

**HOW TRAINING AND DEVELOPMENT OF ACADEMIC STAFF IMPACT ON  
EMPLOYEE PERFORMANCE FOR ORGANISATIONAL EFFECTIVENESS AT A  
SELECTED COLLEGE IN THE EASTERN CAPE PROVINCE**

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**BY**

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## **ABSTRACT**

This study focused on the importance of training and development and its impact on employee performance and organisational effectiveness. Training and development play a very important role at Ingwe Technical Vocational Education and Training (TVET) College in the Eastern Cape Province. Academic staff training and development is essential for staff's personal development and organisational effectiveness. Ingwe TVET College has a serious problem regarding the training and development of academic staff. Although the college sent academic staff for training, they did not produce skills that make a significant contribution to the college development. There were numerous complaints from top management and Heads of Department that employee performance at Ingwe TVET College is not up to the required standard. This problem has not been rectified and the same complaints are made when the students' throughput rate is evaluated. Through training and development, new knowledge, skills and changing attitudes are communicated to employees in order to raise awareness of their current knowledge and skills. The findings of this study will contribute towards improving the training and development of academic staff at Ingwe TVET College.

All academic staff working at Ingwe TVET College were targeted to participate in this study. The total population for this study is 360 academic staff. This study used the survey method because the target population was too small. A quantitative research approach was used in this study. The personal method was used to administer the questionnaire to 350 target respondents. To test the validity and reliability of the questions, a pilot study was conducted with 10 academic staff members. The data was analysed by means of the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows. SPSS was used to analyse the primary data obtained from responses to the questionnaire after data capturing. Various statistical tests were used to test the hypotheses as well. The Cronbach Coefficient Alpha test was used to provide a value for reliability. The results present the descriptive statistics in the form of graphs,

cross-tabulations and other Figures for the quantitative data collected. Inferential techniques included the use of correlations and chi-square test values, which are interpreted using the p-values.

Findings from the study indicate that for academic staff performance, managers must distribute the resources needed by them in order for them to be able to perform their tasks. The lack of knowledge on what employees were trained on and are expected to implement leads to failure by the supervisor to follow up on learning transfer. Effective organisational development programs also allow for employees to cope with newly developed technology and ensures that adequate human resources are available for expansion into new areas. Employers or service providers should take steps to eliminate obstacles that prevent employee learning or physical barriers that may have impact on employee learning.

Top management should ensure that training and development improves employee performance by assessing the type of training provided to employee in order to check if it meets the required standards. Management must also make sure that the training provided is aligned with the required skills by employees and the organisation in order to help employees in performing their tasks. Top Management should send employees on training and development programs that will assist them when they perform their tasks in order to be productive. Avoid sending them to training because is popular but does not have significant impact on employee productivity.

## **DECLARATION**

I, Vuyisile Mabindisa, hereby declare that the thesis submitted for the Doctoral Degree: Human Resources Management in the Faculty of Management Sciences at the Durban University of Technology is my own original work and has not been previously submitted to any institution of Higher Education. All the sources that were used for this study are cited and referred to in the bibliography list.

Date: 22/02/2021

Vuyisile Mabindisa

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## **DEDICATION**

This study is dedicated to my wife Mrs Nompucuko Mabindisa for her continuous support and encouragement in my studies.

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I would like to acknowledge and thank all the employees of Ingwe TVET College in the Eastern Cape Province who contributed towards the successful completion of this research. I would like to thank my wife, Mrs N.G. Mabindisa, for her continuous support. This thesis is dedicated to my family for their continued support of my career and professional aspirations. My sincere thanks and appreciation are extended to my supervisor, Dr M.E. Lourens, for her support and continuous encouragement.

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# **CHAPTER 1**

## **OVERVIEW OF THE STUDY**

### **1.1 INTRODUCTION**

Training and development plays a very important role at Ingwe Technical Vocational Education and Training (TVET) College. Neves (2015:216) states that effective employee training and development leads to an increase in quality as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good work, safety practices and customer services can be expected. For this study, Ingwe TVET College based in the Eastern Cape Province was selected in this research because it is one of the poor performing colleges in the Eastern Cape Province. This study focuses on how training and development of academic staff impact on employee performance as well as on organisational effectiveness at Ingwe TVET College in the Eastern Cape Province. If a needs analysis is conducted before an employer sends academic staff for training and development, it will result in good performance by academic staff (Nel, 2012:463).

Torrington and Hall (2012:243) state that employee training and development is essential for the employee's personal development and organisational productivity. In order for Ingwe TVET College to be productive, it needs to hire competent and well trained staff. If the resources to be used by academic staff after training and development are not available, it will also be difficult for them to implement new skills. Rendering to Hultman (2014:105), training and development ensures that academic staff members are fit to do the job that they were employed for. According to Kleynhans, Markham, Meyer and Van Aswegen (2010:332), training and development focuses on the provision of ongoing training and development prospects as a result that labourers could convalesce continuously and can acquire new skills that are required in their current employment positions.

## **1.2 BACKGROUND TO THE STUDY**

Ingwe TVET College is located in the Eastern Cape Province. Ingwe TVET College management has a serious problem regarding the quality of results produced by academic staff members and the trainings that are provided to them do not have a significant contribution to employee performance. The training and development programs that are provided by Department of Higher Education and Training are not taken serious by academic staff members, who use training time as an opportunity to meet their friends, go shopping and to socialise because supervisors are not there to monitor the training process. According to Reddy (2012:93), employee training and development is a major factor in the creation of employee human capital, which determines the long-term productivity of the organisation. Ingwe TVET College has continuously performed badly over the past four years and to date, in relation to academic activities like student throughput rates and in conducting research. This situation was also observed by the researcher as one of the academic staff members at Ingwe TVET College, when results are analysed in the beginning of each year. Kegan and Lahey (2016:144) postulate that job content training would enable employees to gain the basic skills which are required in the execution of their tasks.

The training and development programs provided to academic staff at Ingwe TVET College are not applicable to the working environment and others are repetitive with little or no change in academic performance. There are concerns regarding the training and skills acquired by academic staff during training and development sessions. Conferring to Ashby (2017:321), the success of a business relies on the quality of its human capital. Luthans (2013:97) states that although all jobs done by employees, most organisations have failed to attach the necessary attention to employee training and development. In most cases, academic staff members at Ingwe TVET College were sent on training without being informed about the training and what is expected from them after training and this had resulted to training and development being ineffective.

Resources are not provided by supervisor or managers to help the academic staff to transfer new skills after completing training, sometimes provided after one or two years. By that time the employee had already forgot what was learnt in the training and development sessions. The selection of friends by management to participate in training activities that are not in line with their scope of work also contributes to the ineffectiveness of training programs offered to personnel. Raja, Furqan and Muhammad (2010:347) suggest that in order to sustain effective academic staff performance, it is important to optimise the contribution of employees to the aims and goals of organisations like Ingwe TVET College.

Academic staff members were sent for training for statistical purpose or in order to meet government demands because some training and development programs are not related to the duties that they are employed to perform. Training is necessary to ensure an adequate supply of employees that are technically and socially competent and capable of career development into specialist departments or management positions. Failure from supervisors or management to assess whether the training delivered to employees will assist them to acquire the required skills and knowledge has an impact on the transfer of learning or failure. Coetzee, Botha, Kiley and Truman (2015:512) state that public institutions have realised the importance of developing the capacities of their employees in order to meet the ever-increasing demands and expectations of government and the public. If academic staff are not given the opportunity to choose the type of training they need. Consequently, the training provided to them may not yield positive results because attitudes may have a negative impact on training transfer.

The non-participation of supervisors and managers in the training and development of employees does not assist employees when they have problems in transferring new skills in the workplace, which may result in failure in the transfer of learning. Permitting to Stewart and Brown (2011:310), employee training involves an expert working with learners to transfer to them

certain areas of knowledge or skills to improve in their current jobs. The training afforded should not be provided just for the sake of training, but must help academic staff to advance their enactment and be able to adapt to new developments. Public experiences with the quality and mode of delivery of outputs sourced from Ingwe TVET College have often not been very positive and satisfactory. Wynn (2017:198) asserts that by upgrading employee skills and knowledge, employees are in a better position to produce high-quality products and services in the most cost-effective way, adapt to change and contribute to company competitiveness through product or process innovation.

### **1.3 RESEARCH PROBLEM**

A review of literature indicated that there are no current studies on the training and development of academic staff at Ingwe TVET College. Mouton (2011:367) speculates that training develops the abilities of the individual and satisfies the current and future needs of the organisation. Matching to Cascio (2012:374), training and development brings about the behavioural changes required to meet management's goals for the organisation. At Ingwe TVET College there are numerous complaints from top management and Heads of Departments that employee performance is not up to the required standard, although they were sent for training. This problem has not been rectified and the same complaints are made when the students' throughput rate is evaluated. Davar (2012:28) points out that by means of training and development, new knowledge, skills and changing attitudes are communicated to employees in order to raise awareness of their current knowledge and skills. Ingwe TVET College has a serious problem regarding the training and development of academic staff because although the college sends academic staff for training, they do not produce skills that make a significant contribution to the college development.

According to Reddy (2012:529), the reason for the training and development of employees being unsuccessful is the inability of the company to recognise non-training solutions. The selection of friends by management to take part in training that is not aligned to their duties have a negative impact on the training effectiveness and on operative enactment. In addition, those who were selected after training they do not provide feedback or train other who did not take part in the training and development program. Lack of proper training and development at Ingwe TVET College contributes to the employee's poor performance.

Corresponding to Henry (2011:146), lacks of proper training and development results in poor performance from the academic staff which leads to them not achieving organisational objectives. The resources that are no available at Ingwe TVET College after completing a training and development course, also contributes to employee unsatisfactory performance. Poor performance from academic staff is not only affecting Ingwe TVET College performance but also impacts on throughput rates of students. Based on this background this study will suggest strategies that can be used to improve training and development of academic staff at Ingwe TVET College and thereafter to develop a model that can be followed when conducting training and development of academic staff and employees.

#### **1.4 AIM OF THE STUDY**

The aim of the study is to investigate how training and development of academic staff impact on employee performance, as well as on organisational effectiveness at Ingwe TVET College in the Eastern Cape Province and thereafter, to suggest ways of enhancing the training and development of



academic staff at Ingwe TVET College. The aim of this study will also establish whether training and development provided by the college is contributing towards achieving college goals.

## **1.5 RESEARCH QUESTIONS**

The research questions of the study are the following:

- What are the factors affecting the training and development of academic staff at a selected college?
- How could training and development impact on improve employee performance at Ingwe TVET College?
- What are the factors affecting employee performance at Ingwe TVET College?
- How does training and development impact at Ingwe TVET College on effectiveness?
- What strategies can be used for the training and development of academic staff at Ingwe TVET College in the future?

## **1.6 OBJECTIVES OF THE STUDY**

The objectives of the study are the following:

- To determine the factors the affecting training and development of academic staff at Ingwe TVET College;
- To investigate how training and development improve employee performance at Ingwe TVET College;

- To explore the factors affecting employee performance at Ingwe TVET College;
- To highlight the impacts of training and development at Ingwe TVET College effectiveness; and
- To examine the current strategy used for the training and development of academic staff at Ingwe TVET College.

## **1.7 SCOPE OF THE STUDY**

This study is based at Ingwe TVET College in the Eastern Cape Province. All academic staff working at Ingwe TVET College were targeted to participate in this study. The findings of this study will be useful in addressing the problems associated with the training and development of academic staff and its impact on employee performance as well as on organisational effectiveness at Ingwe TVET College in the Eastern Cape Province. The study does not include other colleges in the Eastern Cape Province as the study would then become too broad in nature.

## **1.8 SIGNIFICANCE OF THE STUDY**

The findings of this study will contribute towards improving training and development at Ingwe TVET College. It is hoped that other colleges which are affected by similar problem will be able to benefit in the recommendations of this study. The study will identify the factors hampering training and development of academic staff and employees in the college.

The study will identify the impacts of training and development on the effectiveness of the college. The results of the study will come up with strategies that can contribute towards the improvement of training and development of academic staff and employees at Ingwe TVET College. The study will also serve as a future reference for researchers on the subject of training and development and its impact on employee performance.

## **1.9 DEFINITIONS OF KEY TERMS**

The succeeding are key definitions of terms in this study:

### **(a) Training and development**

According to Mathis and Jackson (2013:212), training and development can be regarded as a planned process to modify attitude, knowledge or skilled behaviour through learning experience, in order to achieve effective performance in an activity or range of activities.

Glacer (2014:162) states that training and development can be seen as a process whereby managers obtain the necessary experience, skills and attitudes to become or remain successful leaders in their organisations.

### **(b) Organisational effectiveness**

Marsden and Riston (2013:394) organisational effectiveness could be defined as the concept of how effective an organisation is in achieving the outcomes the organisation intends to produce.

According to Martin (2014:128), organisational effectiveness is the tool by which a goal that has been set for an operating task is attained in terms of quality and completion.

## **1.10 IDENTIFYING NEEDS FOR TRAINING AND DEVELOPMENT**

According to Torrington and Hall (2012:145), whenever a comprehensive training and development needs analysis is undertaken, it should usually address one or more of the following three key areas:

- The organisation;
- The job; and
- The individual.

Dyer (2010:33) affirms that it must also be borne in mind whether or not the training and development is commensurate the organisation's mission, strategy, goals and culture. Fitting to Grobler, Warnich, Carrell, Elbert and Hatfield (2010:303), the training and development of employees requires programs which focus on quality improvement, which must be offered in order to meet increases in the demand for quality from customers and to be able to compete internationally. Corresponding to Lussier and Hendon (2016:241), employers must offer continuous training and development programs to academic staff in order to keep them with technological changes and to avoid academic staff obsolescence. Luthans (2013:197) speculates that employers must offer training and development programs that focus on increasing employees' satisfaction and performance. In the case of Ingwe TVET College there is no processes in place for identifying employee who need training and development, the management use their own discretions to select individuals' who will attend training and development sessions. Failure in the identification of suitable individuals may led to training and development sessions ineffective.

## **1.11 THE TRAINING PROCESS**

The training and development process starts with the observation of academic staff behaviour and competence. Swanepoel, Erasmus, van Wyk and Schenk

(2010:334) confirm that from their standpoint, observation involves noticing concrete, specific and particular facts, events or behaviours related to work performance. Observations are the raw data where effective competency feedback may be based. There must be a clearly documented training and development process in the organisation for it to be effective. Ingwe TVET College in some instances organise training and development sessions for academic staff members whose performance is unsatisfactory. The performance of academic staff is based on students pass rate. Beaumont (2014:356) suggests the following training and development process for employee performance:

- Analyse performance problems;
- Identify employee training needs;
- Select or design instructional content or subject matter based on objectives and test items; and
- Monitor and evaluate the transfer of training back to the job.

## **1.12 TYPES OF TRAINING AND DEVELOPMENT METHODS**

The following are the types of training and development methods:

### **1.12.1 ON -THE- JOB TRAINING METHODS**

According to Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2011:464), on- the-job training involves job instruction given by an employee's supervisor or experienced co-worker. Fitting to Smit and Cronje (2011:143), there have

been several recent studies on training and skills development in South Africa as a result of on-the job training experience. Furthermore, conferring to Swanepoel and Erasmus (2010:215), managers learn the most from assignments that are very difficult and challenging. On- the job trainings were provided to employees at Ingwe TVET College by senior employees to new employees but in most cases, it is affected by limited resources. Gardner (2013:123) states that a program of management education should include assignments and job rotation plans that stretch managers to their limits. Matching to Grobler, *et al.* (2010:363), on-the- job training methods include the following:

- Job rotation: Involves the placing of an employee on different jobs for periods of time ranging from a few hours to several hours per week.
- Enlarged and enriched job responsibility: By giving an employee added job duties and increasing the autonomy and responsibilities associated with the job, the firm allow the employee to learn more about the job or department.
- Committee assignment: Committees are formed to solve current problems, plan for the future, discuss and act on issues critical to the organisation (Grobler, *et al.*, 2010:363).
- Apprenticeship: This method of training is in vogue in those trades, crafts and technical fields in which a long period is required for gaining proficiency. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their trainer or supervisor (Beaumont, 2014:115).
- Understudy: A superior gives training to a subordinate as his understudy, like an assistant to a manager or director. The subordinate learns through experience and observation by participating in handling day-to-day problems. The purpose of this training is to prepare subordinates for

the assumption of the full responsibilities and duties of the job (Marks, 2011:467).

- Coaching: Coaching is one-to-one training. It helps in quickly identifying weak areas and tries to focus on them. Coaching also help in transferring theory learning to practice (Cascio, 2012:125).

### **1.12.2 OFF -THE- JOB TRAINING AND DEVELOPMENT METHODS**

Off -the- job training and development is performed away from the employee's immediate work area. Off the job trainings include techniques such as T-group training, communication workshops, outward board trips and other techniques which are not mentioned in this study (Kirkpatrick, 2011:438). Off the job training makes employees more aware of their own behaviour and how their behaviour is perceived by others. It also increases the participant's awareness and acceptance of the difference between them.

The Department of Higher Education and Training in most cases deliver off-the-job trainings to Ingwe TVET College academic staff members. These training involve examination management, student recruitment and curriculum development. Small groups of eight to fourteen individuals who are co-workers in the same institution are normally grouped together and assisted by a trainer. During the session, employees focus on themselves, their feelings and the group process (McConnell, 2012:488). Conferring to Nel, *et al.* (2011:465), off-the- job training and development methods are:

- Classroom Lectures: The classroom method or lecture method is well-known for training employees in the organisation (Nel, *et al.*, 2008:465).

- Audio-Visual: Providing training by using film, televisions, video and presentations. This method of training has been used successfully by education institutions to train their students (Grobler, *et al.*, 2010:321).
- Simulation: The simulation method of training and development is most famous and core amongst all of the job training methods. Simulation training acts as a bridge to close knowledge gaps while core business activities continue. Employees are trained on the especially designed equipment or machine that is really used in their working environment (Park, 2016:7).

### **1.13 FACTORS AFFECTING THE TRAINING AND DEVELOPMENT OF ACADEMIC STAFF**

The main purpose of training and development is to give academic staff the knowledge and skills they need to perform effectively in the classroom. Fitting to Clegg (2010:222), a number of factors prevent the transfer of training and development of academic staff, namely:

- If an employee's supervisor is not in favour of training and development, then there is little likelihood that an academic will be applying their newly acquired skills;
- The supervisor exerts a powerful influence over the behaviour of subordinates because they control rewards and punishment; and
- If a trainer returns to the classroom only to find that fellow workers greet new ideas with scepticism, then training will not transfer successfully (Clegg, 2010:222).



Academic staff training and development need to be carried out in an environment that is suitable for the transfer of learning with minimum disturbances. In areas, where there is too much noise, academic training may be affected, thus why Ingwe TVET College in most cases use off-the-job training.

#### **1.4 FACTORS INFLUENCING ACADEMIC STAFF PERFORMANCE**

Renderingto Rothwell and Kazanas (2015:245), the massive multitude of academic staff take vanity in their job and put more effort to perform better. Spector (2011:391) added that sufficient time and physical resources need to be accessible in order to permit employees to deliver to the utmost of their capability. The organisation can make their effort simpler and assist in reducing faults and consumer discontent by delivering job supports. Furthermore, Hopkins (2010:27) speculates that capital is not an adequate inspiration in boosting the superior organisational achievement needed in nowadays current modest atmosphere. Administrators and Executives indigence to be relaxed with running with the unabridged range of workroom aspects that manipulate labourer impulse. Every employee should be energetically involved in setting of the goal process and takes possession in the drafting of acceptable objectives and assessments (Robbins, Odendaal and Roodt, 2013:234).

Reddy (2012:119) confirms that regular feedback on academic staff performance is important. This should comprise positive feedback on the performance of employee as well as feedback on areas needs progress. Rousseau (2011:59) alludes that feedback necessitates unbiased and be provided with the suitable social and problems solving skills. Fitting to Habeck, Kroger and Tram (2012:517), verification should be on a random base if the work is really executed in the manner needed by the college. For academic staff performance, Gerber (2011:324) affirms that managers must work as

supporters for workers, assembling and supplying the resources required by employees to do their work. Superior's should portray interactive dexterities mandatory to occupy labourers and improve assurance to them. This comprises offering optimistic reassurance for good performance (Robbins, 2010:51). Rendering to Bridges (2013:43), mentoring must be obtainable to skilled and distinguished personnel to assist them in doing well in their present tasks and to help them to prosper their permanent positions. Cascio (2012:331) confirms that mentors should hold the compulsory easing skills that will be helpful employees to execute their talents and expand new dexterities. Creasey (2014:30) declares that keeping time and energy is enhanced by offering related work inducements, managing procedures, offering proper resources and workplace tutoring. Supervisors must be the brand and the human face of their organisations.

#### **1.15 CAUSES OF FAILURE IN THE TRAINING AND DEVELOPMENT OF ACADEMIC STAFF**

Kleiman (2010:321) confirms that despite the uncountable explanations and benefits received from training, often the training and development of academic staff fails irrespective of whether the training was delivered in the well-known institution or conducted by the well-experienced instructors. Perry (2011:521) added that the emphasised motive for catastrophe of the preparation and elaboration of employees derives from the preparation ideas unlinked to the college requirements. Agreeing to Reddy (2012:529), the reason of schooling and enlargement of labourers failed is incapacity of the company to know non-training solutions. If the origin of the problematic of declining performance is for example, associated to aspects such as compensate methods, occupation layout and stimulus which were not interrelated to tutoring, the latter would be futile.

Steers (2010:215) added that in the non-existence of intentions to specify guidance and core, training will absolutely not prosper. Corresponding to Tapcott (2012:71), when training is costly as associated with short-term return on investment, organisations might ponder it a flop and therefore insupportable. However, the continuing pay-off may be satisfying. Marks (2011:340) advises that training will be valueless if the partakers view the training program as a simple occasion, with not change to their performance.

Spector (2011:237) added that training might not be successful if instructor are not detained responsible for the outcomes. Most of the time, researchers are not liable for the practice of the subjects of their lesson in the institution. Except if they were apprehended liable, nothing will transpire in their performance. Kleiman (2010:170) speculates that if working environment settings are unfavourable to the transferral of education, the learning exertions will be useless. Locke (2012:640) added that if there is no backing from leaders, employees will battle in executing the new talents and information gained through the training program. Management engagement is vital to the erudition progression. Kossen (2015:153) confirms that additional cause of unsuccessfulness of training and development happens when there is a breakdown in enterprise to segregate the outcomes of coaching and expansion. Russel and Bvuma (2010:53) posit that progresses precisely associated to training should be separated. If flops, selected teaching syllabi that are obviously perceptible as affecting on the foundation might be rejected as immaterial.

Additionally, Ziel and Antointette (2010:611) declare that top executives commitment is critical for the success of a training program. Glacer (2014:145) suggests that failure to provide feedback will affect the training and development as well as important information about outcomes. Should Ingwe TVET College fail to assess training by offering feedback, academic staff will not be informed about their accomplishment no organisers will comprehend the

accomplishment of their courses. Hulman (2012:22) clarifies that lots employers varied to instruction and advancement proposals since they believe that is the duty for educating populace to know where employees belong on the faculty scheme, not on organisations.

DuBrin (2015:151) posits that employers consider it as the duty of the academic staff to learn how to perform their duties as workers. Moreover, they view schooling and expansion programs as expenditure which is hard to influence stakeholders to authorise. Conferring to Kotter (2013:232), if training and development is linked to the ambitions, operation and ideas of the institute (Ingwe TVET College) is reinforced by the proprietor and the operative and is conducted in the good approach and at the convenient period, extensive revenues for proprietor in rapports of the expanded output, understanding, faithfulness and income will result.

## **1.16 BENEFITS FROM TRAINING AND DEVELOPMENT**

Gerber, Nel and Van Dyk (2011:221) postulate that training and development not only affects the foundation but is also crucial in cost measures. Conferring to Swanepoel, Erasmus and Schenk (2010:468), organisations can save cash by keeping helpful personnel, therefore, the funds spent on staffing and education of novel employees could be circumvented. Neves (2015:216) states that success of employee training and development leads to minimal errors and enlargement in production quality. Accordingly, accurateness, efficiency, satisfactory enactment, welfare exercises and consumer services might be anticipated. An intellectual and extremely prepared staff is core mutually to workforce efficiency and to the triumph of the corporation (Wynn, 2017:08). Conferring to McConnel (2012:122), employees are trained and developed based on the following aspects:

### **(a) Employee training**

Steers (2010:239) posits that when organisations train and develop employees, they are devising for investment viewpoint of human resource management, viewing tutoring and development as a chance to improve the durable throughput of the enterprise. Jun and Xiantao (2015:376) added that schooling and maturity could be perceived as the answer to numerous crises, such as sub-standard excellence resultant from talent shortages, as well the voluntary turnover of personnel looking for more worthwhile jobs.

### **(b) Management training**

Park (2016:41) states that it is vital to train and develop superiors and leaders of workforce. Countless supervisors are selected directors since their talent and proficiency in their profession tasks nevertheless have insufficient comprehension and capability to administer teams. Searl (2011:239) warns that unqualified executives might be offered training in technical delinquent cracking procedure. This may include detecting, set goals, choosing a module, testing and executing. Stewart and Brown (2011:321) further state that few of the key roots of errors in companies is the shortage of correction in the unqualified administrator's tactic to predicament solution.

Stewart and Brown (2011:321) further state that one of the major causes of mistakes in business is a lack of discipline in the non-manager's approach to problem solution. According to Wynn (2017:08), the Participative Management style is practiced in many organisations internationally, where workers are involved in decisions regarding their work. Wynn (2017:08) further state that in participative management, employees put forward their ideas, thus contributing to solving problems that affect the organisation. Perry (2011:150) confirms that; this concept is widely applied in various parts of the world and particularly in the new South Africa. It has been extended to a point where employees participate in the management of organisations and even joint management decision-making takes place on certain issues.

### **(c) Investment in training and development**

Conferring to Chesterton (2011:416), participating in exercising and expansion is vital for any organisation or college, which may give assurance in attain a return on their investment in drill and maturing their employees. Conferring to Mathis and Jackson (2013:527), participating in labourer coaching and development is vital in currently competitive market-place. Once corporations are not up-to-date with the development of their human resources, it is not astonishing to find them dwindling in other countless activities. The above statement is confirmed by Noe, Hollenbeck, Gerhart and Wright (2011:151), who state that people live in turbulent times where changes occurs regularly in companies, jobs and the way employees perform them. It is imperative that manager assists workers to develop in self-assurance, grow new talents and deal with the challenges of change.

## **1.17 THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

Erasmus, Loedoff, Mda and Nel (2015:405) state that training and development is a learning experience that seeks a relatively permanent change in an individual, which will improve employee's ability to perform on the job. Mouton (2011:367) postulates that training develops the abilities of the individual and satisfies the current and future needs of the organisation.

Conferring to Cascio (2012:374), training and development makes change in behaviour required in meeting management's objectives for the organisation. Syptak, Marsland and Ulmer (2010:269) posit that training and development must be result-oriented; it should be quantifiable; and it must create an actual input to expand goal attainment and the internal competence of an organisation

(Stewart and Brown, 2011:220). Training aimed at enhancing the employee's job performance in an organisation (Erasmus, *et al.*, 2015: 411).

Conferring to Robbins and DeCenzo (2013:563), training and development is executed when the existing work performance were not sustained and as the condition may be linked to a shortage of awareness and skills or deficient mind-sets amid inferiors or assemblages in the organisation. Training and development is also essential when there is technological innovation in an organisation (Nel, 2012:267). Weick and Quinn (2014:361) assert that as academic staff participating in training, their belief can be improved and their worth can also be treasured.

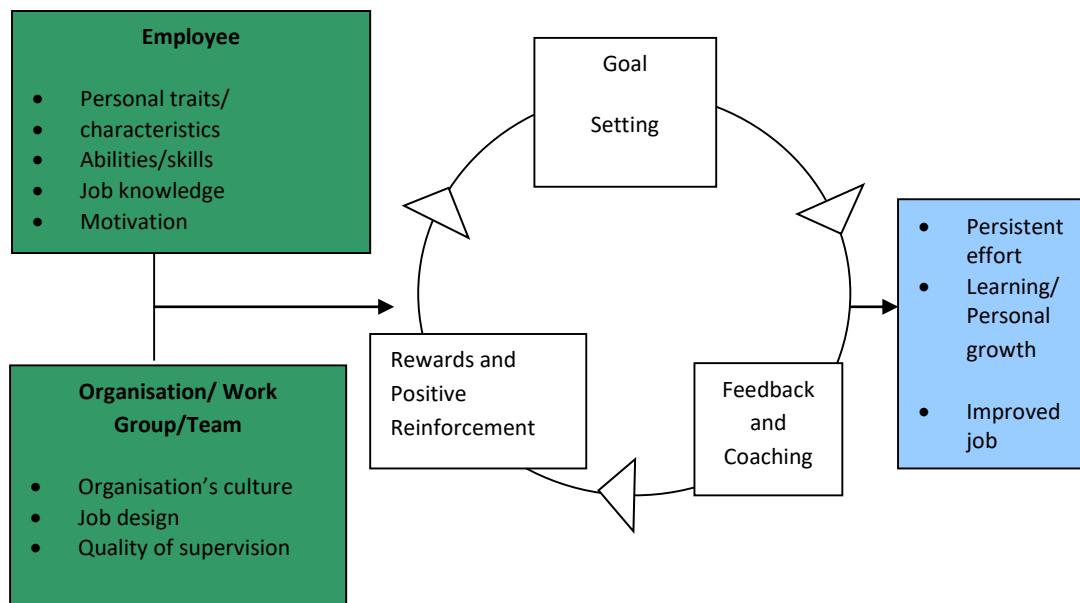
Folger and Skarlicki (2015:35) also agree with Chesterton (2011:201) regarding the use of training and development programs to develop a more effectual, valuable and an enthused workforce to improve academic staff performance and organisational effectiveness. Additionally, throughout training and development, personnel can rapidly accept new changes and improved machinery like mechanical and processor constructed industrialised practices (Henry, 2011:142).

## **1.18 IMPROVING EMPLOYEE PERFORMANCE AT INGWE TVET COLLEGE**

Even though it might be difficult to enhance employee performance, Crow and Hartman (2015:131) allude that management should slightly concentrate on the actual attributes of labour that generate annoyance and disturb recruits from the tasks to perform. These facets might comprise emolument disproportions, offensive guardianship, bias, non-conductive work setting and poor

communication. Kreitner and Kinicki (2011:320) recommend the succeeding version (Figure 1.1) to expand personal employee operation:

**FIGURE 1.1 IMPROVING EMPLOYEE JOB PERFORMANCE**



**Source:** Kreitner and Kinicki (2011:321). Adapted.

As illuminated in Figure 1.1, it is necessary to customarily simply outlined ambitions that are satisfactory, possible and dispassionate. Criticism is fair report regarding the co-workers execution. If a labourer have a shortage of knacks in a specific topic, executive might suggest suitable drilling as to enhance labourer functioning. Conferring to Kreitner and Kinicki (2011:321), a virtuous recompenses technique ought to be in position in organisations so that promotion of the private advance and development of employees.



## **1.19 IMPACT OF ORGANISATIONAL EFFECTIVENESS ON EMPLOYEE PERFORMANCE**

Marsden and Riston (2013:394) postulate that governmental efficacy is the idea on how operative an establishment is in attaining the outputs the business expects to fabricate. Park (2016:123) posits that organisational effectiveness acts as an access to learning, advance and getting resources that develop company capability; expand personal proficiencies; and encourage a philosophy of superiority through strong management. Mathis and Jackson (2013:271) affirm that organisational effectiveness can explain the extent of which an organisation realises its targets. Mobley, Griffeth, Hand and Meglino (2014:211) posit that organisational efficacy is the capacity of the enterprise to organise its midpoints of authority for accomplishment generating and adjustment. Conferring to Cohen (2012:47), organisational success obtains organisational productivity plus an excess of in-house performance results generally related to more effectual or operative operations, as well as other outside instruments that link to contemplations that are larger than those purely related to pecuniary estimate, such as corporate social responsibility.

## **1.20 RESEARCH METHODOLOGY AND DESIGN**

This section deals with the enquiry tactic that was expended to hoard information for this experiment. Vicinities to be sheltered include data assortment, research design and data exploration.

### **1.20.1 RESEARCH DESIGN**

Deliberating to Dane (2015:43), the tactic applied must be selected after deciding on the data to be accumulated and contingent in the situations

encompassing the drill. This study is quantitative in nature. Quantitative explore might be connected to a positivist research paradigm. The total population of Ingwe TVET College in the Eastern Cape Province is 350 employees. Deliberating to Saunders, Lewis and Thornhill (2011:80), the survey technique permits the gathering of a substantial volume of information in a cost-conscious and timesaving method. The experiment applied the survey orderliness since the target population was small. Hence, there was no need to select a sample. Wilson (2012:230) posits that a questionnaire is the most common instrument used for the collection of primary data. A co-ordinated survey (Annexure B) was castoff to accumulate essential information. Sarantakos (2013:60) depicts data exploration as information that is arithmetically scrutinised as to establish either the produced propositions were buoyed. The Statistical Package for Social Science (SPSS) version 24.0 for Windows were expended to analyse the primary data obtained from responses to the questionnaire, after data capturing.

## **1.21 STRUCTURE OF CHAPTERS**

### **Chapter 1: Overview of the study**

In the first chapter, the background to the study, aim of the enquiry, research questions, objectives, problem statement and scope of the study are described.

### **Chapter 2: Literature review**

The second chapter exhibits a reassessment of literature on how training and development of academic staff influence labourer recital.

### **Chapter 3: Models on the training and development of academic staff**

This chapter presents the models in the training and development of academic personnel and how they contributed to academic staff performance, as well as

organisational effectiveness at Ingwe TVET College. A tentative conceptual model may be developed for the report.

#### **Chapter 4: Research methodology and design**

This chapter reviews the examine tactic and design, enquiry orderliness and data assortment apparatuses employed in this inquiry.

#### **Chapter 5: Analysis of data and discussion of findings**

This chapter grants an exploration of the information and dialogue of the discoveries of this inquiry.

#### **Chapter 6: Conclusion and recommendations**

The last chapter bestows the deduction and constructs endorsements ascending from the examination of the outcomes.

## **1.22 CONCLUSION**

Chapter 1 afforded the synopsis for the enquiry. The training and development of academic staff at Ingwe TVET College can contribute to academic staff performance if correctly done. Torrington and Hall (2012:243) state that employee instructing and promotion is essential for employees' personal expansion and employee accomplishment in the organisation. Vera and Crossan (2012:221) state that well-trained academic staff members will produce quality results which can improve institutional effectiveness. The succeeding chapter examines the literature concerned to the report, in addition narrative that associates to aforementioned scholarships accomplished on the significance of drill and expansion of academic staff and its bearing on labourer enactment for organisational effectiveness.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Training and development plays a vital part in Ingwe TVET College's effectiveness for competitive advantage and for the college to be able to adapt to new technological development. Deliberating to Grobler, Warnich, Carrel, Elbert and Hatfield (2010:292), for organisation like Ingwe TVET College to persist in an extremely diffident and growing marketplace, it is necessary to avoid uselessness and to grow academic staff to be up-to-date of new challenges. Conferring to Gibson, Ivancevich and Donnelley (2013:461), training develops the talents of the employee to fulfil the existing and future requirements of the organisation. Chandrasekar (2018:25) states that preparation aids as double character and it assists administration sustain its workforce desires, though simultaneously increasing the bargaining power and marketplace worth of those being trained. Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2011:332) postulate that employee engagement is vital since the participation on the assessment procedures enriches the operative's enthusiasm to undertake training and development. The chapter describes the narrative on the guidance and progress of academic staff as pertaining to Ingwe TVET College.

#### **2.2 TRAINING AND DEVELOPMENT OF ACADEMIC STAFF**

Advising to Swanepoel and Erasmus (2010), cited by Ganta (2017:221), instructing and promotion is dictated at workforces working in a decision-making position or grooming for supervisory positions within organisation. It is basically aimed towards grooming superintendent and directorial staff for

succeeding levels of administration. Greenberg and Baron (2016:392) postulate that as the (academic) staff member's professional development, new skills and aptitudes are needed for management positions. To satisfy this task proficiently, academic staff must be well informed of new development; in the technical, fiscal, partisan, judicial, communal arenas and modern people management practices. Conferring to Klich (2012:1), in order for Society of Automotive Engineers (SAE) institute to be counted as one of the best world leaders in teaching and training in the disciplines of innovative media technologies, it was deeply depend on the good continuous performance of the existing staff members. Ingwe TVET College should provide prospects and backing for academic staff progress to make sure that staff are capacitated enough to deliver the required services to learners and the College at large. Conferring to Allen, Jimmieson, Bordia and Irmer (2015:427), staff training is an organisational development interference at the personal level aim at tactically aligning an enterprise administrative ability rendering to the needs that flow from a proactive company approach. The general objectives of training and development is to prevent obsolescence, both management and academic staff should be provided with training in order to perform their duties.

## **2.3 WHY ORGANISATIONS TRAIN AND DEVELOP EMPLOYEES**

Deliberating to Hamermesh (2013:27), if organisations does not achieve the required outputs, training and development of their employees is essential to improve performance, after the identification of their training needs. Ganta (2017:119) states that organisations train and develop employee to enhance personal skills, increase literacy levels and improve working conditions in the workplace. Not all employees would perform better after training, if the employees are unhappy with their job activities, the performance may depreciate even if they were sent to best institution for training. Employees' job satisfaction is enhanced when they are located in correct positions that match

their skills. Gratton, Hope-Hailey, Siles and Truss (2014:413) posit that training and development assists the academic staff to take good decisions and expansion job gratification, which will benefit the college and prepare employees for future positions. Hamermesh (2013:27) posits that training is provided to ensure competitiveness in the marketplace by re-training employees and equipped employees for forthcoming industrial revolution or for changes in technology. Yousafzai (2012:2) declares that every organisation depends on its staff members to improve performance and service delivery therefore, organisational performance cannot be achieved without the efficient performance of employees. Conversing to Kum (2014:1), training and development is an important route, endeavoured at refining the enactment of labourers in the firm.

## **2.4 PURPOSE OF TRAINING AND DEVELOPMENT**

Coetzee, Botha, Kiley and Truman (2015:6) assert that the determination of training and development is to improve the performance of servants. Cheng, Qi Wang and Liu (2015:3), assert that teams who are not productive because of a deficit in abilities are best workers to be sent for training. A good training and development program may assist in solving problem regarding unsatisfactory performance and might have influence in reductions to problems (Margaretha, 2019:30). Training and development assists workforces in resolving problem and in doing better when performing their duties (Coetzee, *et al.*, 2015:6).

Training and development plays a major part by offering tasks that effect mutually in governmental efficacy and enlarged private progression for very workers (Nel, 2012:161). Training and development of employees alone may not be effective if working conditions are not conducive for the transfer of learning or if support from the supervisor is insufficient. Huber (2013:850)

highlights that directors in sections should constantly be alert of technology innovations that will influence their companies perform more effectively. McGuckin and Sang (2011:741) suggest that in order to avoid management obsolesce, academic staff should preserve tempo with current technology and treats that facilitate workers to continue being valuable. A rapidly varying in technology and communal environment have changed the way academic staff members perform their jobs, with those who fail to accept these changes becoming obsolete and ineffective.

## **2.5 REASONS FOR ACADEMIC STAFF TRAINING AND DEVELOPMENT**

Conferring to Subbaye and Dhunpath (2016:1), tertiary institutions are required to employ qualified academics that are equivalently dexterous in punitive acquaintance and pedagogic dexterities. However, campuses are liable to commit to offer skilful development prospects to enrich lecturing aptitude. Van Tiem (2010:147) postulates that employers also do not take into consideration the perceptions of employees regarding skills development, instead they spent millions of rands to renovate their companies and less in developing their workforce. Investment on employee training and development in the organisation should be encouraged because the company may produce positive results in the near future and stay competitive.

Asfaw, Argaw and Bayissa (2015:297) state that there are few employees recently who would contend against the value of training as a major impact on the achievement of organisations, including Ingwe TVET College. Raja, Furqan and Muhammad (2010:347) suggest that in order to maintain academic staff productivity, it is vital to grow the participation of operatives to the aims and goals of organisations like Ingwe TVET College. Saaed, Mussawar, Lodhi, Iqbal, Nayab and Yassen (2019:127) declare that academic staff are the assets of any academic institution (Ingwe TVET College) but employers are

worried about meeting the targets and revenue growth and not skills development, which hampers the satisfaction of the academic staff. Creasey (2014:24) posits that, though productivity is achieved, emphasis should also be on the devotion and responsibility, as well as faithfulness, of the employees. The organisation should not only focus on saving money on training and development of workers, with the perception that after employee completed training, they may leave the organisation.

