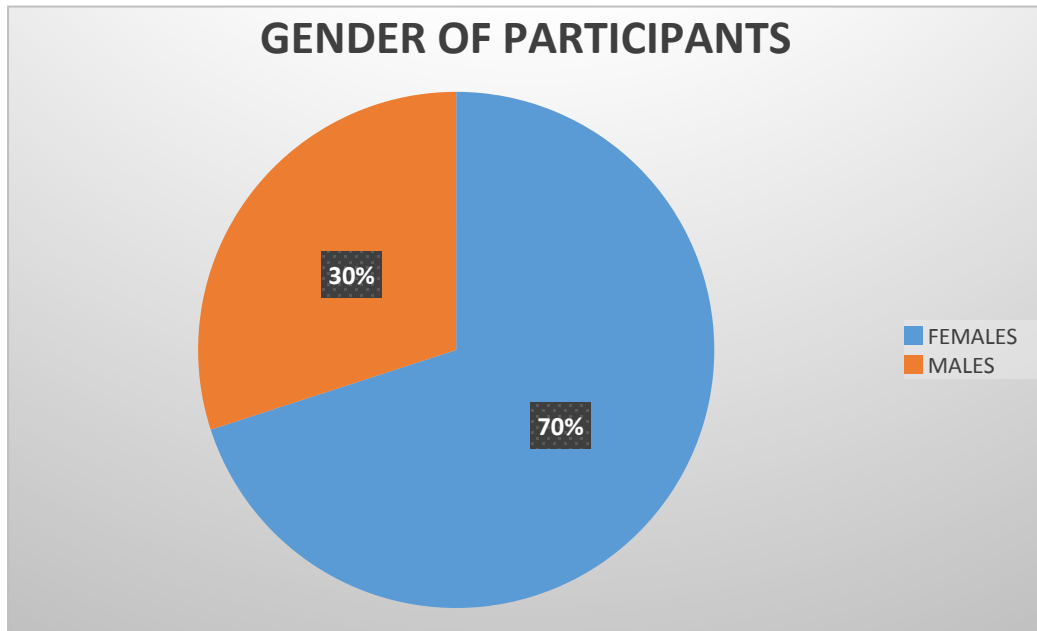


Figure 1 Gender

Figure 1 (above) illustrates the gender of the participants. 30% of males participated in the interview, while 70% of females participated. Female respondents dominated the interview mainly because of the gender equity status in the Office of the Premier, Limpopo Province.

