



**TRAINING AND DEVELOPMENT AS A DRIVER FOR PERFORMANCE OF THE  
LOCAL GOVERNMENT EMPLOYEES: A CASE OF NDWEDWE LOCAL  
MUNICIPALITY IN THE KWAZULU NATAL DIVISION**

By

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**Date : 05 May 2021**

## **DECLARATION**

I Sbusisiwe Zondi do hereby declare that this thesis submitted for a Master of Management Science: Human Resources Management is my own work apart where indicated. The entire work has been compiled under the supervision of the aforementioned Durban University of Technology supervisor. Information from secondary authors has been referenced accordingly.

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## **ABSTRACT**

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Training involves the knowledge, skills and attitudes required by an individual to perform effectively in assigned tasks. The proper implementation of training and development programmes in any organization ultimately enhances employee and organizational performance. The main aim of the study was to determine the relationship between training and development as a driver for performance of the Local Government employees in order to explore the relationship amongst the factors affecting training, development and performance.

The study adopted a quantitative research approach and a closed-ended questionnaire comprising of a Likert Scale as the measurement instrument. The Statistical Package for the Social Sciences (SPSS version 25.0) was used for data collection and data analysis. The population size of this study was 110 employees from Ndwedwe Local Municipality. Due to the size of the study's population, a sample of 90 employees was utilized and the sampling framework was the municipal payroll system. The study revealed that training and development did have an influence on individual and organizational performance. The study also identified a performance management system linked to the Personal Development Plan as an essential tool. Due to limited resources, the study was confined to Ndwedwe Local Municipality only. Therefore, the findings or results should not be generalized to all Local Municipalities. The study recommended that the proper implementation of Performance Management Systems linked to appropriate individual performance development plans be implemented. The recommendations could be used in improving training and development and managing employee performance. The study further contributes to knowledge in implementing Human Resources Development policies. It will be valuable in the upliftment of the social economy of South Africa.

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## **DEDICATION**

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I wish to thank God almighty for his endless favor to grant me the energy to compile this work. To my Husband, Jabulani Zondi, our daughter Dumoluhle and Son Kwazokuhle for their unconditional love, support and words of encouragement.

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## LIST OF ABBREVIATIONS AND ACRONYMS

<b>EPWP</b>	Expended Public Works Programme
<b>SDF</b>	Skills Development Facilitator
<b>HRD</b>	Human Resources Development
<b>NLM</b>	Ndwedwe Local Municipality
<b>IDP</b>	Integrated Development Plan
<b>SALGA</b>	South African Local Government Association
<b>SPSS</b>	Statistical Package for Social Sciences
<b>NDP</b>	National Development Plan
<b>NSDS</b>	National Skills Development Strategy
<b>COGTA</b>	Co Operative Governance and Traditional Affairs
<b>LGTAS</b>	Local Government Turn Around Strategy
<b>PMS</b>	Performance Management System
<b>MFMP</b>	Municipal Finance Management Programme
<b>KPI</b>	Key Performance Indicators
<b>SDBIP</b>	Service Delivery and Budget Implementation Plan
<b>KPA</b>	Key Performance Areas
<b>EXCO</b>	Municipal Executive Committee
<b>SDBIP</b>	Service Delivery and Budget Implementation Plan

# CHAPTER 1

## INTRODUCTION AND BACKGROUND

### 1.1 INTRODUCTION

Training and development in the Republic of South Africa has become significant since the adoption and implementation of a constitutional democracy, particularly in Local Government, the coal-face of service delivery. The new Constitution of the Republic of South Africa (1996) shifted the role of local Government into the sphere of service delivery and is at the heart of poverty eradication initiatives. Elnaga and Imran (2013) believe that training optimizes the performance of employees. It is true that when it comes to the matters that affect South Africans on a regular basis, local government would-be the *backbone* of the government in dealing with these problems.

### 1.2. BACKGROUND TO THE STUDY

The purpose of this study is to investigate the impact of training and development on employee performance for the local government employees of Ndwedwe local municipality. In addressing this objective, the researcher intends to investigate the relationship between training and development and employee performance linked to organizational performance in order to explore the relationship amongst factors affecting training and development and organizational performance in the Local government sphere. However, due to limited resources, the study was only conducted at Ndwedwe Local Municipality. It is one among four municipalities within ILembe District Municipality in the Kwa-Zulu Natal province. The researcher also looked at approaches used by municipalities in capacitating their employees to attain the vision and objectives spelt out in the Integrated Development Plan (IDP).

The recommendations will contribute to existing HRD policies. The National Development Plan 2030 of the National Commission identifies a long-term approach to capacity building as critical areas in the improvement of Local Government performance

and emphasizes that the municipalities' skills development is aligned continuously to provide employees with skills (RSA 2001).

A study by Devi and Nagurvali (2012) investigating the impact of training and development towards the performance of employees the study concluded that trained employees perform better than untrained employees, as "training helps organizations in achieving their strategic objectives and gives organizations a competitive edge" (Devi and Nagurvali, 2012: 730). Buckley, *et al* (2015:16-26) conducted a study that found personality as the factor that having most effect on skill achieved, which turns to improved job performance. Many studies conducted on training development have concluded that training increases with the similarity between the learning context and organization performance.

### **1.3. PROBLEM STATEMENT**

The *Municipal Systems Act 32* of 2000 identifies the shortage of an intelligible and scarce skills development plan, which seeks to address the challenges in enunciating the importance of capacity development. Lack of knowledge and capacity building are recognized as core problematic issues faced by the rural local municipalities. Inappropriate financial management and backlogs in service delivery audits are a cause of the number of community protests for service delivery. The *Local Government Seta's Annual Report 2014/2015* indicates that most municipalities conduct training for compliance, not to address skills gaps.

Lennie, Tacchi, Wilmore and Koirala (2015) state that those local municipalities which are in developmental states commonly experience shortages of funds, thus emphasizing the need to work on their performance management, evaluation and monitoring. The MFMA Circular No. 82 of 2016 on cost containment measures emphasizes that municipalities should use accredited providers to improve quality investment in training. Kane-Berman (2014) indicates that the lack of competencies in Local Government sphere is still an important matter.

Chakunda and Chakaipa (2015: 149) indicate that the skills gap in deficient training systems remain a problem for local government capacity development. According to Blair (2013) cited by Chakunda and Chakaipa (2015:149), Local Government requires structured leadership, strategic management and better provision of services. Municipalities allocate huge budgets to cater for training and development. This requires the proper monitoring and evaluation of skills and knowledge benefited by individuals.

These have led to linking skills development to the municipal goals and objectives and overall strategy for upgrading the skills of working South Africans. These have compelled the Department of Cooperative Governance and Traditional Affairs (COGTA) in partnership with Provincial Treasury, Local Government SETA (LGSETA) and the Office of the Premier to form a platform to monitor the capacitation of Municipality Councilors and Officials. Nonetheless, this effort seems not enough to utilize the knowledge gained by individuals as an active weapon to maximize municipal performance (RSA report 2000).

Despite this effort, Municipalities still experience a shortage of scarce skills, which is confirmed by the outsourcing of other core municipal functions to consultants. In particular, attention is in engineering and financial services, which are major functions outsourced by municipalities (Annual Report 2015). Mnguni (2016) indicates that in previous years, local government has continually been incompetent in facilitating the relevant competencies, which has caused municipalities to rely on service providers. This drains municipal funds, thus failing to implement the municipality IDP. The National Development Plan 2030 indicates that the sphere of local government skills development should be prioritized at all levels. However, the National Development Plan (2011:364) identify identifies pressures caused by political administrative interfaces as a major challenge to local government providing effective and efficient services to the community. Therefore, it is necessary to determine whether the municipality is doing enough to capacitate their employees and properly monitor and evaluate the results from the training offered. More importantly, it is necessary to determine the relationship between training, development and employee performance.



### **1.3.1 Objectives of the study**

- To determine the relationship between training and development and employee performance;
- To explore the relationship amongst the factors affecting training and development and organizational performance; and
- To examine the relationship between training and development and organizational performance.

### **1.3.2 Research questions**

- What is the relationship between training and development and employee performance?
- What is the relationship among factors affecting the effectiveness of training and development and organizational performance?
- What is the relationship between training and development and organizational performance?

## **1.4 DEFINITIONS OF CONCEPTS**

**Human resource management:** defined as the key drivers of organizational success, for the purpose of maximizing organizational effectiveness and a suitable organizational culture which promotes development (CoGTA, 2010).

**Training:** Training is defined to as an exercise for developing employee skills to assist organizations to develop employee knowledge and enhance employee productivity (Ezeani & Oladele, 2013).

**On-Job training:** It is a process which aim to develop skills while carrying out assigned tasks. Wilton (2013) believes that this is the best mode for employees at a junior level. On-job training is the best appropriate kind of training.

**Off-Job training:** This is the training of employees away from their work stations.

**Development:** Kadiresan (2015) refers to development as a method of preparing employees for prospective work roles and possible unforeseen problems that may arise in the future.

**Organizational Development (OD): Wetterberg et al. (2015),** define Organizational Development as a normative discipline that prescribes a specific model to effect planned change at every level within the organization, with the main purpose being to change behavior and attain total organizational effectiveness.

**Working tools:** The Labour Relations Act No.66 of 1996 specifies that one of the obligations of the employer is to provide working tools for employee. It is challenging for any employee to produce expected quality work while the tools of the trade are of poor quality.

**Performance appraisal:** Paile (2012) explains Performance Appraisal as a method whereby a breakdown analysis of individual performance is carried out, therefore permitting the ability to make informed decisions for particular purposes.

**Perception:** According to Robbins and Judge (2013), Perception is described as a process where people subjectively interpret information and situations.

**South African Local Government Association (SALGA):** SALGA was composed in line with the Local Government Act, No. 52 of 1997 to function as a national and provincial representative of the local sphere of 52 governments.

**Municipal Integrated Development Plan (IDP):** This is a municipality's fundamental guide that was composed based on Chapter 5, Section 23(1) of the Municipal Systems

Act (MSA) 32 of 2000, which compels the municipality to carry out developmental planned projects for the purpose of accomplishing the goals set by local government.

**Workplace Skills Plan (WPS):** It is described as the blueprint outlining all training and development initiatives that have been planned for an organization in the next financial year.

### **1.5 Limitations and Delimitation**

The study was limited to NLM and does not cover all municipalities, with specific reference to the study, under the iLembe District Municipality. Limitations have no negative impact on the findings or conclusion. Therefore, an outcome of the study cannot be widespread and generalised to Local Governments across South Africa. Due to the complexity of the South African municipalities and limited resources, it will be difficult to research every Local Municipality in every District. Time constraints, availability of the sample for completion of the questionnaires and cost implications have an impact on the study. The Researcher was restricted in the confidentiality of documents such as financial statements. The youth from the community who benefited from the bursary programme and Ward Committee Members will not form a part of the survey as they were not NLM employees.

The research was not extended to other local municipalities based on practical considerations by the researcher. Subsequently the variety of the study is limited as the study was limited to the Ndwedwe Municipality. This study contemplated performance as an outcome of training and development.

### **1.6 Significance of the Study**

There is a vast volume of research on the relationship between training and development and performance management. The study will try to elevate a gap by focusing further on effective training and employee performance; and giving proposals to the organization on how they can best use training to improve their employee

performance in their daily tasks. The recommendations of the study will assist in enabling the Local government to devise suitable training that will assist individuals to improve their performance.

## **1.7 BENEFITS OF TRAINING AND DEVELOPMENT IN THE ORGANISATION**

The core function of training and development is to shape employees to work in the relevant sections and empower them to achieve required standards and to enrich their competencies for future challenges. Training and development programs improve cognizance amongst staff by implementing advanced expertise (Imran et al., 2014). In these situations, employees should be trained to overcome hindrances. Further, training for the use of the latest expertise also emphasizes that the personnel responsible for monitoring the implementation of training have to confirm their commitment towards employee skills development for better performance.

## **1.8 Training Evaluation Model**

Training provides the individual with new skills and people often pursue training that provides them with transferable skills. Kirkpatrick's Four-Level Training Evaluation Model can assist individuals in evaluating training, considering the impact and effectiveness for better progress in future (Kurt, 2016). Kirkpatrick's Four-level Evaluation Model is used to evaluate the efficiency of educational programs. Donald Kirkpatrick developed the four levels of evaluation with each level presenting an order of steps for the evaluation of educational programs (Meghe, *et al.* 2013), as follows

### **1.8.1 Level 1- Reaction**

It is a response of the participant that assesses their standard of contentment with the program. Gill and Sharma (2013) stated that the levels of reaction evaluate how individuals feel about the learning program. Training programs should always include the two-way communication between the trainer and trainee to assess the feedback and measure satisfaction (Nikols, 2013). This level contains responses towards designed work and quantify the individual's reaction towards specific work.

### **1.8.2 Level 2-Learning**

This level emphasizes the extent to which learning has occurred. It assesses new skills and knowledge received learning program the impact and contribution to close the gap (Nikols, 2013). Learning should be to way of communication where the learner presents the expectation and facilitator aligns the program to answer and fill the skills gap, based on their participation in a training event.

### **1.8.3 Level 3-Behavior**

This level measures how well the trainees use their new knowledge and it determine the change pattern of doing things in an advanced way (Kirkpatrick & Kirkpatrick, 2009). Behavior influences the attitude of an employee towards assigned tasks.

### **1.8.4 Level 4-Results**

This level is referred to as the degree to which the targeted outcome occurred. This means that the individual or participant who attended the program would be able to enjoy the benefits from the training itself. Since they have been equipped with the required knowledge and skill during the training program, they should then be able to perform accordingly in their tasks. Once employees can achieve the outcome from the training conducted in performing their jobs, this shows that the training has been effective.

## 1.9 Potential Outputs of the Study

The study affords understandings into the background of a problem, creating concepts and hypotheses for later quantitative studies and uncovers dominant tendencies in perceptions in order to identify a useful tool that Local Government can utilize to improve performance management and to increase job satisfaction. These will increase effective service delivery to the community at large. It is a duty for management and Human Resources Practitioners and employees to work collectively to guarantee that performance management practices are enforced fairly across human capital. HR Practitioners should show their support to employee development and Management should be held responsible for allocating budget and resources that are enough to cover all employees at their respective skills gaps.

## 1.10 Outline of the entire dissertation

The rest of this study is outlined as follows:

**Chapter 2: Literature review** -This chapter embraces the literature review on the fields of training and development, Performance management and knowledge management. It highlights gaps to be filled while clarifying relevant concepts. It shows how relevant it is, not only for scholars' and theoretical curiosity, but also for concrete results and effects.

**Chapter 3: Research Methodology-** This chapter determines the research methodology used, research design, data collection and analysis, limitation and delimitation of the study.

**Chapter 4: Analysis of data and results** - The analysis of the study results and discussion of the findings are presented in this chapter.

**Chapter 5: Conclusions and Recommendations-** This chapter gives a summary of the findings, draws the conclusions and offers recommendations based on the results in Chapter Four, as well as the achievement of the research objectives.

## **1.11 Chapter Summary**

This chapter presents the background to the study in which the study's population and sample size are described. The problem statement of the study is presented, as is the research objectives and the methodology used. The chapter also presents the conceptual framework and key concepts. It ends with an outline of the rest of the dissertation. This chapter outlined the research background and defined key concepts for this study. The relevant theoretical framework has been identified. Chapter 2 will focus on the literature review and related framework.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter provides a comprehensive discussion on literature reviewed pertaining to training and development as identified in the research topic. It also points out the relevant theoretical framework relating to each variable. The Local Government in South Africa accomplished a collection of pieces of legislation that structures the operations, functions and powers, taken from the Constitution of 1996. Local government, as stated by its objectives in the Constitution of 1996, should provide sound local services that promote the economic and social welfare of the local communities. The literature review presented below is linked to the problem identification stated in Chapter One and sets out to provide a broad outline of contemporary authors on the three variables. The impact of training to organizations is to uplift organizational performance. This will be discussed in line with four areas of Kirkpatrick's evaluation of training model.

#### **2.2 A synopsis of Human Resource Management**

Botha, et al. (2013) define Human Resource Management as a component of an organization which ensures the drafting and implementation of policies updating the organizational structure in line with the vision of organization by ensuring that practices and procedures are followed. It is their function to improve the wellbeing of individual personnel by providing them Employee Assistance Programmes (EAPs) and ensuring that employees' perceptions are positive to support the vision of the organization. Training and Development is considered a key constituent of Human resource management, as these are integral tools in capacitating employees of an organization. These discuss is further elaborated within the body of this study.



### **2.2.1 Human Resource Practices**

Gulati and Khera (2013: 43-61) describe human resource (HR) practices as encouraging the fruitful development of individuals in achieving planned organizational goals. Hafeez and Akbar (2015:43-61) assert with Gulati and Khera that HR practices are very crucial parts implemented by improved organizations globally in relating their key experiences and goals in emerging and supporting organizations, as well as in influencing employee commitment. HR Practices have been absolutely supplementary with the developmental areas of employee performance in order for any organization to perform at its maximum to fulfill its goals and objectives. This has been confirmed by numerous previous studies.

### **2.2.2 The components of Human Resources**

Newman and Sheikh (2014: 414) enlighten that Human resources are a crucial component within the organization and it strengthens the relationship between employer and employee, these are selection and recruitment, Skills Development, Labour Relations and Occupational Health and safety.

**Training and development** – This refers to a process whereby organizations influence their staff by offering them on-the-job experiences such as talent management, knowledge or perception (Dilshad and Bashir 2013: 118-130).

**Labour Relations** – This component promotes fair labour practices between employers and employees and enforces compliance with prescribed legislation and organizational policies and promotes labour peace.