Vera and Crossan (2012:221) speculate that the purposes of the Skills Development Act 97 of 1998 is to upgrade the talents of the South African citizens, in addition to grow standards of investment in schooling and instruction in the marketplace. Rothwell and Kazanas (2015:418) postulate that if employees do not attain constant training, the new machinery will not be utilised to the fullest. This is in the case of Ingwe TVET College, where some machineries are not fully utilised because no proper training was provided, other staff members continue to do their duties in an old faction. Davar (2012:319) added that developing skills would not contribute only to the workplace, but in the society at large. The more trained the employees, the simpler it will be the enterprise to adjust to variations in the demand for its products and services.

Advising to Shahzadi, Javed, Pirzada, Nasreen and Khanam (2018:136), additional instrument for employee retaining is training and development. But not all employees are retained by training and development, some employees are loyal to their pockets, they stay longer to the organisation because of salary and other benefits. Training might assist academic professionals to gain experience and to be interested in their work. They might get self-assurance in their work which in turn may uplift their ambitions (Mullins, 2015:452). Cascio (2012:64) postulates that replacing employees is expensive and useful talents is gone, if Ingwe TVET College provide academics with training and development, they may be interested in taking more accountabilities that may help in promotion or career development. Academic personnel might develop



self-assurance and encouraged and they could not rely too much on supervision (Hussain, Khaliq, Nisar, Kamboh and Ali, 2019:27). According to Gibson, Ivancevich and Donnelly (2013:239), training and development necessitates professional facilitation by a firm to make sure that operatives with suitable prerequisites and expertise are obtained when organisations like Ingwe TVET College require their services. Training and development offers academic staff an opportunity and ability for advancement. Being given the ability to advance increases the quality of work life of employees (Neo, Hollenbeck, Gerhart and Wright, 2011:529). Kossen (2015:373) posits that the reason for training and development in organisations is to help employees to learn new skills and to improve the quality of their work life by providing opportunities for career progression.

Mullins (2014:404) postulates that training and development encourages employees to cope with global competition and the threat of the highly increased mobility of professional employees in particular. According to Ukpere and Narisi (2012:2), the purpose for higher education and schooling in Namibia was to further the efficiency and throughput of lecturer professionals concerning research and teaching experiences through employee development programs. Ivancevich and Matteson (2010:11) assert that universities and colleges are authorised by law to generate extremely talented and well-informed workforces that are essential for the financial progression of the state.

Raja, Furqan and Muhammad (2010:349) state that employees who are being trained reduce employee staff resignation in the organisation and they experience less frustration and greater job satisfaction because they know that they can advance in the organisation. Marsden and Ritson (2013:162) posit that when employees with particular skills have been recognised, they are given the chance through career planning to perform better and to be positioned in the jobs that match their dreams and personal talents. According to a study conducted by Parsons, Hill, Holland and Willis (2012:01), in many established economies and extensively in Europe, instructors in tertiary institutions were not

forced to have philosophy prerequisites moreover by decree, principles or practice, and observers have categorised academia educators as 'unprofessional', as well as elsewhere in education including non-Higher Education areas.

## **2.6 WAYS TO IDENTIFY ACADEMIC STAFF WHO NEED TRAINING AND DEVELOPMENT**

Affording to Erasmus, *et al.* (2010:515), the following are ways to collect data to identify employees who need training:

- *Advisory committees:* Advisory committees often determine whether a particular problem affecting academic staff performance is a training and development problem or organisational problem (Erasmus, *et al.*, 2010:515).
- *Surveys:* Certain organisations use surveys to analysed training and development requirements and staff members are the respondents. The survey usually stipulates vital ability zones, the value of the expertise and the operative opinion of a training requirement for each section (Cascio, 2012:217).
- *Talents test:* An examination of essential proficiencies such as capturing, software design or motor vehicle operating (driving) might be utilised to determine training requirements (Johns and Saks, 2010:90).

The management should also use observation, tasks assessment, class visits and student passing rate to identify academics who need training and development sessions in order to improve the their performance, in the case of Ingwe TVET College the end year passing rate is used, with less focus on the

mid-year results. Belbin (2011:153) asserts that it is important for the organisational management to look at the demand for workers with certain skills in the future in order to compare to the current employees and to provide training and development to those employees who are currently in the employment for a long time and who will still be in the employment of the organisation. According to Griffin (2011:112), a skills audit is an enquiry assumed to verify the real competences of the existing team in order to pinpoint the talents shortages and abilities necessities of the organisation. Jones (2015:219) posits that the purpose of a talents inspection is to determine aptitudes that really exist in the company and compare these with the organisational dexterities desires as established during staff preparation and job analysis.

According to Kirsten and Willson-Kirsten (2011:120), an important aspect needs to be finalised before training can be conducted that is a proper analysis of the academic staff. This could entail an analysis of their experience, qualifications, job titles, reason for training and supervisors' reasons for nominating the trainee. Giving to Bridges (2013:37), the choice of a training method to a large extent also determines how the training should be conducted. Giving to Swanepoel, *et al.* (2010:467), the subsequent attributes should be considered: purpose of lesson; the duration of training; resources to facilitate the training process; learning objectives; possible problem areas which might be experienced by the trainer; and possible questions to stimulate discussions.

## **2.7 TRAINING TRANSFER TO ACADEMIC STAFF**

Falola, Osibanjo and Ojo (2017:169) contend that if academic staff sees no value in applying new skills or they do not value the reward after training, the transfer of training from the lecture room to the workplace will be difficult to

happen. Offering to Schuler, Beutel and Youngblood (2010:233), failure to transfer training to the workplace may be the results of ineffective training program. At Ingwe TVET College failure to transfer training may also be affected by internal issues in the organisation like colleagues not cooperating, supervisors not taking training seriously, limited resources and the working environment. Park (2016:31) states that transfer of training is not an easy task it involve utilising the knowledge, dexterities and approaches erudite in schooling when they are return on the occupation; it necessitates the generalisation of cultured behaviour and preservation for future purpose.

When an employee comeback to the college only comprehended that fellow academic staff welcome novel opinions with doubts and employee superintendent is not in preference of tutoring and development, training will not be transferred successfully (Nel, 2012:462). Klich (2012:7) posits that academic lecturing staff require continuous encouragement as they rotate between the vocational education world directed on training for a given job to tertiary education with learning procedures focused on education for a career and a lifetime of professional learning.

Hesterton (2011:709) declares that designers of training programs should consider training applicability and ensure that learners carefully comprehend the principles being instilled, particularly in jobs that need the use of principles to solve problems, such as those of engineers, investment analysts or systems analysts.

Gibson (2013:520) declares that training and development should provide various talent as possible with the activities, thoughts or dexterities being trained, therefore trainees can deal with circumstances that do not match the textbook while concurrently having strong linkages between training and job content. Training design need to be assessed by management before employees are sent for training, poor design may hamper the transfer of

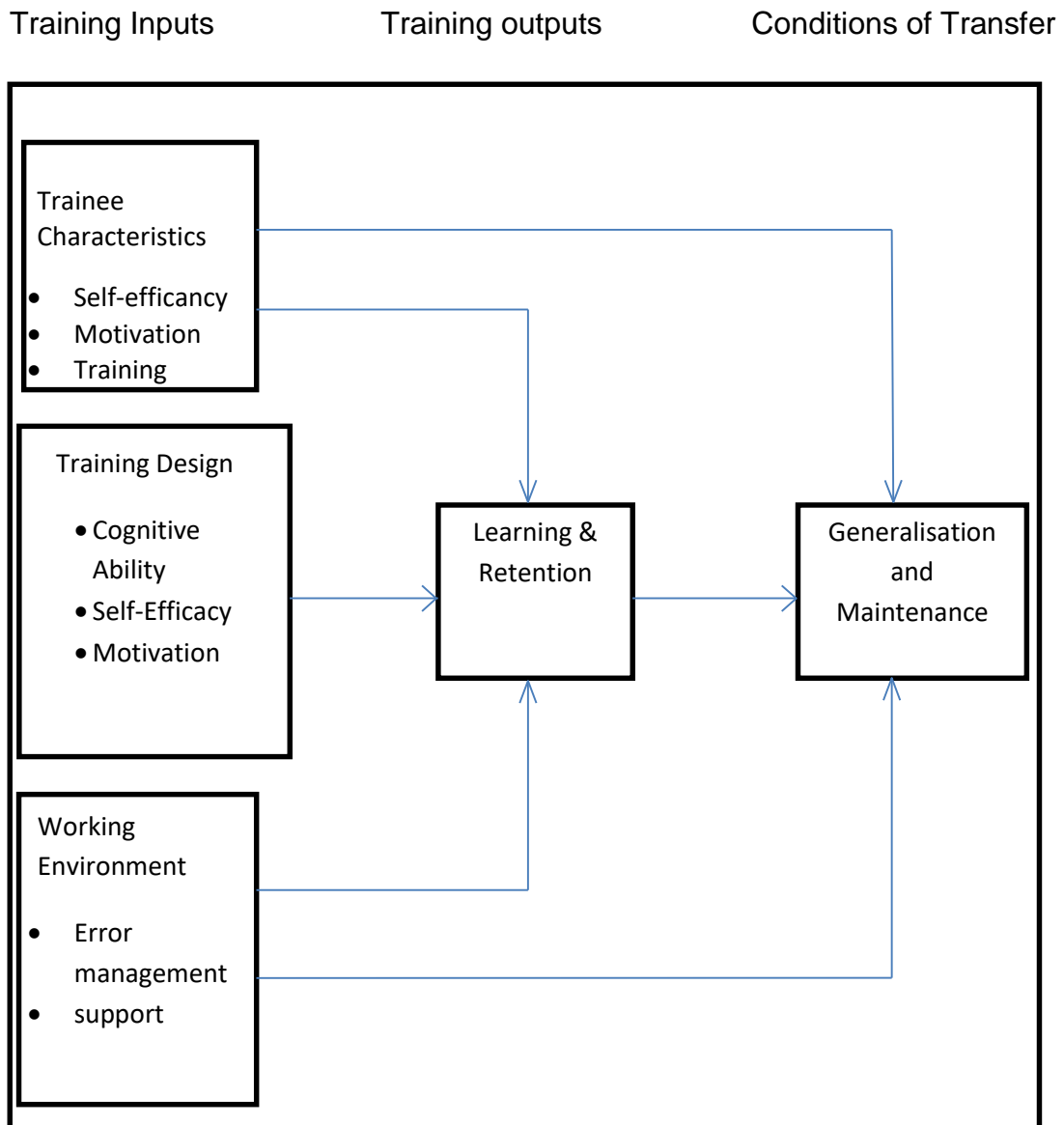
knowledge. The assessment of training design is to check if the training covers activities that are performed at Ingwe TVET College and they will be applicable to the college. Baldwin and Ford (1981) cited by Falkenburg and Schyns (2014:709) performed a study of training transfer, generating a broadly recognised brand of transference procedure that incorporated teaching efforts, education productions, and situations of transference.

Baldwin and Ford (1988) cited by Jun and Xiantao (2015:201) believe that personal characteristics; ability and quality levels contribute the utmost important part in exercise transference and alteration. Allowing to Asfaw, Argaw and Bayissa (2015:288), personality traits of employees and the feelings of employees who have partaken in schooling can circuitously influence in the helpfulness of instruction transference. Yamnill and McLean (2011:307) posit that the working conditions can assist employees to utilise the knowledge and skills learned during training to their jobs.

## **2.8 FACTORS INFLUENCING THE TRANSFER OF TRAINING**

Baldwin and Ford (1988) cited by Grossman and Salas (2011:103) offered a version of the transference procedure which encompassed learning efforts, directing productions and circumstances of transference. Teaching ideas are contemplation to inspire settings of transfer mutually unswervingly and circuitously via their impression on instruction outcomes. Figure 2.1 shows the factors influencing the transfer of training (Figure: 2.1).

**FIGURE: 2.1 FACTORS INFLUENCING THE TRANSFER OF TRAINING**



**Source:** Grossman and Salas (2011:103). Adapted.

Figure 2.1 illustrates that trainee descriptions performed a crucial part in the transfer of learning. According to Grossman and Salas (2011:103), trainees' reasoning skill is a strong interpreter of transfer results. They further state that learners with advanced efficiency have a sureness in their capacity to cram and execute skills and are expected to be successful when executing gruelling errands.

Arguinis and Kraiger (2010:451) suggest that the developing and providing of training programs have a significant influence in learning and eventually, transfer outcomes. Presenting to Salas and Stagl (2012:68), Fault Administration is a connected schooling tactic that are verified to excellently stimulate transferral of learning. Tolerating learners to make mistakes and giving fault administration orders has surfaced as an operative systems to simplify the appropriate utilisation of targeted knowledge and expertise in the workplace. Arguinis and Kraiger (2010:455) assert that mistake constructed training permits learners to predict failures or wrong doings and thereafter capacitate employees with expertise on how to treat probable problems.

Allowing to Keith and Frese (2012:67), giving information about wrong behaviour seems to be similarly as significant as communicating target behaviours. Salas and Stagl (2012:74) highlight that the work environment has a positive influence on transfer outputs. The helpfulness of a preparation platform is mostly reliant on learners' talent to apply their recently attained skills on the profession. Margaretha (2019:25) states that when trainees return to their work stations, the environmental aspects assist to establish whether trainees have acquired something during training. Baldwin, Ford and Blume (2010:59) posit that the attributes of an optimistic transfer mood incorporate permission to practice novel dexterities; magnitudes for the exact practise of talents and rectification of the wrong or deficiency of usage; and societal encouragement from administrators and aristocracies via the usage of enticements and criticism.

## **2.9 THE ROLE OF TRAINING AND DEVELOPMENT ON ACADEMIC STAFF PERFORMANCE AT INGWE TVET COLLEGE**

Affording to Dawo, Simatwa and Okwatch (2012:01), academic staff development improves job performance amongst Doctor of Philosophy (PhD) degree bearers in public universities in Kenya. Offering to Degraft-Otoo

(2012:1), employees are the most expensive resource in the organisation and hence, in order to maintain fiscal and operative execution of employees, it is vital to accelerate their performance to meet the required standards of performance that can contribute to the fulfilment of the ambitions and intentions of the organisation through training and development.

Chipunza and Samuel (2015:225) state that training is essential to ensure a sufficient recruit of workers that are scientifically and communally capable for the sectional and managerial positions accessible. Presenting to Heathfield (2012), cited by Matukhin, Nizkodubov, Zyubnov, Khasanshin, Obskov (2014:99), training, development and education of staff members continuously, offers more settlements for the organisation in improving production, awareness, trustworthiness and input. Jehanzeb and Bashir (2013:248) posit that internationally, diverse organisations are running different programs for the enhancement of the skills of their employees. Booyens (2013:53) postulates that an institution to be effective in producing academic outcomes, it is necessary for leaders to initiate, supervise and gauge programs with the purpose of maturing academic staff, their awareness, expertise, manners, individual development and achievement.

Affording to Cabrera and Cabrera (2015:215), academic staff training and development involves many different learning offerings, specifically introduction learning, welcoming, work-related training and constant training. Training and development needs formal action by Ingwe TVET College management to ensure that workers with required qualifications and expertise are accessible when the Ingwe TVET College needs their skills. Abbott (2010:319) posits that training capacitates a personnel with the ability to overcome difficulties of the profession he is expected to accomplish. If the student achieves deficient teaching, may cause the profession to be annoying and can result to staff resignation intent (Kirschenbaum and Weisberg, 2011:389). Smit and Cronje (2011:88) affirm that encouraging staff members by permitting learners to undergo advance edification capacitate them to be extremely useful in the



college and extra discharged skilfully. Presenting to Falkenburg and Schyns (2014:711), administration would espousal academic personnel to undergo schooling, and also offering an incentive for instructing tasks in the workstation which ought to reduce poor performance.

Steers and Rhodes (2011:46) added that top management also motivates attendance to forums, colloquiums, clinics and conventions in order to grow academic staff members and to reduce poor performance. This is not the same as at Ingwe TVET College, lecturer advancement is affected by non-availability of funds to participate in seminars and research clinics, the focus is more on curriculum trainings and assessments. Seyoum (2012:02) states that academic development events via academic learning and collaboration enhance academy lecturers specialised competences and the superiority of scholar erudition. Affording to Babagana (2014:07), while training aims at providing employees with the required the experience and talents in the contemporary trade, the final drives afar that as its aim is to capacitate labourers with expertise that would allow scholars to grip any possible difficulties related to their trades. Dawo, Simatwa and Okwatch (2012:03) assert that enriched training results from learners have been observed after the training that academics have undertaken. Lectures at Ingwe TVET College are motivated to advance their knowledge and skills since the College sponsors them.

## **2.10 THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE AT INGWE TVET COLLEGE**

Allowing to Kleiman (2010:352), training and development contributes to better-quality of productivity and more positive outlooks towards profit orientation in the organisation. It also helps employees to adjust to changes quickly, while creating a better corporate image of the organisation. Lee and Zou (2010:512) state that training and development reduces outside consultation costs by

utilising competent internal consultant. This is not the same as at Ingwe TVET College prefers to use external consultant for the jobs (invigilation) that can be performed internal in the college.

Oden (2020) postulates that relationship between managers and employees are improved through training, which leads to effective decision-making. Giving to Cabrera and Cabrera (2015:201), for an organisation to work very well, their workers should show a level of competence in their job tasks. Spector (2011:228) posits that the working conditions impacts on employees' work performance. Affording to Jones (2015:234), inspiration is a key contributor to job fulfilment and employee performance. Lee and Zou (2010:271) state that an organisation's arrangement, ethos and management abilities can also hamper or accelerate employee performance. Osborne and Hammoud (2017:50) posit that in an environment undertaking big variation, including amalgamation, a company restructuring is also likely to change and possible ethnic clatters can be expected.

Affording to Marsden and Ritson (2013:162), the focal wish of tuition and promotion is to match the employee needs, abilities and goals with the current needs of the organisation. Mullins (2014:52) affirms that organisations should offer preparation and development to labourers to ensure that the organisation places the right employee at suitable areas when they are required, thus offering employees the opportunity of achieving personal fulfilment in the job. Institutions who do not have developmental areas for career advancement will be brain drained as the highly qualified employees may leave the organisation due to limited opportunities. But no all will leave due to career advancement, relationship with colleagues and supervisors also contributes to staff turnover.

## **2.11 FACTORS THAT AFFECT THE TRAINING AND DEVELOPMENT OF ACADEMIC STAFF**

Affording to Uzochukwu, Orogbu and Igbodo (2016:1), teaching staff in Nigerian Universities wait for many years without career development due to a shortage of capital to advance academic development and publications. The Federal Government of Nigeria established Tertiary Education Trust Fund (TETFund) in 2011 as a mediating support to subsidise professional staff training in universities/colleges inside and outside the country. However, several tertiary institutions are unable to receiving coffers distributed to them because of incapacity to satisfy the procedures required, consequently dispossessing lecturers of the prospect to access Government cremations for professional development. The development of an easy process to assess funding for training and development need to be considered and too much administrative work required by the institution from lecturers should be reduced. In addition, feedback should be given timeously to those who applied for funding.

Subbaye and Dhunpath (2016:2) postulate that academic staff receive their research training in the course of pursuing doctoral programs but few receive equivalent training to enhance their higher education teaching capacity and research productivity which are regarded as sufficient for effective teaching performance. Offering to Cole (2002), as cited by Asfaw, *et al.* (2015:2), aspects affecting the magnitude and worth of training and development deeds embrace; the intensity of variation in the outside atmosphere; the intensity of in-house variation; the convenience of appropriate dexterities within the current workforce; and the level on which administration sees training as an inspiring aspect in work. Raziqa and Maulabakhsha (2018:720) state that if staff are offered a choice of what type of training they will obtain, they will be more encouraged by the training program. At Ingwe TVET College academic staff were sent for training without being asked if they are interested to participate and they were not given a choice to choose the training course.

Urch and Wolff (2013:85) postulate that management engagement is vital because supervisors normally have precise information about labourers' enactment and they are in a good standpoint to evaluate the demand of instruction in workstations. According to Wynn (2017:81), in most cases, trainers always favour methods that do not involve large investment of time. Stielbieger (2015:105) highlights that training programs must be relevant and cost-effective because management rarely allows the selection of training program and activities without prior financial consideration. Presenting to a study conducted by Chamorro-Premuzic and Furnham (2017:04), in their Experiment 2 (N=75), EPQ-R remained employed as the individual gauge and outcomes indicated that 3 super factors stood the utmost authoritative analysts of professional enactment, accounting for closely 17% of the unique differences in general examination outcomes. The research illustrated that psychoticism could restrict academic accomplishment. According to Torrington and Hall (2012:567), sufficient subsidy remains to be an anxiety of the coaching and promotion of labourers in organisations. Although the demand of resources to offer servant training and development expands, these might not be obtainable. Indeed, subsidy for the instruction and advancement might stay as the prioritised items to stand eradicated in eras of monetary limitations (Lillis and Lynch, 2014:209).

Bentley, Coates, Dobsons and Goedegebure (2013:30) suggest that the majority establishments have a horizontal managerial layout. Employees want to hug the notion that getting higher positions is not only the procedure to address job fulfilment at work. Presenting to Raliphada, Coetzee and Ukpere (2014:548), a supervisor is explained as the employee execute management functions, who observes and controls servants in their operation of allocated or entrusted duties. Stielbbieger (2015:247) added that the willingness of managers to accept their part was also pinpointed as one of the obstacles to permit learning transfer. A shortage of understanding on what employees were coached on and are anticipated to execute may be caused by inadequate monitoring and follow up on learning transfer.

Lussier and Hendon (2016:236) state that supervisors just permit workers to join training programs without knowing the lesson matter and offering the support. For the training and development to be successfully, management should assess the content of the training before it starts. Research finding from the study conducted by Weick and Quinn (2014:374) showed that an optimistic association was discovered to exist amongst manager's support and the transfer of training. An optimistic connection might cause a confident transfer, however a bad association can cause procrastination on the side of personnel. Rousseau (2011:57) added that no link to training and job results and accomplishment standards cause hardness in learning transfer. Wei-Tao's (2010:64) study on the effects of training framing substantiates the importance of supervisor training, which foresees the ability and training stimulus of employees, and later influences their responses, learning and transfer of training.

Affording to Seyoum (2012:03), research report in connection to quality education clarify that amongst the aspects influencing value of lecturing in Ethiopian academia establishments it is reality that pedagogical preparation is not a precondition for lecturing and professors in tertiary education foundations in the state did not acquire teaching knacks schooling. Subbaye and Dhunpath (2016:10) state that unless academics are exposed to alternative pedagogies that interrupt their ritualised practices, they continue to instruct in the same way that were trained by their undergraduate teachers. The main aim of training and development is to offer academic staff the information and competences they required to perform effectively in the classroom.

According to Clegg (2010:222), a number of factors prevent the transfer of training and development of academic staff, namely:

- If an employee's supervisor is not support the training and development, then there is slightly chances that an academic will be to practice their newly learned skills;
- The supervisor exerts a authoritative control the conduct of juniors since they manage remunerations and penalty; and
- If a trainer revisits the classroom only to discover that co-workers welcome new concepts with doubt, then teaching will not be transfer effectively (Clegg, 2010:222).

## **2.12 FACTORS AFFECTING EMPLOYEE PERFORMANCE AT INGWE TVET COLLEGE**

Affording to Picincu (2019:04), if employees work only for getting paid and not having passion of the work they are doing, then the value of work is often compromised. Elangovan and Karakowsky's (2011:269) state that employee enactment is further influenced by prospects for momentous occupation, common academic standards, cooperation and career advancement centred on execution not in training in particular dexterities. Quest (2011:5) posits that the working equipment itself may affect women and minorities adversely. For example, physical equipment may be designed primarily for males, thereby making it difficult for most women to use because of their shorter legs and arm reaches. Remuneration is not the only motivator for performance, employee performance is also hampered by the working environment, if the working environment is not safe for the employees, and they will be reluctant in performing certain tasks.

Perry (2011:326) states that workload is outlined as a stressor when the employee feels that he/she has too much work or duties to complete in a

defined period. According to Syptak, Marsland and Ulmer (2010:267), workload might result in feelings of nervousness and frustration. Clegg (2010:212) postulates that the conditions where employee operate has a monstrous impact on the standard of superiority in operatives and include the activity they were doing. According to Schuler, Beuttell and Youngblood (2010:438), part of the fulfilment of being hired is the creation of social contacts. Substantial studies shows that social support is a strong predictor of job fulfilment and employee performance, whether the support comes from managers or colleagues (Serxner, 2018:09). Steel and Ovalle (2012:514) suggest that employees who feel that they were unfairly treated equally due to biased relational cure or partial measures, create declining work performance and might look for substitute employment with alternative college in chase of fairness. Dyer (2010:351) asserts that employees in every positions of the company would like to be acknowledged for their successes on their tasks.

According to Rousseau (2011:55), workers will be more encouraged to perform their duties well if they have possession of their work. Furthermore, Steer (2010:212) states that managers should not just provide employees with chances for extra accountability but they should be cautious that they do not add extra work. Instead, means should be found to include tough and momentous exertion, maybe charitable the labourer a bigger independence and supremacy similarly. Shaik, Shah and Tunio (2017:320) state that if the organisation does not have an open vacant post to which to promote a cherished employee, consider giving him or her a novel designation that imitates the standard of performance that he or she has triumphed. Seyoum (2012:03) postulates that after a study conducted in Addis Ababa University additional explained that the standard of organisational brace for academic training and predominantly the application seems not being appreciated by partakers (the Advanced Credential platform contenders). Precisely, they were unsatisfied by the non-existence of follow-up to execution; the shortage of incentive for the training; inadequacy of resources, and problems of lecture hall arrangement. According to Bittel and Newstrom (2013:179), if employees deem

they are not being reimbursed well, they will not enjoy working for organisation. In this case Ingwe TVET College, some academic staff members have left the college because they were not satisfied with the salary they receive after obtaining higher qualifications. The once off payment of qualification obtained is applied at the college which is not serving the interest of the academic staff members. Dalton and Mesch (2014:453) argue that for some employees, remuneration is a replication of self-esteem or a display of ranking inside a company, even in community as the whole.

Kirkman (2011:75) states that employees trade their knowledge, talents and capabilities and inspiration for incentives. The incentives can be palpable, such as pay or intangible, such as being treated with dignity, self-respect and equality. According to Shahzadi, Javed, Pirzada, Nasreen, and Khanam (2018:155), an important role on operative performance administration includes tackling hindrances which can impede the achievement of required missions. McConnell (2012:275) states that barriers can occur in different ways. The most widespread barriers are bestowed by physical settings and those bestowed by issues of enterprise and administration.

According to Blundel (2012:311), the most renowned physical conditions influencing employee productivity are issues exhibited by insufficient paraphernalia, lack of suitable ingredients or sources and disorganised arrangement or not enough interplanetary in which to work successfully. Tolero Solutions (2020:21) posit that any specific work design that might have been completely fitting when developed can cheerfully undergo moderate efficacy since novel or changed apparatus is presented; need outcomes have been changed by militaries over the worker's power; the operative has developed negligent and floated out from harsh devotion to process; the work space has been moved or else transformed; or any of some added purposes.



## **2.13 FACTORS CONTRIBUTING TO EMPLOYEE PERFORMANCE**

According to McConnell (2012:273), employee performance is normally divided into two conceptually different mechanisms, explicitly related performance and duty performance. Related functioning is described by functions that personnel are not automatically employed to execute, but is required for the accomplishment of company aims. Harrison and Kessels (2012:182) assert that duty implementation denotes to workers' exact productivity on particular duty interrelated functions. Conducts related with duty performance involve the changing of crude substances into cargos and amenities, the distribution of merchandises and the administering and management of tasks. Offering to Ichniowski (2010:310), duty execution is consequently intellectual centred, although related performance is character or individuality grounded. Hultman (2014:20) highlights that for each job that has to be completed, an operative desires to understand pardon outcome is anticipated, in what way the outcome would be assessed and the criteria that is used in measuring the outcome.

According to Lillis and Lynch (2014:209), supervising workers productivity therefore necessitates constant interaction with each individual, recurring feedback, coaching, counselling and training. King and Anderson (2010:274) suggest that the helpful inspiration of superiors could be communicated via optimistic retorts to others, throughout sculpting comportment, and throughout the counteractive procedures. Hazier and Render (2010:213) state that the supervisor who do his work earnestly, perceiving very moment necessities and due dates, thoroughly spotting the company's guidelines and treating others candidly, truthfully and respectfully is providing workers with an correct archetypal of conduct. Bestowing to Lee and Zou (2010:111), if a supervisor want to enrich and supervise servant functioning, it is essential to apply amendment in servant job patterns. In creating an enactment environment, Pascale, Millemann and Gioja (2011:217) propose that it is vital to own an acceptable job accomplishment anticipations for workforces to accomplish.

Bestowing to Robbins (2013:314), employee performance expectations can involve certain description of the volume of job activities to be finished per period or day or per week; schedule time assigning acceptable due dates for job accomplishment; and needles of excellence such as blunder proportion, fraction of surplus or regularity of re-takes or re-tests.

Woodbury (2011:318) suggests that employee standards of performance originated from the remark of satisfactory operation for a long time by the supervisors. Bestowing to Steers (2010:93), if the task is complicated or tiring, is physically challenging and boring and not stimulating or give something appreciated by the employee, the worker turns irritated and might eventually resort to resignation from the employer. Occupation pattern affords for the description of the duties that establish an occupation for a person or cluster. Bestowing to Uzochukwu, Orogbu and Igbodo (2016:3), there is reduction in the value of work produced by academia due to a lack of incentives for research and publication. Academia without up to-date knowledge will certainly contribute little or nothing to educational development. The inability of academic staff to meet this standard is usually as a result of a lack of funds.

Broadbent and Poon (2015:05) state that many academic staff allocates their salaries to meet their family needs. Due to a lack of funds, they remain stagnant with their entry level of academic qualifications for a long time without further advancement. The inability of academic staff at Ingwe TVET College to meet the required standards of performance may be caused by a lack of funding. Yeowl, Chowl, Chin, Kavithal and Koe (2012:3) state that thoroughly prepared academic staff with proper backing can contribute to a worldwide status for themselves, as well as for the institution in the research, publication and expert amphitheaters.

## **2.14 OTHER FACTORS CONTRIBUTING TO EMPLOYEE PERFORMANCE**

Other factors contributing to employee performance are discussed below:

### **2.14.1 EMPLOYEE MORALE**

Mobley, Horner and Hollingsworth (2013:467) explain employee morale as “the degree to which an employee feels good about his or her work and work environment”. This explanation proposes that if workers are happy and fulfilled with their faculty and occupation settings, they can be expected to be constructive. Bestowing to Liberatore (2010:54), the consequences of declining determination embrace “a sense of loss and alienation, a sense of chaos and a strong sense of uncertainty”. Bestowing to George and Jones (2012:282), happy workforces guide to contented and faithful clients, which eventually results to multiplied returns.

### **2.14.2 IMPACT OF WORK CONTENT ON EMPLOYEE PERFORMANCE**

Donating to Johnson and Redmond (2011:390), job gratified denotes in the scope of function that is done by the operative in a particular interval. Mouton (2011:64) asserts that quantifiable work burden includes having workload to accomplish within an explicit time offered and is linked with anxiety connected disorders; namely as coronary heart syndrome and lastly, employee resignation. Qualitative workload includes activities that are difficult to accomplish (Kossen, 2015:80). Bestowing to Khan and Baloch (2017:101), job subject at the enterprise is separated amongst the teams and each panel has panel heads who furnish every panel representative a proportion to

masterpiece on.

### **2.14.3 SOCIAL RELATIONS IMPACT ON EMPLOYEE PERFORMANCE**

Neves (2015:222) affirms that chances for get-together connections are essential fundamentals of operational situations. Societal relations refer to the encouragement that worker receives from co-workers, supervisors or juniors, which can be a shield between strain and wellbeing. Granting to Whetten (2013:212), personal affairs denote to individual and occupational relations among the operative and other co-workers he/she works with. These incorporate support, solidarity and apportioning of mutual ambitions. Bestowing to Mullins (2014:394), weak societal relationships between workers in the company will result to employees' substandard performance and finally to employee leaving the organisation. Although at Ingwe TVET College social relationships are encouraged between employees but it does not have any significant contribution to the improvement of employee performance. Hopkins (2010:21) declares that satisfying basic essentials by superiors in the working situation enhances subordinate operation. Research conducted by Del Val and Fuentes (2014:145) indicated that personnel fingered that their involvement were not considered in the enterprise when their colleague cluster affiliates communicated the feeling of common participation and acquired an expert relationship.

### **2.14.4 POOR EMPLOYEE ASSISTANCE PROGRAMS (EAPS) AND THEIR IMPACT ON EMPLOYEE PERFORMANCE**

Bestowing to Pascale, Millemann and Gioja (2011:128), employee assistance programs must be implemented and exercised regularly in order to improve the functioning of both supervisors and staffs equally. Schyns, Kiefer, Kerschreiter and Tymon's (2017:01) research report on the perception, awareness and

usage of e-books by lecturers in Further Education (FE) institutions through Northern Ireland, discovered that although further education lecturers are accessible to e-books and appreciate it as a supply, lack of interpretation proficiency and absence of consciousness on related headings have had an effect. Granting to Russell and Bvuma (2010:49), directors only notice staffs whose operation is deteriorating but occasionally do not understand that execution is influenced by societal complications or they ignore it, as long as the reason is not occupational. McConnel (2012:321) advises that employees are not just mechanisms in massive organisational machineries. Pretty, they encounter complications on and off the job that hamper their implementation just as much as any shortage of employee knowledge or any physical deficit in job design. Mchete and Shayo (2020:298) state that if workforces figured that the institute (Ingwe TVET College) fail to assist them when they encounter common troubles, similar to monetary support or therapy, they might resort to staff turnover. Bestowing to Jones (2015:344), the introduction of employee assistant programmes (EAPs) in institutes is of very significance, whereby bothered personnel can get intramural support to manage the problems that may deteriorate their functioning, affecting output rate.

Esksteen (2012:240) postulates that organisations that look after their workforces turn to be creative contrasted to enterprise who ignore them as they are not suffering poor service delivery. Mullins (2015:108) states that EAPs are essential to help workers in their personal tribulations. These tribulations vary from separation accounts or death of their adored ones to substance dependence and treatment with incurable illness identical to HIV/ AIDS and tumour. Ukpere and Narisi (2012:2) found that Namibia higher academia have established workforce improvement programs for all operate, comprising lecturer, clerical and support staff because they all contribute an important functions in helping learners to acquire and establish an atmosphere that enabling absorbing.

#### **2.14.5 LACK OF ACADEMIC STAFF INVOLVEMENT AND ITS IMPACT ON EMPLOYEE PERFORMANCE**

Bestowing to Mrayyan (2015:105), shortage of academic staff engagement could be the foundations of poor employee performance. If academic personnel are participating in any deviations or resolutions that exactly influencing them, then it is rarely that they will be against the changes and decisions. Bestowing to Tyani (2011:254), not engaging employees and not including their ideas make them feel betrayed. Tapcott (2012:16) states that when employees are informed about an amendment which could influence their duties or the route they used to do their functions without having them being engaged early, they are possible to defy. In the case of Ingwe TVET College, academic staff are only involved in changes that are related to curriculum development. Harisson and Kessels (2012:25) advise that part of the human resource activities remains on execution of procedures that might complement compensation circumstances for the re-appointment and re-deployment of employees in a team-building and multiskilling environment. Hopkins (2010:25) states that not everyone in supervisor could anticipate tribulations and can be capable to resolve them in the everyday operation of the institute. Mathis and Jackson (2013:118) studied several philosophies interrelated to academic personnel engagement and the reasons that why institutes that include employees are top operative than businesses with perpendicular constructions.

Hackman and Oldham (2013:133) separates these philosophies into two fundamental clusters, explicitly:

- Those that emphasis on the energy and inspiration of workforces and cooperation propose that employees operate tougher; and
- Those that emphasis on modifications in the arrangement of institutes are likely expected to deferment as it yields enhancements in competence.

Bequeathing to Marks (2011:538), enfranchisement surface to have a major influence on the method employee work. Gerber (2011:342) defines better job fulfilment and the fluctuating attitudes of team as result from the overview of authorisation. No institution could achieve its finest except if each staff member is dedicated in business aims and functions as an operative panel affiliate.

## **2.15 THE FIVE STEPS TO MANAGING EMPLOYEE PERFORMANCE**

Bequeathing to Gardner (2013:47), enterprises may expand their facility to fascinate, maintain and increase throughput by employing the subsequent five-steps in managing employee performance:

### **STEP1: PROVIDE A POSITIVE WORKING ENVIRONMENT**

Asfaw, *et al.* (2015:201) affirm that one of the major causes of employees leave their job is the affiliation with administrator. The reality is that several superintendents are uninformed in what manner their deeds and verdicts disturb worker performance. Bequeathing to Ekechukwu, and Ndulue (2016:51), managers required the abilities, instruments and information to assist them apprehend their operatives' prerequisites and to be capable to apply a retaining strategy developed to acceleration operative performance in the institute.

### **STEP 2: RECOGNISE, REWARD AND RE-INFORCE THE RIGHT BEHAVIOUR**

Conferring to Van Tiem (2010:428), pay and benefits may allure labourers to the firm, but something else has to keep labourers performing up to the required

standard in the organisation. At Ingwe TVET College the performance of the employees is acknowledged by giving vouchers to those who perform exceptionally. Chesterton (2011:229) posits that a booming gift and appreciation package is not required to be complex or luxurious to be valuable. Parish, Cadwallader and Bush (2011:122), trust that companies should reward employee for long-term service. Hamermesh (2013), cited by Calvin (2017:36) suggests that innovative non-monetary benefits and gratitude packages can be influential instruments. Whetten (2013:251) adds that organisations are applying informal techniques for rewarding employees, while monetary payment is flatteringly fewer of a custom for comprehending worker achievements. Bestowing to Park (2016:369), compensation methods that are individual grounded are showing to be valuable, exceptionally when gratitude is aligned to own requirements or desires such as:

- Leisure;
- Accommodating flexible hours;
- Work-sharing;
- Workstation interplanetary; and
- Working at home.

Providing aspects alike reasonable income, revenue distribution, extra plans, annuity and wellbeing maps, reimbursed time off and education repayments send a strong memorandum to workforces around their prominence in the firm (Luthans, 2013:693). Allen, *et al.* (2015:36) state that if a company pledges a gift to employees, it ought to sustain that pledge.

### **STEP 3: INVOLVEMENT AND ENGAGEMENT OF EMPLOYEES IN MANAGING PERFORMANCE**

Groenewald and Francis (2015:515) state that employees may come to occupation, but are they occupied and constructive? Employees are further



dedicated and participate when they could interject their opinions and proposals. DuBrin (2015:166) uses the Sony Corporation as an example of an organisation that is recognised for its capacity to generate and produce novel and unique inventions. To promote the interchange of views inside subdivisions, they champion a yearly Initiative Elucidation. DuBrin (2015:166) states that during the exposition, scientists and engineers display projects and ideas that they are working on.

#### **STEP 4: DEVELOP SKILLS POTENTIAL FOR EMPLOYEES**

For majority employees, profession developments are appropriate as vital as the capital they generate. In a report by Elangovan and Karakowsky (2012:275), above 40% of the defendants said that they could prefer resigning to their current firm for better occupation with the similar welfares if that occupation offered improved occupation expansion opportunities and bigger experiments. Bequeathing to Cabrera and Cabrera (2015:148), Deloitte Company was rated as surpass on hundreds greatest organisation to work for. Cabrera and Cabrera's (2015:148) study discovered that Deloitte Company were missing capable workers to neighbour businesses. They performed exit examinations and discovered that seventy percent of those workers exited to occupy novel occupations and professions outdoor the firm. As an outcome they established occupation acquaintances, an internal-centred progress and profession tutoring curriculum for entire personnel of Deloitte (Cabrera and Cabrera, 2005:148).