4.2.2 Age group

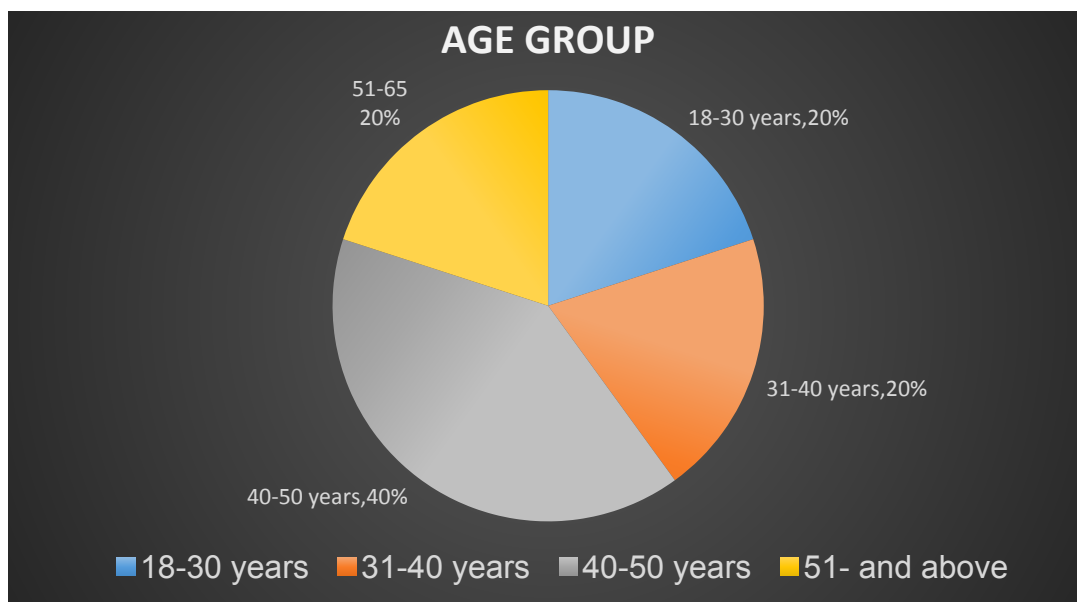


Figure 2 Age group

Respondents were asked about their age group, and the results are illustrated in Graph 2. 18-30 years formed 20% of the respondent, equivalent to the age group of 31-40 years and 51-65 years. However, 41-50 years contributed to the majority of the staff.

4.2.3 Race

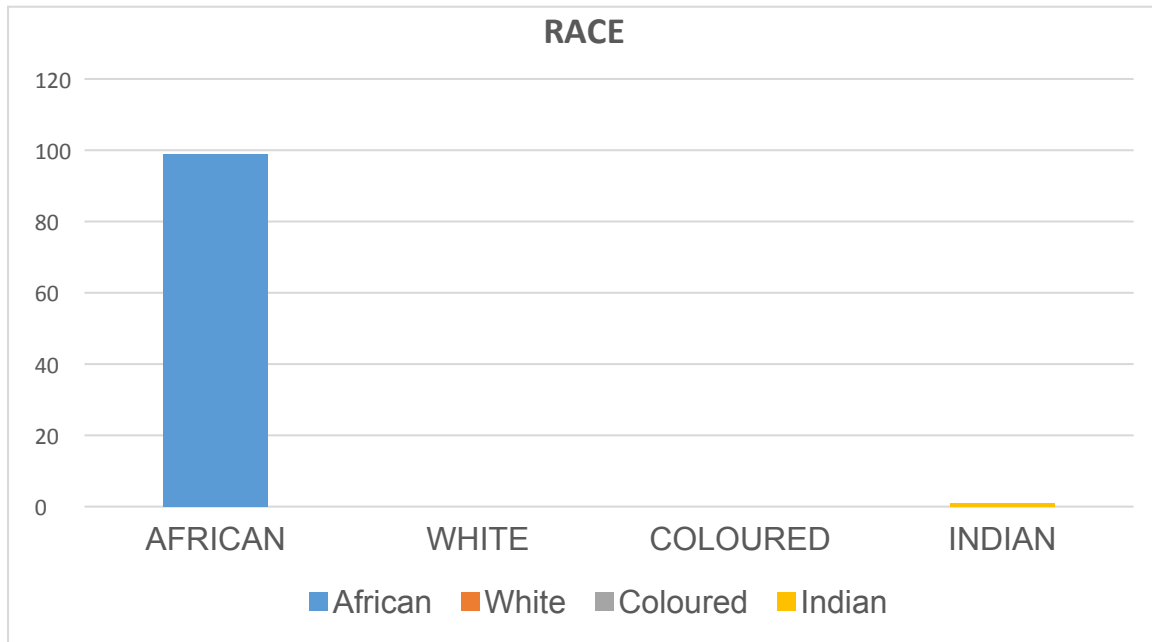


Figure 3 Race

According to the research findings, the race was going to be represented by African, White, Coloured, and Indian. However, African respondents are at 99% as compared to the other three races, while the Indian respondents are at 1 %, with no white and coloured employees in the HRD unit.