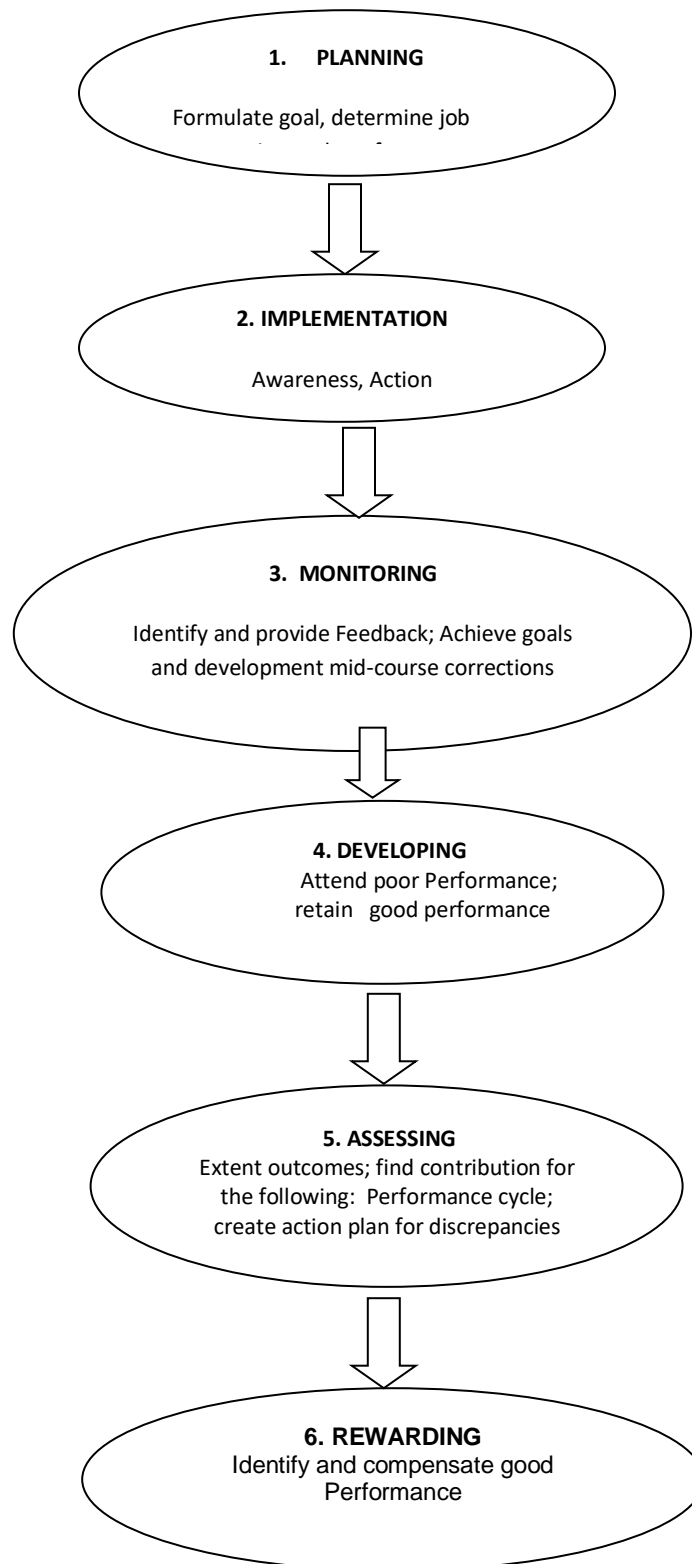
**Recruitment and Selection** – The main aim of recruitment and selection is to find a qualified and competent candidate. It is not only necessary to fill a vacant position. Needed is a person who can play a vital role for the organization to fulfill its mission and objectives.

## 2.3 Performance Management

Sultana et al., (2012) outline performance management as the accomplishment of particular responsibilities designed in contrast to already required values on reasonable, speed and cost. The level of employee's accuracy when performing their assigned duties defines better performance. Each and every organization has specific target to be reached and employees should align themselves with those expectations when both parties played their roles effectively it's the organization performance automatically improved. Performance management is a significant component of development. If the performance management is implemented at a required standard, this process should be done continuously to equip employees with more skills to more dominate to the organizational performance (Long, Perumal and Ajagbe, 2012; Du Plessis, 2015).

When the employee signs the contract of employment, it is where the performance management starts, and supervisors can immediately assist where ever possible to achieve best result during the evaluation period. Botha *et al.* (2013: 4) emphasize that proper skills development is a vital instrument to advance the performance of employees in organizations. When supervisors and line managers have a clear understanding on what the individual employee is lacking, they can be able to design a work place skills plan that is suitable to address the need of individual, rather compiling a plan for compliance (Long, Perumal and Ajagbe, 2012).

Below is a diagram illustrating steps in the performance management process.



**Figure 2.1: The process of performance management**

**Source:** The Government Gazette No 7146 Volume 434 (2001:1)

**Planning-** requires supervisors to set performance standards to help employees achieve institutional objectives.

**Monitoring-** requires supervisors to monitor employees' work to ensure that employees perform at required standards.

**Developing-** is the process that managing the growing requirements of employees. The aim is to assist individual where he needs any development or to acquire new skills through attending trainings, workshop and refresher course. Introduction of new technology and amendments of certain legislations and global change may course the huge gap on competitiveness of employees

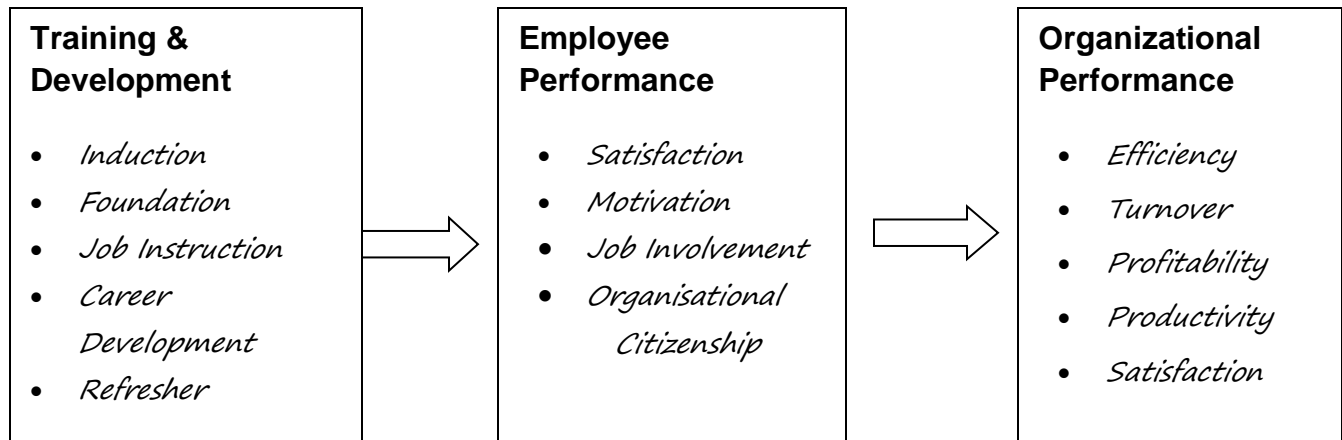
**Assessing-** entails the supervisor assessing or appraising the employee's performance. Reward should be relevant and meaningful to employees. This step is important hence it assist the line managers and supervisors to match the individual's performance and with their colleagues' performance levels. "Assessing" also involves weighing the employee against the generated skills audit report as appear on Performance Development Plan (PDP).

**Rewarding** - This is the final element the employer is not obliged to reward employees on a monetary value only, but rewards should come on various ways. This overcome the situation whereby employee demand reward while employer is not on a right stage to use that kind of reward.

Though the concept of performance management does not directly link to the main variables (training and development); however, the need to discuss performance management was due to the necessity in conducting and evaluating the overall performance of an organisation which equally entails employee's performance which may be accessed through performance management, after which training and development programmes or initiatives may have been conducted.

## 2.4 Conceptual Framework

Below is the diagram illustrating the link between the independent variable and dependent variables.



**Figure 2.2: Conceptual Framework**

Above is the diagram illustrating the relationship amongst the variables of the research, which defines three variables:

- Independent variable - employee training and development
- Driver variable - employee performance and
- Dependent variable - organizational performance

Figure 2.2 indicates that the independent variables, employee training and development has a positive effect on the dependent variables' organisational performance. Hence, the dependent variable is dependent on the independent variable.

Training programmes enable employees to learn the required skills and knowledge to improve performance (Salah 2016: 39). Development programmes involve a more extensive employee growth plan, for future performance (Salah 2016: 41). As a result, in this study, organisational performance (dependent variable) is dependent on employee training and development (independent variable) because in order to improve organisational performance, one should focus on enhancing and making optimal use of abilities. Therefore, to improve organisational performance, it's important for

management to provide appropriate training and development to the employees to increase the efficiency of the employees individually. More importantly, management must plan appropriate trainings for every department. And develop an effective workforce plan, training, and development strategy and develop career paths for success of every department.

## **2.5 The Approaches of Training and Development**

This subsection provides an espouse on approaches to training and development.

**Reactive Approach:** This is a methodology of training that emanated from reactionary where considered transfer of practical competences, using formal and informal skills transfer.

**Proactive Approach:** This method brings into line all learning programmes with the organizational approach and in order to develop competencies.

**Active Learning Approach:** Here learners play a part in learning based on the assessment of matters under the supervision of an educator. Learners assess what they have learn against their expectations whether facilitator presented the course in a manner they would improve their methodology and skills.

### **2.5.1. Dimensions of Training and Development**

Many organizations use various kinds of training for their employees that suit the needs of desired outcome. The following are the approaches:

**Orientation/ Induction Training:** This is a process take place immediate after employee signing an employment contract and job description which detailed what exactly expected by employer. Employer has an obligation to orientate employee not for better performance as well as Occupational Health and Safety issues.

**Foundation Training:** This training is suitable for new recruits to gain specialized competencies about the government legislations, financial transactions, administrative capability, communication skills, report writing and Management skills. This is where the organization introduces their policies and related legislation.

**Job Instruction Training:** This training take place when individual performing the assigned duties (Demetra, 2008).

**Career Development Training:** This training involves continuous improvement of skills and information required to perform assigned duties at expected standard It is appreciated for any employee to perform exceptional beyond the given scope.

**Maintenance/ Refresher Training:** The goals and strategies of each organization change timeously. This kind of training is offered for employees to be more relevant to global development and assist individual to perform their duties at required standards.

## **2.6 The Training Concept**

Ezeani and Oladele (2013:266-281) discuss training as a process that supports employees to develop skills, which assists the organization towards productivity. According to Bird and Cassel (2013: 6-15), training is the achievement of competencies and knowledge, skills as an outcome of the education of professional or applied skills and knowledge that in relation to explicit suitable competencies. Ezeani and Oladele (2013:266-281) and Bataineh (2014:192-196) mentioned training as a development of process of equipping employees with new skills to develop their knowledge and expertise to assist an organization to enhance productivity and remain relevant global and attractive to their customers. Long, Perumal and Ajagbe (2012) and Punia and Saurabh (2013:2278-6236) and Javaid et al. (2014:73) concur with Ezeani and Oladele (2013:266-281) and Bataineh (2014:192-196) that Human resource management's major role is skills development and that individual who partake in these plans are more efficient as compared to those who are not involved in training and development.

Comprehensive training assists employees to do their assigned duties at acceptable standard with improves quality service and customer satisfaction. The aim of training if to bring change in the working environment in a manner that an organization improve the profit margin and reduces the level of turnover. The Local Government Seta's (LGSETA) annual report 2014/2015 indicates that most municipalities conduct training for compliance, not to address skills gaps. The MFMA Circular no 82 of 2016 on Cost containment measures emphases that the municipality should use accredited providers to improve quality investment in training.

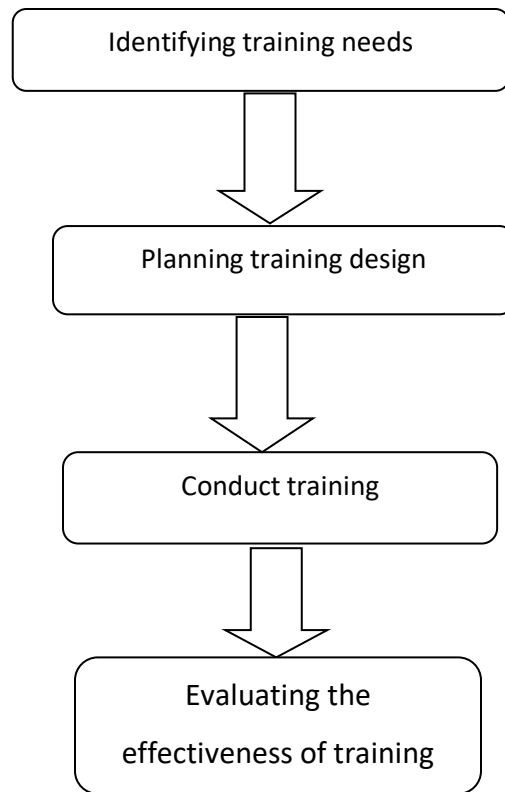
Proper training and development supports organizations to respond more successfully in global needs by having restructured employees. Organizations are liable to conduct skills audit and categorize the training needs as identifying training according to individual needs these assist an organization to reach its goals and objective and remains relevant to in the market (Kennedy, et al. 2013:18). Training close the gap among between the individual's present performance and expected performance (Jehanzeb and Beshir, 2013:243-252).

## **Human Capital**

Hasebur and Abdullah (2013) point out that human capital comprises the combined knowledge, abilities, skills and attitude. Furthermore, human resources plays a major part in an organizations' capacity to be economical and profitable (Hasebur and Abdullah, 2013).



### 2.6.1 THE TRAINING PROCESS



**Figure 2.3: The Training Process**

**Source:** Buckley and Caple (2000)

#### **Identifying the training needs**

The training cycle begins with the needs assessment by identifying the training needs. Training needs can be emanating from derived from poor performance or updating new skills to align with new technology (Long, Mahanra and Ajagbe, 2013). Training can also be provided as part of an induction to newly recruited employees so that they can be familiar with the work environment and know what is expected from them, etc. Line managers and individual employees are responsible for identifying their training needs.

The EMPS aligns the identified capacity gaps and interventions which are contained in the individual staff member's personal development plans. The process for identifying training needs and the areas under study Al-Kassem (2014: 129-133) include the assessment of training needs, evaluation of training programmes and development, to be designed by means that contributes to organizational effectiveness.

### **Planning the training design**

The second step involves planning of the training design. This is where the skills development facilitator cluster the trainings programmes according to the plan. It may include obtaining procuring service provider and other logistics that may be needed during training.

### **Conduct training**

This is where the actual training be conducted the facilitator should be well equipped, the organization have their unique norm of doing things even policies are different from each other, therefore facilitator should be more trained and familiar with the organization. The training material used during training should be similar with the one employee's used on a day to day operation.

### **Evaluating the effectiveness of training**

Evaluation provides feedback which assists with organizing upcoming training. This is the final stage where the employee can be evaluated. This can be measured by increase of output high level of service customer satisfaction and improvement of profit margin.

## **2.7 Importance of Training Development**

The purpose of training and development has been identified to include creating a pool of readily available and adequate replacement for personnel who may exit or move up in the organization, it assist in enhancing the organizations ability to adopt and use advances in technology because of sufficiently knowledge staff of staff members.

It also assists the organization to build the foundation for career advancement and staff recognition through promotions. It aimed at helping the employees obtain knowledge and skills required in performing and being able to develop their abilities to the full, within the areas that are relevant to the organization. For training to be effective, it should improve the performance and ability of the trained employee.

## **2.8 Theoretical Framework**

The Kirkpatrick four-levels model of training assessment remains the greatest extensively recommended training evaluation model between experts and remains the best known model for analyzing and evaluating the results of training and educational programs (Kurt 2018). It takes into account any style of training, both informal and formal, to determine capacity based on four levels criteria (Kurt 2018). In another study, Spitzer (2005:55-70) argues that there is still lack of a practical effort on developing an advanced evaluation measures, however numerous conceptual has identified that contribute in evaluation conclusion. Specter proposed a decision-based evaluation model. Holton (2005:28-29) suggests that A DIY Model of learning transfer, accountability, resistance to new ideas, change, relevant training and lack of autonomy could be causal factors of training and development. Hence, this study adopted Kirkpatrick four-level approach as a relevant model of training evaluation.

According to Kirkpatrick and Kirkpatrick (2016: 42), the model has four levels which are inclusive of the following:

Level 1: Reaction, which measures how participants react to the training such as satisfaction. Level 2: Learning, analyzes if participants truly understood the training for instance an increase in knowledge, skills or experience. Level 3: Behavior, looks at if participants are utilizing what they learned at work such as change in behaviors, and Level 4: Results, determines if the material had a positive impact on the organization.

The aforementioned model was developed by Dr. Donald Kirkpatrick (1924 – 2014) in the 1950s. The model can be implemented before, throughout, and following training to show the value of training to the business Kurt 2018. As outlined by this system, evaluation needs to start with level one, after which as time and resources will allow, should proceed in order through levels two, three, and four.

Undoubtedly, the most widely used and in-demand method for the assessment of training in businesses nowadays is Kirkpatrick's system based around the four levels as guidelines. The Kirkpatrick model has been used for over 30 years by many different types of companies as the major system for training evaluations. It is evident that Kirkpatrick's vision has made a positive impact to the overall practice of training evaluation.

**Table 2.2: The Kirkpatrick four-levels model**

<b>Level 1: Reaction</b>	The degree to which participants find the training favorable, engaging and relevant to their jobs
<b>Level 2: Learning</b>	The degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training
<b>Level 3: Behavior</b>	The degree to which participants apply what they learned during training when they are back on the job
<b>Level 4: Results</b>	The degree to which targeted outcomes occur as a result of the training and the support and accountability package

**Source:** (Kirkpatrick and Kirkpatrick 2016).

## **2.9 Factors affecting training and development**

Faizal, Saiful, Bekri, Jamil, Amiruddin, Ruhizan and Arasinah (2017) outline a variety of factors which may impede the efficiency of training and development within an establishment. The main factors highlighted in their study are motivation among employees, attitude of employees as well as employees emotional intelligence. Faizal et al. (2017) also identify concerns such as open-mindedness of trainer, environment where training is taking place, the method or approach been used to train employees, and inadequate support from management or other colleagues

### **2.9.1 Human Resource Development Policy (HRD Policy)**

Erasmus and Van Dyk (2014:75) emphasize the importance of organization to have the training policy in place to address the skills gap and wellbeing of employees and reduces the level of turnover by:

- Offering induction programmes for all newly recruited employees.
- Compiling a document approves the relief of employee to attend the particular training or workshop stating the consequences of failure by employees to attend due to ignorance or non-submitting of assignments.
- Training at the discretion of the appropriate departmental manager in consultation with the organization's training officer;
- Provision of working tools that are similar to those used during training or workshops,
- this will enable the employee to reach the tip of performance desired.
- Giving information, instruction and training to ensure the health and safety of every employee; and
- Arranging training to address the issue of succession planning, to assist an organization
- to remain productive even when the organization experiencing the employees turn off.