#### **STEP 5: EVALUATE AND MEASURE EMPLOYEE PERFORMANCE**

King and Anderson (2010:711) state that constant evaluation and everlasting development is the last stage of the PRIDE approach. Donating to Mouton (2011:193), the main aim of valuation is to assess development and establish what fulfils and disgruntles the institute personnel. The evaluation procedure

involves the dimension of approaches, optimism and the involvement stage of the staff.

## **2.16 IMPACT OF TRAINING AND DEVELOPMENT ON ORGANISATIONAL EFFECTIVENESS**

Bestowing to Reddy (2012), cited by Salau, Falola and Akinbode (2018:51), employee development is a main aspect on the formulation of operative individual wealth, which establishes the extensive standing throughput of the institution. Although preparation is anxious with the subordinate's existing occupation, development trains the junior for forthcoming occupation necessities (Russell and Bvuma, 2010:53). Ingwe TVET College do not invest much on employee development, while the success of the college is on the hands of qualified employees. Conferring to Urch and Wolff (2013:87), operative growth programs tolerate the corporation (Ingwe TVET College) to sustain a personnel that can be suitable to substitute workers can opt to resign or who are transferred to other districts. Bhubaneswari and Kumar (2016:56) state that effective organisational development programs also allow for recruits to cope with recently established machinery and warrants that sufficient human resources are accessible for growth into novel sections. Reddy (2012:193) delineates the following factors that impact organisational effectiveness as elementary outcome of teaching and expansion:

- Augmented production;
- Reduction of mistakes and faults;
- Deteriorate of turnover;
- Minimising management needs;
- The aptitude to develop;

- Better potentials to carry out more duties; and
- Changes in employee conduct.

## **2.17 FACTORS AFFECTING ORGANISATIONAL EFFECTIVENESS**

Bequeathing to Obisi (2019:83), offering standards academic activities that are below learner's prospects carries the possibility that students will go to other institutions. Dlamini-Zuma (2015:06) affirms that bad results will trigger learners to reposition to other colleges for value-added academic activities. Mapisa-Nqakula (2015:03) adds that students may accept academic activities that are below their prospects few areas if they finger that the other academic activities they obtain meet or surpass their desires. In the case of Ingwe TVET College, students leave the college as a results of some of the academic activities are not performed as required by the curriculum.

Research findings on the effect of educating and expansion on organisational productivity conducted by Raja, Furqan and Muhammad (2010:320) indicate that the provision of organisation training is mainly regulated by firm-specific factors, such as human resource management practices. However, the solitary utmost imperative aspect is the return on investment of training. Conferring to a study conducted by Slade and Baldwin (2016:07), training and development improves public college performance and is a vital emphasis of development initiatives. Slade and Baldwin (2016:07) also found that organisational effectiveness is additional frequently compelled by robust administrative principles, virtuous administration exercises and applicable communicé systems.

## **2.18 LACK OF FUNDS AFFECTS ORGANISATIONAL EFFECTIVENESS**

The responsibility for civic establishments is to deliver amenities is largely limited by insufficient monetarist assets (Van Tiem, 2010:155). Granting to Kirschenbaum and Weisberg (2009:317), every spheres of administration need money to perform their obligations. In the equal disposition, Ingwe TVET College in Eastern Cape, arbitrating by it's incredibly environment of difficult assignments and aims, needs big amounts of money in accomplishment of daily duties.

Mapisa-Nqakula (2015:03) affirms that it is not clear in instances where public institutions return funds to the state administration at the completion of a fiscal year because allocated coffers were not used, this is similar to the case of Ingwe TVET College. Tapcott (2012:23) emphasises that businesses should endeavour, within its monetary and managerial capability, to meet its intentions and firms efficiency.

## **2.19 EVALUATING TRAINING AND DEVELOPMENT PROGRAMS**

Bestowing to Hesterton (2011:275), the latter stage in the training process is the evaluation stage. Ashby (2017:316) posits that the aim of the assessment of training and development is to establish the degree to which the exercising tasks have achieved the uttered ideas and identify prior learning to the training. Imparting to Greenberg and Baron (2016:153), training and development must be evaluated, systematically documenting the results of the training in relations

into what way novices truly perform on return on the occupations and the significance of learner's comportment to the intents of the firm. Booth and Hamer (2014:211) advise that the training provided to academic staff should be able to answer the following:

- Have learners accomplishes a precise level of talent, knowledge or performance?
- Did alteration happen?
- Is the modification due to training?
- Is the alteration definitely interrelated to the attainment of the college goals?
- Will similar modifications happen with new participants in the same training program?

Glacer (2014:115) posits that during evaluation, if trainees enjoyed a program it does not imply that the program was useful to the organisation, but in most cases unpopular program may be cancelled due to a lack of interest. Hackman and Oldham (2013:316) suggest that for evaluation to be successful, learning is assessed continuously. Truelove (2007:193) cited by Swanepoel, *et al.* (2010:468) state that trainers should visit trainees after training has been completed to objectively assess the change in behaviour in employees. At Ingwe TVET College after employees completed training, the trainers do not come to assess if what was learnt during training is implemented in the college. Behaviour ratings can be collected from supervisors, peers, subordinate or clients of the trained employees.

An investment on return assessment could be executed to regulate the benefit derived from instruction from a cost point of view (Jones, 2015:353). Johnson and Redmond (2011:522) add that the value of training is determined by the net rand gain realised by organisation as a result of adopting a training and development approach for employees. Bestowing to Kirkman (2011:115), calculating value entails in weighing the expense of the training and comparing

with a rand value on the paybacks of the coaching. Categories associated with expense include education expenditure, facility rent, purchase of equipment and presentation costs.

## **2.20 TRAINING AND DEVELOPMENT POLICY**

Seyoum (2012:03) reviews that professional development that reveal the reality that there is unusually slight experiential research that updates ones sympathetic of the association among expert elaboration guidelines and exercises to safeguard convalescences on specialised capabilities of tutors and guarantee superiority education as few attempts conducted to judge the procedure and the output of practiced enlargement. Bestowing to Dalton and Mesch (2014:213), a training and development policy can be defined as the administrative approach or discernment of the value of the human resource prospective to heighten organisational triumphs by methods of investments in the training and development exertions of the institute/college.

Hopkins (2010:413) states that the training procedure would replicate a deliberate and a functioning opinion of organisation, as well as the reasons why the organisation (Ingwe TVET College) is keen to invest in the development of its academic staff. In the case of Ingwe TVET College, although training policy are documented but supervisors do not follow them when selecting employees to attend training. Kegan and Lahey (2016:144) postulate that training and development policy reveals that all workers should acquire job content training throughout their careers. Job content training would allow employees to acquire the fundamental skills which are compulsory in the implementation of their duties. Kirkman (2011:514) states that training and development should focused at the formulation of a situational diagnostic technique to the practice of leadership. The attitude of Ingwe TVET College concerning the training and

development of academic staff ought to be replicated in its rule. The training and development rules manages the priorities standards and scope of training activities.

Bequeathing to Martin (2014:447), training policies are developed for the following four foremost motives:

- To outline the association concerning the objectives of the organisation and its obligation to the instruction purpose;
- To offer working rules for administration;
- To afford intelligence for workforces; and
- To improve civic interactions.

Affording to Lillis and Lynch (2014), cited by Hendricks and Louw-Potgieter (2018:31), strategic planning has turned to be a foremost attribute of the management of advanced academia institutions worldwide. The rule declaration of the Queens University of Belfast defines academia development as institute rules, methods and exercises developed to grow knowledge, talents and postures of team, and enhance the usefulness and competence of the worker and the institute (Seyoum, 2012:04). Offering to Bhuvaneshwari and Kumar (2016:54), human resource policies emphasise that professional enlargement is also an obligation to optimise prospects for very employee to enhance their standards in talents and wisdom in order to expand the superiority of labourers' throughput and worker fulfilment. There is a requirement for new tactics for enriching education for training and development at Ingwe TVET College. Holm and Vuorisalo and Sammalisto (2015:160) state that moderation is needed in universities to secure and improving education standard. Affording to Dawo, Simatwa and Okwatch (2012:02), professor's in Kenyan tertiary institution, on devotion of execution appraisals state that if there was a training policy in place, workforce expansion programs in government institutions can assist to promote member of staff obligation.

## **2.21 INTERNATIONAL THEORIES ON TRAINING AND DEVELOPMENT AND EMPLOYEE PERFORMANCE**

### **2.21.1 ACADEMIC STAFF TRAINING AND DEVELOPMENT**

Oduwusi (2018:182) posits that professional development offers a set of standards which can be exhausted to accelerate and support the design and delivery of education development programs and activities in higher education institutions (HEIs). Bestowing to United Kingdom, England (2018:17), professional development gives credit for HEIs, certification for their professional expansion programs and acknowledgement for the individuals who accomplished those programs. There is no clear boundary amongst initial education and continuous professional development for academic staff employed in higher education (HE). Falola, Osibanjo and Ojo (2017:169) assert that continuous professional development (CPD) may contain many activities, from short courses to higher degrees. In addition, there is no authorized prerequisite for academic staff in higher education to assume professional development, however, there are prospects that they will enrolled. In the case of Ingwe TVET College, academic staff members are pressurised by all means to enroll on professional development programs. When there are vacant positions those without teachers certificate were not considered.

Concurring to Schuler, Beutel and Youngblood (2010:233), it is suggested that top leadership should expand the number of operatives participating in training and development in order to advance employee performance and service delivery. Although Ingwe TVET College sends many academic staff members for training and development programs, trainings do not yield a significant change in their behavior. Jun and Xiantao (2015:201) affirm that effective erudition and education transpires when workers exhibition a thorough understanding and up-to-date acquaintance of their matter, pedagogies and/or



professional training and bring this to a mixture of properly structured learning and teaching behaviors. Bestowing to United Kingdom, England (2018:18), the UK Professional Standards Framework (UKPSF) affords a procedure for appreciating and benchmarking teaching and learning support roles within higher education by guaranteeing that they meet anticipated national standards. Oduwusi (2018:182) asserts that academic advance activities are prearranged strategically with adequate resources being earmarked to address the requirements of both research and learning and teaching expansion. The provision of resources during training sessions is a challenge at Ingwe TVET College, sometimes two employees share a computer during training and this impact on the transfer of learning. In order to ensure that learning chances and education delivered to students are of high quality, HEIs normally manage a designed system for detecting any professional development desires of academic staff.

#### **2.21.2 IMPACT TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE**

Matching to Seyoum (2012:02), training and development is a vital part of the employer and employee association. Training and development is most widespread only in institutions which function in complex market situation. Although Ingwe TVET College is allocated in rural areas where there is no/limited competition with other similar organisations, training and development programs are offered in a yearly bases. Training and development is a vital task that amplifies the enactment of personnel in an organisation and is a building block which improves the growth and achievement of an establishment. Affording to Debra (2011:4), failure to afford training and education by the establishment could result in disagreement between employer and employee. If employees are not afforded with guidance, they may blame the college for their inadequate enactment, this is similar to the case of Ingwe

TVET College. To boost job enactment, training dexterities and behaviors have to be transmitted to the workstation, preserved over time, and widespread across settings. Serxner (2018:09) authorise that appropriate training yields noticeable perfections in employee communication and expertise in performance. Falola, Osibanjo and Ojo (2017:169) speculate that education and training must be integrated into a systematic and formal system if the objectives of personnel and firm will be achieved. Jehanzeb and Bashir (2013:248) speculate that corporations could gain from educating and enhancement through winning the heart and minds of their personnel to link them with the institute. Shaik, Shah and Tunio (2017:320) assert that training and development is the procedures of capitalising in employees so that they are prepared to operate well and are part of a complete human resource management tactic that hopefully will result in workers being encouraged to perform.

Bestowing to Uzochukwu, Orogbu and Igbodo (2016:3), employee execution dangles on numerous influences like job fulfillment, acquaintance and supervision but there is association amongst training and performance. This indicates that operative performance is vital for the performance of the establishment, and training and development is beneficial for the servant to progress. Bequeathing to Ekechukwu, and Ndulue (2016:51), if workers are to encounter flexibility and efficiency on the trade, they require to obtain acquaintance and knacks, and if they want to see if they are valued by the organisation they work for. In addition, they want to see noticeable indications of management dedication to their training and occupation needs. In the case of Ingwe TVET College, management sends operatives for training and thereafter they will not visit them during training sessions to monitor their progress.

Salau, Falola and Akinbode (2018:51) affirm that untrained employees may be extra expensive than even the remunerations paid to them owing to the errors they could easily make. Oduwusi (2018:182), affirms that training approach

stylishness is a very critical part of preparation and improvement and also found 59% of respondents cited demonstration or onsite tutoring the most common technique of training facilitation practices. Operative training and development offers the staff members a good prospect to realise their ability and ultimately work at their improved uppermost level. Margaretha (2019:25) declares that when a company realises the capability in an employee, he/she may send that employee to training to advance his or her dexterities, the trained employee will be more eager to work at their best level of competence. Increasing the potential of the personnel has a direct positive influence on the organisation's profit levels.

When workers are prepared they will be inspired to work towards accomplishing organisational objectives, compared to untrained personnel. According to Debra (2011:3), an educated personnel can handle more assignments due to their novel attained information, which in-turn, advances their adaptability. Expertise in a certain area may even lower probabilities of equipment breakdowns as a result of human error, and hence also reduce the expenditure on maintenances. Untrained personnel may expend more time in fixing errors and close supervision may be compulsory when executing his/her duties.

## **2.22 CONCLUSION**

This chapter has highlighted the literature review pertaining training and development of academic staff. Ingwe TVET College should consequently warrant that teaching and growth programs were not provided for compliance purpose of offering a program in the college. Training and development of academic staff would not play a role at Ingwe TVET College only, also in the outside environment as well. It will also contribute to the individual growth of each academic staff member and the social economic expansion of the country as the whole (Park, 2016:369). This chapter highlights that the management of

Ingwe TVET College should look at the demand for employees with certain skills in the future as compared to the current academic staff and provide training and development for those employees who are currently in the employment of the college for a long time (Johnson and Redmond, 2011:390). The next chapter explains different training and development models and a tentative conceptual model is developed for this study.

## **CHAPTER 3**

### **MODELS OF TRAINING AND DEVELOPMENT**

#### **3.1 INTRODUCTION**

A review of literature illustrated the absence of studies undertaken in the training and development of academic staff at Ingwe TVET College. This chapter explains different training and development models and a new conceptual model is developed for Ingwe TVET College (Figure 3.9). The new model shows the early involvement of stakeholders in the training and development process which may lead to employee participation, positive attitudes towards teaching and to the transference of exercising. According to Weick and Quinn (2014:06), the criteria for Teaching Development Grants industrialised by the national Department of Higher Education and Training focuses only on staff development as a methods of progressing lecturing, without providing opportunities to those involved in this critical area of academic work.

The new proposed model (Figure 3.9) is composed of ten phases that need to be followed when conducting training and development of academic staff. The new model (Figure 3.9) may be useful to Ingwe TVET College, if applied properly. The new model (Figure 3.9) was developed to close the gaps that were identified in the figures presented in this chapter. The figures in this chapter were used as the foundation to formulate a new model and Figure 3.9 is used to address some aspects that were not covered by other researchers. In addition a new model (Figure 3.9) incorporate some aspects of figures discussed in this section. Stakeholder involvement at the planning stage of training motivates employees to participate in the training process. Abdulla (2012:181) added that a shortage of support from managers and supervisors will impact on the transfer of new skills by academic staff. According to Henry (2011:143), in order for Ingwe TVET College to be competitive, it is important

that academic staff members gain the proper knowledge and skills that are required by changing technology.

## 3.2 REVIEW OF SELECTED TRAINING AND DEVELOPMENT MODELS

### 3.2.1 MODEL OF TRAINING EFFECTIVENESS

Latif (2012:212) developed a model (Figure 3.1) of training effectiveness, which is explained in detail below.

**FIGURE 3.1: MODEL OF TRAINING EFFECTIVENESS**



**Source:** Latif (2012:212). Adapted.

Figure 3.1 describes six components of training effectiveness; namely

- **Satisfaction with training session**

Latif (2012:212) commented on the satisfaction with training session component and highlighted that in most cases, management or supervisors of

the organisations fail to inform employee about what they are attempting to do and how the training will contribute to each employee performance.

In the case of Ingwe TVET College, employee are sent for training without being informed about the importance of the training to the employee and the organisation. Calvin (2017:35) highlighted that employees are not familiar with the training session benefits. These benefits need to be shared with employees at the initial stage of training process. Consequently, academic staff members are deteriorating to apply what they are predictable to achieve after the complication of the training program. Latif (2012:212) state that the importance of training objectives is to identify the activities an employee would be capable to do at the culmination of preparation, however, Huber (2013:455) highlighted that a shortage of firm goals destined a complete disaster.

- **Satisfaction with the training content**

Affording to Jehanzeb and Bashir (2013:246), organisations are more concerned about improving employee skills but forget about the outdated content of training and development. Permitting to Hussain, Khaliq, Nisar, Kamboh and Ali (2019:27), training content is the extent to which teams feel that the training provided meet the required standard of their profession obligations. Kauffeld and Lehmann- (2010) cited by Yiannikouris (2011:07) posit that the combination of acquaintance, knacks and proficiencies required in a particular working environment will contribute to effective training content.

- **Satisfaction with the trainer**

Pashler, McDaniel, Rohrer and Bjork (2011:115) affirm that the trainer plays vital role in making sure that training objectives are achieved. In Figure 3.1, satisfaction with the trainer means that the more the trainer becomes actively involved in delivering the training, the higher the return on investment after training.

Margaretha (2019:34) proclaims that the trainer should be able to plan, be prepared and encourage employees during training sessions. Trainers contribute a vital part in the transfer of learning to employees and make the training session to be applicable to the working environment. Cohen (2012:121) states that the supervisor or managers should ensure that the training design will not negatively impact on employee performance during training.

- **Transfer of learning**

Ekechukwu and Ndulue (2016:40) highlight that training transfer can be determined by the ability of academic staff members to harness the knacks and comprehension attained through preparation in their working environment. Transfer of learning (Figure 3.1) will not be considered if employees receiving training show no change in behaviour and attitude. Smit (2013:108) posits that when employees feel that the training content is aligned with their duties, they regard the training as a success. Sofo (2007) cited by Latif (2012:213) asserts that only ten percent of talents and knowledge obtained during training is executed in the working situation.

- **Training satisfaction**

Concurring to Bittel and Newstrom (2013:195), even if employees were satisfied about the training (Figure 3.1), environmental variables have a broader influence on the transfer of training. Mishra and Ranjan (2017:27) declared that the success of training programs can be measured by asking very basic questions to the trainees, as well as by employee performance after completing the training. Training satisfaction is determined by the achievement of training objectives by the participants and trainer. Buitendach and De Witte (2010:81) proclaim that the purposes assist in restricting the exercising to avoid it taking the wrong direction but satisfies the needs of the trainees and stakeholders. Schuler, Beutell and Youngblood (2010:324) highlighted that employees in the organisation may be satisfied with different things, it is not one-size-fits-all.

- **Employee development aspect of job satisfaction**

Affording to Slade and Baldwin (2016:09), the creation of chances for employee career development determine the personnel fulfilment of employees. Mrayyan

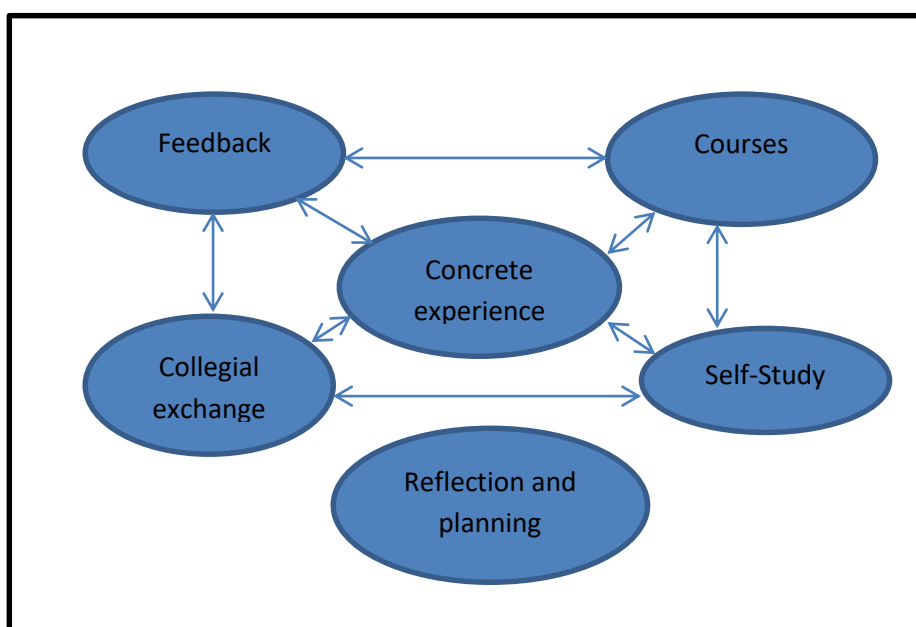


(2011:105) posits that one of the human resource drives that leads to change in employee conduct is the backing from employers for individual development, which results to operatives' optimistic rejoinders as being betrothed and dedicated. Oden (2020:12) claims that the organisations that fail in providing suitable worker improvement ingenuities will be unsuccessful to meet the expected standard of servant fulfilment.

### 3.2.2 PROFESSIONAL DEVELOPMENT IN EDUCATION

Professional development has integrated logic methods as a preparatory aim for training and development programs. Affording to Huber (2013:841), basically to offer dedicated programs amended to the requirements of employees and troops, the previous knowledge, attitudes, expectation, aspirations and impetus of prospective participants should be dogged. The model developed by Huber (2013:841) is elucidated in Figure 3.2 beneath.

**FIGURE 3.2: PROFESSIONAL DEVELOPMENT MODEL IN EDUCATION**



**Source:** Huber (2013:841). Adapted.

Huber's (2013:841) Professional Development model in Education (Figure 3.2) is explained below:

- **Courses**

Presenting to Searl (2011:481), course formats form part of the professional development method in training academic staff. Osborne and Hammoud (2017:53) affirm that if course-work is used innovatively, it can contribute towards changing the behaviour and thinking of employees while simultaneously understood as encouragement and informative, reflection and exchange.

- **Self –study**

Huber (2013:753), cited by Raziqa and Maulabakhsha (2018:724) state that self-study (Figure 3.2) is another form of learning that has been used for centuries. The presentation of a particular topic in a seminar is prepared and distributed to different trainees. Published reading substantial must be current, replicate state of the virtuosity of lecturer debate and contain trustworthy booklets received from training, as well as provide participants with information that will help them to acquire fundamental and information, but also with applied transfer support. Offering to Yamnil, *et al.* (2011:307), professional development programs offer different opportunities of directly desegregating what was learned during training.

- **Concrete experience**

Hallinger and Heck (2010), cited by Shaik, Shah and Tunio (2017:315) affirm that practice (Figure 3.2) is forever the preliminary view and ambition of professional development programs, especially once there are prerequisites oriented and repetition oriented. It is an actual stimulating training condition in itself.

Grossman and Salas (2011:110) assert that functioning on personal tasks, laboratory annotations, surveillance and tutoring afford the prospect to operate on multifaceted hitches extracted from training. Academic expansion societies and techniques are dominant pieces in located scholarship openings and afford probabilities for concentrated reproduction someone deed and comportment configurations.

- **Reflection and planning**

Chamorro-Premuzic and Furnham (2017:55) postulate that in order to use all learning opportunities, reflection upon them is crucial. Such reflection can take place before participation in the professional development in order to select the correct opportunities or to sharpen the personal requirements, as well as after it. The portfolio is appropriate to integrate teaching and learning with self-appraisal. It authorisations the advancement procedure and backings the personality's practised improvement scheduling.

- **Collegial exchange**

Presenting to Tolero Solutions (2020:35), in most cases learners are in favour of their own cognitions and beliefs (Figure 3.2), which manage their comportment configurations from their idiosyncratic techniques. Thereafter, they can change their ways of acting accordingly. Little (2002), cited in Huber (2013:842) claims that if professionals are united into learning societies and partnerships outside their institutes, there is a likely probability of spreading their views and transmute procedures are buoyed.

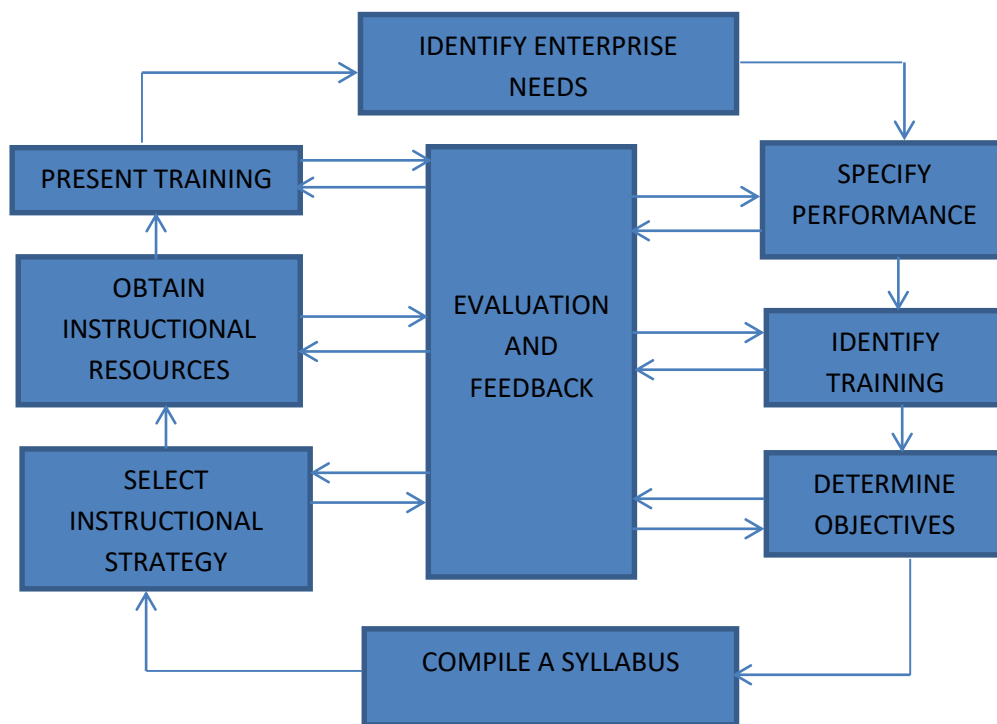
- **Feedback**

Affording to Picincu (2019:12), feedback (Figure 3.2) affords a needs evaluation which is a noble institute for designing academic development. Feedback, if performed in a satisfactory pathway might have an extremely sturdy influence

on the inspiration for training excessively, not barely on the contents (Abdulla, 2012:143).

**FIGURE: 3.3      NADLER'S CRITICAL EVENTS MODEL**

This model (Figure 3.3) is a general model for training that was proposed by Nadler (1940). It views the process of training and development in holistic terms.



Source: Nadler (1940) cited by Erasmus, Loedolff, Mda and Nel (2015:15). Adapted.

Nadler's critical events model, illustrated in Figure 3.3 above, is explained in detail below:

- **Identify enterprise needs**

The model deals with a number of factors affecting the capability of a business to endure in financial stipulations and to expand. It is an exposed method, therefore one discovers constant collaboration concerning the business and the intramural and peripheral atmospheres (Erasmus, *et al.*, 2015:15). Stewart and Browns (2011:340), cited by Serxner (2018:45) postulate that throughout this stage, both enterprise and employee needs are taken into account when data is congregated. Once all interested parties have reached agreement concerning the nature of the training requirements in an enterprise, the design and execution of a training program can take place.

- **Evaluation and feedback**

Affording to Asfaw, Argaw and Bayissa (2015:288), estimate and comment are factors dominant to this prototypical (Figure 3.3) and should be viewed as ongoing practices to be implemented in every stage of the teaching administer, when compared to other models. Ongoing estimate and criticism warrant the correct implementation of apiece step in training and development of employees.

- **Specify performance**

Khan and Baloch (2017:104) postulate that throughout this phase, an employee's job description is examined to determine the content. Data about employee job descriptions can be taken from managers, colleagues and officeholders personally. The purpose of this phase is to govern production ranks in contradiction of idiosyncratic enactment.

- **Identify training needs**

Mchete and Shayo (2020:297) postulate that the truth that individuals have certain prerequisites that should be considered into thought when establishing coaching demands. The spirit of governing instruction requirements resides in

establishing the incapacitated amongst the enactment of the personage and the agreed normal. Once needs have been identified, the rest of the program can be developed.

- **Determine objectives**

Affording to Jun and Xiantao (2015:378), the overall victory of the training program is largely determined by the accuracy with which this step is executed. In this phase (Figure 3.3), the syllabus should be planned for the training of employees. This step focused on what must be acquired and the order in which it must be acquired.

- **Compile a syllabus**

Chandrasekar (2018:19) suggests that a planned syllabus (Figure 3.3) should be focused on schooling intents and the business gist should permit learners to attain the instructing ideas. Blume, *et al.* (2010:162) suggest that training aids should be chosen with an opinion of presenting the training in an expressive and inspiring manner.

- **Select instructional strategy**

Figure 3.3 illustrates that educational stratagems shelter a big variation of methods, practices and broadcasting from where the assortment needed to be generated. It is necessary that the tactics chosen would fit the gist and aspiration of the teaching program (Lussier and Hendon, 2016:181). Alexandros and Bouris (2012:68) speculate that there is no global stratagem which will fit all learning. Consequently, organisations should create their own tactics which will suit their unique situations.

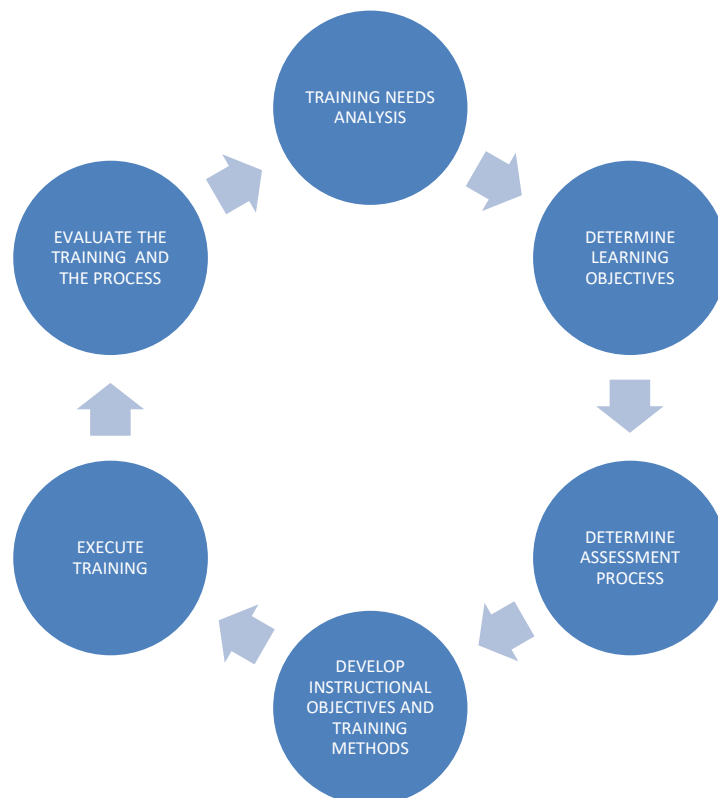
- **Obtaining instructional resources**

Affording to Elnaga and Imran (2017:142), to warrant the effective exposition of an education program, corporal possessions, monetarist assets and labourers should be considered. The successful presentation of training ensures the victory of the training program as a whole (Figure 3.3).

- **Present training**

Giving to Erasmus, *et al.* (2015:15), the presentation phase integrates all previous steps in Figure 3.3 and involves features such as bestowing, weighing and accomplishing the guidance program.

**FIGURE 3.4: GENERIC CONTEMPORARY TRAINING MODEL**



**Source:** Nel, Werner, Haasbroek, Poisat, Sono and Schultz (2011:463).

Adapted.

Figure 3.4 is a generic contemporary training model. It is discussed in detail below:

- **Training needs analysis**

The model in Figure 3.4 was developed by Nankervis (2005:286), cited by Nel, *et al.* (2011:463), for the coaching and expansion of labourers in organisations. Training needs analysis concerns the goals of the organisation, embracing occupation tasks that would be started, in addition the standards of experienced proficiencies or undertakings to be completed (Nel, *et al.*, 2011:463). These goals should be frequently reassess as time changes, so that there is a continuous evaluation of tutoring requirements in the organisation. Presenting to Ganta (2017:220), a training needs analysis (Figurer 3.4) is a process to identify incongruities amongst concrete and finest execution. Training needs can develop outcomes of profession; a contrast amid preferred and genuine occupation approaches; or among needed and real outputs.

- **Determine learning objectives**

Hallinger and Heck (2010:655), cited by Saaed, *et al.* (2019:126) state that learning objectives (Figurer 3.4) are the description of the performance expected from employees. They should be able to show these before they are reflect proficient. It designates the envisioned results of instruction, rather than the process of instruction itself.

- **Determine assessment process**

Giving to Shahzadi, *et al.* (2018: 136), the assessment process (Figure 3.4) enables the trainer to establish whether the learner has acquired the skills that the training program was designed to transfer. Kegan and Lahey (2016:158) postulate that management and supervisors should decide whether the content for training should be obtained from existing modules or broadcasted paragraphs; suitable for the determination at hand or organised from an amalgamation of superficially accessible and intramural made substance.



- **Develop instructional objectives and training methods**

According to Baldwin, Ford and Blume (2010:63), cited by Falola, Osibanjo, and Ojo (2017: 171), the training approach (Figure 3.4) depends heavily on the preference of the trainer. Once the instructional delivery approach and methods have been established, the training process will take place, either by the manager/on-the-job training or by the internal trainer/ off-the-job training (Arguinis and Kraiger, 2010:458). The implementation of the off the workstation guiding is to capacitate operatives with the acquaintance and talents they necessitate to accomplish their duties in the workplace.

- **Execute training**

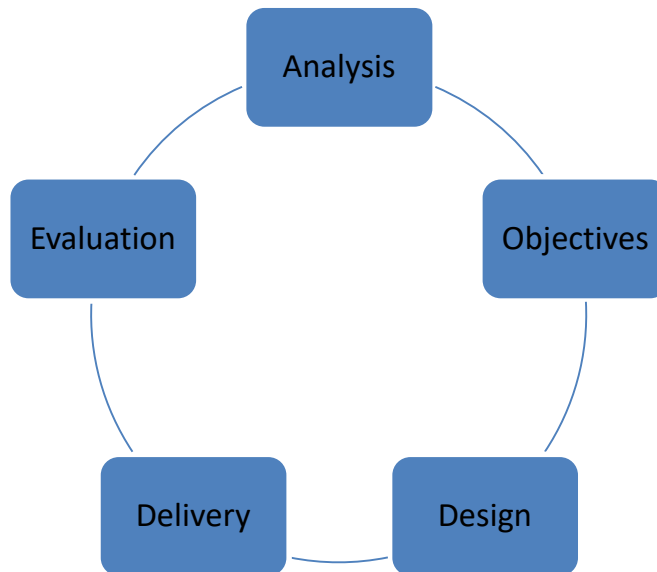
According to Holm, *et al.* (2015:147), the following factors prevent the transfer of training (Figure 3.4) to the job, namely the shortage of an extremely systematised preparing setting; inadequate instruction knacks of the mentor; blunder of utterly demarcated implementation measures and discontent of employees owed to gaffes created by mentors, whilst teaching continue. Gratton, Hope-Hailey, Siles and Truss (2014:29) postulate that if employees who are sent to be trained have limited skills and poor wage are paid, there is little motivation for employees to learn and little transfer to the job situation after training.

- **Evaluate the training and the processes**

According to Obisi (2019:86), training and development will never be effective if it is not correctly evaluated by management and training specialists. Training evaluation determines whether the training need was satisfied (Figure 3.4).

The model below (Figure: 3.5) is a methodical tactic to handling labourers. It comprises of 5 inter-related stages which construct an ongoing rotation, regularly defined as scrutiny, intents, pattern, dispensing and assessment.

**FIGURE 3.5: INSTRUCTIONAL SYSTEMS DESIGN (ISD) MODEL**



**Source:** Sink (2014:181). Adapted.

Figure 3.5 depicts the phases of instructional systems design as explained below:

**Analysis:** According to Sink (2014:181), cited by Hendricks and Louw-Potgieter (2018:32), analysis (Figure 3.5) is about identifying the discrepancy relating the contemporary setting and what the forthcoming of the firm should be. Skilled trainers enter the instructional systems design (ISD) series at the essentials scrutiny stage, commencing with the layout of an apparatus to gather and understand facts alarming the operation of the employee, cluster and the organisation (Hendricks and Louw-Potgieter, 2018:32). Analysis establishes who requires coaching and what talents or enactment amendments are specified.

**Objectives:** These regulate the restrictions for the educational layout and support the achievement of the applicable erudition outputs (Sink, 2014:181).

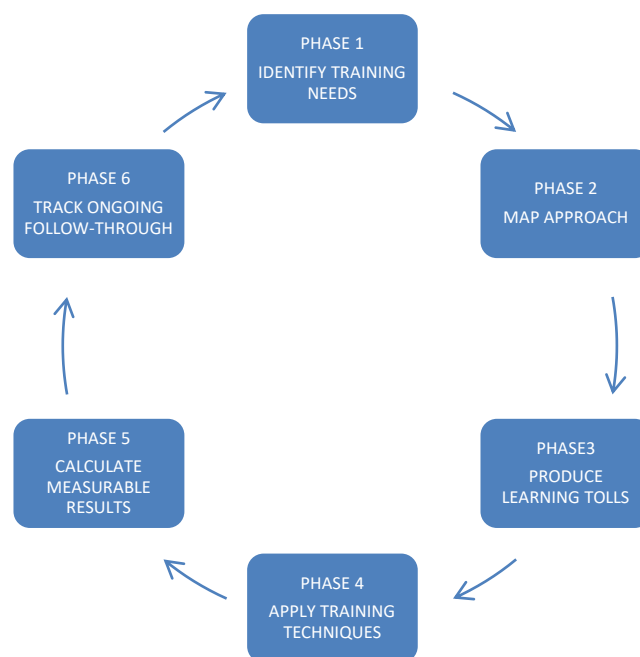
**Design:** Design (Figure 3.5) can contain an automated enactment backing technique, virtual curriculums, lessons inserted in device or instantaneous cyber advice. Reigeluth and Carr-Chellman (2012:194) posit that detachment learning via television, satellite, tele-conferencing or Web pages are selections. Honebein and Sink (2012:29) highlight that part of training layout is the arrangements, embracing the assortment of the coaching provision, channels, apparatus, time, design, appetisers and nourishment.

**Delivery:** Delivery (Figure 3.5) is based on executing the educational layout. It contains several demonstration and interactive associations knacks, like absorbing individuals' designations; changing transmission techniques; founding trustworthiness; maintaining a mood of funniness; changing the tempo; preserving on roster and deny being frightened by unanticipated variations in the provision or paraphernalia (Davis and Davis, 2013:195). Affording to Salau, Falola and Akinbode (2018:50), lots of coaches employ a mentor's guidebook to conserve the roster, categorisation of the episodes decorously and organise themes. The mentor's guidebook involves every part of the paraphernalia disseminated to the novices advantageous learning interpretations.

**Evaluation:** The evaluation phase (Figure 3.5) really commences with a desires taxation. These interrogations ought to be posed in the commencement. Who in the organisation would be in a standing to assess if enactment has upgraded? Are learners, supervisors, managers or related department heads are the ones who will evaluate performance? How will success be measured? (Thiagarajan and Talgiati, 2011:195).

Figure 3.6 below illustrates a great influence preparation prototypical. Donation to Erasmus, *et al.* (2015:18), the segment identifies the precise instruction needed to enhance occupation accomplishment. The reason for coaching would be scrutinised and the teaching needs to be planned to fulfil the spotted demands.