4.2.4 Highest qualification

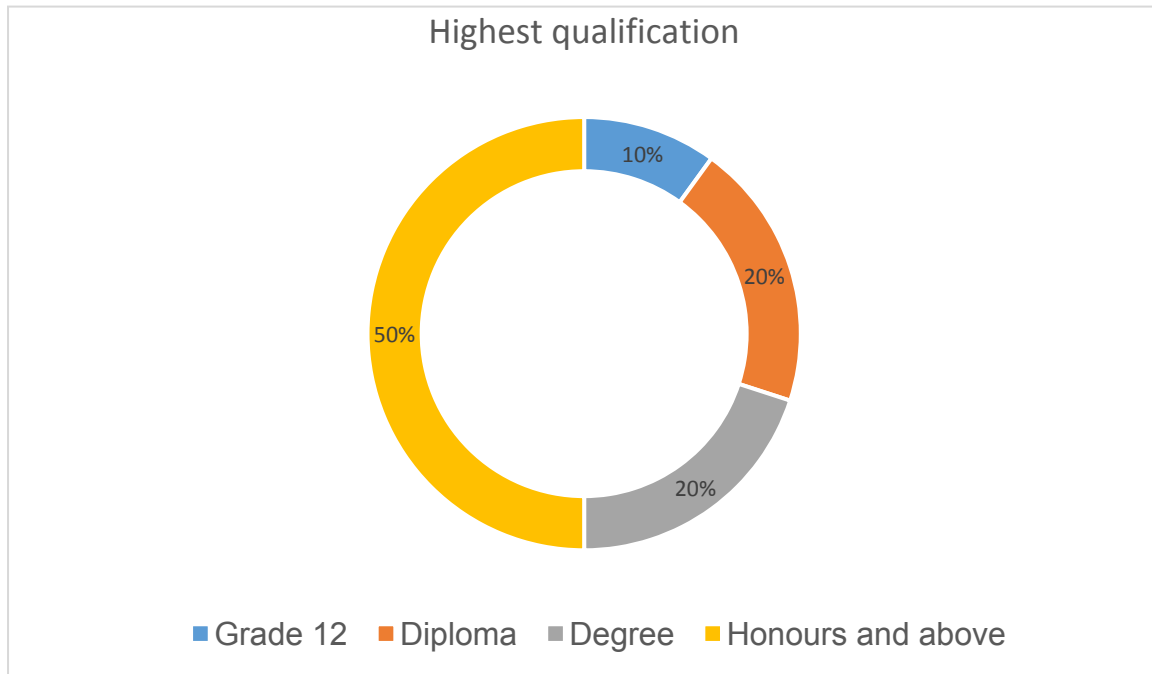


Figure 4 Highest qualification

Figure 4 shows the educational qualifications of the participants. Again, 50% of the respondent are above the Honours level. In addition, 20 % of respondents obtained their degree and diploma, while 10% only have matric.

4.2.5 Respondents' years of experience

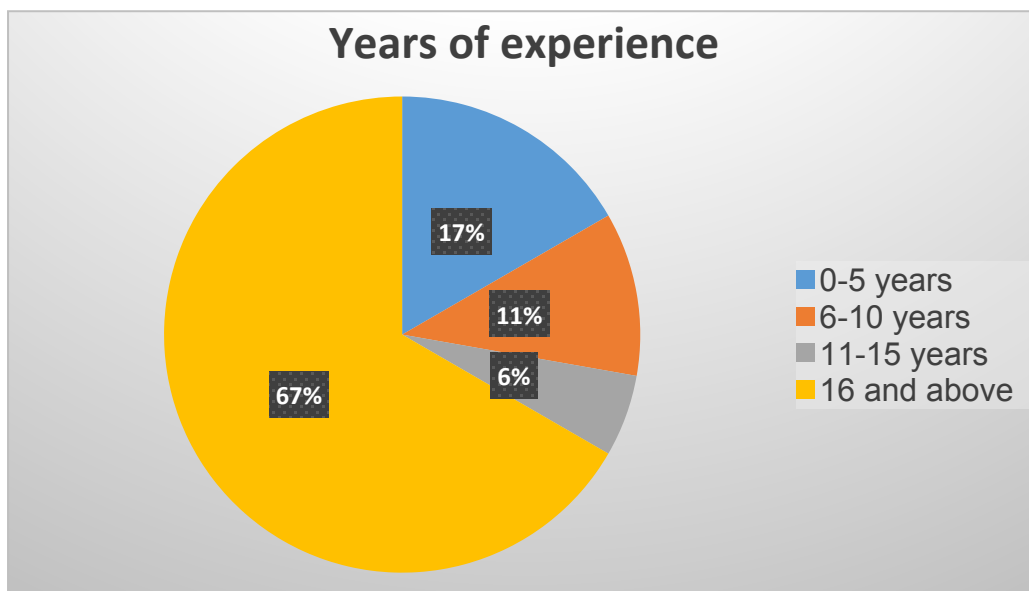


Figure 5 Years of experience

Figure 5 illustrates the number of years' respondents have in the Office of the Premier, Limpopo. The findings show that half of the respondents have been with the department for more than 16 years, 17% have 0-5 years, 11% have 6-10 years, and 5 % have between 11-15 years.