### **2.9.2 Skills retention**

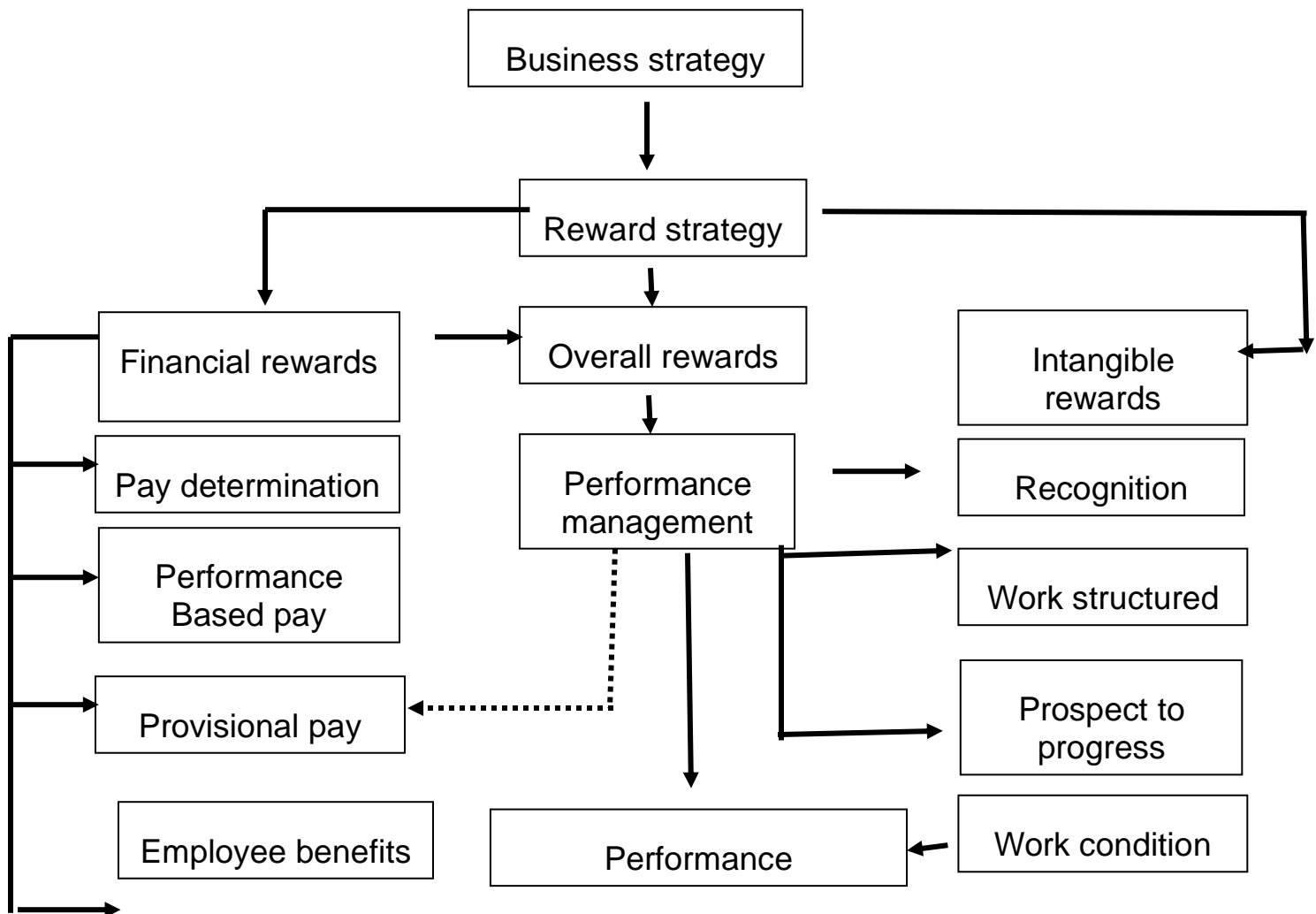
This is the strategy enforced by the employer to ensure that the critical skills possessed by employees remains in the organization as valuable assets even during employees' turnovers they ensure that the skills employees share their knowledge to younger employees (Long, Mahanra and Ajagbe, 2013). Skill retention will vary over time, a given level of physical aptitude or skill either deteriorating or being maintained or being improved upon. Skill retention can also describe the stage in acquiring a new motor skill when the athlete is able to transfer that skill to a different setting. The municipality

conducts formal exit interviews to determine the reasons why employees leave the service of the municipality.

### **2.9.3 Rewards for excellence**

Employee rewards are a key cost for councils, representing approximately a quarter of all expenditure, but also a key means of reinforcing and recognizing the achievement of partnership goals and display of the required behaviors and values. The main reasons for core of incentive strategy thinking is to arrange in a line the Human Resources and incentive provisions to maintain the preferred approach (Armstrong and Brown, 2006).

Below is the diagram illustrating the reward strategy



**Figure 2.4: Reward Strategy**

**Source:** Hay Group and Cabinet Office (2007)

### 2.9.4 Employees' Attitude and Behaviour

Okeniyi (2013) views attitude as existing in the person's psychological sphere. Employee attitudes can have a substantial effect on the organization as a whole. Attitude is one of the covert and difficult to quantify features that improve the productivity of an organization. People are attracted to or repelled by something in terms of their views concerning that thing. What determines whether one will be attracted, get the best and make good representation of an experience is attitude.



Attitude and Behavior can influence employees when they are provided with various forms of trainings. The importance of training programmes will be determined by the employee attitude and behavior (Worlu, Adekanbi, Ajagbe, Isiavwe and Oke, 2015). Those employees who take training sessions as crucial opportunity not as luxury for holiday they turn to improve their performance. The aim of any organization to obtain the profit or service and keep return customers happy.

## **2.10 Development**

Development refers to a process of development and modelling employees in a manner that they can be able to sustain the organization in future challenges. (Kadiresan et al. 2015:162). Bataineh (2014: 192-196), agreed and stress's that training and development courses warrant that the workforces have all necessary abilities to uplift the organization and Kulkarni (2013:136) views training and development as process, that provides employees with an opportunity to discover and became relevant in the market. Organizations should monitor performance due to training in order to ensure cost efficiency of training programs.

### **2.10.1 Human Resource Development Strategy**

The HRD strategy is the strategy that enables the process of holistic learning encompassing a universal method to training and development to take place in society and the organization (Worlu, Adekanbi, Ajagbe, Isiavwe and Oke, 2015; McGuire, 2014: 5). A comprehensive HRD strategy must have a strong link with both an organization's human resource management and its business strategies.

### **2.10.2 Approach to Human Resource Development**

Training and development is mostly significant for the preservation of the human resource foundation of the organization and it is required to be regarded as a fundamental measure of the core organizational strategy (Ogbari *et al.*, 2015: 1-14; Dabor *et al.*, 2015: 634-653; Worlu *et al.*, 2015: 1-11). Development is designed to afford for strategic development of management to encounter upcoming organizational

desires and goals and objectives of an organization. Organizational development is a normative discipline that prescribes a specific model to effect planned change at every level within the organization with the main purpose being to change behavior and attain total organizational effectiveness (Botha, 2013:4).

### **2.11 South African Skills Development (ACT 97 OF 1998)**

The purpose of the South African Skills Development Act (SDA) of 1998 this act was developed to address the organizational framework to administer workplace approaches to advance the skills of the South African employees. The employer approaches should be in line with the requirements of the National Qualification Framework (NQF) in the South African Qualifications Authority (SAQA) Act of 1998 (Act 58 1995) to offer Learners hips that lead to recognized qualifications. This act compels all organized employer to provide employees with advanced technology frequently, to overcome the global challenges.

### **2.12 THE NATIONAL TRAINING AND DEVELOPMENT STRATEGY OF SOUTH AFRICA**

This is a national skills development strategy composed for the objective to afford a human resource development system (HRDS) with an incorporated method to skills development, which must respond to the needs of the country by identifying and develop the needs of in individuals. This approach aims to change the education system to address and support the lifelong learning.

### **2.12.1 The Objectives of the National Training and Development Strategy**

The following are the objectives of the national training strategy:

- Point out the difficulties in training;
- Alert the country to prioritize the need to invest on training; and
- Draft endorsement on incorporated forthcoming method to education and training.

### **2.13 Work-Place Skills Plan (WSP)**

A Workplace Skills Plan (WSP) is the blueprint outlining all the skills initiatives that have been planned for a detailed organization. It also contains the Annual Training Report. All municipalities on the 30<sup>th</sup> of April of each year have a duty to report their training conducted and training plan for the capacitation of employees to the Local Government Sector Education and Training Authority (LGSETA). The Workplace Skills Plan was established from an extensive assessment of the organization's objectives and a deep understanding of the opportunities and challenges within the organization's environment. A WSP identifies which skills are required within the municipality, the employees who need these skills and how they are going to acquire them, even how much it will cost them to deliver.

### **2.14 The National Skills Development Strategy (NSDS)**

The National Skills Development Strategy (NSDS) was developed by government for a purpose to improve HRD. The NSDS is a document that shapes the national main concerns to be in line with the development of skills which covers a five year period. The NSDS emphasizes that all South African resident have to successfully contribute in the social and economic development of the country.

### **2.14.1 The National Skills Development Strategy I (2001 to 2005)**

According to Kraak (2010:72), this strategy remained a policy text with ambitious goals. This was, amongst other things, due to a lack of coordination and inter-departmental cooperation. It was against the background of the poor results of the first strategy that the Department of Education had to re-draft and formulate a new and improved strategy. It had its own five key objectives that put much weight on impartiality and the requirement to promote constant learning in the organization. This strategy was very impressive. However, it did not amount to much.

### **2.14.2 The National Skills Development Strategy II (2005 to 2010)**

NSDS II was aimed at bridging a gap and unifying theoretical learning and training that takes place in the workplace, as well as promoting a structure for skills development that would be more effective in responding to the labour market requirements. Its aim was to emphasize equity issues and the quality of skills development and training in the work-place. It also acknowledged the necessity to support disadvantaged groups to acquire knowledge, competencies and experience within the environment of the workplace in order to obtain essential skills. Again, not much happened within the five years of the implementation of this strategy. According to Kraak (2010:72), there were pervasive policy holes in the training and education landscape that lead to failure in relating demand to supply in any meaningful way.

### **2.14.3 The National Skills Development Strategy III**

NSDS III promotes partnerships between public institutions of learning and ensures that access to skills development and training opportunities is enhanced and measured against the core transformation and developmental obligations of gender, class, race, age, HIV/AIDs pandemic, disabilities, as well as geographical considerations. It aligns the work of employees with available resources so that there can be effective service delivery to ensure a transition between theoretical learning and workplace training. Its aim was to bridge the gap between the theoretical qualifications which are produced in

learning institutions with the demands of the labour market to try and ensure that organizations have employees who would be in possession of appropriate skills. It was an effort to try and solve the problems of mismatches and shortages of skills in the country as a whole, as well as to enhance productivity in the economy. Hence it promotes the growth of universities, FETs, SETAs, Universities of Technology and other private training providers to address national skills needs.

NSDS III is based on eight strategic priorities developed from the shortfalls in the previous two strategies, with its emphasis being on organized learning and experiential learning that lead to proper qualifications that are recognized nationally. Because the NSDS emphasizes that the citizens of South Africa that can only meaningfully participate in their self-advancement of the country if they are in possession of general capabilities, it advocates for partnerships in making this possible. The strategy promotes partnerships between public institutions of learning and ensures that access to skills development and training opportunities is enhanced and measured against the core transformation and developmental obligations of gender, class, race, age, HIV/AIDs pandemic, disabilities, as well as geographical considerations. It aligns the work of employees with available resources so that there can be effective service delivery.

## **2.15 South African Local Government Association (SALGA)**

The role of SALGA is to build and monitor the capacity needed by human resources in order to deliver effective municipal services and promote a developmental state. SALGA is tasked with the following activities that it has to deliver in municipalities: Skills auditing; Strategy development for human resource in Local Government. Training on conflict resolution; creating partnerships with higher education institutions to ensure that municipalities get involved in training and development programs like project management; leadership; financial management; and implementing capacity building programmes to enable municipal councilors and officials to perform their duties.

## **2.16 Municipal Integrated Development Plan (IDP)**

The municipal development plan was established in line with the Municipal Systems Act (Act No. 32 of 2000), which pursues to accomplish the following: to confirm that required funds are channeled to valued developments to improve economic growth; to confirm the scheduled plans and developments are aligned to the tactical vision of the municipality; to discourse all conditions that influence on the smooth service delivery by the municipality; and to record the influence of achievements, as well as accurate procedures to overcome the challenges.

## **2.17 Employee Performance**

The functionality of human resource management has related with the improvement of employees and employee performance (Solomon *et al.*, 2012: 303-312; Hafeez & Akbar, 2015: 49-64). These confirm that employee performance has a greater impact towards the performance of an organization. Employees plays integral part in sustaining the operation of an organisation. Therefore, it is significant to improve the involvement of employees in decision making through organised structures.

Employee performance is the overall outcome or success of a person during certain periods of duty compared to the standard of the work, targets or criteria that have been determined in advance and have been agreed upon (Pawirosumarto, Sarjana and Muchtar 2017: 604). It indicates an individual's work achievement after applying required effort on the job, which is associated with attaining a meaningful work, engaged profile and compassionate colleagues around (Pradhan and Jena 2017: 70). Thus, it involves individual behaviors, actions, capability and productivity that are relevant for the organization's abilities to reach its goals (Buil, Martínez and Matute 2019: 65; Sverke *et al.* 2019: 4). More importantly, it involves aspects of performance behaviors, task performance, contextual performance and counterproductive work behavior (Sverke *et al.* 2019: 4). It's imperative to enhance organizational performance and effectiveness (Nazir and Islam 2017: 101; Paais and Pattiruhu 2020: 578).

As highlighted by Buil, Martínez and Matute (2019: 66-67); Diamantidis and Chatzoglou (2019: 174-175) various employee-related factors impact on employee performance. These are inclusive of proactivity which includes controlling a situation by causing something to happen rather than waiting to respond to it after it happens, thus taking the personal initiative to intentionally change situations (active orientation). Adaptability, whereby if employees adapt easily to a new workplace as well as to irregular situations, there may be a positive effect on their performances. As a result, employees with no particular struggle to deal with diverse job requirements and environments may be more efficient than others. Skill flexibility, includes the possible alternative ways through which employees can apply their skills in their job as well as how employees with different skills can be repositioned to the appropriate places in a rapid way. Hence, an organisation can enhance employee skills flexibility through various processes, such as job rotation and cross-functional teams. Employees who feel that an organisation's behaviour towards them is good such as through fair treatment, participation in decision-making, may increase their levels of emotional commitment to the organisation and in turn, their performances may improve. Furthermore, employees with high extension commitment feel a strong responsibility to perform their jobs in such a way that is identified with the organisation's goals, while employees with low continuance commitment feel no such obligation to support the organisation's goals.

### **2.17.1 Employee Satisfaction**

Employee satisfaction is the fulfilment or satisfying emotional state that results from the positive appraisal of job experiences on the part of the employee (Amin *et al.* 2017: 1259). Other researchers define employee satisfaction as a person's assessment of the overall quality of his or her current job assignment (Hsu and Wang, 2008; Prajogo and Cooper, 2010; Jung and Yoon, 2015). Relatively, employee satisfaction is an evaluation to describe a person for feeling happy or unhappy, satisfied or dissatisfied in work (Darma and Supriyanto 2017: 70). As a result, the employees are required to have a good performance as well as the skills in doing the work (Darma and Supriyanto 2017:

70). Relatively, various employee satisfaction may enhance productivity and organizational performance (Budie *et al.* 2019: 36)

The factors affecting job satisfaction include salary, the job, colleagues, promotion and work environment (Darma and Supriyanto 2017: 71). In addition, job satisfaction is related to and has a deep effect on job performance appraisals, stress and work pressures, conflict and work conditions and the quality of service provided to customers (Amin *et al.* 2017: 1259).

Armstrong and Taylor (2014:177) regard employee satisfaction as the dispositions obtained and cultured through the experience and attitudes based upon a person's genetic inheritance. According to Arts and Kaya (2014), one characteristic that determines satisfaction is job security. Armstrong and Taylor (2014:177), illustrate employee satisfaction as subjective to fundamental motivational factors associated with work content. Colquitt and Wesson (2013:96) define employee satisfaction as a sub-group of human attitudes.

A study by Moloantoa (2015:21) discovered that theoretical presenters at the National University of Lesotho show dissatisfaction regarding the upward mobility or promotions, incentives and unpleasant working conditions. The study concluded that the administration at the National University of Lesotho should revised their budget to fund incentives and improve working conditions.

### **2.17.2 Leadership Style**

Raziq (2015:719) states that effective supervision leads to job satisfaction. According to Voon, Lo and Ngui (2011:29), one important characteristic of leaders is to be mindful about employee of which all decisions taken shall be in line to advance the life and conditions of services for better life of employees (Dabor, Isiavwe, Ajagbe and Oke, 2015; Luthans, 2011:143). A good leader led by example and inspire his subordinate, the communication factor is highly imperative in this regard.



Leadership style is defined as the ability of a leader in directing, influencing, encouraging and controlling subordinates to be able to do work on their awareness and volunteering in achieving a certain organizational goal (Pawirosumarto, Sarjana and Muchtar 2017: 603; Razak, Sarpan and Ramlan 2018: 67). It serves as one of the significant factors that can affect the performance of employees in a company (Mendoza, Nasution and Matondang 2018: 587; Razak, Sarpan and Ramlan 2018: 67).

As such, to be a good leader, one should be able to choose what kind of leadership style is suitable to be applied in the company to motivate employees, as well as to discipline employees in the company (Pawirosumarto, Sarjana and Muchtar 2017: 603). Consequently, the success and failure of a company or organization is determined by leadership, an effective form of leadership will have an impact on the progress of the organization in facing the challenges and changes that occur (Razak, Sarpan and Ramlan 2018: 67; Guterresa, Armanu and Rofiaty 2020: 1498). Relatively, leadership is the key in management that plays an important and strategic role in the survival of a company (Mendoza, Nasution and Matondang 2018: 587).