**FIGURE 3.6 HIGH - IMPACT TRAINING MODEL**



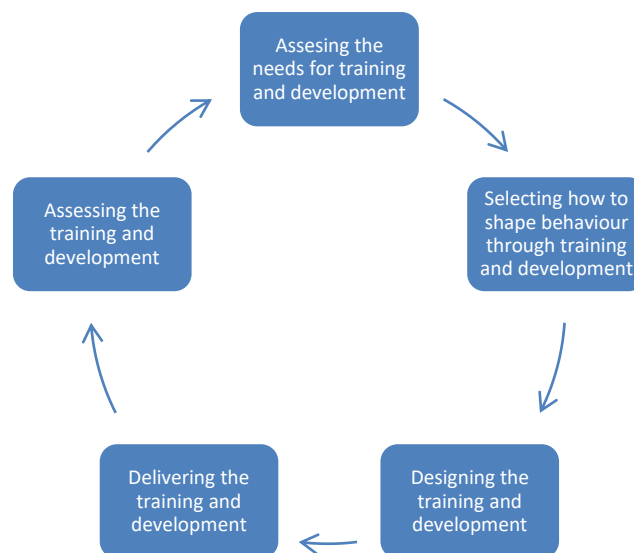
**Source:** Erusmus, *et al.* (2015:18). Adapted.

Figure 3.6 illustrates that organisations offer training to their workers when they need to enhance organisational performance. This could be caused by new technology that employees require to learn or when employees do not have adequate talents for the job they are performing (Erusmus, *et al.*, 2015:18). Kleynhans, Markham, Meyer and van Aswegen (2010:120) postulate that once the training needs have been identified (Figure 3.6), measureable objectives should be developed and the layout should be charted off. The goals should state in point what type of schooling is needed to enhance the trade execution of employees. Biech (2010:212) posits that the trainer will use objectives as a

guide, through the process of selecting a method for the training and development of employees. Figure 3.6 demonstrate that for notebook founded curriculum, the training would be served on individual tactic, training could establish whether the defined objectives were accomplished. The results of coaching and expansion of labourers must be communicated to all stakeholders and measures redesigned. Submission to Falola, Osibanjo, and Ojo (2017: 170), the coach should confirm that preparation stays detached as firms transform continually. The suitable tutoring should be established to acclimate to the new variations.

Subscription to Lussier and Hendon (2016:241), Figure 3.7 below could be employed to guide and expand servants in the organisation. The following discussion provides an explanation of the model.

**FIGURE 3.7: TRAINING PROCESS**



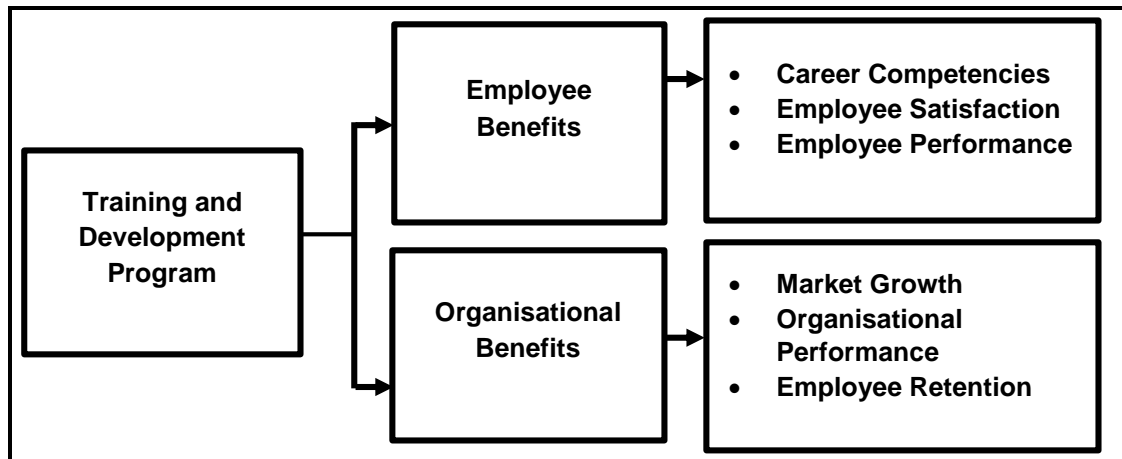
**Source:** Lussier and Hendon (2016:241). Adapted.

Figure 3.7 above explains the training process. Subscription to Lussier and Hendon (2016:241), a needs taxation is conducted to regulate the type of schooling required to improve employee performance. This step analysis differences between what is current happening in the workplace and what will be required now or in the future of the organisation, based on organisational requirements. Wynn (2017:7) declares that if a needs assessment is not done properly, a training and development program may be poorly designed or it may produce unwanted results. The staff members who are not in need of a meticulous category of preparation may be asked to participate in training or they may not be able to acquire knowledge and skills during training because of the insufficient acquaintance base or knacks-set for the coaching. Contribution to Elnaga and Imran (2017:142), training and development programs should be up-to-date and able to achieve set objectives by the trainer or management. The training and development of workers is designed to be based on the training needs assessment (Searl, 2011:14).

Oden (2020: 28) postulate that the method to be selected for training employees should enable them to improve their performance. Lussier and Hendon (2016:241) advice that the delivery method must be selected before embarking on training and development of employees. In Figure 3.7, the delivery method step includes resources to be used to deliver the training program, as well as the method of delivery. Donation to Raja, Furqan and Muhammad (2010:333), assessing the training and development (Figure 3.7) focuses on how effective the training method is at developing the needed skills and knowledge. This step also focuses on the skills acquired by the employee at the training session and the behaviour of employees towards improving performance in the organisation.

Submission to Figure 3.8 below, employee training and expansion courses are vital for the college to remain ahead and be cut-throat in the marketplace environment (Jehanzeb and Bashir, 2013:246).

**FIGURE 3.8: INSTITUTIONAL BENEFITS FROM TRAINING AND DEVELOPMENT PROGRAMS**



Source: Jehanzeb and Bashir (2013:249). Adapted.

Figure 3.8 illustrate the instructional benefits from training and development of employees. Margaretha (2019:30) asserts that although it is costly for the colleges to use money on their employees, drill and enlargement has an optimistic impression on the institutions to hold the place in the competitive market environment. Donnelly (2011:07) posits that organisations are required to develop and maintain their training to suit the needs of the employees, which will contribute to increasing the knowledge of organisations and their competitive ability.

Although, academic staff training programs are expensive, they do have a positive influence on return-on-investment. Contribution to the enquiry effected by Jehanzeb and Bashir (2013:247), employee training and development programs not only contribute to the profitability of organisations, but also offer opportunities for career advancement. Calvin (2017:35) posits that organisations can utilise academic staff training and development programs to recover their image/reputation as best institutions in the market. Affording to Groenewald and Francis (2015:77), training (Figure 3.8) has been outlined as a main contributing factor to organisational efficiency. An investment in training

and development programs of academic staff can be justified by its contribution to Ingwe TVET College's effectiveness. Eksteen (2012:187) states that the insufficient data collected prevents the adequate assessment of contribution of the human resources and performance of organisations. Davis and Davis (2013:249) postulate that organisational performance can be affected by the emotional agreement between supervisors and employees of the organisation. However, training and development at Ingwe TVET College can be used to support academic staff to produce good results.

Affording to Du Plessis and Van Niekerk (2014:06), businesses should realise that knowledgeable employees are vital assets and organisations have to bear the challenge for keeping them. Subscription to Yavuz, Nadir Çeliköza, Kurtkan, Cemal and Sait (2010:01), the improvement on excellence of occupational and practical teaching typically contingent on the potentials of lecturers inside the practice of informative foundations teaching instructors. Therefore, institutions providing training and development programs to their academic staff are successful in retaining some of them. Figure 3.8 shows that a proper design of training and development programs can contribute to academic staff retention. Propounding to Al-alak and Alnawas (2011), it is not easy to attain internal promotion, but it is better to help employees in their personal development.

### **3.3 CONCEPTUAL MODEL FOR TRAINING AND DEVELOPMENT OF ACADEMIC STAFF AT INGWE TVET COLLEGE**

The model Figure 3.9 illustrates how teaching and growth of academic staff can be conducted at Ingwe TVET College and was developed by the researcher for this study. This model will address gaps in training and development models that are existing. This model aims at improving the training and development of academic staff. The researcher acknowledges that organisational and



employee needs are not considered before providing training and development for the academics at Ingwe TVET College. This model (Figure 3.9) can be used for the training and development of academic staff at Ingwe TVET College.

**FIGURE: 3.9                      TRAINING AND DEVELOPMENT FOR ACADEMIC STAFF**



Source: Researchers own model.

## **PHASE 1: IDENTIFY ORGANISATIONAL AND EMPLOYEE NEEDS**

Phase 1 of Figure 3.9 illustrates the identification of organisational and employee needs. Propounding to Osborne and Hammoud (2017:55), needs assessments determine employees who need training. Khan and Baloch (2017:102) assert that task analysis is a form of job analysis that includes identifying the work tasks performed by employee and the knowledge and talents necessary to perform the activities effectively. Yamnill, Gary and Mclean (2011:350) posit that the individual analysis should establish whether the training is essential by determining whether academic staff's knowledge and skills are applicable to enhance their performance. Propounding to Wilton (2011:468), organisational analysis needs information about the organisation's strategic objectives, environment, resources and personalities.

It is acknowledged that Ingwe TVET College has a challenge in conducting training needs analysis of the organisation and employees before it embarked on the process of training and developing academic staff. The analysis may assist in the integration of Ingwe TVET College's needs and academic staff needs. Ingwe TVET College should consider a needs assessment before employees are sent for training. The performance appraisal records and skills inventory records should be considered as they will assist Ingwe TVET College in identifying employees who need training and development. Needs evaluation is a methodical procedure for determining and prioritising the training to be developed and provided by the organisation. Needs analysis has three different phases as follow: organisational analysis, task analysis and person analysis. Figure 3.9 shows that an organisation can establish whether particular types of training would be beneficial for employees and for the organisation as a whole.

## **PHASE 2: EVALUATION AND FEEDBACK**

Phase 2 is in the centre of Figure 3.9. This phase interacts with all other phases in Figure 3.9. Sink (2014:198), cited by Chandrasekar (2018:22) posits that the

persistence of estimation is to establish if employees really acquired novel dexterities and manners or a party of acquaintance as an outcome of the education and enhancement program. Affording to Stewart and Browns (2011:345), evaluation and feedback should be a continuous process for all the phases of training and development in order to identify gaps while training is in progress at the early stages. Giving employees feedback by their supervisors is habitually an informal part of on-the-job training and close communication between the trainer and employee assists the feedback process (Yavuz, *et al.*, 2010:15).

For Ingwe TVET College to progress in the future, evaluation and feedback must be considered as an important element. Feedback (Figure 3.9) ought to be offered before the training and development program moves to the next level (phase). Ingwe TVET College should revise their role in terms of providing feedback to academic staff. Academic staff members participating in a training and development program desire to know how they are doing and how their progress compares to the training and development objectives.

### **PHASE 3: DETERMINE TRAINING OBJECTIVES**

Phase 3 of Figure 3.9 informs Ingwe TVET College about the training objectives to be outlined before training takes place. Schyns (2017:98) suggests that training and development goals should include the techniques that are suitable by focusing on the areas of employee performance that need to change. Affording to Wei-Tao (2010:59), training and development intents would be written to replicate whatever the participant would be talented to accomplish on completion of training. Blume, Ford, Baldwin and Huang (2010:147) postulate that training and development objectives should specify the types and level of dexterity, acquaintance, knacks and manners the accomplice ought to hold past the training syllabus is finished.

Academic staff should be informed about the training and development objectives (Figure 3.9) before they attend training sessions. Ingwe TVET College has a challenge to explain training and development objectives to academic staff before sending them to training. Training objectives (Figure 3.9) should elucidate what is to be predictable of both the trainer and the academic staff, as well as to evaluate the training after it has been completed.

#### **PHASE 4: STAKEHOLDER INVOLVEMENT**

Phase 4 of Figure 3.9 informs Ingwe TVET College about stakeholder involvement. Osborne and Hammoud (2017:55) postulate that valuable instructing and advancement needs supervisors and employees to operate carefully simultaneously on every stages of the educating and expansion progression. Mutually bands must know and acknowledge their power. Salas and Stagl (2012:83) state that the victory of a teaching and development curriculum, executive dedication is essential.

Top management would not only assign assets, but also participate in the design of the process for the training and progress to thrive. It has been noticed that there is a lack of stakeholder involvement (Figure 3.9) in the training and development of academic staff at Ingwe TVET College. Management involvement at Ingwe TVET College is important because they have correct information about their academic staff enactment and they are in a good rank to rate academic staff who demand instructing and development.

#### **PHASE 5: PERFORMANCE SPECIFICATION**

Phase 5 of Figure 3.9 emphasises on performance specification for academic staff after training. Affording to Baldwin, *et al.* (2010:66), cited by Picincu, (2019:12), employers should avoid choosing popular or entertaining training and development programs without having performed an assessment study.

This phase focuses on what the labourers would be intelligent to do on finishing of the coaching and development program. Performance specification indicates the degrees of talents, erudition and attitude the applicants ought to retain past the training course were completed (Carrel, Elbert, Hatfield, Grobler, Max and Van der Schyf, 2013:317).

Performance specification (Figure 3.9) should be outlined to all academic staff who are attending training. Ingwe TVET College should be careful when selecting or designing training and development programs that will produce confirmable outcomes, otherwise their large financial investment in training will not pay off. Failure from Ingwe TVET College management to provide performance specifications may lead to academic staff not taking the training seriously.

## **PHASE 6: TRAINING APPROACH**

Figure 3.9, phase 6 informs Ingwe TVET College about the training approach. This phase focuses on the category of training and development to be presented to academic staff, either on the occupation teaching or off the trade preparation and it will be guided by the training objectives. Serxner (2018:45) explains that employees are instructed in an approach which is different from the method used when educating children or adolescents, although academic staff students bring a diverse set of experiences to the classroom.

The human resource development or training and development staff should gather the plan to help schedule what training courses will be presented within a certain time-frame. Before academic staff training takes place, training approach (Figure 3.9) should be assessed. The training approach may include the method of delivery of the training program. Ingwe TVET College should develop a training approach that will recognise prior learning for academic staff. It should also allow them to participate actively in the training program.

## **PHASE 7: TRAINING NEEDS AND RESOURCES**

Figure 3.9, phase 7 informs Ingwe TVET College about training needs and resources. Submission to Mchete and Shayo (2020:297), there are numerous reasons why academic staff might not perform successfully, including uncertain prospects, a shortage of necessary support in the form of resources and equipment, an insufficiency of feedback about performance; and a shortfall of capacity. Dick, Carey and Carey (2014:21) contend that enough period and substantial means necessitate to be obtainable to permit labourers to implement to the finest of their aptitude. Rothwell and Kazanas (2015:431) suggest making employees' work easier and assist to reduce miscalculation proportions and stakeholder discontent by furnishing profession supports. These involve prototypes, controllers, replicas and specifications.

It has been noted that limited resources (Figure 3.9) provided by Ingwe TVET College during training impacts on the effectiveness of training programs. The provision of adequate resources can make the training session run smoothly without barriers. The provision of equipment and resources may motivate academic staff who take part in training and failure will result in academics staff not acquiring what was expected.

## **PHASE 8: EQUIPMENT AND INFRASTRUCTURE ASSESSMENT**

This phase 8 of Figure 3.9 emphasises the equipment and infrastructure assessment during training and development of academic staff. Contribution to Butterworth, Smith, Hall and Winsor (2010:04), infrastructure impacts on the training and development of employees. Ingwe TVET College's infrastructure should accommodate every trainee or employee, regardless of disability. Change should be made to the working environment, taking into consideration technological modifications to make information accessible in alternate formats. Permitting to Lussier and Hendon (2016:242), an employer or service provider should take steps to eliminate obstacles that prevent employee learning or

physical barriers that may have impact on employee learning. Shaik, *et al.* (2017:315) highlights that some factors in the working environment that might limit the functioning of disabled academic staff include a physical environment that is not accessible and a lack of relevant technology.

It is noticed that Ingwe TVET College does not make provision for equipment and infrastructure that will be used during training to suit both males and female or disabled academic staff. For academic staff members with disabilities, barriers can be more frequent and have greater impact in the performance of academic activities at Ingwe TVET College. Old academics or disabled academic staff might need special equipment to successfully perform their jobs at Ingwe TVET College.

## **PHASE 9: APPLY TRAINING TECHNIQUE**

Phase 9 of Figure 3.9 emphasises the application of training technique at Ingwe TVET College. Permitting to Spector (2011:315), the transfer of learning for employees is not involuntary and must be facilitated. Raziqa and Maulabakhsha (2018: 724) postulate that training and other types of follow-up support are required to help academic staff members transfer learning into daily exercise so that it is sustained. Yeow, *et al.* (2012:05) postulate that employees react greatest in a free intimidating, friendly situation. An employee who is discontented regarding the erudition course is improbable to prolong partaking in training and development programs (Hazier and Render, 2010:211). It is vital that intelligence is provided properly in the primary junctures of erudition since that if inaccuracies are recognised premature, academic staff would be intensely deprived when individuals notices it and tries to fix it when they have executed the skill for years. It may never be fixed (Wilton, 2011:467).

Training techniques (Figure 3.9) should be assessed by relevant supervisors as to whether they are addressing training objectives and the needs of Ingwe

TVET College. Assessing training techniques will help academic staff members to acquire skills that are aligned with their duties at Ingwe TVET College.

## **PHASE 10: FOLLOW UP ON EMPLOYEE AFTER TRAINING**

Phase 11 of Figure 3.9 informs Ingwe TVET College about following up on employee after training. Mchete and Shayo (2020:296) assert that training and development is also probable to fail if lecturers are not held responsible for the outcomes. Frequently, academic staff members are not accountable for the utilisation of the content of their module in the workstations. Except they are deemed responsible, no transmute would happen concerning their comportment (Kleiman, 2010:49).

Latif (2012:213) states that when circumstances remain unfavourable to erudition, teaching determinations would have been in futile. Posing to Osborne and Hammoud (2017:54), training and development will also fail without the support of supervisors or management. Unsatisfactory encouragement from through executives/ superintendents, workers would refrain executing the novel knacks and comprehension learned throughout the instructing module (McConnell, 2012:280).

The researcher have noticed that no follow-up (Figure 3.9) have been conducted at Ingwe TVET College after training. Follow-up after training may assist academic staff who have problem in applying newly acquired skills. Management engagement is important to the learning process of academic staff and in assisting academics when applying new skills at Ingwe TVET College. Academic accountability will not succeed if follow-up after training are not conducted.



### 3.4 CONCLUSION

This chapter explained a selected model in the training and development of lecturers. The researcher also developed a new conceptual model on the coaching and promotion of academic personnel. Educating and enhancement would be facilitated, it cannot happen automatically. Follow-up support is required to help academic staff to transfer the new skills acquired. Training content has a harmful bearing on the transmission of erudition if the content is not up-dated. Academic workforce preparation and elaboration is not only linked to convalesce Ingwe TVET College results but also contributes in the improvement of employee attitudes. Supervisors tend to send employees for training without conducting an employee analysis to determine whether employee's knowledge and skills are relevant to improving job performance. Training is only appropriate for academic staff members who lack the knowledge and skill required to perform their tasks, not to send employee to training for the sake of compliance (Nel, *et al.*, 2011:461). This conceptual model (Figure 3.9) will be statistically tested to determine its tenability and thereafter, implementation at Ingwe TVET College. The next chapter elucidates the exploration tactic exploited in the enquiry.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter describes the research tactic employed to accumulate facts for the experiment. Other areas included in this chapter comprise the research design; dispensation of the survey; reliability and validity; trial enquiry; facts collection; data scrutiny; and ethical considerations. Permitting to Sekaran (2011:93), research methodology is the systematic theoretic examination of the approaches practised to a field of study. It involves the academic analysis of the body of techniques and philosophies associated with a branch of knowledge. The Statistical Package for Social Sciences (SPSS) version 24.0 for Windows was employed to examine the facts. The report applied the enumerative inquiry pattern. For the establishment of the training and development of lecturer staff for employee performance at Ingwe TVET College, structured closed-ended surveys were employed to congregate the information. The survey method was employed in this study. As a result, no specimen *modus operandi* was practised to choose any experiment. A prominent retort proportion of 97% was achieved exploiting the individual technique of records compendium.

#### **4.2 RESEARCH PHILOSOPHY**

The two types of research philosophy are phenomenological and positivism approach. Rendering to Etikan and Bala (2017:216), phenomenological encompasses researchers to translate elements of the study, and it also

integrates human interest into a study. Phenomenological studies regularly concentration on meaning and may utilise numerous systems in order to replicate diverse surfaces of the matter. Heathfield (2019:13) establish that interpretive research is grounded, in part, on the impression that “since social theories are philosophies of intentional matters, they pose complications for examination which cannot be clutched purely from an understanding of philosophies of physical things.

Rendering to Pascoe (2018:124), positivism denotes to an witnessing researcher’s formal proposals, which not only stipulate autonomous variables, dependent variables, and the associations amongst them, but also must fulfil the rules of formal logic and the rules of experiential examination, though positivist enquiry can result in several types of clarification, the paradigms and variables belong completely to the investigator, not to the perceived human subjects (Manti and Lacari, 2018:147). Positivism philosophy was utilised in this study which is aligned to quantitative approach. This method allows the researcher to utilise questionnaires when collecting data.

#### **4.3 RESEARCH APPROACH**

Bestowing to Koonin (2018:367), the inductive technique of exploration, also denoted to as the scientific technique, is a method of exploiting descriptions to create general ideologies about certain substance. It is dependable in qualitative enquiry. A cluster of comparable cases, events, or subjects are first observed and studied; outcome from the observations are then employed to fabricate a comprehensive reports about the subjects that were examined. These reports may then convert to the laws of nature or philosophies. Leedy and Ormrod (2015:298) posit that inductive process is the exceptionally

effective procedure for obtaining general, observation-based data about the sphere. Inductive reasoning permits us to congregate thoughts about a countless number of incidents or phenomena in real life. As Flick (2018:310) found out that deductive reasoning moves from the general to the particular. It takes a general premise and deduces particular conclusions. Deductive approach was used because it is consistent with quantitative research.

#### **4.4 RESEARCH DESIGN**

Permitting to Saunders, Lewis and Thornhill (2010:130), the explore design provides the constraints and ethical issues that a study would inevitably encounter. Dane (2015:43) postulates that the style to be utilised ought to be opted following picking on the records to be amassed, and contingent on the situations encircling this practice. There are two methods for a research layout namely qualitative research and quantitative research (Walliam, 2014:97). The quantitative method was used to discover the magnitude of the training and development of academic staff for employee execution at Ingwe TVET College.

The quantitative technique was exploited to this exploration in order for appropriate and correct evidence would be achieved. Quantitative exploration may be connected to a positivist research paradigm. It may also include the utilisation of arithmetic dimensions and numerical scrutiny of dimensions to investigate societal experiences (Zikumud, 2013:123). Enquiry design is concerned with the description, explanation and prediction of variables within the environment of the institution. The research design can provide answers to why and how things happen (Cohen and Marion, 2011:130). Permitting to Sekaran (2011:87), qualitative enquiry is applied on an ecological situation which includes a method of developing a multifaceted and full image of an occurrence of curiosity. Enumerative examination, is an investigation into a

pinpointed problem, is persistent in examining a philosophy, is assessed with figures and examined utilising arithmetical systems. Conferring to King Horrocks and Brooks (2019:216), qualitative enquiry is commonly characterised by inductive tactics to information construction aimed at producing meaning. Scientists exploit this method to search; to vigorously examine and study about social phenomenon; to discharge the meanings people attribute to activities, circumstances, events, or artifacts; or to build a complexity of understanding about some measurement of social life. Cohen, Manion and Morrison (2018:193), posit that when working within this paradigm, concentration is drawn to people's patterns of communication and the educational practises by which they dispense denotations to occurrences, circumstances, and so forth.

Quantitative research is a term used for research design which seeks structured and quantifiable responses to the questionnaire (Trochim, 2012:211). This study is quantitative in nature. Flick (2018:122) posits that quantitative research is distinguished by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. This type of research involves measuring variables and testing relationships between variables in order to disclose patterns, correlations, or causal relationships. In order to achieve objectives of this study quantitative design was employed because it permit the researcher to utilise numbers when interpreting data and data can be gathered using questionnaire.

#### **4.5 RATIONALE FOR SELECTING THE QUANTITATIVE METHOD**

The aim of exercising this method is to assess unbiased facts entailing statistics, purposefully of attaining prominent standards of trustworthiness in provisions of records inquiry (Table 4.1). In similarly to quantifiable modus

determined upon, a designed survey as a data collection method was also controlled to the entire recipient accused.

Permitting to Walliam (2014:88), numerical approaches involve studying an extensive quantity of narrative so that it give track for the enquiry interrogations. Hussey and Hussey (2011:23) state that measureable exploration is centred on efforts to apply the approaches that support records scrutiny. Its intensity is to offers data that are simply measureable and constructed on practical unprejudiced verification that offers itself thorough exploration. An ordinary designed survey (Annexure B) were distributed to the entire target defendants in preparation to know the views of labourers concerning how training and development of academic staff impact on employee performance for organisational effectiveness.

#### **4.6 RESEARCH STRATEGY**

Krishnaswami and Ranganatham (2014:45) posit that the value of an examination report varies, amongst the dissimilar aspects, concerning the appropriateness of the technique chosen for enquiry. For this purpose attention, would be emphasis in choosing the suitable approach of examination for several assignment. Permitting to Bhattacharyya (2011:107), an enquiry is a truth discovery report and is an approach of explore included in the collection of records precisely in the populace or an experiment after a specific period. The facts ought to be gathered in different methods, and including inspection, cross-examining and the employment of surveys. Systematised closed completed forms are an acceptably consistent instrument for collecting data from large, diverse, differed and separated community groups.

McBurney (2014:96) asserts that in order to accomplish the exploration objectives, the scientist would use an arithmetical approach which permits the exploration to be implemented as effectively as feasible, thus producing utmost data with minimum expenditure of exertion, time and capital. A quantitative research tactic was employed in this research. This method use numbers when interpreting data, tables and figures may also be used. The researcher may be able to collect data within a short period of time without using lot of resources because there is no need for face to face interaction.

#### **4.7 PRIMARY DATA COLLECTION**

Permitting to Saunders, *et al.* (2011:280), the utmost habitually employed prime records congregation *modus operandi* are questionnaire and the dialogue. Sarantakos (2010:371) asserts that questionnaires and interviews comprised of diverse features which are relevance on the specific and proper utilisation of a specific data congregation purposes. Permitting to Hussey and Collins (2011:198), questionnaires and interviews are data assembly apparatuses that permit the academic to exhibit interrogations to themes in his exploration for responses in the enquiry queries. Entirely examination is commonly anxious of finding responses to queries. The prime data assortment that was employed to the exploration is a designed closed completed survey (Annexure B). A survey is an effective data gathering instrument (Sekaran, 2011:89).

#### **4.8 SECONDARY DATA COLLECTION**

Mouton (2011:198) postulates that subordinate information is gathered by investigator in focus arena of the examination. A positive advantage of utilising

secondary records are the lots of the background work required are formerly done. For instance, information examines, reports findings, broadcasted primers and the interrelate articles in approved chronicles. Authorising to Sekaran (2011:75), subordinate data is records that are existing and accessible from some foundations. This facts is inexpensive and easy to acquire compared to other prime data. Hussey and Collins (2011:199) describe the proceeding benefits of subordinate records:

- Subordinate records are cost-effective;
- It keeps effort and expenditures;
- It requires little time;
- It facilitates to enhance the sympathetic of dilemma; and
- It offers the foundation into comparison of facts that are gathered by the investigator.

#### **4.9 TARGET POPULATION**

The totally of populace of all five campuses of Ingwe TVET College in the Eastern Cape Province comprised of 360 employees. From the 360 employees, 350 employees were used for the final distribution of questionnaires and 10 staff members were used for the pilot study. Permitting to McBurney (2013:87), a populace correlates to a complete prearranged data that can benefit the examiner and also the focus populace signifies to a number of individuals or items where the experiment could be chosen. The whole list of the total number of staff members at Ingwe TVET College was attained from the Human Resources Department. The direct populace for this enquiry was 350 staff members, exclude the 10 who participated in the pilot study. This population has experience and are familiar with the operations of the Ingwe TVET College. This populace was selected to assist the researcher to achieve the objective of this study. They were capable to provide the researcher with more information



about the significance of the training and development of academic staff and its impression on employee performance for organisational effectiveness, through the structured questionnaires that were distributed.

#### **4.10            SAMPLING TECHNIQUES**

Permitting to Dane (2015:115), the main two core specimen stratagems namely probability and non- probability specimen. For the drives of this experiment, the entire populace was used. Walliam (2014:54) describes non-prospect experimenting as a system of trying where the choice of elements is not controlled by the statistical principle of randomness. The probabilities of choosing a particular person are unknown since the investigator is not conscious of the populace scope or the representatives of the populace. Rowley (2014), cited by Heathfield (2019:12) declares that non-probability samples are less needed than probability samples. However, a scientist may not be able to obtain a random or stratified sample, or it may be too expensive. Categories of non- probability specimen are quota sample, purposive sampler and convenient sample.

Wilson (2010:282) postulates that probability sampling entails that the possibility of any one individual from the population being chosen can be ascertained. Affording to Etikan and Bala (2017:215), probability specimen is chosen in a way to be representative of the populace. It deliver the most valid or trustworthy outcomes because they replicate the appearances of the populace from which they are chosen. Categories of probability specimen are sample random sampler, stratified specimen and cluster sampler. Zikmund (2011:369) describes the method of specimen as aspect that includes whatever technique utilising a minimum quantity of elements or portions of the entire

populace to draw deductions concerning the unabridged populace. The objective of the experiment extent is to acquire a suitable quantity of defendants to contribute in this enquiry.

#### **4.10.1 SAMPLING TYPES**

There are two types of sampling: probability sample and non-probability sample. Types of non-probability sampling are quota sample, purposive sample and convenience sample. The types of probability samples are: random sampling, stratified sampling, systematic sampling and cluster sampling.

Etikan and Bala (2017:215) declare that in random sampling, each affiliate of the populace has an even likelihood of being picked without any underlying technique. The nominated individual is the characteristic of the populace from where it is taken. Bestowing to Aspers and Corte (2019:142), stratified random sampling encompasses a method of isolation, followed by random selection of matters from each stratum and the populace is first separated into equally exclusive groups that are relevant and meaningful in the setting of the study.

Bestowing to Creswell and Creswell (2018:121), stratified random sampling is a probability sampling technique where the investigator divides the entire population into diverse subgroups or strata, then randomly choose the final subjects comparably from the diverse strata. It is imperative to observe that the strata must be non-overlapping. Having overlapping subgroups will award some parties higher likelihoods of being selected as themes (King, Horrocks

and Brooks, 2019:211). Rendering to Aspers and Corte (2019:140), systematic testing means that you pick every “nth” contestant from a widespread list. For instance, you could take every 10<sup>th</sup> individual listed. Rendering to Leedy and Ormrod (2015:351), cluster sampling techniques, transpires when the elements are disseminated over a wider place in a large topographical area. During this practise, the target audience can be organised into a cluster until data is gathered from them. For the purpose of this study no sampling method was selected.

#### **4.11 SURVEY METHOD**

Wilson (2012:223) posits that the survey method engrosses the compendium of problematic particular data from preferred people by several technique of explicit or implicit cross-examination. The tactic exploits systematised interrogations and the rejoinder classifications that countenance the fallouts to be enumerated. Decisions about the specific questions to include and how to use them usually depend on the method of questioning. Permitting to Burns and Bush (2010:53), the investigation includes talks with a sizeable numeral of defendants employing a pre-premeditated form. Saunders, *et al.* (2011:80) state that the survey technique permits the gathering of a meaningful volume of facts in the efficient and cost-effective fashion. Large numbers of defendants could be necessary to gather a bulky experiment of vital sub-groups to guarantee that the report exactly signifies a similar direct populace. This study used the survey method because the target population was too small. Since the recipient populace was lone 350 workers, the researcher fingered that it is not essential to choose an experiment. Hence, the survey system was employed to distribute the surveys to the entire 350 workers at Ingwe TVET College in the Eastern Cape Province.

#### **4.12 DATA COLLECTION METHODS**

Permitting to Sekaran (2011:68), different techniques can be used when gathering prime data, such like interviews, surveys, surveys, observations, centre clusters, case studies, documents and records. A systematised survey (Annexure B) was utilised to gather the prime records. The researcher personally distributed the questionnaires to the applicants. Applicants were requested to return all questionnaires within three weeks. De Vos, Strydom, Fouche and Delport (2010:154) state that once utilising the individual approach, an instruments is given to defendant so that they will finalise it at their particular intervals, but the investigator is present where glitches are encountered.

Permitting to Burns and Bush (2010:168), while applying the own technique, the academic delivers surveys by hand, therefore the defendants would accomplished them instantly and accumulate surveys. Questionnaires were used to collect quantitative data on the prominence of training and development of academic staff and its control on employee performance, and on organisational effectiveness at Ingwe TVET College.

#### **4.13 DATA COLLECTING INSTRUMENTS**

The well-known data assembling approaches are questionnaires and interview questions. Aspers and Corte (2019:140) assert that questionnaire means a research tool, in which a sequence of question, is captured or printed along with the choice of responses, anticipated to be marked by the defendants, utilised for statistical study. Bestowing to Creswell and Creswell (2018:417), interview

denotes to a data gathering method wherein a direct, in-depth dialogue between interviewer and defendant takes place. It is carried out with an objective such as, a survey, examination, and so on, where both the two parties take part in the one-to-one communication.

#### **4.13.1 TYPES OF INTERVIEWS**

Telephone Interviews – refers interpersonal communication without a face-to-face meeting (Bertram and Christiansen, 2017:200). Face-to-face Interviews, Bertram and Christiansen (2017:189) assert that face-to-face surveys are demonstrated by the fact that an interviewer calls on, or meets with, the defendant and conducts the interview. The interviewer reads out the questions and records the defendant's responses. Virtual Interviews, whereby the interviewee work together with an interviewer exploiting video seminar technology in real-time (Flick, 2018:124).

#### **4.14 MEASURING INSTRUMENT**

Wilson (2012:230) posits that a questionnaire is the most common tool used in the assortment of prime information. The survey should be designed carefully including type of questions, their format, wording and sequence. The questions should be relevant and easy to understand by the respondent. A designed questionnaire (Annexure B) was utilised to gather primary data. The survey is alienated into different segment, Section A, focuses on demographic data and Section B, based on the magnitude of the training and development of

academic staff and its bearing on employee performance for organisational effectiveness. The form was organised in a five step Likert dimension arrangement. A covering letter (Annexure A) which requests respondents to participate in this study was attached to the questionnaire. Permitting to Hussey and Collins (2011:191), a survey is a written list of questions which are answered by many people in order to provide information for a report or a survey.

#### **4.14.1 THE ADMINISTRATION OF QUESTIONNAIRES**

Prior the distribution of the questionnaires, a letter bidding authorisation to comportment of the exploration was sent to Ingwe TVET College in the Eastern Cape Province (Annexure C). Approval from Ingwe TVET College was obtained by the investigator (Annexure D). Afterwards, the investigator enclosed a cover memo (Annexure A) to the survey and asked the defendants to partake to this paper. The memos for partaking from defendants were obtained by the investigator beforehand the administration of surveys (Annexure E). The questionnaires (Annexure B) was administered by the investigator utilising an individual mode. The researcher requested every defendants to return the finished questionnaires subsequently three weeks (Annexure B). After three weeks, the investigator directly assembled majority of the surveys from the target respondents. The investigator did not receive nine questionnaires because nine employees were attending workshops. The finished questionnaires from the sampling size of 341 defendants were collected utilising the personal approach of data assortment. The 350 respondents do not include 10 respondents who were used in the pilot study. Of the 350 questionnaires distributed to the target population, the researcher collected 341 questionnaires. A reply rate of 341 (95%) was achieved since the investigator individually controlled the surveys.

#### 4.14.2 QUESTIONNAIRE CONSTRUCTION DESIGN

Questionnaire was gathered utilising a designed closed- finished pre-coded survey. The questionnaire was designed by the researcher in order to align it to the research questions and objectives of this study. Rendering to Lee, Lee and Yoo (2013:264), questionnaires are information assortment devices that permit the investigator to pose questions to subjects in his/her examine for answers to the research questions. Saunders, *et al.* (2011:75) uphold on the normality of virtuous exercise of not to depend only on survey records also to utilise the questionnaire in combination with some other records gathering tool. Questionnaire (Annexure B) was designed in a 5-point Likert scale format. Wilson (2012:281) postulates that a well arranged enquiry design permits the employ of restricted interrogations that necessitate the defendant to select responses to a prearranged series of replies or gauge ideas. The questionnaire was structured in order to determine the prominence of the training and development of academic staff and its bearing on employee performance, and in organisational effectiveness at Ingwe TVET College. In addition, questionnaires were designed in Likert scale in order to accomplish the objectives of this study.

Blumberg, Cooper and Schindler (2011:61) assert that a Likert measure arrangement includes the usage of an exclusive valuing gauge that probes defendants to signpost the degree to where they agree or disagree with a sequences of intellectual beliefs of a testimonials approximately a offered matter (strongly agree, agree, neutral, disagree and strongly disagree). The five fact Likert balance was selected as it enables strong arithmetic scrutiny and it permit the research to collect quantitative data. The 5-point Likert scale was preferred because it simplifies robust statistical analysis and it permit the researcher to collect quantitative data. Likert scale was used to control defendant's individual feelings or to offer responses that are not correlated to

the study. Likert scale make use of numbers when analysing data and data can be presented in tables and figures.

#### **4.14.3 ADVANTAGES OF USING A QUESTIONNAIRE**

Permitting to Walliam (2014:43), surveys encompass benefits over certain kinds of inspections since they are inexpensive, do not necessitate abundant determination from the investigator as vocal or handset examinations and habitually got a standardised responses that construct it easy to collect the enquiries. Questionnaires permit respondents an adequate quantity of period to contemplate responses (Sekaran, 2011:69).

#### **4.14.4 CHARACTERISTICS OF A GOOD QUESTIONNAIRE**

Permitting to Zikmund (2011:196), the subsequent are the qualities of a virtuous survey:

- Concealments an important matter;
- Designed to attain goals;
- Fleeting as probable, distinct and simple to finish;
- Appealing, well-ordered and effortless to photocopy;
- Distinct instructions, describe imperative expressions; and
- Avoids posing ambiguous queries.



#### **4.15 FORMULATION OF HYPOTHESES**

Numerous hypotheses were prepared employing the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows to test for significance in the experiential examination. The hypotheses are formulated based on Figure 3.9. These would be deliberated more in Chapter five.

- Ho1** There is a momentous association amongst age and the applicability of skills provided during training and development.
- Ho2** There is a substantial connection amid gender and labourer enactment.
- Ho3** There is a noteworthy affiliation among length of service and employee productivity.
- Ho4** There is an important connection concerning feedback provided after training and employee performance.
- Ho5** There is a momentous link amid management support after training and development and improvement in organisational effectiveness.
- Ho6** There is an important link concerning management support after teaching and servant throughput in the organisation.

#### **4.16 FORMULATION OF CORRELATIONS**

The Spearman correlation was used on 9 items of the (ordinal) data in different variables (Annexure F). Permitting to Saunders, *et al.* (2011:145), bivariate correlation offers a solitary figure which summarises the connection amid two variables and yields a lone swift measurement defining the intensity of the

connotation. Spearman correlation was performed based on Figure 3.9 in the following correlation items:

- |                      |  |
|----------------------|--|
| <b>Correlation 1</b> | There is an association amid the strategy for education and progress of workers and employees are being given a chance to apply new skills.  |
| <b>Correlation 2</b> | There is an affiliation among service providers having the aptitude to provide training and the skills provided during training being applicable to the working environment.                               |
| <b>Correlation 3</b> | There is a correlation concerning schooling and enlargement sessions being aligned with college needs and the skills provided during training and development being applicable to the working environment. |
| <b>Correlation 4</b> | There is a relationship between the college's strategy for training and development of employees and training and development improving organisational effectiveness.                                      |
| <b>Correlation 5</b> | There is a relationship between training and development improving organisational productivity and schooling and expansion improving organisational effectiveness.   |
| <b>Correlation 6</b> | There is an association amid preparation and enlargement improving organisational effectiveness and training and development improving the quality of products produced.                                   |
| <b>Correlation 7</b> | There is a relationship between the college's strategy for the teaching and maturity of employees and upgrading in operative implementation.   |
| <b>Correlation 8</b> | There is an association among improvement in labourers execution and improvement in firm helpfulness.  |

**Correlation 9**        There is an affiliation amongst training helping employees to be productive in the organisation and the improvement in service provided to students.