4.3 SECTION B: OPEN-ENDED INTERVIEWS

The section provides detailed information and responses from the participants regarding the training and development challenges in the Office of the Premier. The results from the respondent formed the themes, which were derived from the objectives of the study.

4.3.1 THEME 1: RESEARCH OBJECTIVE ONE

To identify challenges affecting training and development in the Office of the Premier, Limpopo province.

The researcher interviewed ten participants in the Human Resource Development Unit on different levels. The levels range from the Chief Director, the Director, two Deputy Director, 3 Assistant Directors, and 3 Administrative officers. Respondents A, B, C, and D are responsible for overseeing the functions of the HRD. Respondents E to J are accountable for the training and development of permanent employees, Interns, administering of learnership as well as recognition of prior learning, coordination of Work Skills Plan, coordination of SETA skills development and projects, and management and administration of bursaries.

30% of the respondents agree that the training is adequately staffed, while 70% voiced concern that there is a staff shortage as there are recently-added functions that were not performed by Human Resource Development before. Those functions include recruitment processes until the last stage of the appointment of interns, which Human Resource Management initially handled.

100% of the participants agree that the Office of the Premier has a training and development policy. However, the respondents' views differ in terms of the

knowledge of the policy by the employees. Respondent A mentioned that “the policy is available on the department’s intranet, and it can be accessed only by those employees who have access to computers”. Respondent F pointed out that “the policy is available, effective, and it is guided by the DPSA”.

The respondents mentioned that the department is using different methods to identify the needs of the employees, such as the Performance Development Plan, where the employee and the supervisor sign an agreement before the beginning of each financial year. The PDP is submitted to Performance Management System (PMS), and the training unit access the training needs through the PMS. The challenge that the training and development is facing with the PDP is that employees want to go for training that is searched on google app that is not in line with their skills development but rather the ones that will advance their career paths. 30% of the respondents mentioned that the department is using the Senior Management Service (SMS) Competency Assessment to identify training needs for employees at the SMS level. 10% stated that the department designed a format and circulated an email to all officials to send training needs through the form. However, the employees, do not respond positively to the emails.

On the number of employees sent for training annually, 50% of the respondent noted that less than 100 employees, whereas 50% said more than 100 employees. The respondents emphasise that the number of employees sent for training depends on the availability of the budget. There seems to be a discrepancy here; respondent A further indicated that the number fluctuation for the past three years resulted from the budget for training that was redirected to assist during the Covid-19 pandemic. This brings one to question number 10, where all the participants mentioned that the budget for the training and development of employees is insufficient. Respondent C explains that 1% is contributed from employees' compensation, which is insufficient to capacitate employees.

The other challenge that 80% of the respondents mentioned is that there is non-attendance of training by the officials, especially at the SMS level. This resulted in a lack of support from the management, and it demoralised those who were responsible for training. Employees at lower levels and middle management only

attend training if the training is outside the workplace and not in the Polokwane surroundings. Employees do not understand that insufficient budgetary resources cater to all attending training far from the workplace. This is when considering the cost of the training that includes; payment of the trainer, venue, accommodation, meals and the travelling expenses.

4.3.2 THEME 2: RESEARCH OBJECTIVE TWO

To assess the extent of the current training and development challenges in the Office of the Premier, Limpopo province office's, in achieving its mandate.

99% of the respondents believe that training and development add value to employee performance. The reason is that the Office of the Premier has been getting a clean audit for the past three years. Respondent C added that training and development interventions prepare employees for future roles. In addition, respondent F mentioned that performance management also shows an improvement in the performance of the employees. Finally, 1% of the respondents answered that training and development partially add value to the performance of the employees because training is done at an accelerated pace.