### **2.17.3 Employees' Perceptions and Attitudes**

Swanepoel, *et al.* (2014:373) state that the perception of employees can be stimulated by many concepts and external factors which are not connected to job itself not under the control of the employer such as social where the organization situated, economic development or political influence. Saleem (2015:563) postulates that supervisors should create a conducive internal work culture that satisfies the needs and expectations of employees. Raziq and Maulabakhsh (2015: 717-725) also confirm that active supervision leads to job satisfaction and eventually influence the perception and attitude of employee.

Despite various recent studies conducted on organizational productivity Egberi, (2015:148-163) and Emerole (2015:6-11) identified the perceptions of employees towards organizational policies and employee benefits. Emerole (2015:6-11) regarded

the effect of non-monetary incentives towards the productivity of employees as the one with the positive effect towards the productivity.

#### **2.17.4 Employee Motivation**

According to Bonsu and Kusi (2014: 339), Employee motivation comprises a combination of procedures that improve individual's moral and attitude towards any condition, the way and determination of struggle leads to specific target. It serves as the key aspect to creating and enabling environment where ideal performance is possible (Sharma and Sharma 2017: 10). More so, motivation is action conducted by a manager in giving inspiration, to support employee to take measure, to encourage employee to be enthusiastic and achieve the desired result (Mendoza, Nasution and Matondang 2018: 588).

Employee motivation is defined as the willingness to apply high levels of effort toward organisational goals, conditioned by the effort's ability to satisfy some individual needs (Idowu 2017: 19; Martono, Khoiruddin and Wulansari 2018: 536). The process also serves as a desire of the soul that makes a person moved to perform a productive action, whether or not work-oriented moneymaking (Jufrizen and Pulungan 2017: 442). Thus, serves as a boost to the process of human behavior for the achievement of goals and triggers the tendency to continue (Jufrizen and Pulungan 2017: 442; Martono, Khoiruddin and Wulansari 2018).

Motivating factors can play a significant part in ensuring that employees are satisfied; as it enables employees to improve their performance. Hence, Employee Incentive programs can be used as a strategy to promote motivation as an employer, which contribute towards ensuring employees feel appreciated cared for and deemed Worthwhile (Sharma and Sharma 2017: 10). Employees may also be motivated through appreciation, job security, and promotion, employee benefits such as pension plans or health programs) and privileges such as fitness centers, medical care or health facilities, and company cars (Antoni *et al.* 2017: 57).

Robbins (2013:148) emphasizes the following factors that lead to employee satisfaction on their specific jobs:

- Appreciation;
- Success;
- Inspiring work;
- Accountability; and
- Progress and growth.

### **2.17.5 Employee Involvement**

Abdullah (2013:91) is of the view that Employee Involvement required employee empowerment through training and education. Moshoeu and Geldenhuys (2015:22-43) attest that if employees perceived that the organization is unstable, they at a risk to lose their jobs, they look for better opportunities to other prosperous organization.

Employee involvement leads to superior organizational performance in both private and public sectors (Qi and Wang 2018: 747). It increases financial performance, organisational productivity, service quality and reduces employee turnover (Qi and Wang 2018: 747).

The process is a participatory initiative that refers to practices which increases employees participation in decision-making and management, fostering their commitment to the organisation (Qi and Wang 2018: 747; Beraldin, Danese and Romano 2020: 3). Relatively it is alleged that employee involvement exists when employees within some defined unit (organization, division, team, work group) mutually understand that they hold the power to make decisions and act upon those decisions; may access the information sources needed to effectively undertake those actions; have opportunities to update their knowledge to sustain their effectiveness (Smith *et al.* 2018: 617)

According to Beraldin, Danese and Romano (2020: 3) employee involvement can be categorised based on four dimensions: that is the degree of workers' influence (from being informed to control a specified job aspect), the form of participation (direct or indirect), the involvement at organisational level (e.g. task, section, corporate) and the range of the impact (e.g. broad strategic vs. narrow restricted scope).

## **2.18 Training and Development as a driver of Employee Performance**

Scheduling employee targets improves the performance of the organisation as highly motivated employees tend to improve the performance and the organisational goals are positively met (Dabor, Isiavwe, Ajagbe and Oke, 2015; Brown and Warren 2011: 100). McNamara (2010:548-554) believes that both parties employee and employer benefit through training programmes. Any organization that needs to be relevant and competitive globally requires to invest in Human capital unit is committed to update the skills of their employees continuously. Training is regarded as fundamental to uplift the organization performance.

### **2.18.1 Training and Education**

Training and education are both tools which lead to transformation that which improves knowledge gained, acquisition of competencies. Therefore, organizations link the training programme to their objectives and goals, and ensure the sustainability of an organization in the industry.

## **2.19 Organizational Performance**

Organizational performance involves the behavior of the employee and outcomes of a task that is completed by means of precise capabilities. These results are measured by various scales (Long *et al.*, 2012: 17; 2013: 11; Imran & Tanveer, 2015:137). Khan *et al.* (2011:25- 28) indicate training as an important tool with a high influence on employee performance. Jacobs and Lin cited by Karthikeyan and Graf (2010:77-83) indicate that it

is essential for employees to accept ongoing adjustment. Training regarded as major part of the long term planning of the various organizations. Kulkarni (2013:136) conveys that training should be considered as a primary measure of the process of total quality management. The Government Gazette No 7146 Volume 434 (2001:1) and Municipal Performance Management Systems Chapter 3 7(1), depicts a framework that defines and signifies the manner on how the municipality procedures related to performance cycle, can be handled controlled and achieved and the stakeholder's role.

### **2.19.1 How organizations measure employee performance**

Osunde (2015:3) identified various ways that are linked to employee's performance which are beliefs that employee performance can be dignified in different ways like production, turnover. During performance assessment, employees enter into agreements with employers on what is expected by employer the level to be achieved by employee. These expectations define impending goals or future performance.

#### **2.19.1.1 Efficiency**

Amah and Ahiauzu (2013: 661-674) believe that organizations require to prepare their working environment in a way which will permit staff to believe they are a vital part of the organization. Furthermore, Olivier (2015: 861-870) indicated that South African local communities depend on local government. Some South African residents have numerous complaints on effective and efficient basic service delivery for local communities. Municipalities lack skills and a qualified workforce, and their poor management impacts negatively on service delivery. This was confirmed by Jolobe (2014: 1-6), who states that the new local government system established in 2000 has failed to live up to its promises. Zelgalve and Zaharcenko (2012:1142-1492) mention economic breakdown as crucial in comprehensive transformation. This assist in helps in considering the accurateness the accuracy and impact of the use of economic means in increasing the profit margin of an organization.

### **2.19.1.2 Employee Turnover**

Employee turnover is the method considered by employees to exit the company, by means of resignation, or any related reasons (Ogbari, Oke, Ajagbe and Isiavwe, 2015). Dissatisfaction and insecurity most reason for employees to leave when employees became uncertainly about their future they decide to leave for better offers.

### **2.19.1.3 Employee Retention**

Ajay *et al.* (2015:168-173) claim that human resources systems must prioritize more on investment on their employees to overcome the turnover, those best performers and employees with critical skills be treated as most valuable asset of an organisation, therefor the significance of retaining employees is more significant than recruitment strategy.

### **2.19.1.4 Profitability**

Best supervision of employees affects precise operations of the organisation and improves organization productivity continuously (Goel, 2013:4). Elnaga and Imran (2013:137-147) state that staff categorized as the most valuable strength for any organization as they can sustain the image of the organization effectiveness. An organization with a good financial stand tends to prioritize research as one of the business functions (Jagelavicius, 2013:18). Wu (2014:12) indicates that most organizations that generate more income shows a viable improvement are able to sustain in the market even during the hard times.

### **2.19.1.5 Organizational Productivity**

Nda and Fard (2013:91-93), Dorgan (1994) and Tokarčíková (2013:5-10) all emphasize that employees are at the forefront of any organization to maximize productivity. Van Beveren (2012: 98-128) stated that it is important to note that there is a recent move from researchers to focus their productivity comparisons on individual sectors and

countries, which has added value to the definition of productivity (Gholizadeh, 2014: 160-170).

#### **2.19.1.6 Customer satisfaction**

According to Hawkins and Lonney, quoted in Tjiptono (2015), they refer to customer satisfaction as a degree which based on measurement among the level of performance expected by customers and the actual product or service standard offered by the product. According to Rai and Medha (2013: 139) Most of companies have confirmed that for better performance of the organization, customers should be always happy about the product or service offered. A research conducted in Bahawalpur, Pakistan on financial entities the findings confirms the positive effect amongst the customer satisfaction and organization performance.

### **2.20 Factors Affecting Organisational Performance**

#### **2.20.1 Performance Monitoring and Evaluation Plan**

The Municipal Systems Act no. 32 of 2000 provides for a municipality to sign a performance-based contract with Section 57 managers and that contract evaluated yearly. However, Vallejo and Wehn (2016:1-13) advise that inaccurate evaluation may lead to employee's turnover or abandoned some developments that can be uplift the economy and social development.

#### **2.20. 2 Provision of working tools**

The MEC for the Department of Co-operative Governance and Traditional Affairs (Cogta) has approved the upper limit as reflected in Gazette Notice No. 1600 dated 21 December 2016, which compels all municipalities to provide Councillors with tools of the trade for improvement in service delivery. The Labour Relations Act stipulates that the provision of working tools by employers is essential.

### **2.20.3 Performance appraisal**

Paile (2012) explains Performance Appraisal as a method whereby a breakdown analysis of individual performance is carried out, therefore permitting the ability to make informed decisions for particular purposes. Performance Appraisal, when effective, is said to increase employee motivation and improve productivity. They may also take the form of opportunity for recognition, achievement and growth.

#### **2.20.3.1 Factors Affecting Performance Appraisal**

**Performance-based pay:** Aguinis (2013:265) define performance-based pay as a process which aligned direct to individual's performance, here employer measure the in individual or team performance and reward based on their contribution towards the goals and objectives of an organisation.

**Merit pay:** Martocchio (2013) defines merit pay as a constant incentive or benefit in kind influences by the overall performance of an organization. An organization assesses the contribution of their employees toward the profit gained and compensate them. Martocchio (2013) further states that pay increases should be planned to compensate exceptional work by employees and can motivate future performance. Moreover, employers can be assured of the retention of competent employees.

**Competency-related pay rewards:** These rewards motivate people to perform by paying them to reward specific desired performance (Armstrong, 2014).

**Suggestion systems:** According to Swanepoel (2014:75), these are regarded as a suggestion system as a motivation structure that recognizes the individual for contribution to the organisation values and increasing organizational effectiveness. Research conducted by Singh (2012) on the performance management and development system for senior managers in the public service reveals that management in public service organizations do not have individual goals that link to the organizational goals. Hence achieving organizational performance is often nebulous and ambiguous.



A study by Makamu (2013) on the application of performance management and development system at the Department of Education (Gauteng North district) shows that employees lack of training is one of the disadvantages of Performance Appraisal in the Department.

## **Organizational Values**

All organizations drive by clear goals and objectives specific to them. These goals serve as the big picture to remind all stakeholders about the organization's existence, for possible achievement all stakeholders must contribute to strategic planning.

### **2.21 The impact of training and development on organizational performance**

Employee training and development is a factor that drives the achievement of increased employee competency in order to improve good performance for the company (Tamba and Riyanto 2020: 9). It plays a significant role in enhancing employees' performance and increases productivity (Tamba and Riyanto 2020: 9). More importantly, employee training and development increases skills, avoid skill uselessness, knowledge, and dedication from experience in work thereby results in organizational effectiveness (Sheeba and Christopher 2019: 263; Tamba and Riyanto 2020: 9).

Effective employee training and development leads to an increase in quality goods and services as a result of potentially fewer mistakes. As a result, accurateness, effectiveness, good work, safety practices and good customer service can be expected (Salah 2016: 45). It enables organizations to save money by retaining valuable employees, hence the costs of recruitment and training of new entrants can be avoided due to lower levels of employees turnover (Salah 2016: 45). Training and development also result to higher job satisfaction, commitment to the organization and reduced revenue intention (Guan and Frenkel 2019: 164). It also increases productivity, flexibility and quality, thereby lifting performance thus contributes to improvements in individual and organizational performance (Guan and Frenkel 2019: 164).

Training and development also assist in building and strengthening the work-related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job-related skill requirements (Saleem et al., 2011). Hence, we may say that Training and Development is a more reasonable and organized way of improving the skills, knowledge and attributes necessary for the employees to better fulfill their job tasks Imran and Tanveer;2015;24

For organizations to remain relevant, professional training of employees and managers should be done frequently to respond to global change. Providing employees with relevant and updated working tools assist to improve their performance, satisfaction and attract retention and improve. Therefore, organizations can only maximize their performance if competent employees are employed to carry out the daily processes of the business (Ogbari, Oke, Ajagbe and Isiavwe, 2015; Solomon, Hashim, Mehdi and Ajagbe, 2012). The survey suggested that all municipalities must have a code of conduct which must be complied with by all stakeholders and employees. Organizations should in addition ensure the unfailing application of appropriate actions necessary when the code of conduct is violated.

## **2.22 Chapter summary**

The aim of this chapter was to outline the literature relevant to training and development and organisational performance management. Employees in any organisation remain the most effective asset for growth and development. Literature confirms that Training and Development plays a vital role in employee and organizational growth. These lead to better and improved performance. Chapter Three will cover the research design and methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Chapter Two was based on the literature review and related to each variable. This chapter proceeds by unfolding the research methodology used. The sampling method, the study design and population are defined. The instrument used to analyze the data collected, together with methods used to conserve the validity and reliability of the tool are illustrated.

#### **3.2 Research Design**

Babbie and Mouton (2009: 74) define research design as a strategy to conduct the study and to identify the relevant methodology of the particular study. This study adopted a quantitative methodology and closed-ended questionnaire containing a 5-Point Likert Scale. The Statistical Package for the Social Sciences (SPSS) was utilized to assess the data collected. The population size of this study was 110 employees from Ndwedwe Local Municipality. For the sample, 90 employees were utilized, and the sampling framework was the municipal payroll system. This approach has been chosen as an appropriate method based on the fact that quantitative results have improved and are now more positive and reliable than they were years ago.

All participants were given a similar questionnaire. This assists all participants to respond freely since confidentiality was guaranteed and participants remain anonymous. The quantitative method assists to report any formal hypotheses and other expectations that did not pan out by other researchers. The safety of respondents is as crucial in quantitative analysis compare to qualitative study. The quantitative methods is often specific to collect and record data in a manner that make subject recognition more difficult.

### **3.3 Sources of Data**

The study was conducted at Ndwedwe Local Municipality (NLM) within the Ilembe District Municipality in the Kwa-Zulu Natal Province (RSA). The Municipality has an average of 110 employees consisting of senior managers as determined by section 56 of the Municipal Systems Act, 32 of 2000 (MSA), Contractual and permanent employees. It caters for service delivery, including infrastructure and Economic development; community and social services; financial services and corporate services.

The researcher utilizes both sources of data collection methods, which includes primary and secondary sources. The primary data was collected through the distribution of pre-coded questionnaires to the nominated sample. On other hand, the secondary data was gathered from already existing data in existing municipal documents, journal articles, reports, government publications and periodicals.

### **3.4 Primary Data**

Primary data refers to the researcher's thorough gathering of data on related variables, for the intention of achieving positive purposes of the research study (Brynard, Hanekom and Brynard, 2014:33). Distribution of questionnaires and conducting interviews are characteristic methods of collecting primary data. Questionnaire, in the form of the Likert scale were utilized to collect primary data in the study.

### **3.5 Secondary Data**

Brynard, Hanekom and Brynard (2014:33) describe secondary data as a method of gathering data from sources that already exist. Dan (2012:122) affirmed secondary data as information collected by any individual for a specific aim of the study. The data were gathered from textbooks, the Internet, published journal articles, reports, government publications, and legislations.

### **3.6 The Study Population**

Duncan (1996:133) defines the population as the large pool from which sampling elements are drawn, and to which one wants to generalize findings. The study focused on the Local Government sphere. Due to the breadth of Local Government, Ndwedwe Local Municipality was used as a sample. The NLM consists of 110 employees, which includes management, permanent and contractual employees.

#### **Target Population**

Carrie and Kelvin (2014:33) define a target population as a group of people or objects with a recognizable edge, involving the accurate or exact features. Cooper and Schindler (2014: 84) concur with Carrie and Kelvin (2014:33), highlighting that a crucial point in drafting the research project is to categorize the target population and choose whether a sample or a survey is desired. When nominating the sample those individual should be relevant to add value on a study and be able to provide the accurate information to validate the study.

### **3.7 Sample and Technique Used**

Sekeran and Bougie (2013:241) define a sample as the sub-group or sub-set of the population. According to Wright and Ogbuehi (2014: 41), when deciding on the type of sampling method, researchers must also consider and deal with resource constraints such as time, budget and human resources. Thus, the decision on the type of sampling method applied in this study needed to be well-thought out, both in terms of benefits and risks. The target population comprised 90 employees based in various sections of the NLM. Questionnaires were delivered using emails and some were hand-delivered to respondents. The researcher requested them to be completed and to be contacted on completion for pick-up. Ninety employees returned their completed questionnaires to the researcher, where the actual response rate was 100%.

### **3.7.1 Convenience sampling**

Babbie (2009:74) emphasized that by choosing a sampling technique, the researcher indicates that the selection of a sample defines the technique utilized to identify the sample from targeted population. The study had a target population  $N=110$  and sample size of ( $n=90$ ) as was recommended by Sekaran's (1992) computed table of sample sizes based on population sizes.

Blumenstein (2015: 28) postulates that a sample is an element of analysis selected to partake in a particular study because it represents the population. Employees used as the sample of this survey consist of senior management. Management are the decision-makers who propose the development of Municipal policies. They are at the forefront of municipality operations and lead the performance of the municipality.

### **3.8 Quantitative Research Method**

Crisan and Borza (2015: 38) and Magruk (2015: 234) indicate that selecting relevant research methodologies to engage in a documented research activity involves not only complex documentation, but also calls for instruments and methods that can better present and measure the studied phenomenon. The intention of the research methodology is to afford the structure and support for ensuring planning and operational activities that continue after the application procedure of technical processes (Crisan and Borza, 2015: 38; Magruk, 2015: 234). The study implemented the quantitative methodology whereby questionnaire was distributed to target respondents.