#### **4.17 PILOT STUDY**

Permitting to Burns and Bush (2010:127), the aim of a preliminary assessment is to polish the interrogations on the survey to confirm that there is absence of uncertainty or prejudice therefore the assessing tool is adjusted for information gathering. Ingwe TVET College is composed of five campuses. Two questionnaires per campus were distributed for testing the questionnaire. The researcher reviewed the final questionnaire before the final distribution. Concerning the intent of this paper, ten defendants contributed in the aviator report and were arbitrarily chosen to quiz the survey so that the required amendments can be effected before administration to the target respondents. Participants were random selected by the investigator to all five campuses. Those who participated in the pilot study were not included in the final distribution of questionnaires. The participants were the administrative staff at Ingwe TVET College. The responses to the pilot questionnaire were captured and tested for validity and reliability using the Cronbach Co-efficient Alpha test. The respondents for the pilot study were not part of the 350 participants who have participated in the final distribution of questionnaire.

Permitting to Bhattacharyya (2011:65), some of the major mistakes in examination is the oversight of the aviator analysis, as investigators constantly hurry to arrive at the focal point. In adding, Sarantakos (2011:106) asserts that investigator would be fulfilled if the processes were helpful and without mistakes and they are trustworthy and also valid. To effective accomplishment of a

meaningful exploration plan, an aviator paper is compulsory (De Vos, *et al.*, 2010:161). Permitting to Burns and Bush (2010:210), the whole practice and tool should be free for evaluation and judgements by arbitrary respondents and the contribution of the defendants ought to be taken into consideration whilst revising the instrument for the core investigation. Zikmund (2011:17) discovered that aviator experiments gather data as of the last themes of the enquiry assignment to work as a controller of the bigger analysis. Permitting to Dane (2015:412), once an operation model is established, an aviator report would be organised to discover the faults in the practice.

Permitting to Blumberg, *et al.* (2011:67), the experimental survey of the instrument for (this) examination was conducted with the subsequent objectives:

- To know if the suggested data examination methods would reveal some possible glitches;
- To validate if the examination technique was faithful and practicable in this paper; and
- To assess and eliminate any uncertainties that might lead to testimonials and commands to be puzzling in the survey.

The two main imperative characteristics of accuracy are trustworthiness and rationality. Dependability is processed by applying numerous dimensions on the similar matters. A reliability coefficient of 0.60 or higher is deemed as “acceptable”. The table underneath (table 4.1) indicates the Cronbach's alpha score of the entire elements that instituted the survey. The steadfastness measurements was conducted to test the questionnaire on the magnitude of education and expansion of academic staff and its impression on employee performance and in organisational effectiveness at Ingwe TVET College.

The pilot study or testing is considered as important as it improves questions, format, and instructions as well as providing an opportunity to assess how long

the study will take (Creswell and Creswell, 2018: 154). Pilot study was utilised to regulate if the items in the questionnaire are generating the information that is desired. The information from the pilot study could be exploited to polish the questions in the questionnaire. A pilot study assists the scientist to examine the respondent's understanding of the questions and to discover weaknesses in the structure of the questionnaire.

**TABLE 4. 1: PILOT STUDY RELIABILITY STATISTICS**

|    |   | <b>Number<br/>of<br/>Items</b> | <b>Cronbach's<br/>Alpha</b> |
|----|---|--------------------------------|-----------------------------|
| B1 | Training and development strategy for academic staff                        | 12                             | 0.681                       |
| B2 | Factors affecting training and development of academic staff                | 15                             | 0.897                       |
| B3 | Impact of academic training and development on organisational effectiveness | 4                              | 0.951                       |
| B4 | Impact of training and development on employee performance                  | 4                              | 0.962                       |

Table 4.1 reveals that the dependability notches for every pieces surpass or approximate the endorsed Cronbach's alpha value. This shows an extent of satisfactory, reliable notching for this segments of examination. Authorising to the alpha value, above 0.6 indications that the measure could be deemed trustworthy. The Pearson's test value is greater than 0.05. This designates a level of adequate, steady slashing of the units of the exploration. The outcome displays the Cronbach's alpha scales from 0.681 to 0.962 that shows the weighbridge is trustworthy. Burns and Bush (2010:73) assert that consistency is a geometric thought and it is connected to uniformity and trustworthiness that is steadiness in achieving the matching comparative answers when gauging marvels that did not transformed. Authorising to Trochim (2012:115), the steadfastness of the assessing apparatus tackles the query of whether the outcomes of the assessing methods are reliable on junctures where they could

be reliable. Sekaran (2011:133) posit that to test the reliability of the questions, a pilot study can be performed.

## **4.18 VALIDITY AND RELIABILITY**

The authenticity and steadfastness of research instrument are explained in detail below (4.15.1 and 4.15.2).

### **4.18.1 VALIDITY OF THE QUESTIONNAIRE**

Blumberg, *et al.* (2011:61) define validity as a degree where assessing appliance fulfils the intention of which it was erected. It signifies the degree that associates with in other standard peripheral on the appliance itself. Validity is the extent where a tool measure what it has set out to measure (Lee, Lee and Yoo, 2013:95). Fundamental of legality of the survey is posing the veracious queries articulated in a minimum confusing approach. In supplementary, do elements assess substantial facets of the purpose of an exploration? Jargons ought to be visibly delineated in order to have the equivalent connotation for each defendants (Cohen and Marion, 2011:127). Researchers must certainly not assurance that the didactic or psychosomatic measures contraption gauges exactly and unvaryingly what it was envisioned to gauge. Shajahan (2012:98) affirms that cogency as a required distinctive of assessing diplomacies. To address cogency, enquiry instruments were pre- experienced earlier extensive dispersal and the enquiries are expressed in a method that the defendants comprehended the impartial of the questions. The researcher ensured that the

study covered all the factors that the study sought to analyse (Zikmund, 2011:173).

Sekaran (2011:68) differentiates amongst four distinctive letterings of validity, namely:

- **Subject validity**, is where the matter and reasoning progressions involved would be assessed. Themes, talents and aptitudes ought to be equipped and elements for every cluster haphazardly haggard.
- **Benchmark rationality**, insinuates to the affiliation concerning slashes on an assessing tool and the detached capricious (criterion) trusted to truthfully assess the behaviour of the qualities in the interrogation. The standard can be applicable, trustworthy and allowed any prejudice and adulteration.
- **Assemble authenticity**, refers to the degree where the experiment assesses a particular peculiarity or paradigm. For instance, intellect, cognitive, aptitude and postures.
- **Expression soundness**, reveals the pieces that remain thought to assess a notion, to the expression of it, could seem to be assessing the pieces.

Authorising to Ekinici and Riley (2014:71), legitimacy of an enquiry instrument displays how valued the gauge is probable to an existing granted setting. Soundness reveals either the tool is indicating an accurate outcomes, or at tiniest approximately resembling the reality. Dane (2015:147) describes a lawful exploration apparatus as only one that showed that it finds approximately genuine knack, manner or existing circumstance where the investigator would distinguish and differentiate. When the aptitude or thought is unchanging and the defendant's rejoinder to the elements were not pretentious by supplementary erratic circumstances, then every item in the instrument must produce basically the equivalent outcomes (Sarantakos, 2011:53).

#### 4.18.2 RELIABILITY OF THE QUESTIONNAIRE

Authorising to Trochim (2012:115), the reliability of the assessing tool refers to the enquiry if the outcomes of the assessing procedures are stable on junctures when they could be reliable. Burns and Bush (2010:73) assert that dependability as an arithmetical model and is interrelated to the uniformity and trustworthiness which is evenness in attaining the alike comparative response whilst computing marvels that do not have alteration.

Rendering to Sekaran (2011:133), surveys have an extremely imperfect persistence. In actuality, they are often once-off information accumulating techniques with an extremely short timeframe, directed to a restricted populace. To test the reliability of the questions, a pilot study was performed. Then, the Cronbach co-efficient Alpha test was used to give a value for reliability which is 0.653-0.849. Conferring to Blumberg, *et al.* (2011:84), kinds of reliability include the following:

- **Test-retest** consistency (coefficient of stability): Reliability is expected by likening binary or added recurring interrogations of the assessing apparatuses. This provides a suggestion to the trustworthiness of the outcome on single occurrence, which might be contrasted with the outcomes achieved on additional instance.
- **Intramural steadiness steadfastness:** This shows how good the assessment elements assess the similar object.



#### **4.19 ETHICAL CONSIDERATION AND CONFIDENTIALITY**

The researcher conformed to ethical processes to defend the privileges of the investigation accomplices, including the norm of charitable contribution which needs that the applicants should not be intimidated into partaking in the enquiry project. A letter of informed consent was received from the Principal at Ingwe TVET College (Annexure D) and on Ethical clearance letter from DUT's Ethics Committee was received (Annexure F). Sanctioning to Sekaran (2011:94), the following ethical assesses were observed to:

- **Privileges of the contributor**

In this experiment, no participants were purposely injured and individuals who experienced any type of injury, is it be through victimisation, expressive or else, were knowledgeable earlier of the privilege to depart from partaking on the project (Sekaran, 2011:94).

- **Discretion and secrecy**

Discretion signifies that evidence from applicants will not be disclosed to the civic, nor became accessible to co-workers, subordinates or managers. In this investigate, very material regarding the applicants is preserved with privacy and the partakers were unidentified (Krishnaswami and Ranganatham, 2014:94). A covering letter (Annexure A) ensured respondents that all answers were preserved with greatest confidentiality and were used for statistical analysis only.

## **4.20 ANALYSIS OF DATA**

Sarantakos (2011:60) defines data scrutiny as records that is arithmetically examined in orderliness to ascertain if the produced propositions have been buoyed. The exploration surveys were gathered and calculated to confirm that every defendants had retorted and finalised the inquiries. The reimbursed surveys were oblique and keened in the workstation. The records was examined by methods of the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows. SPSS was utilised to examine the primary data obtained from replies to the questionnaire after data capturing. Various statistical tests were employed to test (Figure 3.9) the hypotheses and correlation as well. Frequency distribution was also utilised in this study. Concurring to Aspers and Corte (2019:155), frequency refers to the number of incidences of a recurring occasion per unit of time.

De Vos, *et al.* (2010:169) explains records examination as the procedure of producing instruction, arrangement and implication in the bulk of gathered records. Then, the Cronbach coefficient Alpha test is used to give a value for reliability. The services of an arithmetician were employed to scrutinise the geometric evidence. The outcomes show the explanatory measurements in the pattern of charts, cross tabularisations and other characters for the arithmetical records that were assembled. Inferential practices incorporate the usage of connections and chi-square test values, which are elucidated exploiting the p-values.

## **4.21 CONCLUSION**

The measurable exploration layout was selected to be an applicable examination tactic in this analysis. The target populace for the study are all

academic staff working at Ingwe TVET College. An experimental paper was performed with 10 partakers to test the consistency and legitimacy of the surveys. The personal technique was utilised to dispense the examination instruments to each of the 350 aimed defendants for the final distribution of questionnaires. The researcher did not take part in the answering of the questionnaires. The Statistical Package for the Social Science (SPSS) version 24.0 for Windows were employed to examine the primary data from the questionnaires, including the testing of the formulated hypotheses. A reply rate of 341 was achieved utilising the personal approach for the questionnaire administration which is a 97% response rate. The next chapter concentrations on the examination of the data and an argument on the verdicts.

## **CHAPTER 5**

### **ANALYSIS OF DATA AND DISCUSSION OF FINDINGS**

#### **5.1 INTRODUCTION**

This chapter offerings the outcomes and deliberates the discoveries achieved from the questionnaires in the report. The survey was the principal apparatus exhausted to gather records and was disseminated to a target population of 350 respondents. The reason of the paper was to investigate the educating and enhancement of academic staff and its impact on employee performance for organisational effectiveness at Ingwe TVET College. The researcher was appreciative of the memo of endorsement provided by the Principal of Ingwe TVET College to comportment the enquiry (Annexure B). The own approach of data assortment was employed to administer the questionnaire. The target populace of the study embraced entire 360 the academic staff at Ingwe TVET College and 10 of them were used for the pilot study ( $360-10=350$ ). The survey was designed conferring to a five-point Likert- scale setup.

Bestowing to Saunders, Lewis and Thornhill (2011:280), the examination apparatus is an information assortment tool that allow the scientist to ask interrogations in the matters in his pursuit for responses in the exploration queries. Owing to limited quantity of defendants, the survey system were employed in the report. The survey was trial experienced beforehand the ultimate dispersal in the intended defendants. The records was examined utilising the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows. The results in the chapter present the explanatory measurements in the arrangement of diagrams, cross tabularisations and expand figures for the enumerative data that was analysed. Subdivision A, in the chapter focuses on the demographic features and Subdivision B, based to the analysis of the answer linked to the prominence of the guidance and elaboration of academic

staff and its bearing on employee performance for organisational effectiveness at Ingwe TVET College. The outcomes are presented in the form of tables. Of the 350 questionnaires distributed in the final administration of questionnaires, a high reply rate of 341 (97%) was achieved. Explanatory measurements were utilised to scrutinise record in the section. The services of an outside arithmetician was utilised to examine the outcomes.

## **5.2 THE RESEARCH INSTRUMENT**

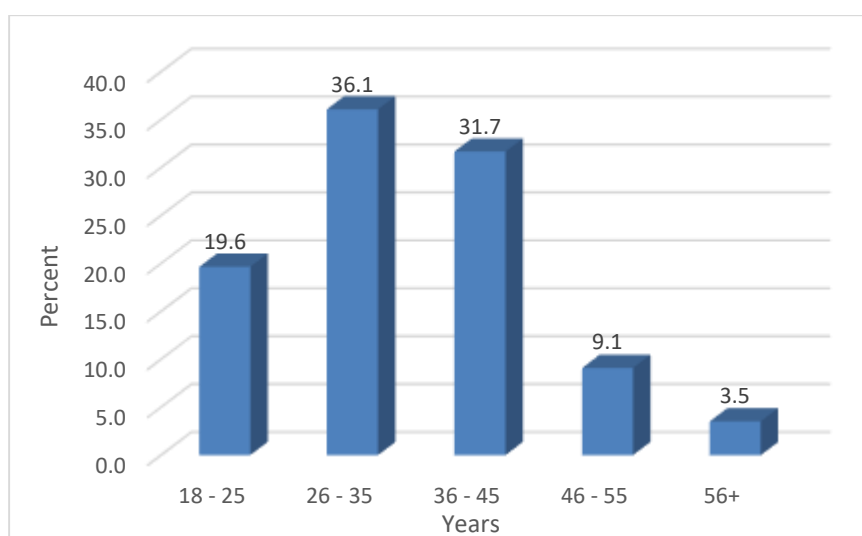
The examination tool comprised of 38 substances, with a degree of dimension at insignificant or a simple standard. The survey was alienated into five segments that calculated diverse subjects as elucidated beneath:

- A Biographical data
- B1 Training and development strategy for academic staff
- B2 Dynamics upsetting the preparation and growth of academic staff
- B3 Bearing of academic preparation and elaboration on organisational usefulness
- B4 Impact of guidance and enlargement on employee performance

### **5.2.1 SECTION A: ANALYSIS OF DEMOGRAPHIC DATA**

This segment study the demographical particulars of the defendants utilising proper standard calculations and summarises the biographical characteristics of the respondents.

**FIGURE 5.1: ANALYSIS OF AGE (N=341)**



As demonstrated in Figure 5.1, 19.6% of the defendants who contributed in the report are amongst the ages of 18-25 years old, and 36.1% of defendants are amid the ages of 26-35 years old. Whilst 31.7% are defendants among the ages of 36-45 years old. Only 9.1% of defendants were among the ages of 46-55 years old and the outstanding 3.5% of defendants was in the ages of 56 and exceeding. The majority of respondents (67.8%) were between the ages of 18-45 years old at Ingwe TVET College. These employees are still young, they may be able to participate in training and development activities in the college

**FIGURE 5.2: ANALYSE OF GENDER (N=341)**

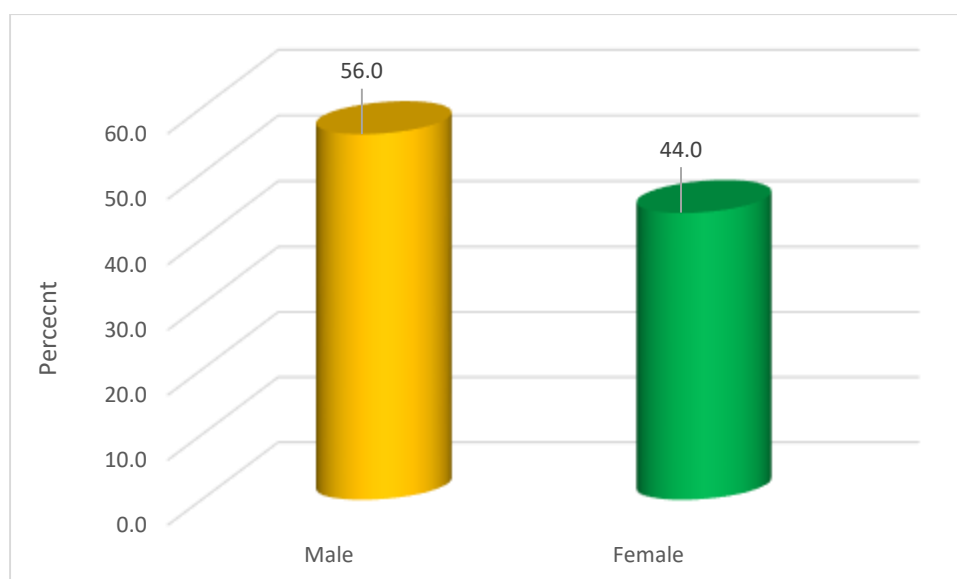
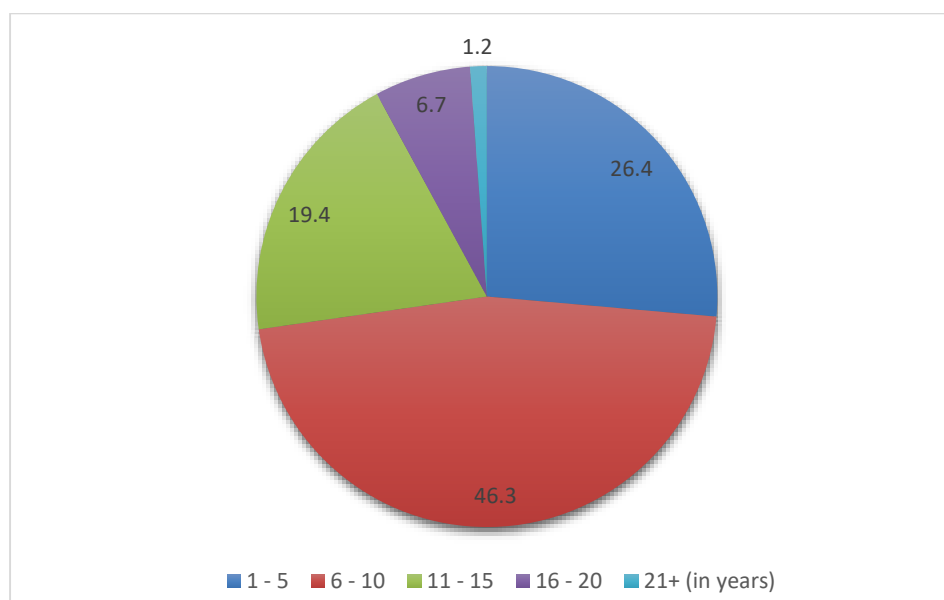


Figure 5.2 reveals the gender of defendants. The mainstream of 56% of accused who contributed in the experiment were male labourers and 44% of plaintiffs were female labourers. Although the majority of participants (56%) were males, Ingwe TVET College is conquered by female staff members. There is a need for scientists and management to inspire female staff members to participate on researches conducted at the college.

**FIGURE 5.3: ANALYSIS OF LENGTH OF SERVICE WITH INGWE TVET COLLEGE (N=341)**



Frequency analysis in Figure 5.3 demonstrates that 26.4% of the defendants who contributed in this research had between 1-5 years of service and 46.3% had amid 6-10 years of service. A small number (19%) of the plaintiffs had amongst 11-15 years of provision, although, 6.7% of defendants had amid 16-20 years of provision and the outstanding 1.2% had 21 years and above of service. Approximately a three-quarters of the defendants (72.7%) have been at Ingwe TVET College in the least 6 years. This infers that defendants had been at Ingwe TVET College for period that is not long, this indicates that the college is dominated by new staff members who still need to be trained so that they can be able to contributes towards organisational effectiveness.

## 5.2.2 SECTION B: ITEMS RELATED TO THE TRAINING AND DEVELOPMENT OF ACADEMIC STAFF

The tables below represent elements linked to the teaching and expansion of academic staff and its impact on employee performance, as well as for organisational effectiveness at Ingwe TVET College.

**TABLE 5.1: ANALYSIS OF WHERE THE COLLEGE HAS A STRATEGY FOR THE TRAINING AND DEVELOPMENT OF EMPLOYEES (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 75        | 21.8    | 21.8          | 21.8               |
|       | Agree             | 55        | 16.2    | 16.2          | 37.9               |
|       | Neutral           | 68        | 20.0    | 20.0          | 57.9               |
|       | Disagree          | 119       | 35.0    | 35.0          | 92.9               |
|       | Strongly Disagree | 24        | 7.0     | 7.0           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.1 illustrates that 21.8% strongly agreed and 16.2% of the defendants agreed that the college has strategy of the preparation and expansion of workforces and 20% of the respondents were neutral. While 35% disagreed and 7% strongly disagreed. Table 5.1 shows that majority of respondents (42%) disagreed that the college has strategy of the preparation and expansion of workforces. Institutions like Ingwe TVET College should have a strategy for training and development that is known by the employees so that they can prepare themselves for training and development programs within the organisation.

Permitting to Dawo, Simatwa and Okwatch (2012:316), some universities have strategies for training and development of staff members documented but the



implementation of these strategies is not tested by a majority of staff members to check their effectiveness. Hopkins (2010:413) states that the training rule would reflect from the premeditated and management view point of the organisation, the motives why an organisation like Ingwe TVET College is keen to invest in the development of its academic staff. Qureshi and Niazi (2012:3) view the staff development plan as an information approach with supporting process documents for staff development, such as outsourcing of training and the appointment of external service providers.

Permitting to Moh, Jameel, Dojanah and Bader (2013:25), a training and development strategy is a vehicle for every activity or consensus that small organisations would like to implement over a period of time. Sullivan (2011:2) states that if the training and development strategy is easy to understand and is explained to employees, it will help them to stay focused and head for the tactical direction of the organisation. Permitting to Luzeckyj and Badger (214:1), the staff training and development strategy as designed to help academic staff at the University of the West Cape is aimed at meeting an obligations of Higher Education in relations of knowledge extension, intelligence sharing and open-systems thinking. Alexandros and Bouris (2012:68) postulate that each organisation should develop its own strategies that will meet the needs of the institution.

**TABLE 5.2: ANALYSIS OF THE CURRENT STRATEGY THAT IS USED  
WHEN SELECTING EMPLOYEES FOR TRAINING AND  
DEVELOPMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 33        | 9.7     | 9.7           | 9.7                |
|       | Agree             | 75        | 22.0    | 22.0          | 31.7               |
|       | Neutral           | 72        | 21.1    | 21.1          | 52.8               |
|       | Disagree          | 133       | 39.0    | 39.0          | 91.8               |
|       | Strongly Disagree | 28        | 8.2     | 8.2           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

SPSS data presentation in Table 5.2 shows that 9.7% strongly disagreed and 22% of the respondents agreed that the current strategy that is used when selecting employees for training and development and 21.1% of the respondents were neutral, whereas 39% disagreed and 8.2% of the defendants strongly disagreed. Table 5.2 shows that mainstream of respondents (47.2%) opposed that the current strategy that is used when selecting employees for training and development. For the organisation to have a fair procedure of selecting workforces for instructing and expansion, the existing strategy should be made known by executive to personnel. The dispersal of training policy brochures to employees will help them to be alert of the training and development processes.

Kum, Cowden and Karodia (2014:75) suggested that the identification of workers who need training and development will assist in the implementation of training by identifying skills competency levels of employees and the skills or knowledge already learned. Permitting to Rhodes University (2014:4), the teaching and elaboration strategy of academic personnel would be used and training and development should be conducted because it is required by the employees, not being dictated by what is in store or desirable.

Rousseau (2011:60) postulates that on the profession tutoring can be a successful preparing strategy because it emphasizes teaching employees through hands-on experience. A training strategy is planned to attain an educational goal, such as teaching a new skill or informing employees on changes to company policy. Du Pree (2012:1) affirms that academic supervisors used to training and development strategy in selecting the professional learners who need training.

**TABLE 5.3: ANALYSIS OF EMPLOYEES RECEIVE FEEDBACK AFTER THE IMPLEMENTATION OF THE CURRENT STRATEGY FOR TRAINING AND DEVELOPMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 55        | 16.1    | 16.1          | 16.1               |
|       | Agree             | 66        | 19.4    | 19.4          | 35.5               |
|       | Neutral           | 64        | 18.8    | 18.8          | 54.3               |
|       | Disagree          | 131       | 38.4    | 38.4          | 92.7               |
|       | Strongly Disagree | 25        | 7.3     | 7.3           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Data collection in Table 5.3 presents that 16.1% strongly agreed and 19.4% of the plaintiffs approved that workforce receive feedback after the implementation of the current strategy of training and development and 18.8% of the defendants were neutral, while 38.4% disagreed and 7.3% of the respondents strongly disagreed. Table 5.3 demonstrates that many respondents (45.7%) opposed that workforce receive comments after the employment of the current strategy of training and development. Providing feedback to personnel about the process followed when choosing employees for training may reduce criticism by workforce and those who were not selected.

Farooq and Muhammad (2011:1) posit that employee performance in the organisation can be enhanced through the provision of feedback, and team performance can be improved by producing quality products. Permitting to Asfaw, *et al.* (2015:288), providing feedback to employees guarantee the perfect accomplishment of every step in training and development program. If feedback provide is done correctly, it can inspire personnel to engaged on learning (Huber, 2013:841). Permitting to Monash University Procedure (2016:5), where staff has more than one nominated supervisor, the core supervisor should compile performance feedback by seeking input to other supervisors. Kum, *et al.* (2014:82) view that without proper feedback training and development will fail. Kennedy and McGarthy (2015:1) affirm that comments could be viewed as informal as daily meetings amongst stakeholders involved in training or as part of formal written assessment.

**TABLE 5.4: ANALYSIS OF THE CURRENT STRATEGY IS ALIGNED WITH  
THE COLLEGE'S OBJECTIVES (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 36        | 10.6    | 10.6          | 10.6               |
|       | Agree             | 71        | 20.8    | 20.8          | 31.4               |
|       | Neutral           | 78        | 22.9    | 22.9          | 54.3               |
|       | Disagree          | 115       | 33.7    | 33.7          | 88.0               |
|       | Strongly Disagree | 41        | 12.0    | 12.0          | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Worktable 5.4 displays that 10.6% strongly agreed and 20.8% of the respondents agreed that the current strategy is aligned with the college objectives and 22.9% of the respondents were neutral, although 33.7% disagreed and 12% of the respondents strongly disagreed. Table 5.4 illustrates that many respondents (45.7%) differed that the recent approach is aligned with the college objectives. If training and development strategies that is used are not aligned to the college objectives, it will be problematic for workers to execute what they have acquired during training.

Cartwright (2011:11) asserts that the guidance and expansion strategy can always be included in part of the organisational strategy. Mamman and Aminu (2014:98) affirm that management strategy on labourers coaching and advancement is to confirm that education strategies such as workshops and the placement of academics in corporate industries should be aligned with college objectives. Permitting to Jehanzeb and Bashir (2013:246), employee performance cannot be improved if the content of training is not updated to be aligned with the needs of the organisation. Naris and Ukpere (2012:3) declare that organisations should link their training and development functions to the organisational strategy. Permitting to Khan, Khan and Khan (2011:2), by considering the needs of employees and the organisations, with a good training design organisations can achieve the desired results.

Wawira (2014:1) postulates that organisations should monitor the alignment of the training and development method with the organisational plan and what contributes to the effectiveness of training and development activities. Smit (2013:108) affirms that if training and development activities are aligned with employee's duties they see training as a success. Shatzkes (2014:3) declares that staff development interventions will be aligned to facilitate the implementation of the core roles and responsibilities of academic staff, namely teaching and research. Moh, Jameel, Dojanah and Bader (2013:25) highlight that the strategic plan of the organisation should define the objectives of the organisation in order to align support information systems with these objectives. Sofo (2007) cited by Latif (2012:213) posits that due to the lack of training alignment, only ten percent of skills and knowledge gained during training is implemented in the workplace.

**TABLE 5.5: ANALYSIS OF EMPLOYEES ARE GIVEN A CHANCE TO CHOOSE THE TYPE OF TRAINING AND DEVELOPMENT THEY NEED (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 51        | 14.9    | 14.9          | 14.9               |
|       | Agree             | 79        | 23.2    | 23.2          | 38.1               |
|       | Neutral           | 71        | 20.8    | 20.8          | 58.9               |
|       | Disagree          | 109       | 32.0    | 32.0          | 90.9               |
|       | Strongly Disagree | 31        | 9.1     | 9.1           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

The responses in Table 5.5 discloses that a 14.9% strongly agreed and 23.2% of the defendants agreed that employees are given a chance to choose the type of training and development they need and 20.8% of the respondents were neutral, while 32% disagreed and 9.1% strongly disagree. Table 5.5 shows that many respondents (41.1%) conflicted that personnel are given an opportunity to choose the type of training and development they need. The results shows

that training and development programs are offered to employees without being given an opportunity to choose.

Yeow, Chow, Chin, Kavitha and Koe (2012:2) also found that employees believe that training is good when they were given a chance to choose the type of training they require and are happier about the training program conducted. Baldwin, Ford and Blume (2010:43) realised that employees who participate in the category of schooling they asked, expressed a superior enthusiasm to absorb compare to labourers who were not allocated in the category of education that they were chosen. Allowing to Shatzkes (2014:2), academic staff members are given a prospect to choose the type of training they would like to attend at the beginning of the year through staff development plan/schedules. Reminders are made electronically on a monthly basis. Schramm and Phil (2014:2) affirm that staff members are motivated to make their own decisions but they should be aligned to guidelines and frameworks established for self-management teams. Wilton (2011:469) declares that employee needs must be considered when decisions are made about who will attend training.

**TABLE 5.6: ANALYSIS OF THE TRAINING AND DEVELOPMENT REQUIRED BY ACADEMIC STAFF ARE ALIGNED WITH COLLEGE GOALS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 39        | 11.5    | 11.5          | 11.5               |
|       | Agree             | 102       | 29.9    | 29.9          | 41.3               |
|       | Neutral           | 74        | 21.7    | 21.7          | 63.0               |
|       | Disagree          | 100       | 29.3    | 29.3          | 92.4               |
|       | Strongly Disagree | 26        | 7.6     | 7.6           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Data presented in Table 5.6 displays that 11.5% strongly agreed and 29.9% agreed that training and development required by academic staff are aligned

with college goals and 21.7% of the defendants were neutral, while 29.9% of the respondents disagreed and 7.6% strongly disagreed. As indicated in Table 5.6, lots of defendants (41.4%) approved that training and development required by academic staff are aligned with college goals. If training and development are aligned to college goals, academic staff members after accomplishing training may be able to utilise their proficiencies in the college.

Falola, Osibanjo and Ojo (2017:27) posit that organisations were anticipated to choose the preparation needs of its labourers and develop teaching syllabi that would assist to best use their labourer regarding the actualisation of organisational objectives. Cartwright (2011:2) advises that institutions should link coaching and elaboration to the objects and approaches of the firm, as well as to the life goals and strategies of employees. Allowing to Elnaga and Imran (2013:137), an effective training and development program that is aligned with organisational goals is required for upgrading of the desired acquaintance, talents then aptitudes of workforces to help them to execution up to the required standard of job perform. Jameel, Dojanah and Bader (2013:25) state that organisational activities should be aligned with organisational goals and objectives. This alignment will assist to unify organisation goals and activities with information system that support them.

Allowing to Rhodes University (2014:6), academic staff develop themselves in meeting institutional demands, as well in continuous personal development. Allowing to Ginsberg (1997) cited by Sohail, Ahmad, Iqbal, Haider and Hamad (2014:21), the guidance and elaboration design should be according to the needs of employees. Subbaye and Dhunpath (2016:3) state that academics receive research training in the course of pursuing doctoral programs, but few receive training that will help them to improve higher education teaching capacity.

**TABLE 5.7: ANALYSIS OF TRAINING AND DEVELOPMENT NEED  
ANALYSIS IS CONDUCTED BEFORE THE SELECTION OF  
EMPLOYEES TO ATTEND TRAINING AND DEVELOPMENT  
SESSIONS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 56        | 16.4    | 16.4          | 16.4               |
|       | Agree             | 78        | 22.9    | 22.9          | 39.3               |
|       | Neutral           | 77        | 22.6    | 22.6          | 61.9               |
|       | Disagree          | 101       | 29.6    | 29.6          | 91.5               |
|       | Strongly Disagree | 29        | 8.5     | 8.5           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Worktable 5.7 exemplifies that 16.4% strongly agreed and 22.9% of defendants agreed that training and development need analysis is conducted before the selection of employees to attend training and development sessions and 22.6% of the plaintiffs was indistinct, although 29.6% disagreed and 8.5% of the defendant strongly disagree. As indicated in Table 5.7, many respondents (39.3%) approved that coaching and maturity need analysis is conducted beforehand the selection of personnel to attend training and development sessions. If need analysis at Ingwe TVET College is conducted before workers being sent for instruction, appropriate employees for training will be selected.

Niazi's (2011:45) view is that training needs analysis and tools to assess the effectiveness of training program and the alignment of training objectives of the organisation needs to be ensured. D'Netto, *et al.* (2008) cited by Naris and Ukpere (2012:3) state that organisations who understand the industry prerequisites, assimilate the desires into firm plan. Allowing to Sink (2014:181), needs analysis helps in identifying employee who need training and identifies the skills needed to be acquired to meet the expected performance. Obi-Anike and Ekwe (2014:69) declares that training needs prevail the gap industrialised among the current enactment of the servant and the required implementation in order to evaluate if the gap needs an expertise examination. Falola, *et al.* (2014:163) posit that a suitable technique should be used in identifying the needs for training and development and a plan made on how to implement



these needs. According to Rhodes University (2014:4), if the training and development cycle is implemented correctly, individual developmental needs may be achieved with the assistance of staff members. Wynn (2017:7) asserts that if a need assessment is not done properly, a training and development program may be poorly designed or it will not meet the required standard of performance.

**TABLE 5.8: ANALYSIS OF EMPLOYEES ARE INFORMED ABOUT THE IMPORTANCE OF TRAINING AND DEVELOPMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 37        | 10.9    | 10.9          | 10.9               |
|       | Agree             | 96        | 28.2    | 28.2          | 39.1               |
|       | Neutral           | 67        | 19.7    | 19.7          | 58.8               |
|       | Disagree          | 114       | 33.2    | 33.2          | 92.1               |
|       | Strongly Disagree | 27        | 7.9     | 7.9           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.8 reveals that 10.9% strongly agreed and 28.2% of the respondents agreed that workers are informed about the importance of training and development and 19.7% of the respondents were neutral, while 33.2% disagreed and 7.9% of respondents strongly disagreed. Table 5.8 demonstrates that lots of respondents (41.1%) differed that workers are informed about the importance of training and development. Failure from supervisors to inform personnel about how training would support them may have negative impact in the transfer of learning. In addition, trainees may not take the training and development sessions seriously.

Ramya (2016:697) postulates that only if teaching and improvement is communicated to teams in organisation can it improve the superiority of the job of the servants in each stage. Latif (2012:212) highlighted that employees should be informed by their managers and supervisors about the training that will be provided for them, as well as how it will assist them to improve their performance. Arguinis and Kraiger (2010:458) highlight that the benefits that

will be received during training of employees should be shared with them early in the training.

Allowing to Angela (2014:11), if employees are informed about training and development, training may foster a dictate influence on operative functioning and subsequently in the enterprise's foundation. Training may deliver high levels of performance consistently. Allowing to Kirke (2012:1), managers should communicate with their employees about the value of training and how it will help them. Elnaga and Imran (2013:142) described that education is the methodical practice of improving acquaintance, dexterities and viewpoint, and leads to agreeable execution by the personnel on the occupation. Allowing to Athar and Shah (2015:58), guidance and growth of the labourers are imperative for skills and development, employee performance and career progression. Training is essential for organisational operations and advancement.

Allowing to Sullivan (2011:3), the Head of Department (HoD)/departmental chairperson conducts meetings about training and development for staff members who are willing to participate in staff development interventions. Allowing to Rhodes University (2014:2), staff development motivates and supports staff to accomplish personal work performance and career goals. It will allow and help labourers in the attainment of the intentions and ideas of the profession, of the branch/ sector and consequently in the University.

Angela (2014:11) reported that employees who are not informed about training and development may foster negative attitudes towards training, lack productivity and also promote disapproval at every opportunity, thus impacting team performance. Naris and Ukpere (2012:4) state that organisation should inform every employee about its needs.

**TABLE 5.9: ANALYSIS OF EMPLOYEES ARE INFORMED ABOUT THE SELECTION PROCESS THAT WILL BE USED TO SELECT THEM FOR TRAINING AND DEVELOPMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 46        | 13.5    | 13.5          | 13.5               |
|       | Agree             | 75        | 22.0    | 22.0          | 35.6               |
|       | Neutral           | 72        | 21.2    | 21.2          | 56.8               |
|       | Disagree          | 122       | 35.9    | 35.9          | 92.6               |
|       | Strongly Disagree | 26        | 7.4     | 7.4           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.9 demonstrates that 13.5% strongly agreed and 22% of the defendants agreed that workers are informed about the selection process that will be utilised to select them for training and development and 21.2% of the respondents were neutral, while 35.9% disagreed and 7.4% of respondents strongly disagreed. The above Table 5.9 demonstrates that mainstream of plaintiffs (43.3%) diverged that workers are knowledgeable about the selection procedure that was exploited to select them for training and development. Organisations like Ingwe TVET College should be transparent when selecting personnel for training and development in order to avoid workers criticisms.

Shatzkes (2014:2) affirms that selection standards provides applicants with the variety of core talents, awareness, practice and qualities necessary to effectively succeed the assignments and obligations of the establishment. Allowing to Mndeme (2011:11), training and development should be communicated to all vital shareholders in the organisation who will be affected. Heathfield (2016:1) suggested that employees should be informed of the process followed for the selection of learners and coaches, formulation of the pertinent instruction constituents, preparation rooms and actual conduction of courses. Employee if timeously informed feel part of the training program. Allowing to the University of Queensland (2017:1), in cases where correct procedures were not followed, the selection policy manual must be used as it

provides information about the basis for the conduction of training and the selection process.

#### **5.10: ANALYSIS OF MANAGERS ARE INFORMED ABOUT THE TRAINING AND DEVELOPMENT OF EMPLOYEES (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 40        | 11.7    | 11.7          | 11.7               |
|       | Agree             | 87        | 25.5    | 25.5          | 37.2               |
|       | Neutral           | 71        | 20.8    | 20.8          | 58.1               |
|       | Disagree          | 110       | 32.3    | 32.3          | 90.3               |
|       | Strongly Disagree | 33        | 9.7     | 9.7           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.10 illustrates that 11.7% strongly disagreed and 25.5% of the respondents agreed that managers are knowledgeable concerning the education and expansion of recruits and 20.8% of the respondents were neutral, while 32.3% disagreed and 9.7% of respondents strongly disagreed.

Table 5.10 illustrates that many respondents (42%) opposed that managers are knowledgeable concerning the education and expansion of recruits. The involvement of employee supervisors may play a significant role in training and development of staff members because they are the ones who will give support to workers when applying newly acquired skills.

Allowing to Naris and Ukpere (2012:4), top management, after a discussion of the training program with line managers or supervisors, provide information about training programs to employee and the programs that ensure the relevance of the training to their duties. Abdullah (2011:12) posits that the Human resource development section, top management support and line managers' involvement play a crucial role in management and execution of instructing and expansion syllabi.