The department does not have post-training appraisal, according to 99% of the respondents. However, 1% of the participants responded that the department has post-training appraisal in the form of employees sharing information with others after attending training. The only thing that HRD does as a formal post-training appraisal is for employees to complete a form of overall satisfaction with the training. The employees do not return the form to HRD for attention, and there are no penalties for non-submission of the form. One respondent explains that an estimated 50% of the employees, especially males, do not utilise the services of the HRD, nor do not understand the role of HRD in the office. 70% of the respondents mentioned that HRD also advertises bursaries for employees to capacitate themselves. Still, employees show little interest in applying for those bursaries since an estimated 50% of the employees benefit from the bursary offered to them.

4.3.3 THEME 3: RESEARCH OBJECTIVE THREE

To suggest strategies that may improve training and development in the Office of the Premier, Limpopo province.

In the section dealing with planning, implementation, and evaluation of training and development to ensure that the training and development is ultimately appropriate, 80% of the participants responded that training is planned in terms of the Workplace Skills Plan (WSP). After completing the skills audit, the next step is to identify the training plan. Training is then scheduled, service providers to conduct training are procured, and the report is presented quarterly. The performance of the staff is determined by the efficiency of training. An evaluation form will also be given to the employees to evaluate the standard of the training. The facilitator will also give the trainees the Portfolio of Evidence-assignment based to study and complete to show the level of understanding among employees. Furthermore, 20% of the respondents mentioned that planning starts with a skills audit and prioritising training interventions based on the available budget. A requisition with specifications is then prepared for Supply Chain Management for further processing. A training plan is also done annually. This plan is also used to inform on the particular training needs of the Department.

Respondent B suggested that employees should be encouraged to do lifelong learning as OTP is a learning area continuously. Also, the department is planning a turnaround strategy and new innovative ways to change how things are done will be considered. For instance, the department was supposed to have an induction of newly appointed employees. However, the department realised that the time allocated for induction was insufficient as it was a two days' program. Therefore, the program was cancelled, and had to be rescheduled to allow more days for induction. Respondent B also mentioned that the Office of the Premier plans to have an academic day where employees will come with their academic gowns to motivate other employees to study and see the importance of training and development. Above that, the OTP has agreed with Institutions of higher learning such as the Tshwane University of Technology, WITS (University of the Witwatersrand), and University of Venda, and employees can apply for admission and apply for bursaries

at HRD. Similarly, the department plans to have a career exhibition day for all employees to motivate them.

The respondents agreed that HRD should provide relevant training needs as identified in the training needs assessments and do refresher courses to update them on new developments. In addition, 20% of respondents agreed that HRD should train with a more focused purpose and provide continuous learning opportunities. Furthermore, 10% of participants responded that to capacitate employees to deliver service effectively, HRD should provide mentoring and coaching to employees. 100% of respondents indicated that enough budgetary resources should be made available for the smooth running of training and development. Yet again, 90% of the respondents argued that more staff is needed in the HRD and there should be a form of restructuring where a clear separation of duties is done. For example, there should be employees dealing specifically with internal employees, interns, and learnership programmes and bursaries. Management should regularly have meetings with HRD officials to deal with their challenges and give them support.

Employees should be enticed to increase their participation in training and development activities to improve their skills and knowledge. Furthermore, employees should be provided with effective training and development programmes to reduce the time and cost spent by supervisors in capacitating them. The Office of the Premier should introduce compulsory training programs for all employees in order to improve the understanding and knowledge of the organisation's strategy and objectives. The employer should provide better working conditions so that the environment becomes more conducive to the transference of learning. Moreover, they should provide enough training resources to improve the training programs. Training and development policies should be communicated better; clarity and simplicity are essential, and its advantages should be made visible to the employees.