Johnson (2015: 262) describes that quantitative methodology as an empirical process of testing the theoretically grounded hypotheses are tested in line with statistically measured variables and some form of numerical analysis. However, Blumenstein (2015: 25) believes that the ability to interpret data and apply numerical evidence systematically is central in science. In a similar fashion, Buckley (2015: 17) indicates that quantitative analysis techniques with statistical controls are utilised to analyse data in a quantitative study. In a quantitative case, Raich *et al.* (2014: 738) reveal that

considering the regularity of replies or collecting concepts, may assist researchers to do statistics. This study takes the quantitative approach whereby questionnaires were distributed to a sample group and were analyzed through SPSS used as a tool to analyze data.

### **3.8.1 Advantages of the quantitative approach**

The Quantitative method has advantages since this method contains standardized answers in research instruments that make it easier to attempt each question. Questionnaires permit respondents enough time to consider answers before responding.

### **3.8.2 Disadvantages of the quantitative approach**

The participants may tend to have discomfort in providing the correct information, since it is just a pre-coded questionnaire where they tend to tick without understanding the question. They might feel as no reason to give the accurate answer since the questionnaire are standardized and not allow any additional information. To overcome such, the researcher has made a provision for respondents to ask for clarity when necessary.

## **3.9 Pilot Study**

A pilot study helps researchers to anticipate possible areas of ambiguity or challenges that the sample may face while being part of a study (Walliman, 2011). Questionnaires were distributed to four respondents allocated at Ndwedwe Local Municipality Main Offices to test the ambiguity. A meeting was conducted as per participants' clusters and where the questionnaire was presented, the aim of the study and how crucial their contribution to the study was and how the Municipality will benefit from the study was explained. For instance, the need to revisit their human resources development policy was highlighted.

### **3.10 Data Analysis**

Boeije (2010:76) describes data analysis as a process of organizing data in a meaningful manner and synthesizing data in order to discover what is important to share with others in the form of findings. The Statistical Package for the Social Sciences (SPSS) Software was utilized to explore the data collected. This software was more convenient for the study and displayed all the expected variables. Data was examined, categorized, tabulated and pre-coded questionnaire to define the research objectives and the research questions. Then it was presented in the form of detailed tables. The figures received were values corresponding to frequencies and were changed into percentages to enable analysis.

### **3.11 Reliability and Validity**

Clow and James (2014:272) state that in order for the measuring instrument to be guaranteed as effective, it must be tested to confirm the validity. The correlation among and reliability and validity is an essential to assess reliability. If results remain invalid, therefore reliability is not guaranteed. Therefore, when the results are not tested valid it proves that there is no point in considering the reliability since validity considered prior reliability is measured in any significant approach.

#### **3.11.1 Reliability**

Hair (2013:166) define reliability as the dependability with which a mechanism processes the characteristic. Tavakol and Dennick (2011:53-54) attest that for testing the reliability of the study, a Cronbach's alpha should utilize and that substances with a lesser total close to zero shall be cancelled or reviewed. This study is therefore reliable in the sense that if the methods used in this study are to be used by another researcher it is most likely to obtain similar results



### **3.11.2 Validity**

Sekaran and Bougie (2013:225) define validity as the extent in which an instrument signifies the aspects of a study and also pointed out that validity is the accuracy of the method utilised in collecting and analyzing the data.

For this study, validity was assured through the design of the questionnaire; which comprised questions relating to training and development, employee performance, organisational performance in eNdwedwe local municipality. The approach applied in this study also ensured validity, which was through the use of a quantitative approach, whereby, the researcher was able to determine the relationship between training and development and employee performance. determining the relationships between the variables of the study. The researcher also employed statistics to numerically describe phenomena of study. More so, pilot testing was necessary to ensure both validity and reliability of the questionnaire.

### **3.12 Anonymity and Ethical Considerations**

Anderson (2013:130) illustrates three fundamental principled values as the foundation for the study research that are, admiration for integrity, individuals and consideration. The approval to conduct study was obtained from the Accounting Officer of Ndwedwe Local Municipality. Names and identities of the participants remain anonymous. In this way, more accurate and true information is obtained. Biased responses were eliminated, participants were requested to use emails and direct communication to unfold the purpose of study. The researcher did not interfere or try to influence them in their responses since the participants are highly professional and understand the process of research publication. Participants were upraised that the study is voluntary and grants them a right to withdraw at any stage. The recommendations will further contribute to knowledge in implementing Human Resources Development policies and will be valuable in the upliftment of the socio-economic situation of South Africa.

### **3.13 Chapter Summary**

This chapter was based on the research methodology and research design used for the study. It also enlightened on the target population, sampling procedure, validity and reliability, data collection methodology as well as data analysis. This chapter concluded with discussions and indications of how the ethical considerations concerning the study were addressed. Chapter Four focuses on the analysis and discussion of the results.

## **CHAPTER 4**

### **DATA ANALYSIS**

#### **4.1 Introduction**

This chapter consists of a comprehensive breakdown of the data gathered from the targeted population through theoretical analyses which offer an understanding of the outcomes of the study. The data presented by the questionnaires was analysed and outlined using graphs for proper interpretation. The data is presented as per the structure of the questionnaire. The biographical profile is presented in Section A's breakdown and Section B is an opinion from respondents which focuses on issues pertaining to training and development. Section C focuses on employee Performance and Section D focuses on organizational performance.

#### **4.2 Descriptive statistics**

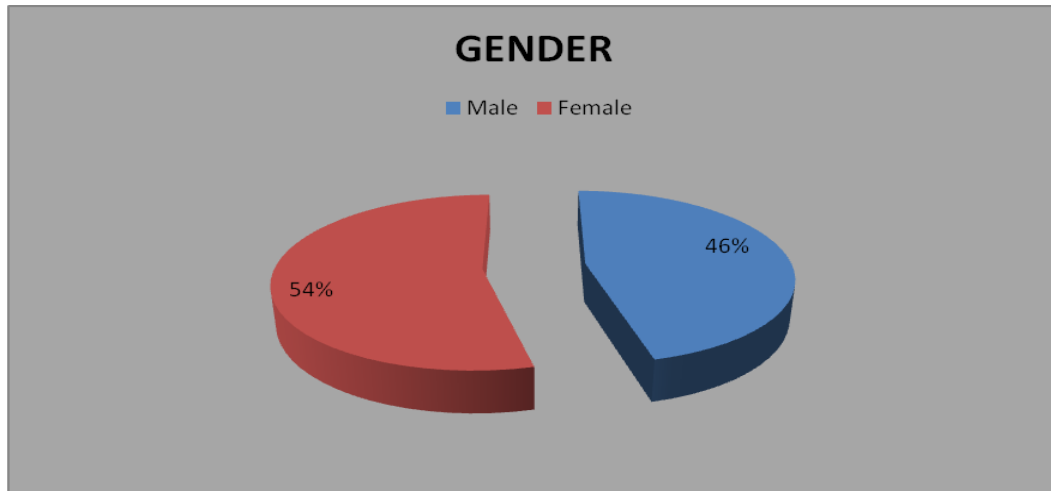
This section reports on the biographical breakdown of the data based on the answers of respondents. This information includes the gender, age, level of education and position held in the municipality. Descriptive statistics, means that the researcher simply describes what is or what the data shows as presented in the following sub-sections. The research questionnaire contained 23 questions, with a Likert scale format. The questionnaire is broken down into 4 sections, as follows:

**Table 4.1: Descriptive statistics**

<b>SECTION</b>	<b>DESCRIPTION</b>
Section A	Biographic Information
Section B	Training and Development
Section C	Individual Performance
Section D	Organisational Performance

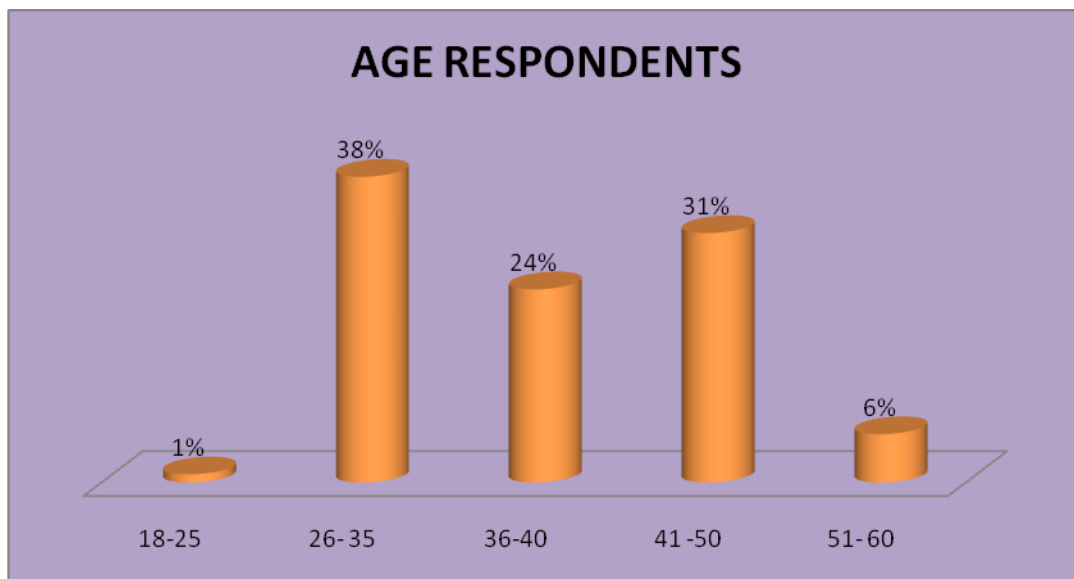
### 4.3 Gender of respondents

This subsection presents gender among study participants.



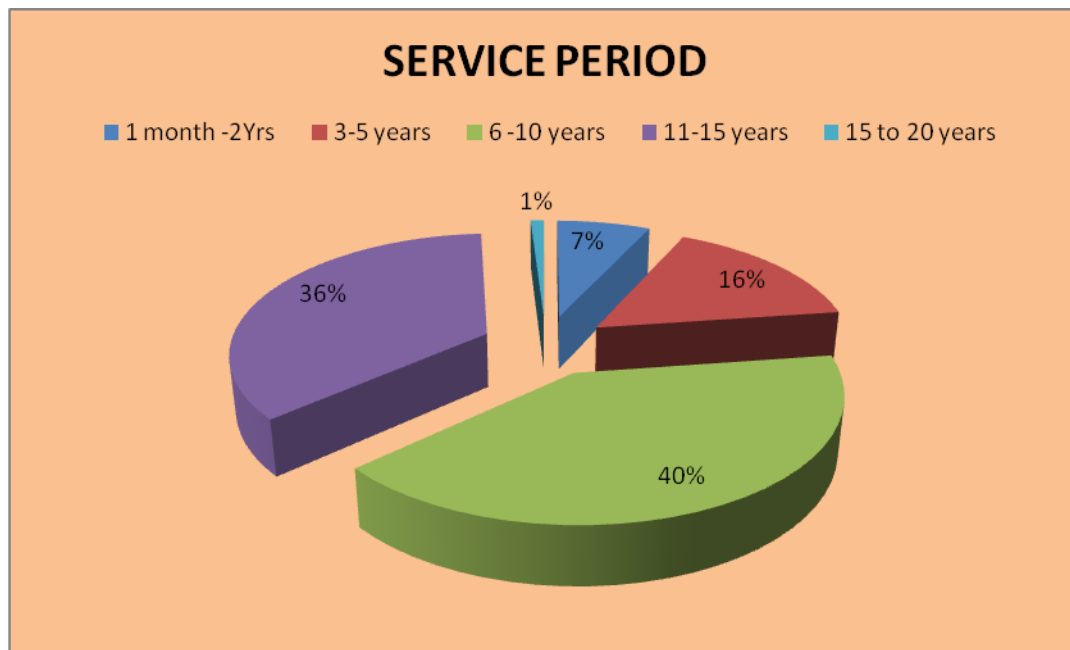
**Figure 4.1: Gender of Respondents**

Figure 4.1 point out data collected from 90 employees in respective units from Management to field workers, which consists of 46% of males and 54% of females who participated in the survey.



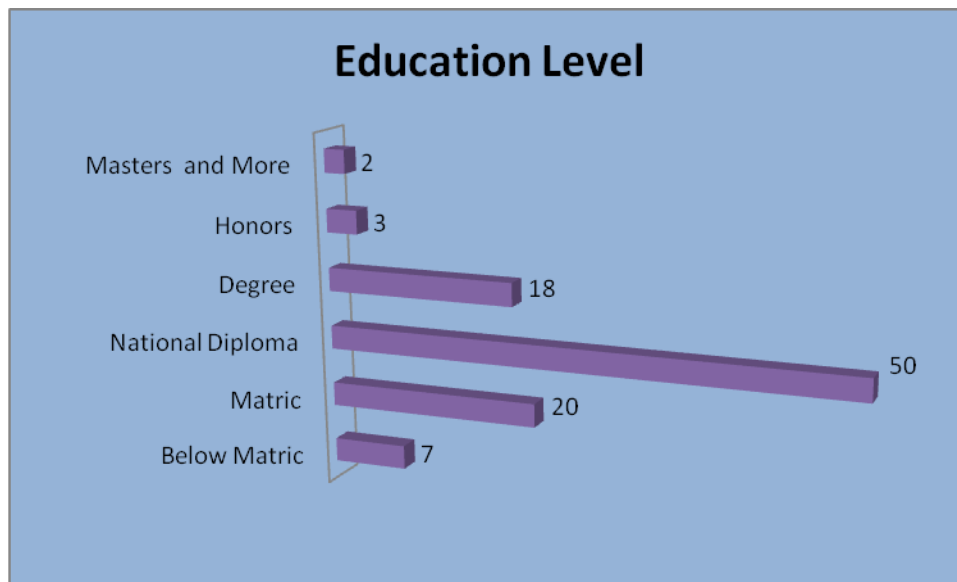
**Figure 4.2: Age of respondents**

Figure 4.2 illustrates the age of all participants in the survey. Most (38%) of the respondents were between the ages of 26 and 35; 31% of respondents were between the age of 41 to 50; 24% were between the age of 36 to 40; 6% were between the age of 51 to 60 and only 1% in the age of 18 to 25 years.



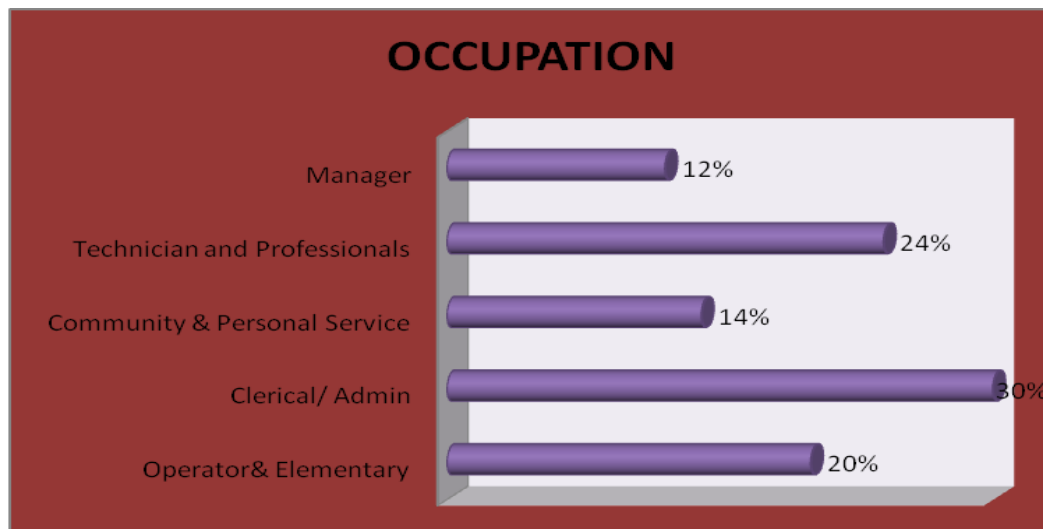
**Figure 4.3 Respondents' period of service**

Figure 4.3 indicates the service period of respondents. The gathered data shows that 7% of respondents have been in the municipality for less than two years; 16% respondents with three to five years; 40% with six to ten years; 36 % with eleven to fifteen years and 1% fifteen to 20 years of experience.



**Figure 4.4: Respondents' level of education**

Figure 4.4 indicates the education level of all respondents. The gathered data shows that 7% of respondents have qualifications which are below matric or grade 12; 20% possessed matric or grade 12; the majority of 50% have a National Diploma; 18% have a Bachelor's degree; 3% with honours; and only 2% with Masters and more qualifications.



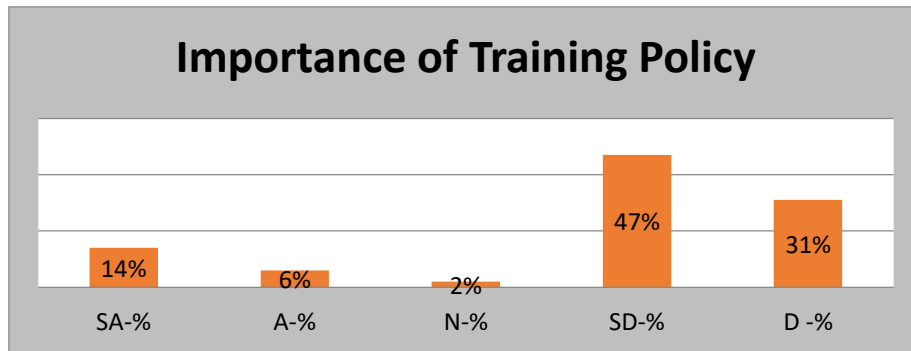
**Figure 4.5: Occupation Respondents**

Figure 4.5 indicates the occupational category of all respondents: 20% of respondents were Operators and elementary, which includes field workers and groundsmen; 30% were Clerical/Admin; 14% Community and Personal Service; 24% Technicians and 12% were Managers.