**TABLE 5.11: ANALYSIS OF TRAINING AND DEVELOPMENT INCREASES  
OPPORTUNITIES FOR CAREER DEVELOPMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 48        | 14.1    | 14.1          | 14.1               |
|       | Agree             | 83        | 24.3    | 24.3          | 38.4               |
|       | Neutral           | 64        | 18.8    | 18.8          | 57.2               |
|       | Disagree          | 113       | 33.1    | 33.1          | 90.3               |
|       | Strongly Disagree | 33        | 9.7     | 9.7           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.11 illustrate that 14.1% strongly agreed and 24.3% of the defendants agreed that training and development enhances opportunities for career development and 18.8% of the defendants were impartial, although 33.1% disagreed and 9.7% of respondents strongly disagreed. Table 5.11 indicates that many respondents (42.8%) oppose that training and development enhances opportunities for vocation development. If employees have been attending numerous training and development sessions and there is no career progress, they will be reluctant to go for training.

Angela (2014:3) affirms that banks have embarked on using training and development to support their growth. Many trained employees were given opportunities to occupy higher position and they were able to do their best in the job professionally, as well as in their personal lives. Academic staff may be more willing to take greater responsibilities if they are provided with training and development and they will be motivated to take higher positions or career development opportunities (Tyani, 2011:101). Obi-Anike and Ekwe (2014:69) posit that training and development assists in developing employees for leadership development success. Ameerq-ul and Hanif (2013:70) reported that organisations offer training and development to employees in order to help them to survive throughout their careers. Marsden and Ritson (2013:162) affirm that employees with specific talents are allocated in jobs that meet their desires and personal talents and are offered the opportunity through career planning to perform better. Elnaga and Imran (2013:47) also observed that individual

employees have decided to develop themselves through training as the organisation resists to offering them training. Heathfield (2016:1) postulates that staff development not only contributes to the efficient and effective operation of the University, but also to the career and personal developmental goals of staff.

**TABLE 5.12: ANALYSIS OF TRAINING REDUCES COSTS OF RECRUITMENT AND TRAINING NEW STAFF MEMBERS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 49        | 14.3    | 14.3          | 14.3               |
|       | Agree             | 78        | 22.9    | 22.9          | 37.2               |
|       | Neutral           | 81        | 23.8    | 23.8          | 61.0               |
|       | Disagree          | 98        | 28.7    | 28.7          | 89.7               |
|       | Strongly Disagree | 35        | 10.3    | 10.3          | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Data analysis in worktable 5.12 displays that 14.3% strongly agreed and 22.9% of the plaintiffs agreed that training reduce expenditure of recruitment and guiding new staff members and 23.8% of the respondents were neutral, while 28.7% disagreed and 10.3% of respondents strongly disagree. Table 5.12 shows that mainstream of respondents (39%) diverged that training reduce expenditure of recruitment and guiding new staff members. If Ingwe TVET College continuously provide training and development sessions to staff members, retention of employees may be maintained. Shaw (2017:01) declares that retaining skilled employees will make the organisation save more capital in the enrollment of novel workforce associates. Allowing to Swanepoel, Erasmus and Schenk (2010:468), the recruitment cost, and training of new employees can only be avoided by retaining valuable employees. Allowing to Abdullah (2011:12), training and development program if is conducted properly, save exertion by plummeting time consumed on problematic resolving and conserves capital on the future by generating a ameliorate personnel. Cascio

(2012:64) speculates that replacing employee is costly and valuable skills are lost. Ahmad (2013:2) posits that employees who value training and development as an opportunity for career growth may stay longer in the company as contrasted to others, since the organisation constantly equips them with knowledge through training and development practice.

Allowing to Iqbal, Anwar and Haider (2015:3), by using opportunities of internal and external teaching, the impact of coaching and promotion programs might be maximised while still reducing costs. Dawo, *et al.* (2012:316) postulate that valuable employees may be retained through effective training and development programs, which help organisations in profit growth as everyone strives to be at the top, competition is increasing and everyone takes training and development more seriously. Sullivan's (2011:3) view is that organisations that invest in training and development benefit as training pays off for employees and for the organisation. Sohail, Ahmad, Iqbal, Haider and Hamad (2014:21) speculate that organisations should be more focused on training and development in order to compete with other organisations. Although training is expensive, it pays back more than it costs.

**TABLE 5.13: ANALYSIS OF WORKING CONDITIONS ARE CONDUCTIVE ENOUGH FOR THE TRANSFER OF LEARNING (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 70        | 20.6    | 20.6          | 20.6               |
|       | Agree             | 68        | 20.0    | 20.0          | 40.6               |
|       | Neutral           | 84        | 24.4    | 24.4          | 65.0               |
|       | Disagree          | 93        | 27.4    | 27.4          | 92.4               |
|       | Strongly Disagree | 26        | 7.6     | 7.6           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.13 demonstrates that 20.6% strongly agreed and 20% of respondents agreed that working situations are conducive enough for the transfer of training

and 24.4% of the respondents were neutral, while 27.4% disagreed and 7.6% of respondents strongly disagreed. Above Table 5.13 shows that majority of respondents (40.6%) agreed that working situations are conducive enough for the transfer of training. By providing employees with respectable working situations, it will be easy for them to transfer new dexterities within the organisation.

Hu Yanan (2011:1) asserts that for tutoring to be flourishing, it ought to be supported by the organisational climate, work environment and culture. These were discovered as some of the aspects that impact on the transfer of training. Nassazi (2013:32) suggested that organisations should minimise factors that affect the staff members depressingly by stipulating amongst additional effects, reduction in noise surroundings, sufficient illumination arrangements, and acceptable warmth. Iqbal, *et al.* (2015:3) speculate that training venues if not properly prepared for training, may have a major effect on the training session. For instance, arrange the room to support the learning objectives and the amount of participation required during training.

Allowing to Nijman, Nijhof, Wognum and Veldkamp (2013:6), learners' encouragement for training and the transfer of training can be influenced by peers and moral backing may influence new features of the transmission atmosphere and working situation. Zahari and Obaid (2014:166) speculate that the transference of the coaching could be deliberated necessary for instruction programs in being applicable and professional. The planned yield on the investments in the schooling programs would be accomplished to the magnitude of the teaching is transmitted.



**TABLE 5.14: ANALYSIS OF MANAGEMENT IS ALWAYS AVAILABLE TO GIVE SUPPORT AFTER TRAINING (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 26        | 7.7     | 7.7           | 7.7                |
|       | Agree             | 83        | 24.3    | 24.3          | 32.0               |
|       | Neutral           | 99        | 29.0    | 29.0          | 61.0               |
|       | Disagree          | 108       | 31.7    | 31.7          | 92.7               |
|       | Strongly Disagree | 25        | 7.3     | 7.3           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.14 demonstrates that 7.7% strongly agreed and 24.3% of the respondents admitted that administration is constantly accessible to provide backing past tutoring and 29% of the respondents were impartial, while 31.7% disagreed and 7.3% of the respondents strongly disagreed. The above Table 5.14 illustrates that many respondents (39.2%) opposed that administration is constantly accessible to provide backing past tutoring. If supervisors are not availing themselves to help employees after completing training and development sessions, employees will not see the value of applying the acquired knowledge.

Allowing to Mndeme (2011:12), management support is important in the training and development of workers, as without support from the highest executive, preparation would be nonentity further than a travesty. Ramya (2016:3) speculates that management should play a crucial role in designing of the training and development process, not only avail themselves in the allocation of resources. In the absence of management support, trained employees will seldom in utilising new talents and experience in the workplace. Allowing to Kant and Punia (2013:155), insufficient encouragement from supervisor and peers will affect employees' personal manners. Trade correlated dynamics and also absences in guidance rehearsal form the core aspects that disturb the helpfulness of the tutoring. Allowing to Kum, *et al.* (2014:81), if there is lack of backing coming from executives/ directors, workers could not execute the novel talents and comprehension obtained through the tutoring curriculum. Administration participation is important in the training progression. Abdullah

(2011:12) declares that insufficient support, dedication, engagement and co-operation in the enlargement of human resources has been critiqued since it affects the efficacy in the Human Resource Development method and also influencing the effective development of employees' learning and motivation.

**TABLE 5.15: ANALYSIS OF FEEDBACK IS PROVIDED AFTER TRAINING  
(N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 38        | 11.1    | 11.1          | 11.1               |
|       | Agree             | 74        | 21.7    | 21.7          | 32.8               |
|       | Neutral           | 91        | 26.7    | 26.7          | 59.5               |
|       | Disagree          | 111       | 32.6    | 32.6          | 92.1               |
|       | Strongly Disagree | 27        | 7.9     | 7.9           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Frequency analysis in Table 5.15 indicates that 11.1% strongly agreed and 21.7% of the respondents agreed that feedback is provided after training and 26.7% of the defendants is impartial, while 32.6% disagreed and 7.9% of affected strongly disagreed. Table 5.15, illustrates that plenty of respondents (40.5%) diverged that administration is constantly accessible to provide backing past tutoring. Providing feedback after training may encourage personnel and they will know if they are able to transfer knowledge gained during training.

Kum, *et al.* (2014:75) highlighted that employees need criticism in the performance; inventors and stylists require comments on the instruction layout; implementers necessitate reaction in order to know if amendments would be prepared for provision; and patrons demand criticism on the syllabus victory. Wawira (2014:15) affirms that providing feedback might inspire employee's willingness to transfer new skills and knowledge to their working stations. Feixas, Fernández and Zellweger (2015:5) postulate that if students provided feedback about teacher approach or lecturing methods, they will encourage

new methods of lesson delivery in the classroom. According to Monash University Procedure (2016:6), feedback is to offer a clear expectation of performance, acknowledge progress and build confidence.

**TABLE 5.16: ANALYSIS OF LACK OF RESOURCES AFFECTS THE TRAINING AND DEVELOPMENT OF EMPLOYEES (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 36        | 10.6    | 10.6          | 10.6               |
|       | Agree             | 72        | 21.1    | 21.1          | 31.7               |
|       | Neutral           | 101       | 29.6    | 29.6          | 61.3               |
|       | Disagree          | 100       | 29.3    | 29.3          | 90.6               |
|       | Strongly Disagree | 32        | 9.4     | 9.4           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Data collected in Table 5.16 illustrates that 10.6% strongly agreed and 21.1% of the defendants agreed that a deficiency of assets affects preparation and maturity of workers and 29.6% of defendants were neutral, while 29.3% disagreed and 9.4% opposed that a shortage of assets influences training and development. Table 5.16 shows that majority of defendants (38.7%) varied that assets affects preparation and maturity of workers. Training and development of employees can not only be affected by lack of resources to be successfully, the trainer experience and training content may impact in training and development of personnel.

Sullivan's (2011:3) view is that effective training programs can be encouraged by the availability of learning material in the organisation. Rendering to Feixas, *et al.* (2015:04), an institution that facilitates academic opportunities should provide resources to trained employees so that they must be stimulated to partake in education and development. Toward utilised new skills, desirable resources to practice innovative

knacks (apparatus, report, constituents and infrastructure) and sufficient labourers and fiscal assets are imperative.

Rendering to Subbaye and Dhunpath (2016:4), since around 2010, the Department of Higher Education and Training (DHET) has earmarked funding for teaching development in the form of a teaching development grant (TDG), the focus of which is to improve staff teaching competence in order to improve student success rates, throughput rates and graduation rates. Monash University Procedure (2016:8) speculates that support and endorsement of both executive and line management levels is important in order to successfully execute workplace skills planning (WSP) in any organization. This makes it easy for management to sign off and allocate resources. Rendering to Kum, *et al.* (2014:75), management explains what is expected, sets priorities, provides resources and thereafter gives recognition of goal achievement at work. Rendering to Rhodes University (2014:2), if the barriers to training and development can be minimised employees are encouraged in personal development and are given support through the provision of opportunities and resources.

**TABLE 5.17: ANALYSIS OF CLEAR DIRECTIONS ARE PROVIDED DURING TRAINING (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 45        | 13.2    | 13.2          | 13.2               |
|       | Agree             | 79        | 23.2    | 23.2          | 36.4               |
|       | Neutral           | 91        | 26.7    | 26.7          | 63.0               |
|       | Disagree          | 97        | 28.4    | 28.4          | 91.5               |
|       | Strongly Disagree | 29        | 8.5     | 8.5           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

SPSS data presented in Table 5.17 illustrates that 13.2% strongly agreed and 23.2% of the defendants approved that there were perfect guidelines offered throughout tutoring and 26.7% were neutral, while 28.4% disagreed and 8.5% strongly disagreed. Table 5.17 indicates that lots of respondents (36.9%)

conflicted that there were perfect guidelines offered throughout tutoring. Training guidelines should be made available to trainees at the early stages of training in order for them to know what is expected from them.

Rendering to Ramya (2016:3), developing a training schedule each year to co-ordinate and direct the implementation of skills development intervention is therefore of the utmost importance for each organisation's strategic goals. Du Pree (2012:1) declares that general managers provide support, direction and leadership for employees in the organisation.

Rendering to Sullivan (2011:2), managers play an important task on outlining the control, aim, primacies, objectives, and characters of the staff members. Kum, *et al.* (2014:75), affirm that teaching and maturity might fail in the deficiency of objectives to give direction and focus. Iqbal, Anwar and Haider (2015:3) speculate that good management has a responsibility to guide employees, to make them perform better and make them experts for maintaining quality. Steers (2010:215) added that on the deficiency of intents to bestow path and attention, teaching would definitely not prosper.

**TABLE 5.18: ANALYSIS OF LONG DISTANCE LOCATION OF TRAINING VENUE IMPACT ON THE TRAINING AND DEVELOPMENT OF EMPLOYEES (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 31        | 9.2     | 9.2           | 9.2                |
|       | Agree             | 102       | 29.9    | 29.9          | 39.0               |
|       | Neutral           | 100       | 29.3    | 29.3          | 68.3               |
|       | Disagree          | 83        | 24.3    | 24.3          | 92.7               |
|       | Strongly Disagree | 25        | 7.3     | 7.3           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.18 demonstrates that 9.2% strongly agreed and 29.9% of the defendants agreed that the long distance location of training venues impacts on the training and development of employees and 29.3% were neutral, while 24.3% disagreed and 7.3% of the respondents strongly disagreed. Table 5.8 demonstrates that sufficiently respondents (39.1%) approved that the long distance location of training venues impacts on the training, and development of employees. The training venues should be allocated closer to the majority of the people who will participate in the training to avoid entireness of participants. Where participants coming from all over, different sessions should be organised per province.

Kirke (2012:2) posits that training venues should not be located in a place where it will be hard to reach. Either when travelling or when participants walk, it must not pose a hardship. For example, walking in the rain or parking difficulty. A convenient training venue for everyone must be considered. Feixas, *et al.* (2015:04) speculate that training venues with a reasonable distance from most participants' homes or workplaces make sense. Gutierrez (2016:1) reported that training venue allocation can be determined by the audience, the purpose, the content, the duration of the program and the resources available in the country or region.

**TABLE 5.19: ANALYSIS OF TOO MUCH WORKLOAD AFTER TRAINING AND DEVELOPMENT AFFECTS THE IMPLEMENTATION OF NEW SKILLS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 58        | 17.1    | 17.1          | 17.1               |
|       | Agree             | 91        | 26.8    | 26.8          | 43.8               |
|       | Neutral           | 69        | 20.3    | 20.3          | 64.1               |
|       | Disagree          | 97        | 28.5    | 28.5          | 92.6               |
|       | Strongly Disagree | 26        | 7.3     | 7.3           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

As illustrated in Table 5.19 that 17.1% strongly agreed and 26.8% of the defendants agreed that too much workload after training and development affects the implementation of new skills and 20.3% of the defendants were neutral, while 28.5% disagreed and 7.3% of the respondents strongly disagreed.

Table 5.19 indicates that many respondents (43.9%) granted that too much workload after training and development affects the enactment of novel dexterities. Too much workload after training may have impact on employee executing novel proficiencies after training, reducing workload to trainees will give them appropriate time to execute new skills.

Luzecky and Badger (2014:13) suggest that too much workload and shortage of equipment negatively impact on teachers from pursuing and being given grants for teaching education opportunities. McLeish (2010:1) advances that if flexible working time can be given to academics, it makes it easier to achieve individual's research, administration and teaching workloads, both at the highest performance and as the productions of a department and an individual's work-life balance. Shah, Jaffari, Aziz, Ejaz, Ul-Haq and Raza (2011:258) posit that providing employees with more work is an opportunity to learn and prosper more quickly.

Rendering to Lyall (2015:63), the way the system is designed and equipment used to perform particular activities may impact on workload in the organisation. Gutierrez (2016:1) advances that workload is impacted by the design of all systems, displays, controls and equipment being used. Rendering to Ramya (2016:3), work challenges can be positively increase productivity and if an employee is underutilised, stress may affect him/her.

**TABLE 5.20: ANALYSIS OF RESOURCES THAT WILL BE USED BY  
EMPLOYEES AFTER TRAINING AND DEVELOPMENT ARE  
AVAILABLE (N=341)**

|       |                      | Frequency | Percent | Valid<br>Percent | Cumulative<br>Percent |
|-------|----------------------|-----------|---------|------------------|-----------------------|
| Valid | Strongly Agree       | 41        | 11.8    | 11.8             | 11.8                  |
|       | Agree                | 85        | 25.0    | 25.0             | 36.8                  |
|       | Neutral              | 80        | 23.5    | 23.5             | 60.3                  |
|       | Disagree             | 108       | 31.8    | 31.8             | 92.1                  |
|       | Strongly<br>Disagree | 27        | 7.9     | 7.9              | 100.0                 |
|       | Total                | 341       | 100.0   | 100.0            |                       |

The responses in Table 5.20 indicates that 11.8% strongly agreed and 25% of defendants agreed that resources used by employees after training and development are available and 23.5% of the defendants were neutral, while 31.8% disagreed and 7.9% of respondents strongly disagreed. Table 5.20 shows that lots of respondents (39.7%) conflicted that resources used by employees after training and development are available. The resources that will be required by employees who attended training should be made available in order for him/her to utilise novel dexterities before he/she forgot them.

Rendering to Sullivan (2011:1), procedures for resources allocation must be developed in order to assist in resources allocated disproportionately to high priority sections. Rendering to Mansoor, Shah, Ateeq-ur-Rehman and Tayyaba (2015:787), if employees are informed about the resources available and how the training will help them, they will be very excited about it. Spector (2011:391) added that employees can only perform better if adequate time and material resources needed are available. Subbaye and Dhunpath (2016:2) assert that failure to invest in training, providing resources and growing the next generation of good professionals will have far-reaching consequences. Cartwright (2011:3) posits that training and development material is designed to assist organisations in considering how training and development can be developed in connection with the prerequisites of both the firm and the individual, as well as be implemented in the most effective way.



**TABLE 5.21: ANALYSIS OF EMPLOYEES ARE GIVEN A CHANCE TO APPLY NEW SKILLS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 42        | 12.4    | 12.4          | 12.4               |
|       | Agree             | 73        | 21.4    | 21.4          | 33.7               |
|       | Neutral           | 72        | 21.1    | 21.1          | 54.8               |
|       | Disagree          | 129       | 37.8    | 37.8          | 92.7               |
|       | Strongly Disagree | 25        | 7.3     | 7.3           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

As Table 5.21 displays that 12.3% strongly agreed and 21.4% of the defendants approved that labourers were given a chance to apply new skills and 21.1% of the respondents were neutral, while 37.8% disagreed and 7.3% strongly disagreed. Table 5.21 illustrates that majority of defendants (45.1%) varied that labourers were given an opportunity to utilise new skills. Workers who were sent for training after accomplishing training should be given a prospect to execute the novel knacks before they forgot.

Rendering to Wawira (2014:16), a large quantity of training activities can only be transferred by giving employees opportunities to apply the acquired skills. This confirms that trainees many have lot of opportunities to practice what they have learned to their working situations. Du Pree (2012:1) declares that a regular follow-up with employees after training is necessary in order to providing them opportunities to practice their new acquaintance and talents on the workplace. Mndeme (2011:12) asserts that in order for employees to learn skills successfully, they should practice them on the job. Rendering to Yousafzai (2012:05), if an employee has lots of work previously piled on their desk, those tasks that are already there will take preference over training. Although developing their skills with training will assist them in future, it is difficult to overlook what is demanding and is in front of employees. Rendering to Yamnill and McLean (2011:307), the application of comprehension and dexterities acquired during preparation can be possible through the support of the working

environment, but it may also play an important part in the encouragement of a negative role in obstruction.

**TABLE 5.22: ANALYSIS OF MONITORING IS DONE DURING TRAINING AND DEVELOPMENT SESSIONS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 39        | 11.4    | 11.4          | 11.4               |
|       | Agree             | 72        | 21.1    | 21.1          | 32.6               |
|       | Neutral           | 80        | 23.5    | 23.5          | 56.0               |
|       | Disagree          | 124       | 36.4    | 36.4          | 92.4               |
|       | Strongly Disagree | 26        | 7.6     | 7.6           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.22 illuminates that 11.4% strongly agreed and 21.1% of the defendants agreed that monitoring is done during training and development sessions and 23.5% were neutral, while 36.4% disagreed and 7.6% strongly disagreed. Table 5.22 demonstrates that lots of respondents (44%) opposed that monitoring is done during training and development sessions. Failure in monitoring of training and development sessions while training is in progress by supervisors may have negative impact on the transfer of learning because issues that should be dealt with during training will be known after completion of training.

Naris and Ukpere (2012:5) report that organisations should monitor training programs because outsourced training suppliers do not continuously observe progress and conduct monitoring to rate if training has a significant impact on employee job performance. Rendering to Mamman and Aminu (2014:97), trainee's progress must be monitored to check the level of progress they are making in the training program and care must be ensured that the right information is obtained to avoid misinterpretation of a trainee's progress. Rendering to Oloo (2011:1), unclear procedures to conducting training and

development monitoring impact on those who are tasked to conduct monitoring activities. Magondu (2013:1) speculates that management dedication is important in the execution of monitoring since they are involved in decision making in an organisation. Rendering to McLeish (2010:1), heads of departments, deans and directors of units monitor staff development activities and the participation of their staff in staff development activities.

Mwangi, Nyang'wara and Ole Kulet (2015:75) highlight that the monitoring is a crucial tool that is important in ensuring that the main purposes and targets of projects are attained. Subbaye and Dhunpath (2016:3) clarify that examining is performed in agreement with the previous established goals and each functions is pre-determined through the formation stage. Rendering to Mansoor, *et al.* (2015:787), if observing is managed as anticipated, it remains as the precise significant administration instrument that works as the foundation for assignment assessment across it, the affected groups form the modicum and competence in the existing funds and if they were finest exhausted and concerning workforces, where they were proficiently founded to perform what was deliberate. Truelove (2007:193) cited by Swanepoel, *et al.*, 2010:468) assert that trainers should visit trainees after training has been completed and objectively assess the change in behaviour.

**TABLE 5.23: ANALYSIS OF SERVICE PROVIDERS HAVE THE CAPACITY TO PROVIDE TRAINING AND DEVELOPMENT SESSIONS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 45        | 13.1    | 13.1          | 13.1               |
|       | Agree             | 80        | 23.5    | 23.5          | 36.8               |
|       | Neutral           | 76        | 22.2    | 22.2          | 58.8               |
|       | Disagree          | 107       | 31.5    | 31.5          | 90.3               |
|       | Strongly Disagree | 33        | 9.7     | 9.7           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

SPSS data analysis in Table 5.23 displays that 13.1% strongly agreed and 23.5% of the defendants agreed that service suppliers hold the competence to afford training and development sessions and 22.2% of the respondents were neutral, while 31.5% disagreed and 9.7% strongly disagreed. Above Table 5.23 shows that many respondents (41.2%) differed that service suppliers hold the competence to afford training and development sessions. Institutions like Ingwe TVET College should ensure that service provider appointed poses the required skills to execute training and development of employees.

Locke (2012:197) speculates that the trainer's role is to ensure the transfer of learning to employees make the training session applicable to the working environment. Rendering to Kant and Punia (2013:155), service providers or trainers should have the ability to motivate trainees and bring new ideas which may help in the development of trainees and the organisation. In addition, trainers must have good knowledge, experience and be confident.

Rendering to Driskell (2011) cited by Kant and Punia (2013:155), training implementation, training subject then novice knowledge influence the teaching results. The victory of tutoring course relies in the system education was delivered, what is the gist and who was the coach. Rendering to Yeow, Chow, Chin, Kavitha and Koe (2012:1), certain personnel might show rejection opinions of the schooling division and the capacity of the mentor authorised by business. Khan, *et al.* (2011:3) posit that employees are very conscious about the delivery method and if the facilitator/ trainer did not conduct the coaching on an inspiring approach and does not receive the courtesy of the spectators, it is degenerative on the time. Rendering to Mamman and Aminu (2014:97), it is essential for a trainer to involve the audience throughout the training session.

**TABLE 5.24: ANALYSIS OF SKILLS PROVIDED DURING TRAINING AND DEVELOPMENT ARE APPLICABLE TO THE WORKING ENVIRONMENT (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 30        | 8.8     | 8.8           | 8.8                |
|       | Agree             | 102       | 29.9    | 29.9          | 38.7               |
|       | Neutral           | 67        | 19.6    | 19.6          | 58.4               |
|       | Disagree          | 109       | 32.0    | 32.0          | 90.3               |
|       | Strongly Disagree | 33        | 9.7     | 9.7           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

The responses in Table 5.24 demonstrates that 8.8% strongly agreed and 29.9% of the defendants agreed that the skills provided during training and development are applicable to the working environment and 19.6% of the respondents were neutral, while 32% disagreed and 9.7% strongly disagreed. Table 5.24 shows that majority of defendants (41.7%) opposed that the skills provided during training and development are relevant to the working environment. Before management send personnel for training and development sessions, the training content should be assessed in order to check if it will be applicable to the college.

Rendering to Mamman and Aminu (2014:98), training programs do not cover every aspect of the job. It is the responsibility of the trainee to applying the training to the other parts of the job. Kant and Punia (2013:157) mentioned that in order for learning to take place, employee actions should be directed to the occupation setting and sustained for a long interval on the trade. Rendering to Feixas, *et al.* (2015:5), teaching enables the transfer of innovative erudition in the lecture room and it involves an optimistic environment and a supportive ethos that offers accomplices with indispensable sustenance for transference of novel dexterities. Rendering to Rhodes University (2014:10), the transferral of absorbing certifies that whatever is erudite in the prescribed situation is applicable in the workplace and it can have a positive impact on employee performance. Wawira (2014:14) speculates that many research reports have

discovered that individual trainee discrepancies can determine the amount of information learned during training and be transferred to the job. Meichen, Prashant, Yaojiang, Fang, Chengfang and Scott (2017:1) assert that teachers may gain knowledge for teaching from National Teacher Training Programmes, but they do not apply what they learned when they deliver their lessons to students. Nijman, *et al.* (2013:5) speculate that application will only take place when learners are skilled to apply novel comprehension and knacks in the occupation and the work environment to sustenance training application.

Spector (2011:237) added that training is extremely possible to collapse if academic staff members are not apprehended blameable for the fallouts. Rendering to Schuler, Beutel and Youngblood (2010:233), if learning that has taken place during training is not applicable to the working environment, the training program has been ineffective. Rendering to Holm, *et al.* (2015:147), the components that prevent the transferral of preparation to the working environment, namely is shortage of an utterly designed schooling situation; lack instruction competences of the coach; oversight of perfectly classified accomplishment standards; and displeasure of employees owed to blunders generated by mentors are present whilst teaching is in progression.

**TABLE 5.25: ANALYSIS OF THE TRAINING VENUE IS CONDUCTIVE FOR THE TRANSFER OF TRAINING (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 46        | 13.5    | 13.5          | 13.5               |
|       | Agree             | 90        | 26.4    | 26.4          | 39.9               |
|       | Neutral           | 64        | 18.8    | 18.8          | 58.7               |
|       | Disagree          | 115       | 33.7    | 33.7          | 92.4               |
|       | Strongly Disagree | 26        | 7.6     | 7.6           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Out of 341 questionnaires obtained from defendants, Table 5.25 explains that 13.5% strongly agreed and 26.4% of the defendants decided that teaching

venue is conducive for the transfer of training and 18.8% were neutral, while 33.7% disagreed and 7.6% of the respondents strongly disagreed. Table 5.25 shows that many of respondents (41.3%) varied that teaching venue is conducive for the transfer of training. Training venues should be prepared before training commence. All the resources that will be used during training should be tested if they are functioning.

Rendering to Abdullah (2011:12), the learning transfer has shown that labourers psychosomatic settings and facilities could be either inspire or discourage the attainment and transference of novel knacks and comprehension. Latif (2012:213) declares that if the environment is not good for erudition, the coaching struggles would been in worthless. Nijman, *et al.* (2013:1) posit that the workstation itself should be a foremost influence in the hampering or enriching transference, and executives would contribute an important character in the transfer of teaching.

Rendering to Meichen, *et al.* (2017:1), approachability denotes to the prospect of each individual, expressly those with exceptional necessities, could be admittance to the erecting and its facilities. Difficulties in accessing buildings may impact on the transferral of teaching. Khan, *et al.* (2011:3) assert that supervisor's support may encourage the transfer of learning to the job. Rendering to Mamman and Aminu (2014:97), in order to determine the extent of learning and skill acquisition during training, there should be room for active participation by the trainee during and after each training program. Zahari and Obaid (2014:167) report that maintenance from superintendents has consequently be recommended to be among the supreme influential apparatuses for ornamental the transferral of tutoring.

**TABLE 5.26: ANALYSIS OF TRAINING AND DEVELOPMENT SESSIONS  
ARE ALIGNED WITH COLLEGE NEEDS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 35        | 10.2    | 10.2          | 10.2               |
|       | Agree             | 96        | 28.2    | 28.2          | 38.4               |
|       | Neutral           | 77        | 22.6    | 22.6          | 61.0               |
|       | Disagree          | 110       | 32.3    | 32.3          | 93.3               |
|       | Strongly Disagree | 23        | 6.7     | 6.7           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

As demonstrated in Table 5.26 that 10.2% strongly agreed and 28.2% of the defendants agreed that training and development sessions are aligned with college needs and 22.6% were neutral, while 32.3% disagreed and 6.7% strongly disagreed. Table 5.26 demonstrates that majority of respondents (39%) diverged that training and development sessions are aligned with college needs. Supervisors should be aware of the content of training and development sessions that are taking place. They should avoid sending employees for trainings that are not aligned to the college needs.

Rendering to Hafeez (2015:52), poor training content and delivery style are barriers to conveying training to employees. Moh, Jameel, Dojanah and Bader (2013:27) speculate that organisations have to think seriously about how to link training and development programs with major enterprise goals, which will have an effect on the financial performance of the enterprise in the market. Rendering to Mamman and Aminu (2014:98), an experienced instructor refers to a person who have the abilities to manage a coaching plan extra purposefully by linking the positioning of teaching ideas with organisational needs and plus delivering it on the finest method so that labourers could simply comprehend. Teaching goals are regarded as a 'mainstay' of coaching plan and in the absence of genuine ideas fosters to the catastrophe of preparation courses.



**TABLE 5.27: ANALYSIS OF TIME ALLOCATED FOR TRAINING AND DEVELOPMENT IS ENOUGH TO ALLOW THE TRANSFER OF NEW SKILLS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 40        | 11.7    | 11.7          | 11.7               |
|       | Agree             | 96        | 28.2    | 28.2          | 39.9               |
|       | Neutral           | 70        | 20.5    | 20.5          | 60.4               |
|       | Disagree          | 106       | 31.1    | 31.1          | 91.5               |
|       | Strongly Disagree | 29        | 8.5     | 8.5           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Out of 341 questionnaires obtained, Table 5.27 illuminates that 11.7% strongly agreed and 28.2% of the defendants agreed that the time distributed for guidance and expansion is enough to allow the transfer of new skills and 20.5% were neutral, while 31.1% disagreed and 8.5% strongly disagreed. Table 5.27 demonstrates that lots of respondents (39.9%) settled that the time distributed for guidance and expansion is enough to allow the transfer of new skills. Although training time does not have a significant contribution on transfer of learning, equipment and venue should be organised to easy the transfer of skills.

According to Wynn (2017:81), the time required for training should be considered, as in most cases, trainers always favour methods that do not involve a large investment in time. According to Nijman, *et al.* (2013:6), the intensity of novices had enough interval and equipment obtainable to ascertain the degree on the path instruction knacks would be applied or constrained on the job. McLeish (2010:1) posits that academics may achieve key research outputs by the allocation of extra time for research. Luzeckyj and Badger (214:13) posit that if participants in training are provided with time release from their work activities, training programs can be completed more quickly. Sullivan (2011:1) declares that designing a good plan aids to confirm that time and capitals are earmarked to the utmost valuable and meaningful duties.

According to Shatzkes (2014:1), the shortest and most effective route towards increasing productivity is increasing employees' allocation of time spent on training. McLeish (2010:1) postulates that the support of good practice in the allocation of academic staff time within departments needs careful attention. In addition, workload models make calculations of teaching and administration time allocations, which does not make provision of time required to deliver good Doctor of Philosophy (PhD) supervision, supervise active research grants and coordinate a research centre. Farooq and Muhammad (2011:1) affirm that to understand the strategic vision of every member of Durham's academic staff producing excellent research, the careful allocation of time is vital.

**TABLE 5.28: ANALYSIS OF TRAINING AND DEVELOPMENT IMPROVE ORGANISATIONAL EFFECTIVENESS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 74        | 21.8    | 21.8          | 21.8               |
|       | Agree             | 128       | 37.5    | 37.5          | 59.2               |
|       | Neutral           | 67        | 19.6    | 19.6          | 78.9               |
|       | Disagree          | 52        | 15.2    | 15.2          | 94.1               |
|       | Strongly Disagree | 20        | 5.9     | 5.9           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

SPSS data presentation in Table 5.28 demonstrates that 21.8% strongly agreed and 37.5% of the defendants agreed that guidance and maturity improves structural usefulness and 19.6% were neutral, while 15.2% disagreed and 5.9% strong disagreed. Table 5.28 illustrate that majority of respondents (59.3%) decided that education and enlargement improves organisational effectiveness. If training and development provided are aligned to organisational mission, vision and objectives, it may contributes to the effectiveness of the organisation.

According to Khan, *et al.* (2011:3), schooling and progress increases the whole performance of the organisation. Raza (2014:68) reports that through the skills and knowledge of the employees, organisations can achieve a

competitive edge based on its internal resources. Wei-Tao (2010:59) declares that organisations can maintain their performance by providing training at a strategic level and if they were unsuccessful in executing strategies, their internal competences will be exploited. According to Obi-Anike and Ekwe (2014:69), training is to transfer information to employees to completely improve the effectiveness and productivity of the organisation and enable organisations to perform more effectively because of having valued employees. Ameeq-ul and Hanif (2013:70) report that training brings workers to the standard of performance expected in the occupation; improves the application of novel rules and protocols; trains individuals for attainment; convalesces manpower growth; and guarantees the endurance and progression of the organisation.

**TABLE 5.29: ANALYSIS OF TRAINING AND DEVELOPMENT IMPROVES ORGANISATIONAL PRODUCTIVITY (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 42        | 12.3    | 12.3          | 12.3               |
|       | Agree             | 122       | 35.8    | 35.8          | 48.1               |
|       | Neutral           | 101       | 29.6    | 29.6          | 77.7               |
|       | Disagree          | 61        | 17.9    | 17.9          | 95.6               |
|       | Strongly Disagree | 15        | 4.4     | 4.4           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Worktable 5.29 highlights that 12.3% strongly agreed and 35.8% of the respondents agreed that training and development improves organisational productivity and 29.6% were neutral, while 17.9% disagreed and 4.4% strongly disagreed. Table 5.29 demonstrates that majority of respondents (48.1%) approved that training and development improves organisational productivity. The successfulness of each organisation depends on its human resources. Provided applicable training and development to employees is a return on investment.

According to Steers (2010:239), organisations view training and development of employees as a chance to convalesce on the forthcoming productivity of the enterprise. Bhat (2013:2) describes training and development as upgrading enactment and also enhancing throughput, finally positioning the organisation in better rank to compete and stay at the top. Obi-Anike and Ekwe (2014:66) assert that preparing and enhancement support the professional development of labourers and enhances their skills. It also helps employees to acquire knowledge to reduce mistakes while doing their jobs. Elnaga and Imran (2013:139) affirm that training is important not for solitary to enhance yield, however to encourage and stimulate recruits to comprehend how valuable the duties are by providing servants with the intelligence they crave for the job.

Kum, *et al.* (2014:81) speculate that training, enlargement and tutelage syllabi provided in the correct manner and at the convenient time deliver significant revenues for proprietor in rappings of enlarged output, acquaintance, fidelity and revenue. Permitting to Raza (2014:68), the good labourer guiding offers vast settlements for the organisation by improving throughput, comprehension, devotion and contribution. Concurring to Yiannikouris (2011:10), preparation and enlargement is amongst the best techniques to increase the productivity of workforces and communicate organisational objectives to personnel.

**TABLE 5.30: ANALYSIS OF TRAINING AND DEVELOPMENT IMPROVES THE QUALITY OF PRODUCT PRODUCED (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 59        | 17.2    | 17.2          | 17.2               |
|       | Agree             | 116       | 34.0    | 34.0          | 51.3               |
|       | Neutral           | 81        | 23.8    | 23.8          | 75.1               |
|       | Disagree          | 65        | 19.1    | 19.1          | 94.1               |
|       | Strongly Disagree | 20        | 5.9     | 5.9           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

As indicated in Table 5.30 that 17.2% strongly agreed and 34% of the defendants agreed that tutoring and expansion expands the eminence of creation produced and 23.8% were neutral, while 19.1% disagreed and 5.9% strongly disagreed. Table 5.30 illustrates that majority of respondents (51.2%) approved that tutoring and expansion expands the eminence of creation produced. The quality of product produced in the organisation is the results of effective training provided to employees.

Ukandu (2013:571) speculates that preparation and enlargement is viewed as the valuable part of interior provision excellence, it is deliberated on as a direction to eminence patron provision, satisfaction, standardisation of trade enactment, as well as obligation to the firm. Nassazi (2013:22) reports that training reduces jeopardies since a well taught workers were capable to craft improved and extra pecuniary exhaustion of substantial and paraphernalia, therefore eliminating mistakes and circumventing surplus.

Nda and Fard (2013:92) affirm that tuition and development succours peoples be committed to achieving organisational goals; enhance employees' initiative and quality of work; and in turn increases employees' performance within the organisation. Bhat (2013:02) reports that employees need training and development to perform their tasks or to slightest improve the superiority and capacity of the occupation. Skilled and efficient manpower is required in achievement of the goals of organisations. Jun and Xiantao (2015:376) assert that training and development may be an answer to numerous problems, such as sub-standard value subsequent from expertise deficits and employee resignation on those pursuing further fulfilling professions. Elnaga and Imran (2013:139) report that establishments could grow and enrich the eminence of current teams via running across-the-board tutoring and promotion. Neves (2015:216) posits that effectual servant teaching and development results on the escalation in the eminence as the consequence of possibly scarcer blunders. According to Mansoor, *et al.* (2015:790), the outcome of human resource practices on organisational performance is greatly influenced by the

cost of quality of the organisation. The higher the failure costs of quality, the lower the levels of organisational performance will be.

**TABLE 5.31: ANALYSIS OF TRAINING AND DEVELOPMENT IMPROVES SERVICE PROVISION TO STUDENTS (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 54        | 15.9    | 15.9          | 15.9               |
|       | Agree             | 112       | 32.8    | 32.8          | 48.7               |
|       | Neutral           | 76        | 22.3    | 22.3          | 71.0               |
|       | Disagree          | 70        | 20.5    | 20.5          | 91.5               |
|       | Strongly Disagree | 29        | 8.5     | 8.5           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Worktable 5.31 illustrates that 15.9% strongly agreed and 32.8% of the defendants agreed that training and development improves service provision to students and 22.3% were neutral, while 20.5% disagreed and 8.5% strongly disagreed. Table 5.31 shows that many respondents (48.7%) settled that training and development advances service provision to students. The throughput from student's performance is the results of training academic staff provided with applicable instruction.

According to Nda and Fard (2013:91), training functions like an enactment of interference to perfect an organisation's merchandises and amenities excellence in the firm contest by enlargements in the practical dexterities of the workforces. Bhat (2013:2) declares that training employees for proficiency in the professions makes them able to furnish excellent fallouts. Bushra, Saima Muhammad and Rabbia (2011:168) cite Farooq and Shahzadi (2006) who performed a research to assess the success of educating of practiced taught and untaught instructors. The findings of the study maintained that learners lectured by taught trainers disclosed ameliorate marks in Arithmetic.