4.4 CONCLUSION

The chapter presented and analysed the collected data aligning it with the study's objectives. The first part gave the respondents' demographic details, followed by the challenges identified by the respondents. Lastly, it was the respondent strategies

that may assist in improving training and development challenges in the Office of the Premier. The respondents' findings proved that there were challenges in the HRD that required management's intervention, and increased financial and human resources are of the essence. Finally, staffing necessary to populate HRD Unit to improve its functioning and policies for the employees is a crucial issue.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The chapter provides a summary and recommendations which emanate from the research. The recommendations may assist to offer possible solutions to improve the training and development dispensation in the Office of the Premier, Limpopo. The study consists of five chapters, and they were discussed as follows:

Chapter 1 introduced the topic, the problem of the study, conceptual clarification and the key concepts discussed. Furthermore, it presented the aim of the research, the research objectives, the research question and the study's significance

Chapter 2 focused on a pertinent literature review whereby government legislation and regulations governing training and development were discussed in some detail. The chapter also explores the importance of training and development in a general contextual manner.

Chapter 3 dealt with the research design and methodology, where the choice of qualitative methods is justified. Purposive sampling was utilised to conduct the study by conducting semi structured interviews with open-ended questions. The data was analysed and interpreted using the thematic analysis method.

Chapter 4 presented data analysis and findings from the study.

Chapter 5 summarises and discusses the study's findings, where the study will determine whether the objectives of the study were achieved by interpreting study's results.

5.2 SUMMARY OF FINDINGS

The study aimed to investigate the training and development challenges in the Limpopo Office of the Premier. The respondents' views as outlined in Chapter 4 proved that there are challenges in the training and development unit that need intervention. Without such, the OTP may remain under pressure to perform better, yet with particular resource and structural deficits.

Based on the research findings and literature review, it is summited that training and development can undoubtedly influence the performance of employees if the challenges can be addressed. Therefore, during the interviews, an opportunity was provided - as part of the semi-structured interview methodology – for respondents to add any additional (off-hand) views and suggestions. Following is a concise list of the foremost of such - in short, the study indicated:

1. A shortage of human resource official's hampers efficacy in the training and development unit to sufficiently direct their attention to their training and development responsibilities as the unit has been given additional duties relating to recruitment processes and the appointment of interns.
2. The participants also mentioned that the current staff is also serving as drivers since they have to transport employees to the different training venues. At the same time, their work remains attended in the office (Recently, there was a circular from DPSA that all employees eligible to drive government vehicles should have a competency certificate offered by each department through a Training unit). Training and development officials transported employees to the testing ground until all employees passed the testing.
3. Another issue is that employees refuse to go to training when the venue is around Polokwane. This results that the Training and Development unit not reaching its objectives and goals of empowering employees since the budget is often insufficient to take employees outside the proximity of Polokwane in the Limpopo Province.

4. The unit has a system whereby training needs assessment is done, but there are loopholes in it. The employees do not send the relevant training needs through, in conjunction with, or aligned the performance agreement signed between the employee and the supervisor. For example, the employee would want to be trained in Supply Chain Management, while the employee is in a different section far from Supply Chain Management. Employees should be encouraged to request training needs that will empower them to higher positions. National School of Governance should enforce compulsory training as it did with the ethics in the public sector certificate.

5.3 RECOMMENDATIONS

Following are several recommendations, that the researcher has gleaned from the magnitude of answers and comments to satisfy the 3rd objective that directed this research:

1. Training should be prioritised to improve the job performance of employees.
2. Training and development policy should be accessible and made visible to all employees; e.g., it should be placed on the notice board so that even the employees who do not have access to computers would be able to read and understand it.
3. Workshops and awareness sessions should be held so that employees will be continuously reminded of the importance, benefits, and opportunities for training and development.
4. Training and development should form an essential item which receives sufficient priority during the budgetary process relative to competing for budgetary items and unforeseen developments, e.g., the sudden Covid-19 pandemic caused a situation where the OTP did not have sufficient resources (or time) to train employees in the technological changes that prepare for a work-from-home dispensation. Thus, strategic risk management practices should consider unforeseen occurrences for future disasters.