#### 4.4 Training and development

Question	SA-%	A-%	N-%	SD-%	D-%
1. Municipality has a training policy in place that is applicable to all employees.	14%	6%	2%	47%	31%
2. Municipality prioritizes Investment in training.	23%	38%	6%	24%	9%
3. Training is linked to the departmental Service delivery budget Implementation Plan (SDBIP).	21%	67%	4%	3%	4%
4. Supervisors support the application of skills learned during training for employees to apply to their daily tasks.	15%	69%	8%	2%	6%
5. Proper resources or equipment are provided to employees to support what they have learned.	28%	59%	6%	6%	2%
6. The equipment used during training is similar to the equipment provided in the workplace.	27%	64%	3%	2%	3%
7. Employees have positive perceptions towards trainings.	49%	46%	0	3%	2%
8. Top managers fully support training and development in the workplace.	12%	23%	6%	37%	22%
9. Organizational culture encourages employees to use the municipality as an active environment to acquire new skills.	39%	47%	6%	6%	3%
10. Municipality trains for relevant skills, not for compliance as identified by the Personal Development Plan (PDP).	43%	34%	12 %	6%	4%

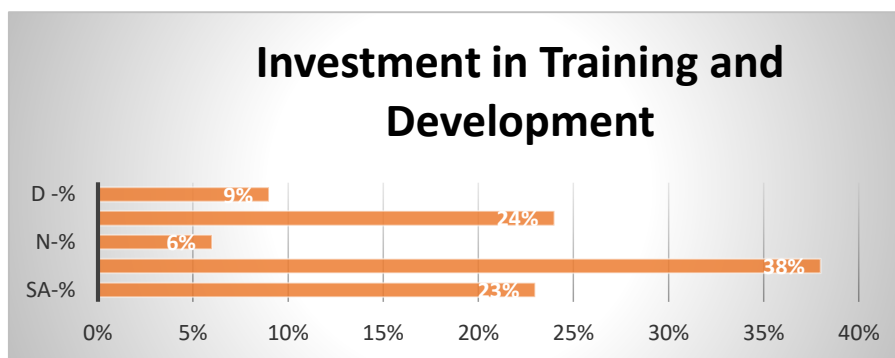
As indicated above, the Municipality has a training policy in place that is applicable to all employees.



**Figure 4.4.1: Importance of Training Policy (n=90)**

Figure 4.6.1 shows that the majority of respondents (78%) felt that the municipality does not have a training policy in place that is applicable to all employees, while 20% agree and 2% remain neutral. The purpose of the Human Resource development policy is to provide guidelines for the implementation and maintenance of sound Human Resources Training and Development strategies. It also enhances the Human Resources Development strategy. Internal policies assist the organization to guide it on what is expected from employees and the responsibility of employers. This assists to avoid any ambiguity that can arise between the two parties.

#### **4.4.2 Investment in training and development**



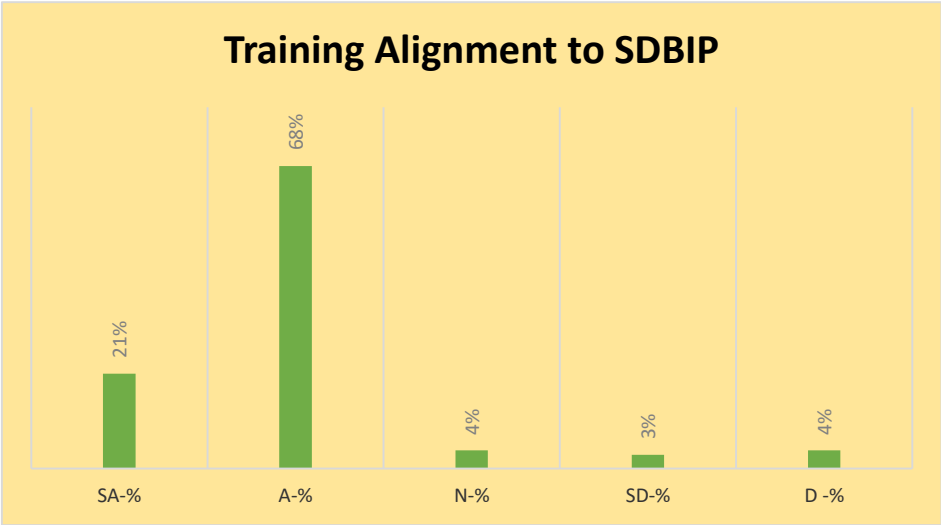
**Figure 4.4.2: Investment in Training and Development (n=90)**

The majority of respondents (61%) in the bar graph in Figure 4.6.2 indicate that the municipality invests in training and development. A total of 61% agree and 34%



disagree, whilst 6% remain neutral. The Skills Development Levy Act stipulates that the employer contributes 1% and employees contribute another 1% towards the Skills Development Levy. This shows the commitment from both parties towards the importance of investment in skills in the workplace. The main aim of the Skills Development Act No 97 of 1998 (section 2 a (ii)) is to improve output in the workplace and the effectiveness of an organisation Manuti (2015:1-17) confirms that there is no proper definition related to workplace learning.

**4.4.3 Training alignment to departmental Service Delivery Budget Implementation Plan (SDBIP)**



**Figure 4.4.3: Training alignment to Service Delivery Budget Implementation Plan (SDBIP) n=90**

Figure 4.6.3 illustrates that the majority of respondents (88%) were of the opinion that training is linked to the departmental Service Delivery Budget Implementation Plan (SDBIP) and a small minority of respondents (7%) disagree, while 4% remains neutral.

The Service Delivery Budget Implementation Plan (SDBIP) is a tool used by municipalities as a breakdown from the IDP to Departmental commitment. The Municipal manager has an obligation to ensure that all senior managers accountable to

him sign the Performance Plan aligned to Departmental SDBIP. The Municipal Manager is report direct to the Mayor therefore the approval of his SDBIP lies to the Mayor. The purpose of SIBIP is to break down the Municipal Integrated Development Plan as per each respective directorate functions in line with the Municipal budget. In terms of Circular 13 of the MFMA, 56 of 2003, Training plays a major role in ensuring that employees possess all necessary/required competencies to implement the municipal Integrated Development Plan.

4.4.4 Supervisors support

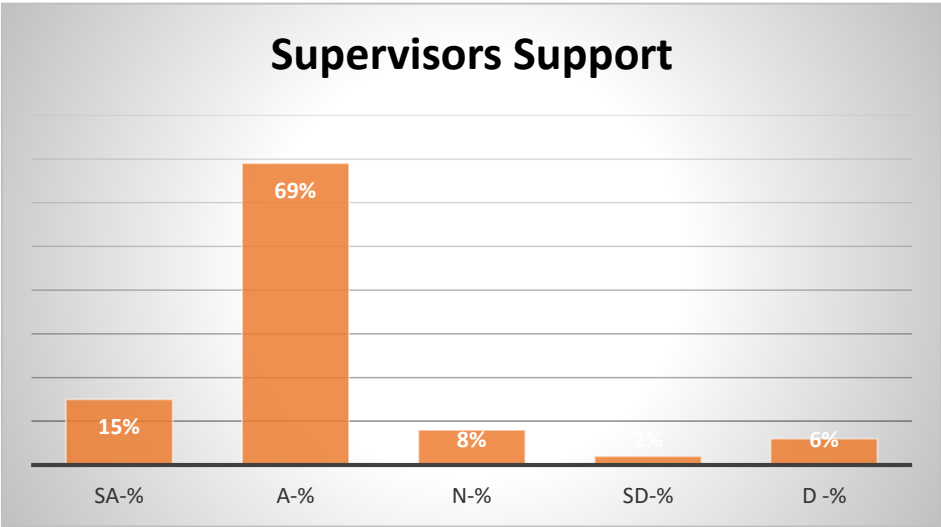
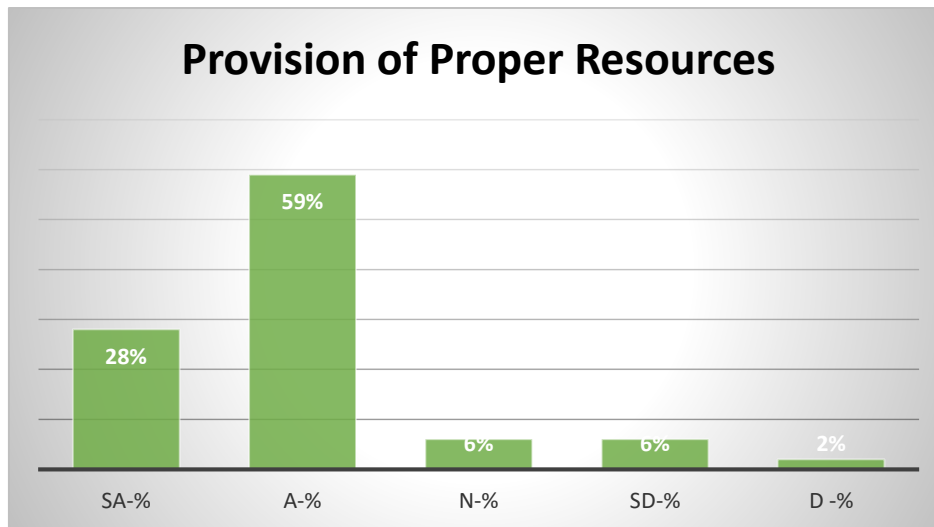


Figure 4.4.4: Supervisors’ Support n=90

The results presented in Figure 4.6.4 respectively illustrate that 84% of respondents are of the view that supervisors support the application of skills learned during training for employees to apply back on their daily takes, while 8% disagree and 8% remain neutral. Supervisors play a vital role by providing a day-to-day guide to employees. This assists in identifying the problem in its manifest stage. Supervisors are the ones who can identify individual incapacity and recommend relevant training. Most (84%) of respondents agreed that supervisors support the implementation of skills acquired during training.

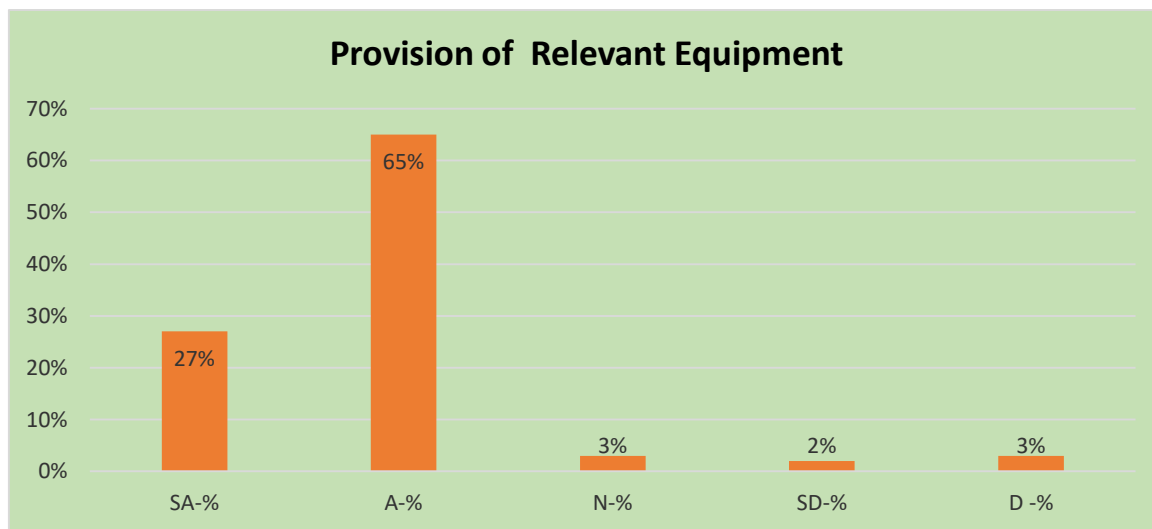
#### 4.4.5 Provision of Proper resources



**Figure 4.4.5: Provision of Proper Resources n=90**

The bar graph in Figure 4.6.5 specifies that 87% of the respondents strongly agreed that the employer provides proper resources and working equipment, while 8% disagree and 7% remain neutral. The Labour Relations Act of 1996 stipulates that one of duties of the employer is to provide working tools to employees. It is difficult for employee to produce high quality work while the tools of the trade are of poor quality.

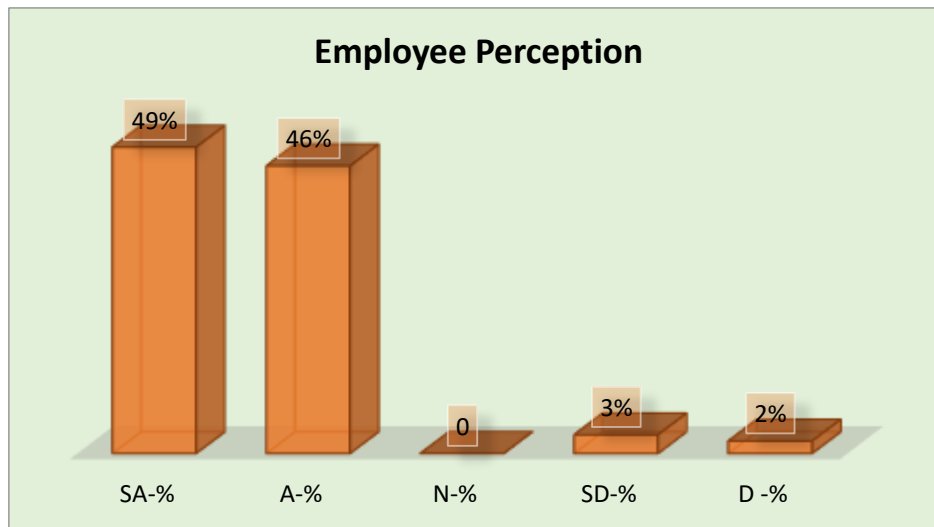
#### 4.4.6 Provision of relevant equipment



**Figure 4.4.6: Provision of Relevant Equipment n=90**

The bar graph in Figure 4.6.6 illustrates that the majority of respondents (92%) agreed and 5% disagree and 3% remain neutral that the equipment provided for training purpose is the same to the equipment provided in the workplace. The purpose of drafting this question was to discover if the equipment used by service providers when conducting practical training is similar to what employees used daily. Swanepoel (2014:58) attests availability leads to job satisfaction of suitable working tools and safety devices at the workplace.

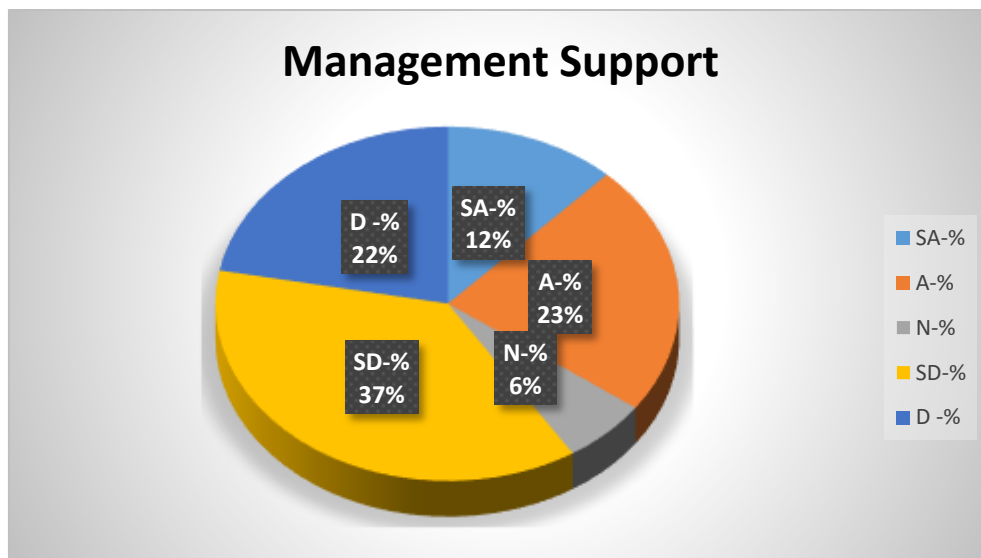
#### 4.4.7 Employees perception



**Figure 4.4.7: Employee Perception n=90**

The bar graph in Figure 4.6.7 show that 95% of the respondents strongly agreed that employees have positive perceptions towards training, while 5% disagree with the statement. Perception is an intellectual method where a person established, understand the impression of any situation. The respondents indicated that Employees have positive perception towards training. This is confirmed by 88% of respondents who agree and only 12% who disagree. Perception also influences mind-set.

#### 4.4.8 Top managers support in the workplace



**Figure 4.4.8: Management Support n=90**

The results presented in Figure 4.6.8 illustrate that 59% of respondents did not believe that top managers fully support training and development in the workplace, 35% disagree and 6% remain neutral Elnaga and Imran (2013:137). Kelly (2011:1) indicates that many managers view training as a luxury, not a competitive and strategic necessity. Ramanigopal (2012:19-20) suggests that management should provide support that enable employees to face with any difficulties that might come. A notable 59% of respondents indicated that top management does not fully support employees' capacity.

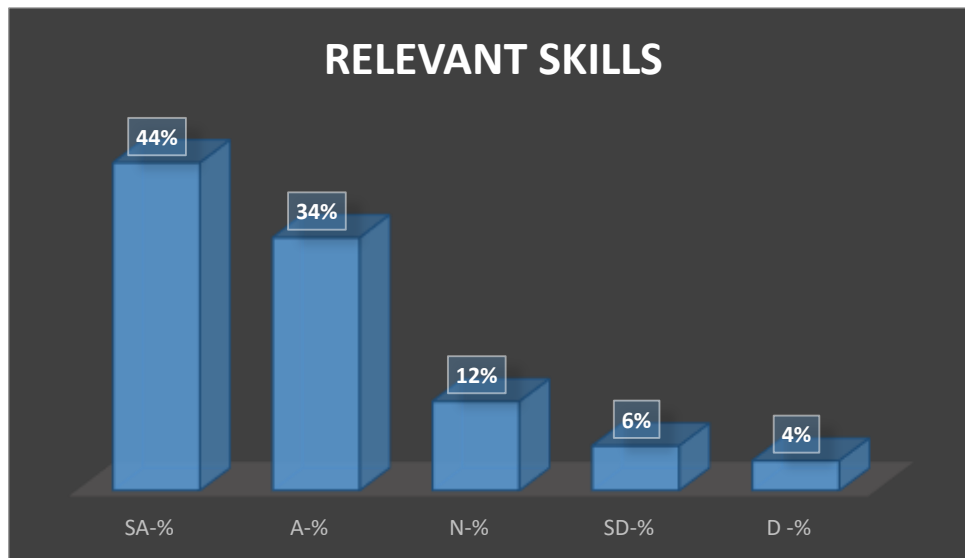
#### 4.4.9 Organizational culture



**Figure 4.4.9: Organizational Culture N=90**

The results in Figure 4.6.9 indicate that 85% of respondents believe that the Organizational culture encourages employees to use the municipality as a suitable environment to attain efficient skills, 9% disagree and only 6% remain neutral. One of the purposes of the Skills Development Act No 97 of 1988 Section 2 (c) (i) is to instigate the organisation to utilize working environment suitable learning atmosphere for to equip employees with new skills.