Concurring Hafeez (2015:20), a project includes a program in which teachers are trained in community association amongst students and by using the specific technique, learners acquire better skills in some areas compared to learners instructed with traditional adult educational principles. According to Fazalur, Nabi, Yasmin, Saeed ul Hasan and Muhammad (2012:151), training and development is planned to increase the expert comprehension, knacks and approaches of teachers subsequently could, recuperate the erudition of scholars. Akello (2015:48) cites Olatunji and Nuvadeen's (2010) analysis in Ondo State, Nigeria which discovered that there is a constructive connection among instructors' characteristics and scholars' educational enactment in Topography, calculated in relationships of acquaintance on the substance concern, interaction proficiency and relevance in the profession, as well as pupil intellectual triumph. The interpretation indicated that the greater the fraction of competent lecturers, the better the applicants' slashes in inspections.

Matching to Mahendra and Baxter (2011:3), the theory appears to be mixed in relation to whether academic training and development has an effect on learners progress, nevertheless the prevailing standpoint appears to be computable, lecturer physiognomies including educational triumph, practised attainment and education do not appear to own several influence on scholar accomplishment. Bushra, Saima Muhammad and Rabbia (2011:168) clarified in their study that educators' professional personalities, their skill to teach mathematics and the environment they design to teach mathematics has a major impact on students' progress. Meichen, Prashant, Yaojiang, Fang, Chengfang and Scott (2017:1) state that the effect of a Professional development program and National Teacher Training Programme on the academic has no impact on math success and it may even damage student academic progress. Meroni and Abbiati (2012:3) experimented on medium institute mathematics instructors, delivering tuition on pedagogics, subject wisdom and assets constituents. The findings past the initial and succeeding year of application indicated no momentous bearing of this extensive preparation on student triumph.

**TABLE 5.32: ANALYSIS OF TRAINING AND DEVELOPMENT IMPROVES  
EMPLOYEE PERFORMANCE (N=341)**

|       |                   | Frequency | Percent | Valid<br>Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|------------------|--------------------|
| Valid | Strongly Agree    | 71        | 20.8    | 20.8             | 20.8               |
|       | Agree             | 109       | 31.8    | 31.8             | 52.6               |
|       | Neutral           | 85        | 25      | 25.0             | 77.6               |
|       | Disagree          | 52        | 15.3    | 15.3             | 92.9               |
|       | Strongly Disagree | 24        | 7.1     | 7.1              | 100.0              |
|       | Total             | 341       | 100.0   | 100.0            |                    |

Worktable 5.32 disclosed that 20.8% strongly agreed and 31.8% of the defendants agreed that tutoring and promotion improves servant functioning and 25% were neutral, while 15.3% disagreed and 7.1% strongly disagreed. Table 5.32 shows that majority of respondents (52.6%) granted that tutoring and promotion advances servant operational. Training and development programs that are applicable to the working situation contributes to employee performance.

Fitting to Athar and Shah (201:58), guidance and maturity enable personnel to adopt to the market demand and makes them capable to meet technological changes and competition. Hafeez (2015:20) affirms that employees' abilities are improved once the firm beginnings to use money to improve the comprehension and capabilities of its employees throughout coaching. In turn, additional valuable workers are generated and moreover it offers successful relationships amongst workers and their proprietor.

Raza (2014:68) asserts that training is the method of getting new and different skills by the employees in order to perform their duties. Matching to Imran and Elnaga (2013:139), training and development help employees to be creative and be able to make better decisions on time and in a more productive manner. Qureshi and Niazi (2012:1) postulate that a skilled educator is definitely more effective than an untrained teacher. Teacher must undergo pre-service



education to get trained in the intricacies of the field, as well as for the proper behavior demanded by his profession. Akello (2015:47) asserts that no relationship among intellectual execution and excellent coaching, excluding in secondary discipline curriculums. Fitting to Gratton, Hope-Hailey, Siles and Truss (2014:29), if employees who are sent to be trained have limited skills and poor wages are paid, there is little motivation to employees to learn and little transfer to the job situation after training.

**TABLE 5.33: ANALYSIS OF TRAINING AND DEVELOPMENT HELPS EMPLOYEES TO BE PRODUCTIVE IN THE ORGANISATION (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 49        | 14.4    | 14.4          | 14.4               |
|       | Agree             | 129       | 37.8    | 37.8          | 52.2               |
|       | Neutral           | 91        | 26.7    | 26.7          | 78.9               |
|       | Disagree          | 57        | 16.7    | 16.7          | 95.6               |
|       | Strongly Disagree | 15        | 4.4     | 4.4           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Table 5.33 highlights that 14.4% strongly agreed and 37.8% of the defendants agreed that training and development helps servants to be productive in the organisation and 26.7% neutral, while 16.7% disagreed and 4.4% strongly disagreed. Table 5.33 shows that lots of respondents (52.2%) established that tutoring and extension helps servants to be productive in the organisation. Trained employees are more productive in the organisation and they are willing to use their own initiatives when performing their duties.

According to Hafeez (2015:20), training and development can help labourers to be fruitful and motivated even if they have an unsupportive manager. Ukandu (2013:571) speculates that employee training and development usually intensifications efficiency, labourers stimulation and encourages knacks by

offering support that servants require to complete their activities. Corresponding to Nda and Fard (2013:92), guidance and growth increases the production of firms but it is not solitary improve staffs ingeniously. Moreover it affords workers with a prospect to gain experience in their trades and accomplish extra proficiently. Rohan and Madhumita (2012:15) also purported that capitalising on education workforces on resolution creation, collaboration, problematic resolving and personal associations has an advantageous bearing in the organisation's stages of expansion, and effecting on the servants functioning.

Matching to Bhat (2013:2), training and progress is an instrument to close the opening and the organisations would exploit it intelligently to advance operative throughput. Corresponding to Meroni and Abbiati (2012:3), educators who have prerequisite credentials were discovered to be extra applicable than instructors with no certificate requirement. Ameer-ul and Hanif (2013:68) speculate that the aim of training and development is to improve the operative's dexterity that ultimately constructs the organisation to be better lucrative.

Meichen, *et al.* (2017:1) affirm that education results to enlarged output; eliminates worker injuries and protection defilements; aids with the organisational growth; and diminishes surplus and worker resignation. Dawo, *et al.* (2012:316) report that employee development do not automatically result to expansion to trade execution if is not buoyed with some vocation enlargement tactics such as appreciation, preferment and remuneration increases.

**TABLE 5.34: ANALYSIS OF TRAINING AND DEVELOPMENT REDUCES  
UNCERTAINTY FOR EMPLOYEES WHEN THEY ARE DOING  
THEIR WORK (N=341)**

|       |                      | Frequency | Percent | Valid<br>Percent | Cumulative Percent |
|-------|----------------------|-----------|---------|------------------|--------------------|
| Valid | Strongly Agree       | 56        | 16.4    | 16.4             | 16.4               |
|       | Agree                | 120       | 35.2    | 35.2             | 51.6               |
|       | Neutral              | 80        | 23.5    | 23.5             | 75.1               |
|       | Disagree             | 69        | 20.2    | 20.2             | 95.3               |
|       | Strongly<br>Disagree | 16        | 4.7     | 4.7              | 100.0              |
|       | Total                | 341       | 100.0   | 100.0            |                    |

The above worktable 5.34 illuminates that 16.4% strongly agreed and 35.2% of the defendants agreed that training and development reduces uncertainty for employees when they are doing their work and 23.5% were neutral, while 20.2% disagreed and 4.7% strongly disagreed. Table 5.34 illustrates that majority of respondents (51.6%) established that training and development reduces uncertainty for personnel when they are doing their work. If employees are well trained, they execute their tasks without fear or making errors.

Fitting to Elnaga and Imran (2013:147), schooling and maturity accelerates the inventiveness ability and creativeness of the workforce and avoids employee outmodedness that may be caused by demographic elements such as age, approach or incompetence to handle with scientific vicissitudes. Nda and Fard (2013:91) speculate that in a working situation that have extreme hesitation inclines to bestow organisations with excessive hazard. Ameeq-ul and Hanif (2013:70) report that purpose of preparation and development is to afford dexterities, awareness and capacities to do the compulsory occupation competently, and to grow the operative thus that he has potential, he could advance to boost productivity by decreasing waste, exploitation of machines and reducing physical risks.

Fitting to Mansoor, *et al.* (2015:790), most organisations apply durable arrangement and investing in the construction of novel knacks to the employees, allowing them to manage with indeterminate circumstances that they would overcome in the forthcoming, this cultivating labourer implementation throughout top-quality levels of stimulus and obligation. Shaw (2017:01) speculates that through training and development uncertainty is minimised. Inadequate performance often follows when employees do not understand precisely whatever they were designed to execute, what do their professions or why they requisite to effort on a specific practice.

**TABLE 5.35: ANALYSIS OF TRAINING AND DEVELOPMENT INCREASES  
EMPLOYEE'S CONFIDENCE WHILE PERFORMING HIS/HER  
TASK (N=341)**

|       |                   | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly Agree    | 65        | 19.0    | 19.0          | 19.0               |
|       | Agree             | 125       | 36.7    | 36.7          | 55.7               |
|       | Neutral           | 75        | 22.0    | 22.0          | 77.7               |
|       | Disagree          | 46        | 13.5    | 13.5          | 91.2               |
|       | Strongly Disagree | 30        | 8.8     | 8.8           | 100.0              |
|       | Total             | 341       | 100.0   | 100.0         |                    |

Frequency analysis in Table 5.35 explains that 19% strongly agreed and 36.7% of the defendants approved that teaching and development expansions servant's assurance whilst execution his/her duty and 22% were neutral, while 13.5% disagreed and 8.8% strongly disagreed. Table 5.35 shows that majority of respondents (55.7%) settled that teaching and development expansions servant's assurance whilst execution his/her duty. Trained employees develop confidents when they execute their duties compared to untrained employees. Training provided should be aligned to employee scope of work in order to yield the required results.

Weick and Quinn (2014:361) speculate that as academic staff undergo training and development the buoyancy would be amplified and the significance could also be appreciated in addition. Fitting to Ukandu (2013:574), schooling and expansion heightens employee personal growth and self-possession on the workstation and also tolerates labourers to develop further operational delinquent solving's. Matching to Hafeez (2015:20), guidance and expansion improves employees' knacks and results to the increased obligation, wellbeing and a sensation of fitting, this frankly consolidation the organisation's affordability. Ameer-ul and Hanif (2013:70) report that workers are more active and quick in responding and accepting changes. It builds their inner confidence to be stronger, and develops understanding to be supportive of their peers once they participate in different type of training and development programs.

Agreeing to Sohail, Ahmad, Iqbal, Haider and Hamad (2014:20), in organisations that train and develop their employees well, managers and superiors have the confidence to get authority and to deal with their subordinates. Fitting to Athar and Shah (2015:58), numerous trainings are accessible for labourers within the organisation as to intensify their throughput and diminution annoyance. Bestowing to Mrayyan (2015:105), when staff members are satisfactory instructed, organisations would assign accountability plus powers to them with complete self-reliance of warranting organisational attainment.

### **5.3 ANALYSIS OF HYPOTHESES**

Numerous hypotheses were created exploiting the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows in order to examine for implication in the experimental scrutiny. A p-value is generated from a test statistic. A significant result is indicated with " $p < 0.05$ ".

## HYPOTHESES 1

There is a momentous affiliation amongst age and the applicability of the skills provided during training and development.

**TABLE 5.36: AGE AND APPLICABILITY OF SKILLS PROVIDED DURING TRAINING AND DEVELOPMENT (N=341)**

|                              | Value  | df | Asymptotic Significance (2-sided) |
|------------------------------|--------|----|-----------------------------------|
| Pearson Chi-Square           | 20.875 | 16 | 0.183                             |
| Likelihood Ratio             | 20.844 | 16 | 0.185                             |
| Linear-by-Linear Association | 2.244  | 1  | 0.134                             |
| N of Valid Cases             | 341    |    |                                   |

- Pearson's Chi-square =20.875, df= 16, significance  $p < 0.183$

Table 5.36 displays a slightly significant association amid age and the applicability of the skills provided during training and development. Pearson's examination exhibited a substantial association ( $p < 0.183$ ). Adult learners differ from children in their approach to learning. Training design should be structured in a fashion that would accommodate every employees in the organisation.

Fitting to an article by Jones (2015:220), an understanding fashion of the unique characteristics of adult learners is required as to plan a syllabus, encounter their needs and assist them accomplish their enlightening ambitions. Spector (2011:391) speculates that adults will dedicate to education when the goals and objectives are considered realistic and important to them. Application in the 'real world' is significant and relevant to the adult learner's personal and professional needs.

## HYPOTHESIS 2

There is a major rapport amongst gender and operative enactment.

**TABLE 5.37: GENDER AND EMPLOYEE PERFORMANCE (N=341)**

|                              | Value | df | Asymptotic Significance (2-sided) |
|------------------------------|-------|----|-----------------------------------|
| Pearson Chi-Square           | 3.37  | 4  | 0.498                             |
| Likelihood Ratio             | 3.377 | 4  | 0.497                             |
| Fisher's Exact Test          | .     |    |                                   |
| Linear-by-Linear Association | 0.719 | 1  | 0.397                             |
| N of Valid Cases             | 340   |    |                                   |

- Pearson's Chi-square =3.37, df= 4, significance  $p < 0.498$

Data exhibited in worktable 5.37 designates a slightly rapport concerning gender and labour execution. Pearson's assessment exposed a weighty association ( $p < 0.498$ ). Employee duties should be structured in a fashion that permit all of them to execute without confronting obstacles.

Fitting to Ogunleye and Osekita (2016:236) citing Knudson (1982), who researched if females coached on administration were as confident and experienced on their professions as gentlemen in related teaching, the findings in the research showed that females were as confident as males and executed proportionately completely on the chores as their male complements. Allowing to Van den Besselaar and Sandstrom (2016:145), research studies has indicated enactment openings amid man and feminine academics, where gentlemen on mediocre dissemination above articles and obtaining extra credentials than feminine academics.

### **HYPOTHESIS 3**

There is a momentous association amongst lengths of service and operative throughput.

**TABLE 5.38: LENGTHS OF SERVICE AND EMPLOYEE PRODUCTIVITY  
(N=341)**

|                              | Value  | df | Asymptotic Significance (2-sided) |
|------------------------------|--------|----|-----------------------------------|
| Pearson Chi-Square           | 20.065 | 16 | 0.217                             |
| Likelihood Ratio             | 20.621 | 16 | 0.194                             |
| Linear-by-Linear Association | 0.529  | 1  | 0.467                             |
| N of Valid Cases             | 341    |    |                                   |

- Pearson's Chi-square =20.065, df= 16, significance  $p < 0.217$

As illustrated in Table 5.38 that there is a significant association between lengths of service and labourer productivity. The Pearson's experiment disclosed a substantial parallel ( $p < 0.217$ ). The more employee stay longer in the organisation, he/she will gain experience and be productive.

The results of the research report conducted by Dixit and Bhati (2012:34) proved that sustained productivity is strongly related to retaining existing employees in the organisation and commitment. Matching to Nel, *et al.* (2011:441), length of service is a contributing factor to productivity or unmet expectations, job-person match and organisational culture. Robbins (2013: 311) speculates that new employees, when they join the institute, they got prospects and it converts to tricky if those outlooks were not achieved, as employees commencement to retreating from occupation exploiting sickening leaves and dynasty accountability vacation, which impact negatively on the productivity of employees as well as of the organisation.

#### **HYPOTHESIS 4**

There is a noteworthy affiliation amongst capacity of service provider to provide training and improvement in organisational productivity.



**TABLE 5.39: CAPACITY OF SERVICE PROVIDER TO PROVIDE TRAINING AND IMPROVEMENT IN ORGANISATIONAL PRODUCTIVITY (N=341)**

|                              | Value  | df | Asymptotic Significance (2-sided) |
|------------------------------|--------|----|-----------------------------------|
| Pearson Chi-Square           | 55.029 | 16 | 0.000                             |
| Likelihood Ratio             | 51.683 | 16 | 0.000                             |
| Linear-by-Linear Association | 8.254  | 1  | 0.004                             |
| N of Valid Cases             | 340    |    |                                   |

- Pearson's Chi-square =55.029, df= 16, significance  $p < 0.000$

As illuminated in worktable 5.39 that there is significant relationship between the capacity of the service provider to provide training and improvement in organisational productivity. A Pearson's assessment revealed a constructive association ( $p < 0.000$ ). A well experienced trainer know the challenges confronted by trainees after completing training, when providing training he/she ensures that training skills will be transferable to the organisation.

Bhat (2013:2) affirms that training and development improves performance, as well as increases throughput and ultimately puts firms on the suitable rank to contest and remain at the uppermost. Elnaga and Imran (2013:139) posit that training is important for not solitary improve production, moreover to encourage and stimulate workforces to recognise how imperative their professions are, by philanthropic labourers with the material they requisite in the occupation.

## **HYPOTHESIS 5**

There is a substantial affiliation concerning management support after teaching and enlargement and improvement in managerial effectiveness.

**TABLE 5.40: MANAGEMENT SUPPORT AFTER TRAINING AND DEVELOPMENT AND IMPROVEMENT IN ORGANISATIONAL EFFECTIVENESS (N=341)**

|                              | Value  | df | Asymptotic Significance (2-sided) |
|------------------------------|--------|----|-----------------------------------|
| Pearson Chi-Square           | 37.92  | 16 | 0.002                             |
| Likelihood Ratio             | 41.504 | 16 | 0.000                             |
| Fisher's Exact Test          | .      |    |                                   |
| Linear-by-Linear Association | 6.678  | 1  | 0.010                             |
| N of Valid Cases             | 341    |    |                                   |

- Pearson's Chi-square =37.92, df= 16, significance  $p < 0.002$

Data presented in Table 5.40 explains that the momentous association amongst management support after education and expansion and improvement in organisational efficiency. A Pearson's trial disclosed a significant parallel ( $p < 0.002$ ). Management support is vital in the transfer of training because they are in good position to give guidance and to provide employees with resources that may be required to execute novel knacks.

Affording to Lussier and Hendon (2016:241), employers must offer constant training and development programs to academic staff as to preserve them informed regarding industrial fluctuations and to avoid academic staff obsolescence. For academic staff performance, Gerber (2011:324) speculates that managers must work as supporters to labourers, congregation and provide the assets required by servants so that they would be capable to execute a satisfactory activities. According to Obi-Anike and Ekwe (2014:69), training is to transfer information to employees to positively improve the effectiveness and productivity of organisation and enables organisations to be more effectively because of having experienced employees.

## HYPOTHESIS 6

There is a noteworthy affiliation among management support after education and operative throughput in the organisation.

**TABLE 5.41: MANAGEMENT SUPPORT AFTER TRAINING AND  
EMPLOYEE PRODUCTIVITY IN THE ORGANISATION  
(N=341)**

|                              | Value  | df | Asymptotic Significance (2-sided) |
|------------------------------|--------|----|-----------------------------------|
| Pearson Chi-Square           | 57.75  | 16 | 0.000                             |
| Likelihood Ratio             | 49.962 | 16 | 0.000                             |
| Linear-by-Linear Association | 9.333  | 1  | 0.002                             |
| N of Valid Cases             | 341    |    |                                   |

- Pearson's Chi-square =57.75, df= 16, significance  $p < 0.000$

SSP data analysis in Table 5.41 shows that the highly confident association amid management support after education and operative output in the organisation. A Pearson's experiment exhibited a constructive parallel ( $p < 0.000$ ). The availability of management to employees play a crucial role when performing their activities because when employees confronted with work challenges they will assist them.

When an employee back to the college from training barely to discovery that associated academic staff welcome novel thoughts with doubts and his/her supervisor is not in approval of training and development, then training will not be transferred successfully (Nel, 2012:462). Substantial research shows that a robust prognosticator of occupation gratification is societal backing and employee performance, either the sustenance originates from supervisors or colleagues (DuBrin, 2015:426). Hackman and Oldham (2013:135) affirm that

employees can be supported by supervisors by permitting labourers to track advance edification, which would affect them to be more helpful to Ingwe TVET College and further satisfied academically.

## 5.4 ANALYSIS OF CORRELATIONS

The Spearman correlation was used on 9 items of the (ordinal) data in different variables (Annexure F). Bestowing to Saunders, *et al.* (2011:145), bivariate correlation affords a solitary numeral which summarises the association amongst binary variables and yields a lone instantaneous measurement recitation the potency of the connotation. The outcomes designate the succeeding designs: Positive values specify a directly proportionate affiliation amongst the variables and a negative value specifies a converse rapport. All significant relationships are indicated by a \* or \*\*. Conferring to Khan Academy (2017:1), directly proportional means that as one variable increases, the other increases at an equal rate. For example, working more hours gets more pay, in direct proportion. Abdullah (2011:10) asserts that inversely proportional is when one value decreases at the same rate that another increases. For example the faster a person drives, the shorter the time for travelling. Yamnill, *et al.* (2011:351) posit that measurement ratios are based on an absolute scale which has a fixed zero point. Spearman correlation was performed in the following correlation items:

**Correlation 1**      There is an affiliation amid the strategy for education and progress of workers and personnel are being given a chance to apply new skills.

Annexure F demonstrates the connection value amongst “strategy for training and development of employees” and “employees are given a chance to apply new skills”, with a value of 0.372. Thus a straightforwardly interrelated

proportionate. Plaintiffs designate that as further employees are trained by the college, the more they can apply their new skills, and vice versa.

Fitting to Kleynhans, *et al.* (2010:119), if academic staff perceive is usefulness in utilising novel dexterities or they do not value the reward after training, the transference of training from schoolroom to the profession would not transpire. Bridges (2013:40) speculates that if employees have intension to change what they are doing because the work activities are rigidly structured, the training will not be implemented unless the job itself changes. Park (2016:31) postulates that conducting preparation is extremely above than employing the expertise, knacks and manners absorbed in coaching when they return on the workstation. It commands the generalisation of cultured behaviour and preservation upon an interlude of the time.

**Correlation 2**      There is an association concerning provision providers having the aptitude to provide training and the skills provided during training being applicable to the working environment.

The Spearman correlation in Annexure F shows that there is a correlation between “service providers have a capacity to provide training” and “skills provided during training are applicable to the working environment”. The value is 0.444. The relationship between these two variables reveals a direct comparative. Defendants signpost that the more the service provider has the capacity to provide training and development, the more employees will be able to employ the skills assimilated during training to the effecting location.

Corresponding to Yamnill and McLean (2011:307), the working atmosphere could relief workforces to practice the familiarity and talents obtained in coaching on their assignments. It can also perform an important protagonist in preferment or an undesirable character in impediment. Permitting to Grossman

and Salas (2011:103), trainees' mental aptitude is a robust prognosticator of transferral products. The authors further state that learners with higher level of usefulness hold more assurance in the capability to absorb and utilise skills and are possible to be successful when executing challenging chores.

**Correlation 3**        There is an affiliation amid teaching and improvement sessions being aligned with college needs and the skills provided during training and development being applicable to the working environment.

Annexure F illustrate the correlation value among “training and development sessions are aligned with college needs” and “skills provided during training and development are applicable to the working environment”. The value is 0.400. This positive value shows a directly related proportionality. Respondents indicate that if training and development is aligned with college needs, the skills acquired from training will be applicable to the working environment.

Naris and Ukpere (2012:3) advise that organisations should link their training and development activities to the organisational strategy. Moh, Jameel, Dojanah and Bader (2013:25) highlight that the strategic plan of the organisation should define the objectives of the organisation in order to align support information system with these objectives. Rendering to Nijman, Nijhof, Wognum and Veldkamp (2013:6), learners' inspiration for training and the transfer of training can be affected by peers. Furthermore friends backing could disturb some physiognomies of the transference mood and function milieu.

**Correlation 4**        There is a relationship between the college's strategy for tutoring and enhancement of employees and instructing and advancement improving organisational effectiveness.

The Spearman correlation (Annexure F) shows that there is a correlation between “the college has a strategy for the training and development of

employees” and” guiding and promotion improves organisational effectiveness”, with a value of 0.302. The relationship between these two variables shows direct proportionality. Respondents indicate that if the college has training and development strategies, organisational effectiveness can be improved through training.

Qureshi and Niazi (2012:3) view the employee development strategy as an information strategy with supporting process documents for staff development, such as outsourcing of training and the appointment of external service providers. Bhubaneswari and Kumar (2016:56) speculate that effective organisational development programs also allow for the labourers to handle recently established expertise and warrants that sufficient workforce are obtainable for amplification into novel parts. Slade and Baldwin (2016:07) also found that organisational helpfulness is further habitually determined by sturdy structural principles, excellent administration applies and operative communiqué complexes.

**Correlation 5**      There is an association amongst guidance and growth improving structural productivity and preparation and elaboration improving organisational effectiveness.

Annexure F demonstrates the correlation amid “training and development improves organisational productivity” and “training and development improves organisational effectiveness”. The value is 0.303. This is an unswervingly interrelated proportionate. Plaintiffs designate that an improvement in organisational productivity may lead to an improvement in structural effectiveness.

Matching to Wilton (2011:268), organisational effectiveness is the degree to which limited resources can achieve growth and revenue without damaging internal resources. It is how an enterprise meets its minimisation of stoppage

between the input of resources and the optimised output required. Creasey (2014:24) advise that although productivity is achieved, focus should also be on the commitment, faithfulness as well as loyalty of employees. Davar (2012:319) added that developing skills would not play a part in the workstation only, moreover in the peripheral biosphere. It will also contribute to the maximum own expansion of every academic staff member and the financial expansion of the state. Contented labourers could be valuable, but further creative personnel are cheerier.

**Correlation 6**        There is an association amid guidance and expansion improving structural effectiveness and education and expansion improving the quality of products produced.

The Spearman correlation (Annexure F) illustrate the parallel concerning “training and development improve organisational effectiveness” and “training and development improves the quality of products produced”, with a value of 0.423. This is a straight linked relational. Defendants signify that the improvement in structural effectiveness may results to the enlargement in the superiority of merchandises or service produced and offered by Ingwe TVET College.

Training and development plays a big part by affording undertakings that result to mutually managerial helpfulness and amplified private progression for very labourers (Nel, 2012:161). Marsden and Riston (2013:394) speculate that administrative success is the conception on how operative the firm in succeeding the products the establishment anticipates to yield.

**Correlation 7**        There is a relationship between the college’s strategy for the teaching and expansion of employees and increase in servant functioning.



Spearman correlation (Annexure F) demonstrate that there is a correlation between “the college has a strategy for the training and development of employees” and “training and development improves employee performance”, with a value of 0.360. This is an unswervingly allied related. Accused indicate that the preparation strategy of Ingwe TVET College may lead to an improvement in employee performance.

Erasmus, Loedoff, Mda and Nel (2015:405) speculate that training and development is the knowledge experience that pursues a comparatively perpetual transformation in an idiosyncratic, which can develop his aptitude to implement on the trade. Hopkins (2010:28) affirms that organisations train and develop employees to improve interpersonal skills, increase literacy levels and make the organisation a better place to work.

**Correlation 8**      There is an association among improvement in servant enactment and improvement in structural success.

Annexure F shows the association amid “the improvements in employee performance” and “improvement in organisational effectiveness”. The value is 0.507. This is a straight correlated proportionate. Plaintiffs signpost that the further employee improve their performance, the more the organisation will be effective.

Folger and Skarlicki (2015:35) also agree with Chesterton (2011:201) regarding the use of training and development programs to develop a more efficient, effective and encouraged workforce to enhance the performance of the academic staff for organisational effectiveness. According to Gibson, *et al.* (2013:461), training develops the capabilities of workers to achieve the present and long-term requirements of the establishment.

**Correlation 9**        There is a relationship between training helping employees to be productive in the organisation and the improvement in service provided to students.

Annexure F illustrates that there is a correlation between “training helping employees to be productive in the organisation” and “training and development improves service provision to students”. The value is 0.400. The positive values indicated a nonstop interrelated proportionate. Plaintiffs designate that the more employees are productive, the further the service provided to students will improve.

Giving to Steers (2010:239), when organisations train and development employees, they have a speculation viewpoint of human resource management, viewing preparation and development as a chance to improve the continuing output of the organisation. According to Yousafzai (2012:2), every organisation depends on its staff members to improve performance and service delivery. Organisational performance cannot be achieved without the efficient performance of employees.

## **5.5 CONCLUSION**

In this chapter, the responses of the questionnaire analysis was aligned with the literature review and additional material exhausting creator foundations was incorporated to improve deliberations of the outcomes. Data was scrutinised by methods of the Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows, which was exploited to explore the primary data obtained from responses to the questionnaire after records capturing. Six hypotheses was arithmetically experienced exhausting Pearson’s Chi-square test. Tables were used to demonstrate the results of the study. The frequency distribution was

used in the analysis of results in this chapter. The number of participants who were neutral have contributed to the results not have big differences between agree and disagree, although the majority of participants with agreed response were less than a two-third majority. Since this was an in-house investigation at Ingwe TVET College in the Eastern Cape Province, the outcomes would be comprehensive to this institution. The next chapter bestows the conclusion and recommendations of the report.

## **CHAPTER 6**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 INTRODUCTION**

The chapter presents on the conclusion and recommendations of the paper. Ingwe TVET College is one of the colleges that spend much capital on the instructing and education of academic workforce. The main ambition of the study is to investigate the importance of the guidance and improvement of educational workforce and the impact consequently on employee performance as well as on organisational effectiveness. It is noted that academic staff or employee training and development has a positive influence on organisational effectiveness and on operative functioning, if it is aligned with the needs of the Ingwe TVET College. Matching to Hamermesh (2013:27), businesses educate and develop operatives to enhance the accomplishment of labourers who fail achieve the expected benchmarks of functioning, when the teaching necessities have been detected.

The conclusions are presented aligned with the enquiry intentions and in an effort to answer the report's foremost exploration interrogations, concerning stratagems that would be exhausted for training and development of academic staff at Ingwe TVET College in the future? The research approach was quantifiable in description, where systematised surveys was exploited for the compendium of primary records. The Statistical Package for the Social Sciences (SPSS) version 24.0 for Windows was expended to examine records. Tables, charts and graphs were expended to bestow the findings. A pre-oblique restricted concluded survey exhausting a 5- idea Likert gauge was dispensed to the intended populace of 350 respondents. This study was limited to only academic staff of Ingwe TVET College in the Eastern Cape Province who contributed in this analysis. The survey technique was utilised in this investigate owing to the minimum quantity of defendants. The own system of data

assortment was expended to dispense the enquiry apparatuses to the entire 350 defendants at Ingwe TVET College in the Eastern Cape Province and an extreme retort proportion of 341 (97%) was achieved.

## **6.2 CONCLUSION**

The experiment directed on how the training and development of academic staff and it's bearing on employee performance, and on organisational effectiveness at Ingwe TVET College in the Eastern Cape Province. The conclusion of this study addresses the objectives and research questions that were highlighted in Chapter one.

The objectives of the survey are:

- To determine the aspects the affecting teaching and improvement of academic staff at Ingwe TVET College;
- To highlight the importance of preparation and elaboration on employees at Ingwe TVET College;
- To explore the factors affecting employee performance at Ingwe TVET College;
- To highlight the impacts of guidance and expansion at Ingwe TVET College effectiveness; and
- To examine the current strategy used for the training and development of academic staff at Ingwe TVET College.

### **6.2.1 IMPORTANCE OF TRAINING AND DEVELOPMENT AT INGWE TVET COLLEGE**

Training and development plays a very important role at Ingwe TVET College. A need analysis must be conducted before an employer sends academic staff for training and development. Employee tutoring and enhancement is necessary for the operative's own progression and structural efficiency. Training and development can improve continuously and can acquire new skills for those who required these in their current employment positions. Rendering to Stewart and Brown (2011:310), staff training comprises of a specialist functioning with pupils to transference to them specified vicinities of knacks or erudition to perfect laborers' contemporary professions. Training is important for upgrading academic staff skills and knowledge, whilst academics staff were in a good designations to yield elevated value outcomes and amenities in the utmost economical fashion.

Training and development help academic staff to adjust to alteration and interject to the business attractiveness via product or progression novelty. Conferring to Lussier and Hendon (2016:241), employers must offer on-going training and development programs to academic staff therefore to preserve them conversant in technological vicissitudes and to avoid academic staff obsolescence. Active operative preparation and development results to the intensification in the eminence as a consequence of probably rarer gaffes.

### **6.2.2 FACTORS AFFECTING THE TRAINING AND DEVELOPMENT OF ACADEMIC STAFF AT INGWE TVET COLLEGE**

Matching to Rothwell and Kazanas (2015:245), organisations must make sure that employee assignments and establishments' structures and routes does not

prevent labourers from attempting developed dexterities or practicing freshly learned knacks. Sufficient supplies and interval requisite to be obtainable to allow employees to execute up to the greatest of their aptitude. Management involvement in the training and development of academic staff is crucial because leaders usually have precise information about the servants' operation and they were in a better rank to review the requisite of coaching on the workplace. Employees will not apply the wisdom and latest flairs obtained through the tuition module if there is no support from their seniors. For academic staff performance, managers must distribute the equipment required by them in order for them to do their job better.

Fitting to Stielbieger (2015:105), employee engagement is vital because a sense of contributing in the evaluation practise convalesces servant impetus to take part in education and growth. If staff are given an opportunity on what type of training they will receive, they will be more interested towards the training program. Business incline to devote millions of rands in elevation the workshops and apparatus, although diminutive on the elevation of academic staff flairs. The insufficient wisdom in what labourers were tutored on and is required to execute hints to a catastrophe by the superintendent to monitor on learning transmit. Rousseau (2011:57) added that failure to align training with job results and performance indicators makes it difficult for learning transfer. The breakdown of tuition and expansion of employees pursues from the instruction intents were not affiliated to the college prerequisites.

The reason for the training and development of employees failed was the incapacity of the enterprise in distinguish non-teaching resolutions. Corresponding to Tapcott (2012:71), if training is costly as associated to its temporary revenue in financing, then organisations can deemed it as a catastrophe and consequently, not required. Training may fail if academic staff members are not held responsible for the results. Academic staff members if not apprehended liable for the exploitation of the subjects of the courses in the workstation.

Kleiman (2010:170) speculates that when the settings were not beneficial to the transferral of erudition, the education exertions would be in futile. Preparation and expansion should be unproductive when there is a catastrophe in afford comments and exhaust data regarding outcomes. If Ingwe TVET College nosedives to gauge tuition by offering criticism, academic staff would not be talented to comprehend concerning their advancement, nor implementers to recognise the victory of their syllabi.

### **6.2.3 TRAINING AND DEVELOPMENT OF ACADEMIC STAFF AND EMPLOYEE PERFORMANCE**

#### **6.2.3.1 ACADEMIC STAFF PERFORMANCE**

Matching to Heathfield (2012), as cited by Matukhin, Nizkodubov, Zyubanov, Khasanshin and Obskov (2014:99), the guidance, maturity and edification of employees at the convenient period affords vast pay-offs for the organisation in augmented throughput, wisdom, fidelity and contribution. Furthermore, through tutoring and development, laborers' could quickly accept lately established and progressive machinery, namely mechanical and supercomputer centered engineering routes. Academic staff should sustain well-informed on novel expansions in the scientific, pecuniary, activist, judicial and societal arenas, and fashionable labourers administration manners. Ingwe TVET College should provide opportunities and support for academic staff development in order to ensure that staff are capacitated enough to deliver the required services to students and the college.

Rapidly changing technology and social environments have affected the way in which academic staff members perform their jobs. Those who fail to modify to



the conversions flattered antediluvian and unproductive. Training and development helps academic staff to create ameliorate judgements and increases profession gratification, which in future must advance the college and prepare employees for future positions. Training and development provide academic staff a prospect and aptitude for advancement. Supporting academic staff by giving them a permission to undergo advance edification would craft labourers more cherished in the college and more accomplished proficiently. Conferring to Subbaye and Dhunpath (2016:1), tertiary academies are required to conscript experienced specialists who are correspondingly expert in punitive erudition and pedagogical knacks. However, establishments also had a compulsion to afford practiced elaboration prospects to augment coaching competence.

#### **6.2.3.2 EMPLOYEE PERFORMANCE**

Fitting to Johnson and Redmond (2011:390), training and development is to prevent management obsolescence. Whetten (2013:212) speculates that training and development plays a major part by affording undertakings that may solution in mutually organisational usefulness and augmented own progression for workforces. Establishments prepare and develop workers to recuperate their enactment for those who fail to accomplished mandatory criteria of execution, when the tuition prerequisites were been pinpointed. Syptak, *et al.* (2010:269) affirm that training and development must be result-oriented, it should be measurable and it could generate a frank support to improve equally aspiration attainment and the inner proficiency of the establishment.

Training and development requires formal action by Ingwe TVET College management to confirm that labourers with the pertinent credentials and practise are obtainable once Ingwe TVET College necessitates their amenities. Training operates as twofold protagonist where it benefits administration to

achieve its labourer's desires, simultaneously increasing and promote the significance the servants being educated and augment their negotiating muscle. It also helps employees to adjust to changes quickly, while creating a better corporate image for the organisation. Training and development reduces outside consultation costs by utilising competent internal consultants. Mullins (2014:52) posits that providing training and development for employees ensures that the organisation places the fitting employee in the suitable workstation at the expected period and thus offers employees the opportunity of achieving personal fulfilment in the job.

#### **6.2.4 HINDERING FACTORS TO EMPLOYEE PERFORMANCE AT INGWE TVET COLLEGE**

Employee execution is furtherly influenced by the prospects for expressive occupation, a collective specialist standards, collaboration and encouragement grounded on enactment pretty, than is by preparation in a particular knacks. If employees believe they are not being compensated well, they will be unhappy working for Ingwe TVET College. The most outstanding physical conditions hampering employee functioning are the glitches bestowed by the insufficient paraphernalia, shortages of suitable constituents or deliveries, and disorganised layouts or unsatisfactory interplanetary to operate realistically (Kleiman, 2010:170).

In creating a performance environment, Pascale, Millemann and Gioja (2011:217) proposed that the vitality to hold an acceptable occupation implementation outlooks for labourers to achieve. Permitting to Uzochukwu, *et al.* (2016:3), there is a reduction in the quality of work produced by academia due to a lack of incentives for research and publications, Academia without up

to-date knowledge will certainly contribute little or nothing to educational development.

Broadbent and Poon (2015:05) speculate that many academic staff allocate their salaries to meet their family needs, hence due to lack of funds, they remain stagnated with their entry academic qualifications for a long time without further advancement. The inability of academic staff at Ingwe TVET College to meet the required standard of performance may be caused by lack of funding. Fitting to Pascale, Millemann and Gioja (2011:128), employee assistance programs must be implemented and exercised consistent to enhance performance of both management and employees alike.

#### **6.2.5 DIFFERENT MODELS ON TRAINING AND DEVELOPMENT**

A new model (Figure 3.9) is developed which shows the early involvement of stakeholders, feedback and evaluation per phase. It includes the infrastructure and equipment assessment in the training and development process, which may lead to employee participation, positive attitudes towards training and to transfer of training. The new model comprise of ten phases that should be followed when conducting training and development of academic staff and is developed in Chapter 3 (Figure 3.9). Stakeholder involvement at the planning stage of training motivates servants to partake in the tuition and enhancement process.

Arguinis and Kraiger (2010:458) highlight that if employees are not familiar with the benefits, these requisite to be mutual with employees premature in the training progression, otherwise this would lead to academic staff members not

being talented to achieve what they are anticipated to achieve past the complications of the coaching program. Trainers contribute a critical protagonist in the transfer of learning to personnel and make the training session applicable to the working environment. There is no universal stratagem which will suit all learning. Therefore, Ingwe TVET College should develop their own strategies which will suit unique circumstances of the college. An investment in training and development programs of academic staff can be justified by its contribution to Ingwe TVET College's effectiveness. Sink (2014:198) asserts that the intention of assessment is to establish if employees really acquired novel flairs and thoughts or the form of acquaintance as the outcome of the teaching and enlargement program.