5. The relevant training and development budget should be spent, yet with circumspect and on a fit-for-purpose basis, it is an unfortunate situation if the Department is required to return the unspent training and development budget to Treasury.
6. The unit should conduct a proper and comprehensive post-training assessment after each training intervention. This will help identify gaps during training - gaps in the capability of the trainer, the material used, and the overall standard of the training are key indicators for continuous improvement.
7. Failure to submit the assessment forms should be subjected to strict consequence management.
8. HRD unit should institute a contract/memorandum of agreement between the employer and the employee prior to training attendance.
9. HRD should develop a database of trained employees per Branch for each financial year to avoid duplication and the risk of sending the same employees for training.
10. The employee should also be given an achievement award as a way of encouragement. The award should not only be in the form of a certificate and words of appreciation; it must also be in the for eligibility for promotions etc.; employees will see the importance of training and because some employees applied for bursaries and obtained qualifications while they are on entry-level and their positions remain the same. This demotivates the employees.
11. The department should consider internal recruitment when posts are advertised to signal that empowering existing employees is considered beneficial to all parties concerned.
12. Employees should be encouraged to attend training on short courses and to further their studies and obtain formal NQF qualifications.
13. HRD should conduct workshop sessions located nearby or even within the OTP facility (a centralised venue) that all governments departments will utilise in the vicinity, which will reduce costs.
14. The retention strategy in the OTP appears to be an issue as well because the Department expends resources to develop its employees only to lose the subjects to other organisations.

5.4 AREAS FOR FURTHER STUDY

A small sample size of 10 participants was used in this study. It is suggested that further studies of a larger population, including lower levels and employees outside the HRD-unit, should form part of such a study to obtain a more significant measure of objectivity. In addition, the training recipients may add value to this project, which may prove beneficial to add to the body of knowledge on this topic.

5.5 LIMITATIONS OF THE STUDY

Maree (2020:146) stated that every study has its limitations. Limitations are those characteristics of the design that affect the interpretation of the research results. Data collection and analysis due to the unavailability of training and development staff for different reasons. These reasons include the possibility that their operations require that they often perform their duties outside the Office. The data collection method used by the researcher was a qualitative, semi-structured interview research method, and the researcher is an employee in the Office of the Premier where the study took place. Therefore, it may be that some respondents could have been biased or not sufficiently forthcoming in their responses for the fact that they know the researcher. A different methodology may be considered in the future to avoid such a possibility and to seek to limit undue bias.

5.6 CONCLUSION

The study aimed to investigate training and development challenges in the Office of the Premier, Limpopo Province. Training and development is an essential tool in the organisation for it promotes the job performance of the employees. Employees must be capacitated with training and development to execute and provide leadership to infuse change management and improve societal service delivery. The findings revealed that the Training and Development Unit has inadequate staff and is underfunded. In addition, process and procedural protocols are not observed adequately. The study findings may assist the Office of the Premier in identifying

challenges and how to deal with those challenges. Other government departments may use the outcome of the research since the Office of the Premier is the monitoring agency of all provincial departments within the Limpopo province. This study is also helpful to scholars interested in the same topic.

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7. ANNEXURES



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TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 31 October 2022
PROJECT NUMBER: TREC/565/2022: PG

PROJECT:

Title: Training and development challenges in the Office of the Premier, Limpopo Province
Researcher: NJ Nkoana
Supervisor: Prof EJ van Rooyen
Co-supervisor/s: N/A
School: Turfloop Graduate School of Leadership
Degree: Master of Public Administration and Management

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0310111-031

Note:

- i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

**PERMISSION TO CONDUCT STUDY IN THE OFFICE OF THE PREMIER :
LIMPOPO PROVINCE**

REF : 82819165 (200518615)
DATE : 01 DECEMBER 2022
TO : DIRECTOR: HRD, PMS AND EHWP
SUBJECT : REQUEST TO CONDUCT RESEARCH IN THE
OFFICE OF THE PREMIER

1. The above matter refers.
2. I am a registered student at University of Limpopo, studying Masters of Public Administration and Management and was also granted bursary by the department.
3. I kindly request to conduct research in the Office of the Premier as my selected institution for the study purpose.
4. The research topic is "Training and development challenges in the Office of the Premier, Limpopo Province"

Kind regards



Nkoana Noko Josephine (82819165)

APPROVAL TO CONDUCT STUDY IN THE OFFICE OF THE PREMIER

CONFIDENTIAL



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

OFFICE OF
THE PREMIER

Ref : S5/3/43
Enq : Ms M.L. Phahidira
Date : 01 December 2022
Tel : 015 287 6371

Ms N.J. Nkoana
Private Bag x 9483
POLOKWANE
0700

Dear Ms Nkoana,

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE OFFICE: YOURSELF

1. It is with great pleasure to inform you that your request to conduct research study titled "Training and development challenges in the Office of the Premier, Limpopo Province" has been approved on condition that information gathered will be treated as confidential, be used for academic purposes and only be disclosed with a written permission from the Office.
2. You are also requested to submit a copy of your research report to this Office as soon as you complete your qualification.
3. Wishing you the best with your studies.