#### 4.4.10 Provision of relevant skills



**Figure 4.4.10: Relevant Skills N=90**

The bar graph in Figure 4.6.10 shows that 78% of respondents believe that the Municipality trains for relevant skills not for compliance as identified by the Personal Development Plan (PDP) and 10% of respondents disagree with the a statement, while 12% remain neutral. All employees are expected to sign their Performance Development Plan. These plans assist in developing the Workplace Skills Plan (WSP). Botha *et al.* (2013: 4) highlight talent management and knowledge management remain to be an integral process to improve the both individual and organizational performance. Therefore, it is recommended that all Personal Development Plans be linked to the performance indicator of each employee.



## 4.5 Responses on Employee performance

Statement	SA-%	A-%	N-%	SD-%	D -%
1. Municipality has clear performance standards for individuals.	18%	10%	2%	23%	47%
2. Municipality recognizes employees for their performance.	4%	12%	1%	59%	23%
3. I am highly motivated to work for this municipality.	1%	18%	4%	44%	32%
4. There is a Performance Appraisal policy in place.	4%	6%	3%	57%	30%
5. I clearly understand the purpose of the Performance Appraisal process in the municipality.	4%	11%	2%	53%	29%
6. Personal development plan (PDP) is designed to improve individual performance.	20%	53%	3%	14%	9%
7. Working environment is suitable to allow employee to perform at their maximum level.	9%	19%	2%	48%	22%

### 4.5.1 Clear performance standards for individuals

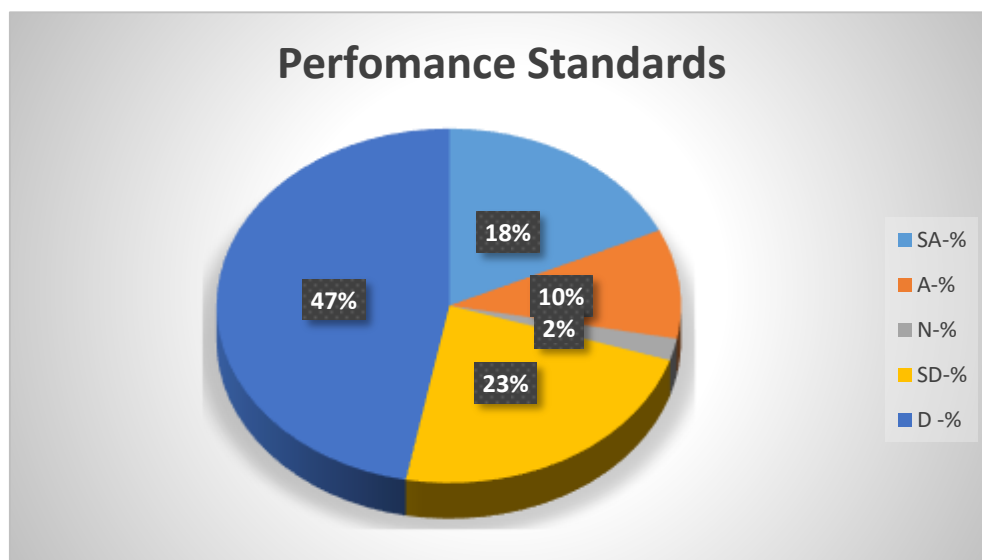
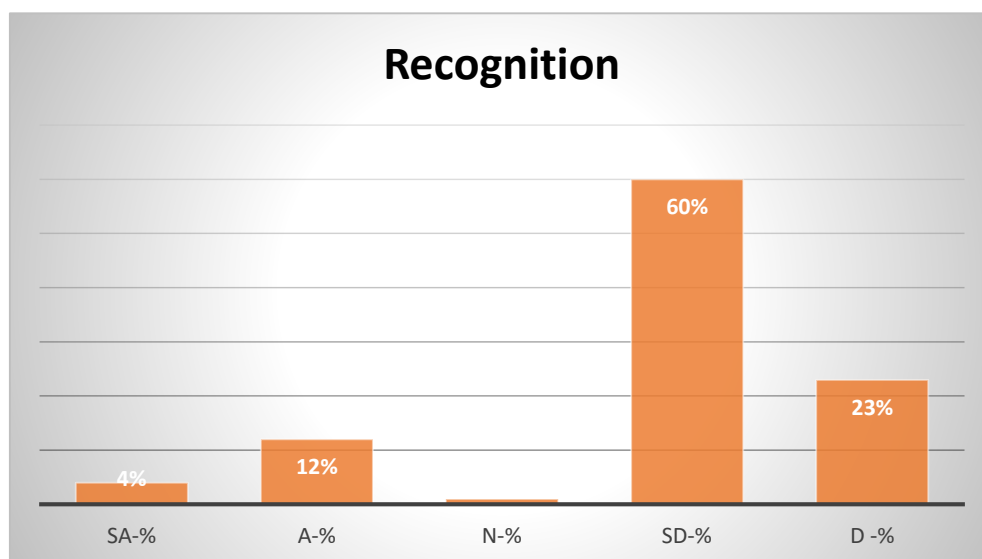


Figure 4.5.1: Performance Standards (n=90)

The pie graph in Figure 4.7.1 indicates that 70% of respondents disagree that the municipality has clear performance standards for individuals, 28% of respondents agree with a statement and 2% remain neutral.

The benefit of clear performance standards its enable employee to measure their performance according the required standard and the problems are identified at an earlier stage prior to evaluation process. Neo, *et al* (2006:279) highlight the crucial of developing the individual performance plan and targets to fulfil.

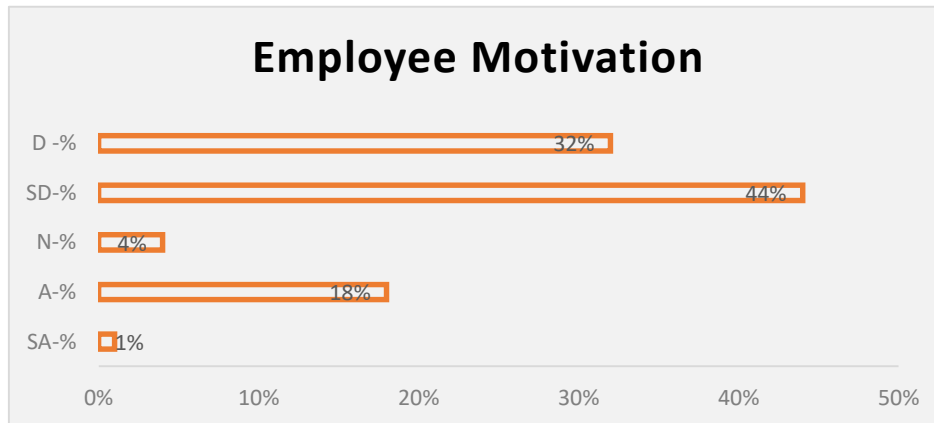
#### 4.5.2 Recognition of employees performance



**Figure 4.5.2: Recognition**

The results presented in Figure 4.7.2 illustrate that 83% of respondents did not believe that the municipality recognizes employees for their performance, 6% of respondents agree with the statement and 1% remains neutral. The performance any municipality is based on staff from Senior Management to junior staff. When employees failed to deliver as per the performance plan the whole municipality fail. Both performances is high importance to be manage correctly for best results.

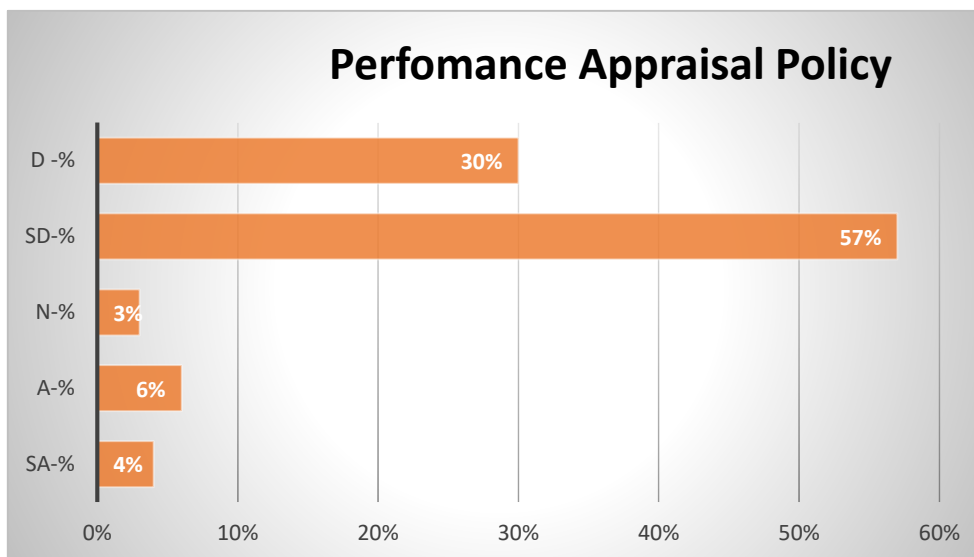
### 4.5.3 Employee motivation



**Figure 4.5.3: Employee Motivation**

The results presented in Figure 4.7.3 illustrate that 76% of respondents indicate that they are not motivated to work for the municipality, 19% of respondents agree, while 4% remain neutral. Employee motivation stimulates by fully support of human resources practices failure to implement properly the employees turned to demotivated, the level of turnover will be high (Dilshad and Bashir 2013: 118-130). Motivation is the most crucial part that leads to great performance.

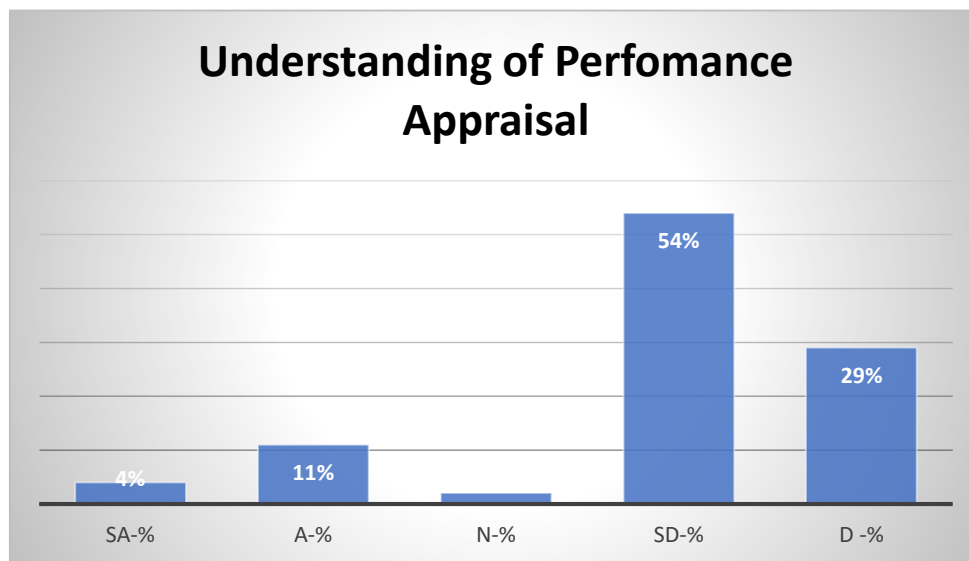
### 4.5.4 Availability Performance Appraisal policy



**Figure 4.5.4: Performance Appraisal Policy (n=90)**

The results presented in Figure 4.7.4 illustrate that 87% of respondents indicate that the municipality does not have a performance appraisal policy, 10% of respondents agree while 3% remain neutral.

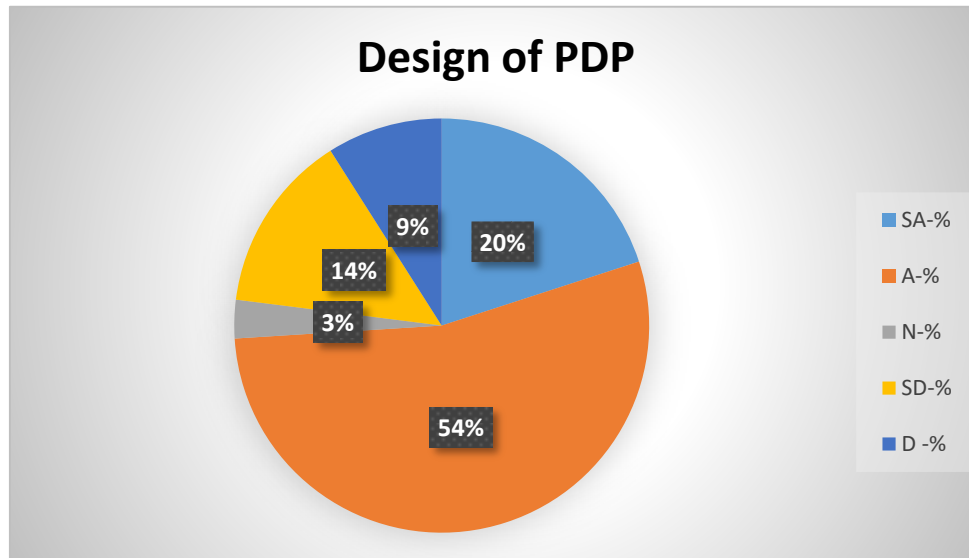
#### 4.5.5 Understanding of the Performance Appraisal



**Figure 4.5.5: Understanding of Performance Appraisal (n=90)**

The results presented in Figure 4.7.5 illustrate that 83% of respondents believe that they do not have enough understanding of Performance Appraisal, 15% agree and 2% remain neutral. Similarly, Paile (2012: 10) describes Performance Appraisal as a procedure that analyses the individual potential contribution towards his assigned duties, this allows the employer to honor the contribution of an individual. It is recommended that the municipality should have incentive plans to rewards employees for their outstanding performance. Performance Appraisal aims at establishing a great performance principle where employees take the initiative for the constant development (Armstrong 2006: 296). Performance Appraisal also encourages the growth of an organisation in service and quality products (Armstrong 2015: 296).

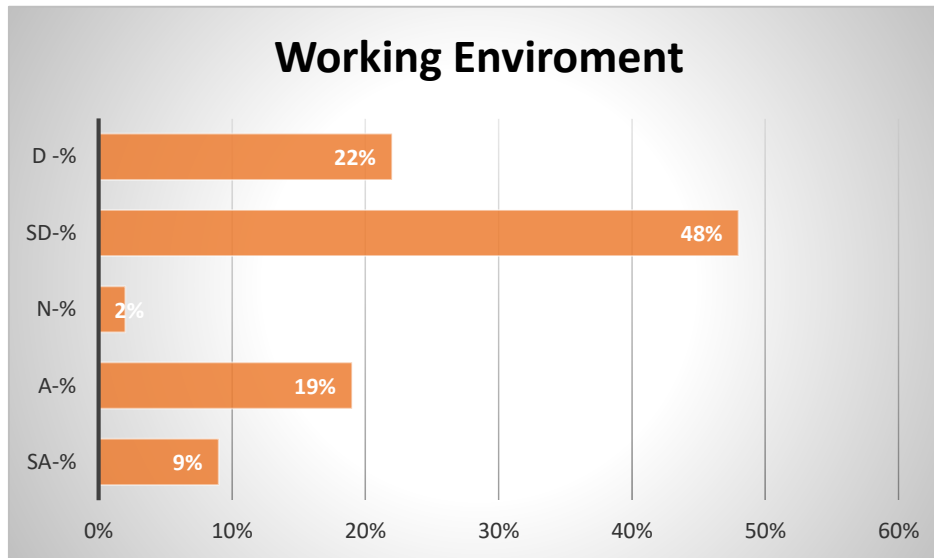
#### 4.5.6 Designation of Personal Development Plan (PDP)



**Figure 4.5.6: The Design of Personal Development Plans (PDP) n=90**

The results presented in Figure 4.7.6 illustrate that 74% of respondents believe that the PDP is designed to improve individual performance, 23% disagree and only 3% remain neutral. The aim of this question is to conclude whether the municipality conducts a skills audit and aligns training based on individual assessment. Training provided to employees should be designed to meet the training need for individual performance as determined by the personal development plan (Cavazotte, Moreno and Bernardo, 2013). This means that it is important for any organization to align training and development with individual assessment.

#### 4.5.7 Conducive working environment



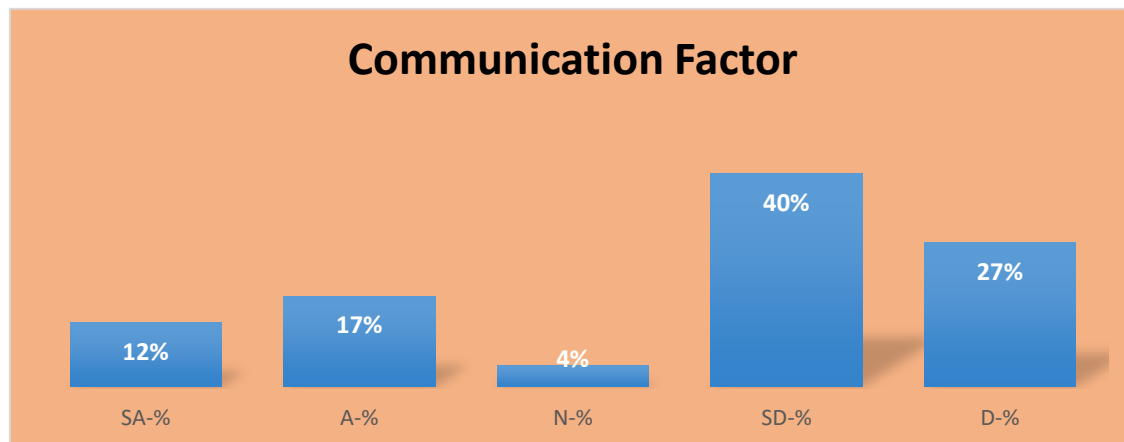
**Figure 4.5.7: Working Environment (n=90)**

The results in Figure 4.7.7 clarify that 70% of respondents believe that the working environment is not suitable to allow employees to accomplish at high level, 28% agree and only 2% remain neutral. Khan and Jabbar (2013:25) emphasize that unpleasant working conditions change employees' attitudes towards their work. This result indicates a direct relationship between the workplace and employee performance. Poor working environments also lead to high labour turnover.