Corresponding to Asfaw, Argaw and Bayissa (2015:288), assessment and criticism are the facets that are pivotal and should be viewed as on-going routes to be implemented into every stage of the guidance practise, as compared to other models. Constant appraisal and comments warrant the precise accomplishment of every phase in the training and development of employees at Ingwe TVET College. Giving employees' feedback by their supervisors is generally an informal part of on-the-job training and close communication between the trainer and employee helps the feedback process. Operative training and development necessitates supervisors and employees to operate carefully organised on entire segments of schooling and maturity route, where equally groups need to comprehend and appreciate their authorisation.

Infrastructure have an influence on the training and advance of labourers. Ingwe TVET College's infrastructure should welcome every trainee or employee, regardless of disability. Change should be made to the working environment, taking into consideration technological modifications to make information accessible in alternate formats or make changes to work activities. Seyoum (2012:25) highlights that some factors in the working environment that might limit the functioning of disabled employees include a physical environment that is not accessible and a lack of relevant technology.

### **6.2.6 CONCLUSION BASED ON THE FINDINGS**

The findings of the study indicate that training and development need analysis is conducted before the selection of employees to attend training and development sessions. Thus, why supervisors select employees without asking them if they would like to attend a particular training program because their selection is based on the need analysis.

The study discloses that that working situations are conducive enough for the transfer of training. Training and development of employees can not only be affected by working conditions but lack of resources may have a negative impact in training. Resources should be made available for trainees to apply new skills. The findings reveal that supervisors are constantly not accessible to provide backing past tutoring and this make it difficult for employees to practice new skills. Too much workload after training have impact on employee applying new skills after training, reducing workload to trainees will give them appropriate time to execute new skills.

The long-distance location of training venues has been identified as one of the barriers impacts on the training and development of employees. Depriving labourers a chance to apply new skills also have a negative impact on training and development of staff members. The findings from the study indicate that education and enlargement improve organisational effectiveness and it helps servants to be productive in the organisation.

Findings also reveals that education and enlargement improve organisational effectiveness and improve organisational productivity. The study indicates that trained employees are more productive in the organisation and they are willing to use their own initiatives when performing their duties. If organisation has well

trained staff members, uncertainty may be reduced when they are doing their work and confidence may develop. In addition, employee performance will improve in the organisation.

### **6.3 RECOMMENDATIONS**

Arising from the empirical analysis of results, the following recommendations are made to Ingwe TVET College in the Eastern Cape Province:

- Top management should ensure that Ingwe TVET College has a strategy for the training and development of employees and academic staff. Developing a training and development strategy may help managers or supervisors when they want to send employees for training because they will have a guide to follow. At the same time, it will assist employees when they develop themselves in order to align their training with the college preparation and elaboration strategy. Education and enlargement strategy will assist in making decisions about academic staff who should receive training and they will be aware of the procedures followed to send them on training. The strategy should be accessible to everyone in order to know the training and development procedures. Ingwe TVET College should develop a strategy that will suit its own needs. Sullivan (2011:2) posits that if a training strategy is understandable and utterly - transferred, not only would servants be extra ambitious, however comprehending the premeditated path could aid servants to persist driven.

- Senior management should ensure that the current strategy for training is used when selecting employees for training and development. To avoid complaints from academic staff about red-tape or bias the training strategy should be implemented. Top management should make sure that the training and development strategy is successfully implemented, as the strategy will assist in the identification and selection of academic staff members who need training. Alexandros and Bouris (2012:68) affirm that there is no-one-size-fits-all stratagem which would encompass all absorbing. Hence, organisations would develop their own stratagems which will match their distinctive contexts, in this case Ingwe TVET College.
- Top management should ensure that employees receive feedback after the implementation of the current training and development strategy. Management should provide information to employees who do not know about the training and development strategy at Ingwe TVET College. Explanations about the selection criteria and strategy for training and development should be provided to employees. Feedback should be provided to academic staff members about the selection procedure followed in the selection of staff members for training, as this will resolve problems of dissatisfaction of employees with regard to training.
- Senior management must guarantee that the guidance strategy is affiliated with the college objectives. When developing the training and development strategy, management must make sure that it is linked to Ingwe TVET College's objectives. The alignment of training strategy and objectives of the college may assist the college to develop and meet its targets. Cartwright (2011:11) speculates that the training and development strategy should develop segment of the overall strategy in the organisation.

- Topmost supervision should ensure that employees are given a chance to choose the type of training and development they need. Employees who were given a chance to choose training will be more inspired to participate in the training and development program than those who were selected without their concerned, hence chances for transfer of learning are limited. Top management must emphasises to managers / supervisors to give employees a choice of the type of training they need. If not so, training provided to them may be wasteful expenditure with no return on investment. Yeow, Chowl, Chin, Kavitha and Koe (2012:2) also found that employees who were given a choice to participate in instruction have tougher confidences that tuition was suitable, were further devoted to the judgement of being taught and were beyond gratified with the guidance.
- Senior management should ensure that any training and development required by academic staff is aligned with college goals. Top management, with the assistance of other managers and supervisors must make sure that the training required by academic staff will be able to assist Ingwe TVET College to achieve its goals upon completion. The training required should be within the scope of the strategic plan of the organisation and employees will be able apply learned skills within the college. Cartwright (2011:2) speculates that training and development does not occur in an organisational vacuum. It should be aligned to the general intents and strategies of the firm and the life goals and strategies of the idiosyncratic.
- Senior management should ensure that training and development needs analysis is conducted before the selection of employees to attend training and development sessions. Needs analysis must be conducted by managers/ supervisors to determine employees who need training. Thereafter, recommendations should be made to top management about the selected employees by indicating skills gaps and performance



expectations. Needs analysis is required in order to avoid sending employees on training who do not need it, who already attended or who trained in a particular training program. Wynn (2017:7) declares that if the needs analysis is not done properly, a training and development program may be poorly designed or it may produce unwanted results.

- Top management should ensure that managers are informed about the training and development of employees. Managers/ supervisors must be informed by training organisers or the Human Resource Development department about everything that will affect his/her employees in a particular department. When managers are informed they will be able to motivate, support and provide material and resources to the trained employees. Abdullah (2011:12) posits that in a strategic framework of human resource development preparation that highest administration backing and area superiors' engagement is an eminent facet in the operative supervision and execution of training and development exertions.
- Top management should ensure that employees are informed about the significance of tuition and elaboration. Employees should know the purpose of the training and how the training will help them. Failure to do so will lead to employees not taking training seriously. Informing employees will help them to prepare themselves for training and to arrange equipment or material that will be used during training sessions. If the training will take more than one day, employees have to arrange school transport for their children or someone who will look after them. Latif (2012:212) highlighted that in most cases, management or supervisors of organisations fail to inform employee about what they are planning to do and how the training will contribute to each employee's performance. Angela (2014:11) reported that labourers who were not informed, not solitary destroy the lowermost streak with the deficiency of

output, however, it cultivate disapproval to each prospect, this bearing on panel functioning.

- Senior management should make sure that employees are informed about the selection process that will be used to select them for teaching and enlargement. If instruction and maturity policies of the institute are correctly followed during selection processes and there are not inconsistencies, employees may be satisfied about it. Queensland (2017:1) declares that the selection policy and manual must be applied in the event of any inconsistencies on the assortment of servants for tuition and expansion. The manual furthermore affords the foundation for the conduct of training.
- Senior administration should ensure that the training and development of academic staff increases opportunities for career development. Employees should be trained in order to develop, not just to be sent to training for compliance purpose. Employees should be trained and developed as to be competent to take a sophisticated position in the future and to meet Ingwe TVET College's expectations. Academic team tuition and enhancement is not only critical for the college, but to the academics themselves for career development opportunities. By preparing academic personnel with instructing and extension, labourers were fatherly probable to be willing to grasp on larger obligations beyond appropriate for advancement (Tyani, 2011:101). Obi-Anike and Ekwe (2014:69) assert that teaching and elaboration is essential for leadership development triumph.
- Senior management at Ingwe TVET College should make sure that schooling diminishes costs of conscription and coaching novel labourers. Managers or supervisors should ensure that training and development reduces the time spent by supervisors on training new staff

members because staff members have already acquired skills through training and development programs. By providing training the cost of recruitment of new staff will be reduced, as well as by lower staff turnover rates and however new staff members. Trained employees may be able to train new staff members at Ingwe TVET College. According to Swanepoel, Erasmus, van Wyk and Schenk (2010:468), companies could accumulate income by keeping helpful operatives. Furthermore, expenses of conscription and tutoring of novel contestants could be prohibited. Bestowing to Abdullah (2011:12), operative tutoring precludes effort by cutting the period consumed on dilemma resolving. It accumulates capital in the forthcoming by yielding a ameliorate labourers.

- Top management should ensure that working conditions are conducive enough for the transfer of learning. Top management, with the assistance of supervisors, should make sure that the working environment does not hinder the transfer of new skills while employees are working hard to acquire new skills. If working conditions were favourable enough for the transference of erudition, employees may be motivated in the acquiring of learning, with no reason to fail. Working conditions should be conducive to every employee, regardless of his/her health conditions or physical wellbeing. Hu Yanan (2011:1) speculates that guidance would be applicable if the operation conditions, structural mood and philosophy support the coaching. Nassazi (2013:32) suggested that organisations must ascertain functioning environment that does not touch the labourer harmfully by offering, amongst additional objects, no clamour surroundings, tolerable illumination structures and acceptable infections.
- Top management should ensure that supervisors are always available to provide support after training. The availability of management or supervisors is required by employees who receive training in order to

help them when they are implementing new skills. Sufficient management support after training will encourage employees to apply newly acquired skills. Matching to Mndeme (2011:12), support from the management is crucial because inadequate pledge from upper executive, coaching can be nonentity additional than a farce. Ramya (2016:3) affirms that highest board can not only distribute funds, however for the tutoring and advancement to prosper, can furthermore partake in the blueprint of the procedure.

- Senior executive ought to ensure that feedback is provided to employees after training. Providing feedback to employees makes them aware of whether they have learnt something from training or they are meeting Ingwe TVET College's expectations after training. Employees are not sure if they are doing things correctly, hence feedback from the supervisor is every important. Failure to provide feedback may lead to trained employees continuously repeating same errors. Feixas, Fernández and Zellweger (2015:5) assert that academics believe that learners comments on their education must inspire their request for novel erudition in the lecture room and the level to which pupils value the modernisation in the tutorial room.
- Top management should make sure that the necessary resources are available after the training and development of employees. Upper directors must afford the required resources to trained workers so that managers help them to apply new skills. Senior management should provide the required resources to all employees who have attended training and development programs. The availability of resources will even motivate trained staff to apply acquired skills during training. Sullivan (2011:3) is of the view that effective training is basically affected by the availability of educational resources to meet the needs of any institution. Rendering to Rhodes University (2014:2), providing resources

to trained employees will assist them in the implementation of newly acquired skills and will reduce barriers for the transfer of learning. College effectiveness will also improve. Corresponding to Mansoor, Shah, Ateeq-ur-Rehman and Tayyaba (2015:787), if people do not know what resources will be available or just how the training will benefit them, they will not be very excited about it.

- Top management should ensure of the perfect instructions delivered to employees through schooling sessions. Direction should be provided to all employees attending training in order to avoid training failing to meet its objectives or exceeding time allocations. Direction may include the duration of training; start and end time; tea and lunch breaks; and expected behaviour during training. Training departments should ensure that everything is in order before training commences in order to avoid wasting time and organisational resources. Du Pree (2012:1) speculates that labourers are expecting broad directors sustenance, path and headship. Agreeing to Sullivan (2011:2), directors and executives perform a serious protagonist in outlining the bearing, drive, primacies, targets and characters of the labour force.
  
- Senior management should also ensure that long distance location of training venues do not have a bearing on tuition and elaboration of recruits. Top management with the assistance of other managers should make sure that accommodation is provided to employees to avoid-long distance travelling or to avoid late-coming. Transport and other logistics should be prepared for employees who will be attending training. To avoid tiredness of employees during training session, accommodation should be closer to training venues. Feixas, *et al.* (2015:04) advise that for the occasion with accomplices contained in a restricted topographical series, the location surrounded by a judicious remoteness from utmost complices families or workstation can construct logic. Nevertheless, when countless partakers would be itinerant from other provinces,

holding the occasion at a location neighbouring the airfield or their guesthouses would be favourable (Gutierrez, 2016:1).

- Top management should ensure that the workload is reduced for those employees who have attended training and development in order to limit barriers in the implementation of new skills. Management must ensure that there is no work waiting to be accomplished by employees who are on training. Trained employees who come back to workload, will decide to use the old skills that he/she is familiar with in order to finish the work in their workstations and by the time he/she wants to use the new skills, he/she will find difficulties to apply them. Reducing workload will give employees the opportunity to apply new skills without any pressure put on them to meet targets or time-frames. Agreeing to Lyall (2015:63), the design of the systems and equipment used to accomplish tasks will also impact the workload at that time. Gutierrez (2016:1) declares that workload is impacted by the design of all systems, displays, controls and equipment being used.
- Topmost administration ought to ensure that workforces who were sent on training and development are given a chance to apply new skills. Management should provide employee with the opportunity to apply the new skills acquired during the training and development session. Giving employees an opportunity to attempt new skills will make them familiar with the new skills and practicing these skills will make them perfect at the end of the day. Ingwe TVET College will benefit in the application of newly acquired skills. Matching to Wawira (2014:16), opportunities to attempt ensure that when trainees have plenty of opportunities to implement what they have acquired to their jobs, a larger amount of training content can be transferred.

- Top management should make sure that supervising of instruction progress is accomplished during training and development sessions. Management must ensure that they avail themselves in monitoring training in order to check if what is learnt by trainees is aligned with the Ingwe TVET College objectives. Management should ensure that gaps in training are dealt with while the training is in progress and problems are solved at the early stages. Monitoring of training and development program should give a chance to the management to see if what is learnt during training will be applicable to the working environment. Fitting to Mamman and Aminu (2014:97), the monitoring of trainees to find out information on the level of progress the trainee is making in a tutoring syllabus and carefulness must be held to ensure that the right information is obtained in order to avoid the misinterpretation of a trainee's progress.
- Senior management should ensure that appointed service providers have a capacity to provide training and development sessions. The capacity of service providers to facilitate training effectively may increase trainee participation in training programs and failure will demotivate them. Registered services providers with the relevant SETA or educational authority body and with good track records should be appointed based on their good reputation in providing schooling and growth programs, not for the sake of providing training. Corresponding to Driskell (2011) cited by Kant and Punia (2013:155), training execution, tuition substance and trainer capability also influence the coaching results. The triumph of the tuition syllabus continually relays on how guiding was furnished, what was the matter and who was the coach.
- Top management should make sure that the skills provided during training and development are applicable to the working environment. If the skills acquired during training and development are applicable, they

will help Ingwe TVET College to meet its goals, while simultaneously helping employee to achieve expected performance. Management should ensure that the skills acquired during training and development are aligned with the strategic plan and objectives of the college. Park (2016:31) speculates that the transferral of learning is added than fair pertaining the familiarity, flairs and viewpoints acquired in the tuition when they returning in the trade. It necessitates the overview of cultured behaviour and preservation for a long time.

- Top management should make sure that the training venue is conducive for the transfer of training. Management should make sure that venue chosen for training will not have barriers to all the trainees, regardless of mental and physical fitness. Top management should ensure of the availability all the required resources and infrastructure, which will make it easy for the transfer of training. The equipment to be used should be suitable for every employee who attended the training, or alternative solutions should be available. Nijman, Nijhof, Wognum and Veldkamp (2013 (2013:1) postulate that the working environment can be a big influence in preventing or improving transferal, and particularly directors and superintendents can contrubute an important part in the triumph of the transmit of tuition. Allowing to Meichen, Prashant, Yaojiang, Fang, Chengfang and Scott (2017:1), approachability signifies to the likelihood that everybody, particularly to those have distinct requirements, could admittance to the structure and its facilities.
- Senior management should make sure that training and development sessions are aligned with Ingwe TVET College's needs. Top management, with the assistant of other managers and supervisors, should make sure that all training provided will help Ingwe TVET College to achieve its needs by aligning it with the college needs. Even if the training is popular, management have the responsibility to approve and send employees to training that is aligned with the needs of the college



and failure to do so, there will be no return on investment. According to Hafeez (2015:52), one of the hindrances to delivering training to employees is “poor training content and delivery style”.

- Top management should ensure that time apportioned for the tuition and expansion is enough to allow the transfer of new skills. Management should allow enough time for instructing and expansion in order for employees to acquire more information that is required without rushing because of time constraints or limited time being provided. According to Nijman, Nijhof, Wognum and Veldkamp (2013:6), the extent to which trainees have (and are perceived to have) adequate intervals and supplies obtainable establishes the degree to which schooling matter would be expended or compelled in the profession. According to Shatzkes (2014:1), the shortest, most reliable and most effective route towards increasing productivity is increasing employees’ allocation of time spent on the core job tasks and behaviours that directly lead to results.
- Top management should make sure that the training and development provided to academic staff improves organisational effectiveness. The management of Ingwe TVET College should not just send academic staff for training, but they should make sure that the college will have empowered staff that will help it to be effective and to develop. At the same time, training and development must help the college to have a competitive advantage and be able to meet its targets. Raza (2014:68) postulates that organisations can attain a competitive edge only on the basis of their internal resources, which include the skills of employees and knowledge, etc. According to Obi-Anike and Ekwe (2014:69), training is data conveying to the organisation’s adherents in order to optimistically expand the efficacy and output of the organisation and enables organisations to enactment additional excellently as of getting esteemed payrolls.

- Senior management should ensure that training and development improves organisational productivity. Management must make sure that any type of training and development provided has a positive impact on organisational productivity in order to be regarded as a successful training program. Top management with the assistance of other managers or supervisors should ensure that any training and development provided to employees will help them to be productive when they implement what they have learnt during training. The training and development provided should improve the operational level of the organisation and should have a significant contribution to student's performance. Management should ensure that schooling and growth that is delivered is aligned with the organisational tactical plan and it will assist Ingwe TVET College to be able to retain current students and staff members and to help employees to produce the desired results. Management should send employees on training and development programs that will assist them when they perform their tasks in order to be productive. Avoid sending employees to training because is popular but will not have a significant impact on employee productivity. Ukandu (2013:571) asserts that labourers preparations usually improve output, encourages personnel then stimulates dexterities by affording entire evidence the operatives necessitate to enact their duties.
- Top executive must ensure that tuition and elaboration expands the superiority of products produced. Top management with the assistance of supervisors should make sure that the training provided to employees will enable them to produce the required results. The training and development provided should enable employees to reduce mistakes while performing their tasks and help them to produce a high quality product. Management should ensure that the training and development provided to employees is applicable to their workplace in order to help employees to improve the quality of products they produce and to minimise default products. According to Nassazi (2013:22), lower costs of invention schooling minimises hazards since taught employees are

proficient to construct finer and more commercial exhaustion of the substantial and paraphernalia, thus plummeting and circumventing garbage.

- Top management would ensure that the tuition and development provided to payrolls improves teaching and learning at Ingwe TVET College. Management should provide training to academic staff that will help them to improve students' through-put rate at the end of the trimester, semester or year. The training and development provided to academic staff should be able to help them in their academic activities and help the perfection of instruction and erudition in the classrooms. Bhat (2013:2) postulates that with the aid of tutoring, peoples converted capable in their contracts and they can donate ameliorate outcomes. Giving to Fazalur, Nabi, Yasmin, Saeed ul Hasan and Muhammad (2012:151), training and encroachment could be understood as the routes created to expand the proficient comprehension, knacks and outlooks of the lecturers hence they influence, moreover, recuperate the erudition of the pupils.
- Senior management should ensure that teaching and enlargement improves operative functioning by assessing the type of tutoring provided to employees, to check if it meets the required standards. Management must ensure that the training provided is aligned with the skills required by employees and organisation in order to help employees in performing their tasks. Management should make sure that the training provided is especially designed for addressing specific skills gaps of employees so that after training they will be able to perform their tasks without close supervision. Hafeez (2015:20) affirms that employees' abilities are improved where firms commencements to devote in the recuperating the wisdom and facility of its employees throughout instruction. Additionally, supplementary operative of payrolls are manufactured and besides affords efficacious relationships amongst

peoples and their proprietor. Raza (2014:68) stresses that training and development provides new and different skills to employees for doing their jobs. Qureshi and Niazi (2012:1) claims that a trained teacher performed better than untrained teachers. Teachers must take part to pre-service education to train him/her in the intricacies of the field, as well as for the suitable behavior required by the profession.

- Senior management should ensure that training and development reduces uncertainty in employees as they are doing their work. Management should ensure that the training provided to employees should enable them to resolve problems, make proper decisions and to close the gap of uncertainty. Training and development should give employees knowledge about task performance and expected results. Management should make sure that every training and development intervention provided is an eye-opener to employees and they gain more knowledge and skills to perform their duties and minimise uncertainty. Ameer-ul and Hanif (2013:70) are of the view that the main purpose of training are to deliver knacks, acquaintance and propensities to do the mandatory trade competently, to grow labours in order to have a potential, he/she can advancement, as well as improve productivity by minimising spoilt work, misuse of machines and lessening physical risks. Shaw (2017:01) claims that inadequate operation are habitually effects once recruits are not familiar with what is correctly and what they are expected to accomplish, how to perform their duties or why they are required to function in a specified tradition.
- Top administration ought to ensure that the education and development provided to payrolls increases their confidence while performing their tasks. By providing employees with training addressing Ingwe TVET College's needs, employee confidence will improve. Executive ought to also ensure that any tuition and development provided is linked to

particular task performance and is applicable to the organisation. If an employee is well trained and the training is aligned with the organisational goals, their confidence will be boosted. Management should make sure that the instruction and elaboration provided is not a universal tactic. Training designed to solve and address specific skills shortages is required in order to increase servant assurance when execution his chore. Weick and Quinn (2014:361) declare that as academic staff that endure coaching, their conviction could be amplified and laborer usefulness could be appreciated. Agreeing to Ukandu (2013:574), training and expansion augments the operative own enlargement and self-possession in the workstation and furthermore consents payrolls to convert added on effectual delinquent resolvers.

Based on the findings of the study providing feedback and management support have been identify as a challenges in this study. Top management should avail themselves to support employees who have undergo training and development programs. The feedback should be provided to employee after completing training.

Long distance allocation of training need to be minimised as it impact on training and development of employees. Top management should consider organising local or in-house training for employee development. Top management should ensure that those who participated in training and development sessions are given a chance to execute new skills without being panalised for making mistakes. Top management should ensure that training venues are equipped with the required resources before training commences.

Guidance should be provide to trainees in the beginning of the training session so that they will know what is expected from them. The assessment of training content by management need to be done in order to check if it will be applicable to the college. Top management should ensure that continuous monitoring of the training session is conducted so that barriers can be dealt with at an early stages of training. Workload for the trained staff members should be minimised, while they are transferring what they have acquired during training and development sessions.

#### **6.4 LIMITATIONS OF THE STUDY**

Permitting to Hussey and Collins (2011:190), limitations are the constraints affecting the study. On the other hand, they may be challenges or hindrances. This study is limited to employees of Ingwe TVET College in the Eastern Cape Province only. The target population for this study is small and the researcher had no choice to pick another sampling strategies. Another limitation of the study was the questionnaires (nine questionnaires) that were not returned by respondents, these have an impact on the percentage of agreed or disagreed responses, as well as neutral.

#### **6.5 DIRECTIONS FOR FURTHER RESEARCH**

A quantifiable research technique were used in the exploration and surveys was manipulated to assemble data from the defendants. Supplementary enquiry might be organised in the discipline of examination exhausting qualitative techniques. A qualitative research approach should countenance the

scientist to comportment dialogues to accumulate primary data from the accomplices with minimal limitations. Other scholars could conduct their investigation with other TVET Colleges in the province or in supplementary regions in South Africa to make a proportional experiment scrutiny.

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## Annexure A

### COVERING LETTER TO QUESTIONNAIRE

Telephone number: 0392570991

W 302

Cell: 0839950021

Umlazi Township

4066

25 October 2014

For Attention:

-----  
-----  
-----

Dear Respondent

### ASSISTANCE: QUESTIONNAIRE COMPLETION

I am a registered student at the Durban University of Technology in the Department of Human Resource Management. I am currently pursuing the Doctoral Degree in Human Resources Management and the primary component deals with a research-based investigation which necessitates, inter alia, field work and data collation. My topic is entitled: **How training and development of academic staff impact on employee performance for organisational effectiveness at a selected college in the Eastern Cape Province.** In order to successfully complete my Doctoral Degree, the latter part of the empirical framework involves the administration of a questionnaire. You have been identified as one of the respondents comprising the sample frame. I shall be most grateful if you could please complete the attached questionnaire and return it within two weeks. The attached questionnaire will take about 25 minutes to complete and only requires you to tick the relevant pre-coded response in an objective manner. The researcher will personally collect the questionnaire after two weeks. Please rest assured that your responses will be treated with the utmost confidentiality and will not be divulged to any other party.

In addition, the responses to the questionnaire, once collated, will be used for statistical purposes only. Your participation in completing this questionnaire is purely voluntary and there is no coercion or undue pressure on the part of the researcher. Anonymity will be ensured in this research. Data from the respondents cannot be linked to a specific individual. The researcher will never injure or harm the people being studied, regardless of whether they volunteered to be part of the study or not. Privacy will be ensured in this study.

Your co-operation in assisting me with this important component of my study is highly appreciated and I look forward to a speedy return of the questionnaire. I take this opportunity to again thank you in advance in order to enable me to complete this research project.

Regards



Mr. Vuyisile Mabindisa

Registration number: 20930037

## Annexure B

### Questionnaire for academic staff at Ingwe TVET College

#### INSTRUCTIONS TO RESPONDENTS

1. Please mark one of the correct answers with an (X).
2. Answer all questions.
3. Do not leave any question or statement blank.

#### SECTION A: DEMOGRAPHIC DATA

##### 1. Please indicate your age.

|     | Year         |   |
|-----|--------------|---|
| 1.1 | 18-25 years  | 1 |
| 1.2 | 26-35 years  | 2 |
| 1.3 | 36-45 years  | 3 |
| 1.4 | 46-55 years  | 4 |
| 1.5 | 56 and above | 5 |

##### 2. Please indicate your gender.

|     | Gender |   |
|-----|--------|---|
| 2.1 | Male   | 1 |
| 2.2 | Female | 2 |

##### 3. Please indicate your Length of service with Ingwe TVET College.

|     | Years              |   |
|-----|--------------------|---|
| 3.1 | 1-5 years          | 1 |
| 3.2 | 6-10 years         | 2 |
| 3.3 | 11- 15 years       | 3 |
| 3.4 | 16-20 years        | 4 |
| 3.5 | 21 years and above | 5 |



## SECTION B

Please mark (x) one correct response to the following statements.

Strongly Agree= SA

Agree= A

Neutral= N

Disagree= D

Strongly Disagree= SD

4. Please indicate your response regarding the training and development strategy for academic staff at Ingwe TVET College.

| No  | Statement  | Strongly agree | agree | Neutral | Disagree | Strongly disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 4.1 | The college has a strategy for the training and development of employees   | 1              | 2     | 3       | 4        | 5                 |
| 4.2 | The current strategy is used when selecting employee's for training and development  | 1              | 2     | 3       | 4        | 5                 |
| 4.3 | Employees receive feedback after the implementation of the current strategy of training and development                            | 1              | 2     | 3       | 4        | 5                 |
| 4.4 | Is the current strategy aligned with the college objectives?   | 1              | 2     | 3       | 4        | 5                 |
| 4.5 | Employees are given a chance to choose the type of training and development they need  | 1              | 2     | 3       | 4        | 5                 |
| 4.6 | Training and development required by academic staff is aligned with college goals.   | 1              | 2     | 3       | 4        | 5                 |
| 4.7 | Training and development needs analysis is conducted before the selection of employees to attend training and development sessions | 1              | 2     | 3       | 4        | 5                 |
| 4.8 | Employees are informed about the importance of training and development  | 1              | 2     | 3       | 4        | 5                 |

|      |  |   |   |   |   |   |
|------|--|---|---|---|---|---|
| 4.9  | Employees are informed about the selection process that will be used to select them for training and development | 1 | 2 | 3 | 4 | 5 |
| 4.10 | Managers are informed about the training and development of employees  | 1 | 2 | 3 | 4 | 5 |
| 4.11 | Training and development increases opportunities for career development  | 1 | 2 | 3 | 4 | 5 |
| 4.12 | Training reduces costs of recruitment and training new staff members   | 1 | 2 | 3 | 4 | 5 |

5. Please indicate your response regarding factors affecting the training and development of academic staff at Ingwe TVET College

| No  | Statement   | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 5.1 | Working conditions are conducive enough for the transfer of learning                          | 1              | 2     | 3       | 4        | 5                 |
| 5.2 | Management is always available to give support after training                                 | 1              | 2     | 3       | 4        | 5                 |
| 5.3 | Feedback is provided after training   | 1              | 2     | 3       | 4        | 5                 |
| 5.4 | A lack of resources affects the training and development of employees                         | 1              | 2     | 3       | 4        | 5                 |
| 5.5 | There are clear directions provided during training   | 1              | 2     | 3       | 4        | 5                 |
| 5.6 | Long distance location of training venues impact on the training and development of employees | 1              | 2     | 3       | 4        | 5                 |
| 5.7 | Too much workload after training and development affects the implementation of new skills     | 1              | 2     | 3       | 4        | 5                 |
| 5.8 | Resources that will be used by employees after training and development are available         | 1              | 2     | 3       | 4        | 5                 |
| 5.9 | Employees are given a chance to apply new skills  | 1              | 2     | 3       | 4        | 5                 |

|      |   |   |   |   |   |   |
|------|---|---|---|---|---|---|
| 5.10 | Monitoring is done during training and development sessions                               | 1 | 2 | 3 | 4 | 5 |
| 5.11 | Service providers have a capacity to provide training and development sessions            | 1 | 2 | 3 | 4 | 5 |
| 5.12 | Skills provided during training and development are applicable to the working environment | 1 | 2 | 3 | 4 | 5 |
| 5.13 | Training venues are conducive for transfer of training                                    | 1 | 2 | 3 | 4 | 5 |
| 5.14 | Training and development sessions are aligned with college needs                          | 1 | 2 | 3 | 4 | 5 |
| 5.15 | Time allocated for training and development is enough to allow the transfer of new skills | 1 | 2 | 3 | 4 | 5 |

6. Please indicate your response regarding the impact of training and development on organisational effectiveness at Ingwe TVET College in the Eastern Cape

| NO  | Statement  | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----|--|----------------|-------|---------|----------|-------------------|
| 6.1 | Training and development improves organisational effectiveness     | 1              | 2     | 3       | 4        | 5                 |
| 6.2 | Training and development improves organisational productivity      | 1              | 2     | 3       | 4        | 5                 |
| 6.3 | Training and development improves the quality of products produced | 1              | 2     | 3       | 4        | 5                 |
| 6.4 | Training and development improves service provision to students    | 1              | 2     | 3       | 4        | 5                 |

6. Please indicate your response regarding the impact training and development on employee performance at Ingwe TVET College

| NO  | Statement   | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|-----|---|----------------|-------|---------|----------|-------------------|
| 7.1 | Training and development improve employee performance.                                | 1              | 2     | 3       | 4        | 5                 |
| 7.2 | Training and development help employee to be productive in the organisation.          | 1              | 2     | 3       | 4        | 5                 |
| 7.3 | Training and development reduces uncertainty to employees when doing their work.      | 1              | 2     | 3       | 4        | 5                 |
| 7.4 | Training and development increases employee confidence while performing his/her task. | 1              | 2     | 3       | 4        | 5                 |

**Thank you**

**Annexure C**

W 302

Umlazi Township

4066

10 August 2014

Ingwe TVET College: Admin Centre

P. O. Box 92491

Mount Frere

5090

Dear Sir

**PERMISSION LETTER TO CONDUCT RESEARCH AT INGWE TECHNICAL  
VOCATIONAL EDUCATION AND TRAINING COLLEGE**

I, Vuyisile Mabindisa request your permission for my Doctoral study carried out for the requirements of a Doctoral Degree in Human Resources at the Department of Human Resources Management in the Faculty of Management Science at the Durban University of Technology. The title of the research is "How training and development of academic staff impact on employee performance for organisational effectiveness at a selected College in the Eastern Cape Province". Participation in this study is voluntarily and no one will be forced to participate. The researcher will ensure privacy of the information that will be provided by participants. Please be ensured that the information provided will be treated with confidentiality and it will not be used for any other purpose except for this degree only. The findings of the study will make a valuable contribution to Ingwe TVET College in the Eastern Cape Province.

Your consent will be highly appreciated.

Regards



Mr. V. Mabindisa

## INGWE FURTHER EDUCATION AND TRAINING COLLEGE



221000 Campus  
P.O. Box 12447  
Mount Fletcher  
4779

Mount Fletcher  
P.O. Box 1119  
Wingsdale  
4720

Wingsdale Campus  
P.O. Box 12447  
Mount Fletcher  
4779

Wingsdale Campus  
P.O. Box 12447  
Mount Fletcher  
4779

Wingsdale Campus  
P.O. Box 12447  
Mount Fletcher  
4779

Wingsdale Campus  
P.O. Box 12447  
Mount Fletcher  
4779

Director: M. Sethusia

Tel: 018 251 0346

Email: [mssethusia@ingwe.ac.za](mailto:mssethusia@ingwe.ac.za)

Mr Mahindsa  
Mount Fletcher Campus  
Private Bag 1247  
MOUNT FLETCHER  
4779

Dear Mandisa

#### APPROVAL FOR CONDUCTING RESEARCH WITHIN THE COLLEGE

Following your compliance with the response provided to you on 18 July 2014, it is with pleasure to inform you that your request to conduct research in the college has been approved.

We wish you well in your studies.

Kind regards

M. Sethusia

Acting Deputy Principal: Corporate Services

Date: 26/08/2014

On behalf of

Ms N Balfour

Acting Principal

**PARTICIPATION BY RESPONDENTS**

I ..... would like to voluntarily participate in your research study. Thank you.

Regards,

Participant

## Formulation of correlations

## Annexure F

| ANNEXURE F  |                         |  |  |   |  |   |  |  |  |   |
|---|-------------------------|--|--|---|--|---|--|--|--|---|
| Items   |                         | The college has a strategy for the training and development of employees | The current strategy is used when selecting employees for training and development | Training and development increases opportunities for career development | Service providers have a capacity to provide training and development sessions | Skills provided during training and development are applicable to the working environment | Training and development sessions are aligned with college needs | Training and development improves organisational effectiveness | Training and development improves the quality of products produced | Training and development improves service provision to students |
| Is the current strategy aligned with the college's objectives?  | Correlation Coefficient | .288**   | .383**   |   |  |   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.000  |   |  |   |  |  |  |   |
|   | N                       | 340  | 341  |   |  |   |  |  |  |   |
| Training and development the needs analysis that is conducted before the selection of employees to attend training and development sessions | Correlation Coefficient | .368**   | .321**   |   |  |   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.000  |   |  |   |  |  |  |   |
|   | N                       | 340  | 341  |   |  |   |  |  |  |   |
| There are clear directions provided during training   | Correlation Coefficient | .225**   | 0.082  | .362**  |  |   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.130  | 0.000   |  |   |  |  |  |   |
|   | N                       | 340  | 341  | 341   |  |   |  |  |  |   |
| Employees are given a chance to apply new skills  | Correlation Coefficient | .372**   | .207**   | .290**  |  |   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.000  | 0.000   |  |   |  |  |  |   |
|   | N                       | 340  | 341  | 341   |  |   |  |  |  |   |
| The skills provided during training and development are applicable to the working environment   | Correlation Coefficient | .257**   | .218**   | .239**  | .444**   | 1.000   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.000  | 0.000   | 0.000  |   |  |  |  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   |  |  |  |   |
| Training and development sessions are aligned with college needs  | Correlation Coefficient | .305**   | .159**   | .316**  | .224**   | .400**  | 1.000  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.003  | 0.000   | 0.000  | 0.000   |  |  |  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   | 341  |  |  |   |
| Training and development improve organisational effectiveness   | Correlation Coefficient | .302**   | .119*  | .208**  | .173**   | .111*   | .168**   | 1.000  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.028  | 0.000   | 0.001  | 0.041   | 0.002  |  |  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   | 341  | 341  |  |   |
| Training and development improves organisational productivity   | Correlation Coefficient | .219**   | 0.065  | .201**  | .155**   | .234**  | .192**   | .303**   |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.230  | 0.000   | 0.004  | 0.000   | 0.000  | 0.000  |  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   | 341  | 341  |  |   |
| Training and development improves the quality of products produced  | Correlation Coefficient | .194**   | .178**   | .223**  | .167**   | .113*   | .245**   | .423**   | 1.000  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.001  | 0.000   | 0.002  | 0.036   | 0.000  | 0.000  |  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   | 341  | 341  | 341  |   |
| Training and development improves service provision to students   | Correlation Coefficient | .225**   | 0.066  | .171**  | .197**   | .146**  | .110*  | .183**   | .409**   | 1.000   |
|   |                         |  |  |   |  |   |  |  |  |   |
|   | Sig. (2-tailed)         | 0.000  | 0.224  | 0.002   | 0.000  | 0.007   | 0.043  | 0.001  | 0.000  |   |
|   | N                       | 340  | 341  | 341   | 340  | 341   | 341  | 341  | 341  | 341   |



|  |                         |        |        |        |        |        |        |        |        |        |
|--|-------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Training and development improves employee performance                                     | Correlation Coefficient | .360** | .175** | .232** | .223** | 0.105  | .172** | .507** | .318** | .329** |
|  | Sig. (2-tailed)         | 0.000  | 0.001  | 0.000  | 0.000  | 0.053  | 0.001  | 0.000  | 0.000  | 0.000  |
|  | N                       | 339    | 340    | 340    | 339    | 340    | 340    | 340    | 340    | 340    |
| Training and development helps employees to be productive in the organisation              | Correlation Coefficient | .135*  | 0.093  | .210** | .153** | .156** | .191** | .254** | .330** | .400** |
|  | Sig. (2-tailed)         | 0.012  | 0.088  | 0.000  | 0.005  | 0.004  | 0.000  | 0.000  | 0.000  | 0.000  |
|  | N                       | 340    | 341    | 341    | 340    | 341    | 341    | 341    | 341    | 341    |
| Training and development reduces uncertainty for employees while they are doing their work | Correlation Coefficient | .154** | 0.099  | .223** | .229** | .233** | .189** | .282** | .328** | .337** |
|  | Sig. (2-tailed)         | 0.004  | 0.068  | 0.000  | 0.000  | 0.000  | 0.000  | 0.000  | 0.000  | 0.000  |
|  | N                       | 340    | 341    | 341    | 340    | 341    | 341    | 341    | 341    | 341    |
| Training and development increases employee's confidence while performing his/her task     | Correlation Coefficient | .226** | .149** | .254** | .303** | .160** | .244** | .211** | .357** | .430** |
|  | Sig. (2-tailed)         | 0.000  | 0.006  | 0.000  | 0.000  | 0.003  | 0.000  | 0.000  | 0.000  | 0.000  |
|  | N                       | 340    | 341    | 341    | 340    | 341    | 341    | 341    | 341    | 341    |
| **. Correlation is significant at the 0.01 level (2-tailed).                               |                         |        |        |        |        |        |        |        |        |        |
| *. Correlation is significant at the 0.05 level (2-tailed).                                |                         |        |        |        |        |        |        |        |        |        |



15 September 2016

IREC Reference Number: **REC 142/15**

Mr V Mabindisa  
W 302  
Umlazi Township  
4066

Dear Mr Mabindisa

**THE IMPORTANCE OF TRAINING AND DEVELOPMENT OF ACADEMIC STAFF  
AND ITS IMPACT ON EMPLOYEE PERFORMANCE FOR ORGANISATIONAL  
EFFECTIVENESS AT A SELECTED COLLEGE IN THE EASTERN CAPE PROVINCE**

I am pleased to inform you that Provisional Approval has been granted to your proposal REC 142/15 subject to:

- Piloting of the data collection tool and
- Obtaining and submitting the necessary gatekeeper permission/s to the IREC.

Full approval is subject to meeting the above conditions.

The Proposal has been allocated the following Ethical Clearance number **IREC 098/15**. Please use this number in all communication with this office.

Approval has been granted for a period of two years, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Please note that you may continue with validity testing and piloting of the data collection tool. Research on the proposed project may not proceed until IREC reviews and approves the final document. If there are no changes to the data collection tool, kindly notify the IREC in writing.

Yours Sincerely

Professor J K Adam  
Chairperson: IREC