Mr N.S. NCHABELENG
DIRECTOR GENERAL

08/12/2022
DATE

Provinsiale Kantoer van die Premier, POLOKWANE, 2700, -Private Bag 9483, -015 287 6371
Tel: 0151 287 6371, 0151 227 6371, Fax: 0151 225 3547 -Web: www.limpopo.gov.za

The heartland of Southern Africa - development is about people!

INFORMED CONSENT FORM

RESEARCH TITLE: TRAINING AND DEVELOPMENT CHALLENGES IN THE OFFICE OF THE PREMIER, LIMPOPO PROVINCE

I am Nkoana Noko Josephine, a Master of Public Administration and Management candidate at the University of Limpopo's Turfloop Graduate School of Leadership.

I would like to invite you to participate in my study by answering the questions of the semi-structured interview questionnaire, which I am going to pose to you. The study's objective is to investigate training and development challenges in the Office of the Premier and suggest strategies that will improve the challenges.

Please note that

By signing this form, you are permitting me to ask you questions.

Your participation in the study is voluntary.

You are allowed to withdraw if you don't want to continue with the interview process.

Your answers will be kept confidential.

No form of harm will be exposed to you when participating in the research.

Signature of participant

Date

Editing and Proofreading Report

20 December 2022

This is to certify that I, Dr Mujakachi, have proofread and edited a masters dissertation titled ***TRAINING AND DEVELOPMENT CHALLENGES IN THE OFFICE OF THE PREMIER, LIMPOPO PROVINCE*** by Noko Josephine Nkoana, student number (200518615).

I carefully read through this dissertation, focusing on proofreading and editorial issues. The recommended suggestions are highlighted in red ink and can be accepted or rejected using the Microsoft Word Track Changes System. The student has to effect these changes before the final submission.

Yours Sincerely



Dr. M P. Mujakachi: Ph.D. English Lit, MA (English), BA Honours in English and Communication
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INTERVIEW GUIDE

The interview guide aims to collect information from the employees in the Office of the Premier

SECTION A: PERSONAL INFORMATION

Please tick the relevant box

1. Gender

Male	
Female	

2. Age group

18 -30 years	
31 - 40 years	
41-50 years	
50 years and above	

3. Race

African	
White	
Coloured	
Indian	

4. Highest qualification

Grade 12/Matric	
Diploma	
Degree	
Honours and above	

5. Years of experience in the organisation

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

SECTION B

To identify challenges that affect training and development in the Office of the Premier

1.What is your current occupation? (please indicate what function(s) you are responsible for in training and development?).

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2.How many staff members are responsible for the training and development?

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3.Do you believe training and development is adequately staffed and capacitated to execute its mandate properly? Please explain your view.

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4.Does the department have a training and development policy?

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5.How effective is the policy? if the answer is “Yes,” do the employees know about the policy?

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6.Which criteria is the department using to identify the training needs of employees?

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7.How many employees do you send for training annually?

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8. Does the training and development add value to the employee's performance?
Motive your answer

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9. Do you have post training appraisal? If yes, please specify how it functions.

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10. Is training and development allocated a budget annually? If yes, is the budget sufficient to cover the training needs?

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SECTION C

To assess the extent of effectiveness of the Office of the Premier in achieving its mandate; and to suggest strategies that may improve training and development in the Office of the Premier, Limpopo Province.

1. Please specify the challenges that the training and development is facing.

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2. What measures can be implemented to capacitate employees to deliver service effectively?

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3.Explain the form(s) of planning, implementation, and evaluation of training and development to ensure that the training and development is ultimately appropriate.

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4.How can the challenges identified be addressed?

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Thank you for your participation!