**Table 4.2: Responses on Organizational performance**

Statement	SA-%	A-%	N-%	SD-%	D-%
1. The municipality clearly communicates with employees about its mission and goals	12%	17%	4%	40%	27%
2. Training provided by the municipality is relevant to the mission and vision.	13%	21%	6%	41%	18%
3. Proper training provided by the municipality improves employee's retention.	8%	21%	3%	22%	46%
4. My performance and commitment contribute to institutional effectiveness.	53%	29%	3%	11%	3%
5. Incentive plans are linked to the achievement of institutional goals	7%	6%	6%	53%	29%
6. Municipality enforces all mechanisms to motivate employees	6%	6%	3%	51%	34%

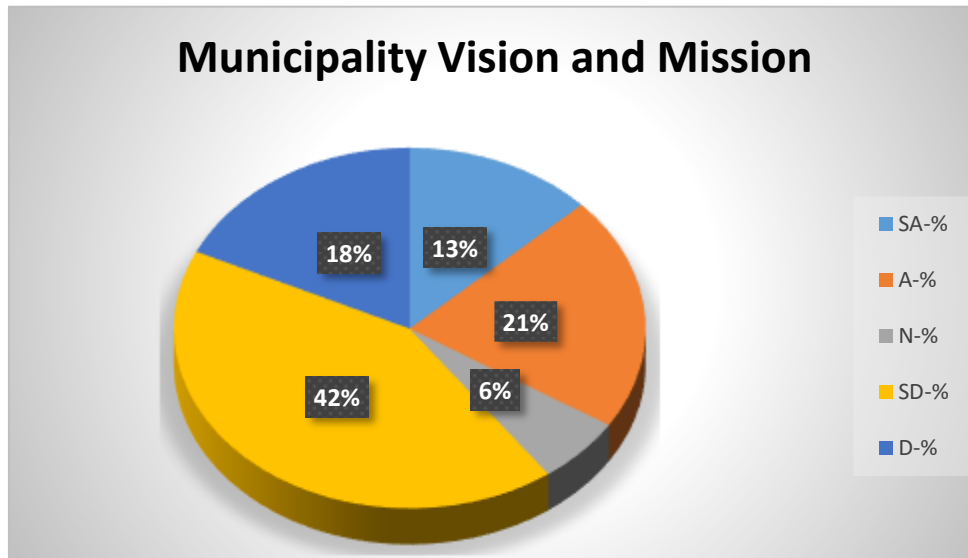
#### 4.6.1 Communication

**Figure 4.8.1: Communication factor (n=90)**

The results appearing in Figure 4.8.1 clarify that 67% of respondents disagree that the municipality clearly communicates its mission and goals, while 29% agree and 4% remain neutral. The purpose of this question is to find out whether employees are aware of what is expected from them in terms of where the organization will be in the future. These objectives are aligned to the Municipal Systems Act, 2000 (Act No. 32 of 2000),

Treasury guidelines and Performance Management Regulations and other relevant Legislation.

#### 4.6.2 Clear Vision and Mission

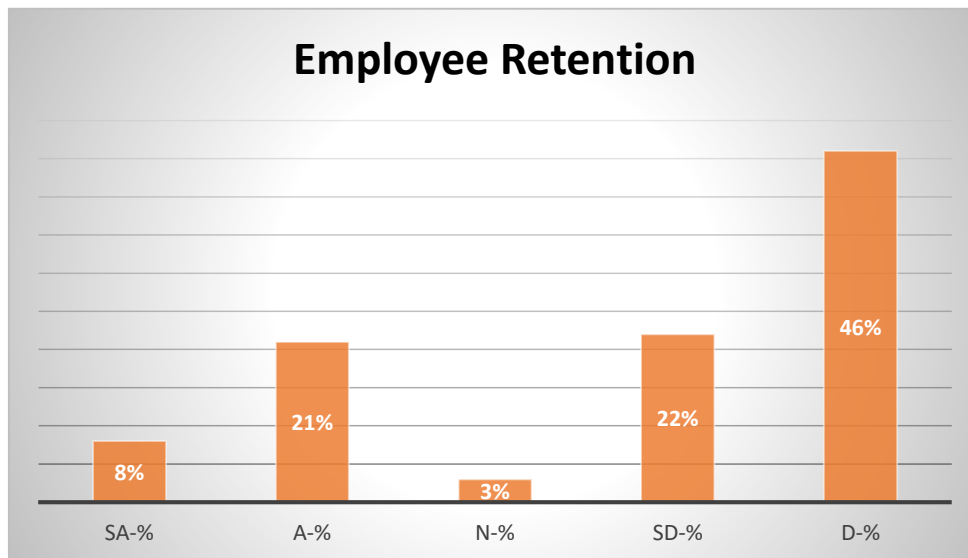


**Figure 4.6.2: Municipality Vision and Mission (n=90)**

The results in Figure 4.8.2 clarify that 60% of respondents disagree that the training provided by the municipality is relevant to the mission and vision and 21% of respondents agree, while 6% remain neutral. The vision of Ndwedwe Local Municipality is the “Municipality of hope, dignity and prosperity” and the mission is “To promote a quality and sustainable delivery of municipal services”. The purpose of the Vision and mission statement is to encourage stakeholders to see something that is the imagination of the organization.



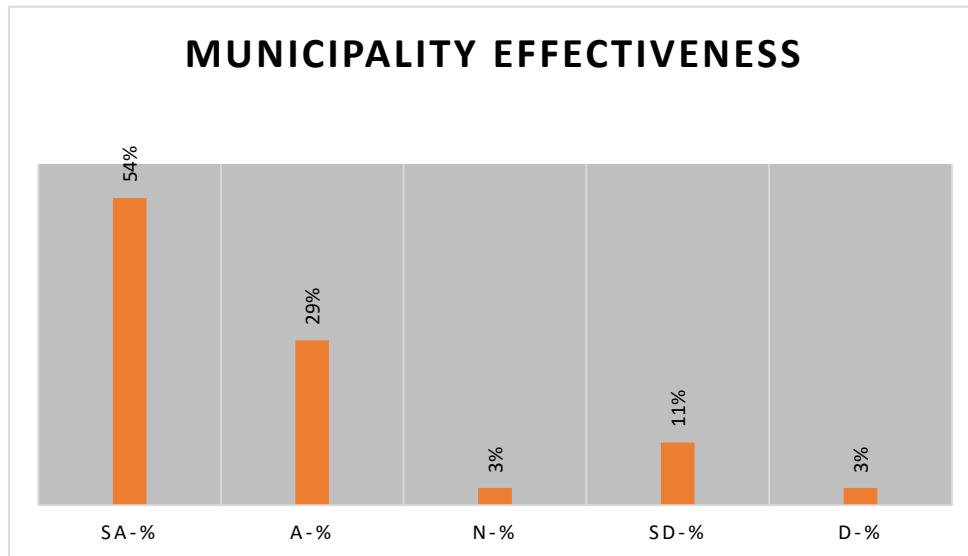
#### 4.6.3 Availability of employee retention strategy



**Figure 4.6.3: Employee Retention (n=90)**

The results in Figure 4.8.3 clarify that 68% of respondents disagree that proper training provided by municipality improves employee retention and 29% of respondents agree with the statement, while 3% remain neutral. Maliku (2014:3) indicates that retention strategies are undertaken to ensure employee motivation to remain in the organisation. Allen *et al.* (2013:72) state that employers should create suitable space for trained employees to apply abilities, skills new developments obtained during training development. When management invest on capacity development, subordinate consider themselves as valuable asset in the organization and are few wish to find greener pasture elsewhere. Iqbal, Tufail and Kodhi (2015:3) maintain that if employees satisfied and determined they will choose to stay in the organization regardless of other possible job opportunities.

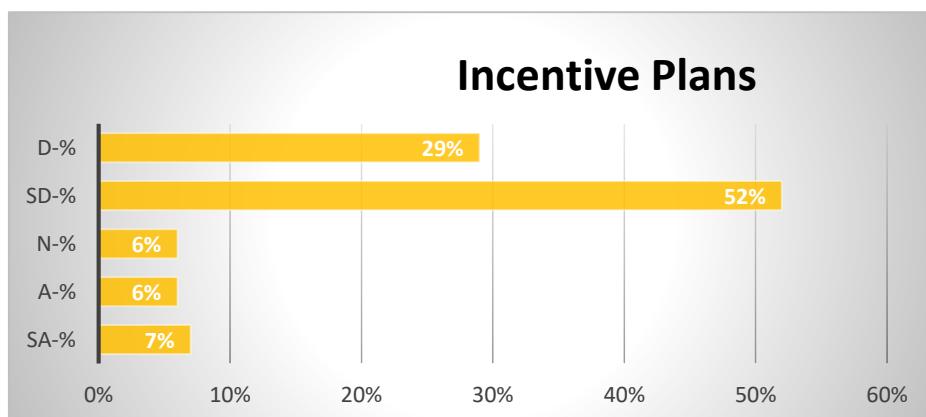
#### 4.6.4 contribution towards municipality effectiveness



**Figure 4.8.4: Contribution towards municipality effectiveness**

The results presented in Figure 4.26 illustrate that 83% of respondents believe that their performance and commitment contribute towards municipality effectiveness, 14% of respondents disagree with the statement, while 3% remain neutral.

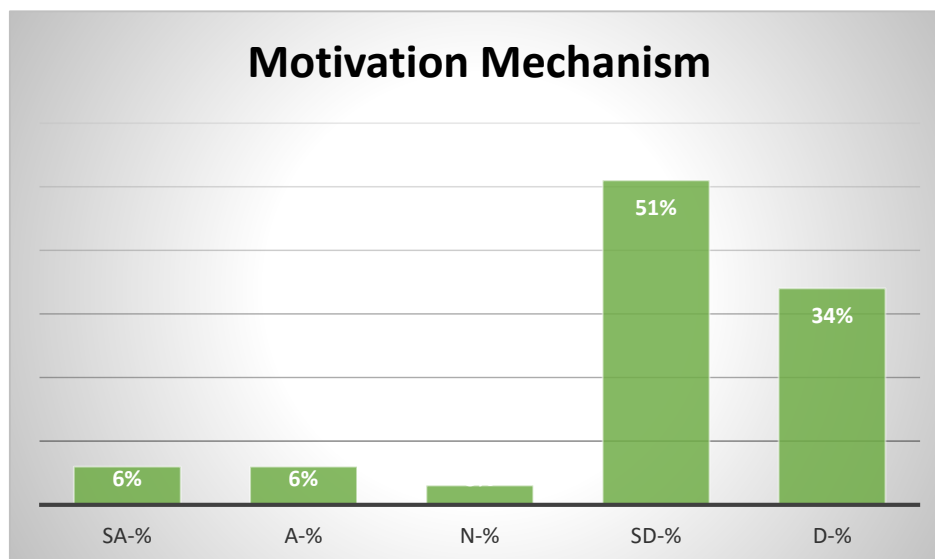
#### 4.6.5 Availability of Incentive plans



**Figure 4.6.5: Incentive Plans (n=90)**

The results presented in Figure 4.8.5 show that 81% of respondents' state that incentive plans are not linked to the achievement of institutional goals, 13% of respondents agree with the statement and 6% remain neutral. Financial incentives are one of the most popular incentive. Many organizations use this incentive plan to motivate and retain their employees. It comprises allowances, generous loans, and reliability assurances (Miroslava 2013: 108 - 120). The aim is to improve, amongst others, the operational performance of an organization.

#### 4.6.6 Motivation mechanism



**Figure 4.6.6: Motivation Mechanism (n=90)**

The bar graph in Figure 4.8.6 indicates that 85% of respondents have a view that the municipality does not enforce all mechanisms to motivate employees. Only 12% of respondents agree with the statement, while 3% remain neutral. Joan (2012:25) specifies that innovative knowledge assist to uplift the moral and satisfaction of employees. Nestroska et al. (2014:5) confirm that capacity building improves employee contentment and self-assurance.

#### **4.7 Limitations**

This is the combination of elements that insufficiently be measured in the approach of the study and which cannot be considered for when analysing, inferring and simplifying the data. Quantitative data was collected from Ndwedwe Municipality. The municipality is one among the four local Municipalities under Ilembe District Municipality. The research was not extended to other local municipalities. The reason for focusing on Ndwedwe is again based on practical considerations by the researcher. Due to financial constraints, and human resources, the study was limited to the Ndwedwe Municipality.

Limitations will not have a negative impact on the findings or conclusion. However, the findings and conclusion of the study cannot be universal to all local municipalities. According to Walliman (2011: 43), in order for the study to be carried out successfully, a jurisdiction or location of the study needs to be clearly specified.

#### **4.8 Conclusion**

This chapter provided an analysis of the data collected in the research study. The analysis of data indicates the conclusions that can be drawn from the study. The testing of hypotheses is confirmed, and the results of all findings were presented in the form of charts and tables. The next chapter contains the recommendations and final conclusion of the study.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

The aim of this chapter is to determine the key results of the research and draw conclusions on the findings. As indicated in Chapter 1, the overall purpose of this study was to confirm the impact of training and development in the performance of the local government employees. The study was motivated by the observation of the huge budget allocated for skills development issues while the municipality experiences a lack in service delivery. The chapter contains the analysis of data and the recommendations emanated from the findings on Chapter Four. The recommendations of the whole study will be made and offered to the senior management of the Municipality.

#### 5.2 Analysis of Research Questions

***Question1: What is the relationship between training and development and employee performance?***

Training is a central tool for creating and improving the skills and knowledge of employees. Acquiring updated and relevant skills has a positive effect towards the individual performance (Botha *et al.*, 2013: 4). Number of deficiencies in required skills tend to maximize the employee. Provision of relevant and relevant skills to employees through capacity building has a significant part to show in assisting the organisations to keep esteemed and capable employees.

The findings indicated that the Municipality prioritizes Investment in training. This was referenced by the respondents, 61% agreed. Islam *et al.* (2014: 399) point out that if the organization culture is suitable for employees to obtain new skills employees turned to be more committed to accomplish organizational goals. Islam *et al.* (2014: 399) conducted a research on an individual's perception concerning the principle of sharing knowledge and skills transfer in uplifting the level of an organization. Germain and

Grenier (2015: 380) state that determined and structured staff have a great influence in the organizations. It a duty of facilitator to get an expectation from learners to ensure that he drives the program towards to accomplishment of those goals.

***Question 2: What are the factors affecting training and development and employee Performance?***

The training is regarded as major element for the improvement of performance of individual and it can improve the performance of entire organization. It assists in closing the gap in existing performance and future projected performance. The availability of evaluation and monitoring plan remains a factor in improvement of performance since the plan guides on what is expected from each part to improve the performance.

***Performance Appraisal factor***

A vast 91% of respondents indicated that the municipality does not have performance appraisal and incentive plans. However, 97.7% agreed that their performance contributed towards the effectiveness of the entire municipality, while 77% indicate that they do not understand the processes of how performance appraisal works. It is recommended that the municipality should have incentive plans to reward employees for their performance.

***Communication factor***

The findings indicate that the municipality does not effectively communicate its goals and objectives to employees. It is referenced by 61% of respondents who disagree that the employer communicates its goals and objectives. An effective communication is a two-way communication where one passes a message to another and the other responds on what he thought. Newman and Newman (2015: 64) establish that organizations are highly sensitive places as they are dependent on employees.

Vandome and McVey (2012:52) state that communication can maintain the implementation of the policy goals or the organization transformation by notifying, supporting, inspiring, normalizing or coaching. Sethi and Adhikari (2013:1) confirm that effective communication is fundamentally strategic to the accomplishment of organizational goals and objectives. For survival and sustainability in the industry, managers need to keep themselves abreast the latest developments in communication.

### ***Motivation factor***

Employees become motivated if they are recognized for their excellent performance. Amrik (2014:5) indicates that priority in training and development advance the staff self-esteem and they turn to perform at required standards. A study conducted by Similarly, Madukoma, Akpa and Okafor (2014:804) proves that training and development used as a successful motivating tool to librarians in the University of Lagos to perform their assigned duties.

A study conducted in the public sector of South Africa assessing the performance matters in South Africa confirms that training and development is the most important tool to elevate the performance of employees (Mafini and Pooe, 2013:1-9), while the research efforts to observe the attitude of employees in the public sector on the complications encountered and their outcome on production, motivation was identified as a factor on service delivery. In this study, a majority 70% of respondents indicated that the municipality does not enforce all mechanisms to motivate their employees.

### ***Human Resources Policy***

Policy plays a vital role as it serves as a guide on the role and responsibilities that must be performed by employers and employees. It is imperative for the municipality to have a sound HRD policy which informs individual expected performance and ensures proper implementation and monitoring at least annually to speak to dynamic changes in local government. The Corporate Services Department as a custodian of policies shall ensure

that employees are consulted through their organized labor (Local Labour Forum (LLF)) when developing policies.

***Question 3: What is the relationship between training and development and organizational performance?***

The Constitution of the Republic of South Africa (1996) brought new extended functions in Local Government. According to the Department of Provincial and Local Government (2014:350), Municipalities should be now in the forefront and uplift local economic development, establishment sustainable jobs and training develops of new skills, improves employee performance and organizational efficiency.

The conclusion of this study indicates that training and development have a motivating influence on the desired individual outcome and organizational efficiency. This affiliation endured, confirmed by the analysis of data collected from samples which found that individual efficiency has a direct impact and conclude relationship with employee performance and training and development.

### **5.3. Recommendations on Training and Development**

A significant 69 % of respondents indicated that the municipality does not have a training and development policy that guides the implementation and monitoring of skills. Policy provides a guide to both parties (employees and employer) and indicates what is required from each party.

It is recommended for the municipality to draft a Training and Development Policy and Personal Development Plan which will serve as a guide on the implementation of skills.

It is recommended that the municipality conduct skills surveys annually to ensure that training addresses the needs of employees and the entire organization. According to Enjo et al. (2015:1-22), the training and development of staff without assessing their needs is a critical problem. Competent employees perform better and save equipment



and reduce unnecessary accidents in the workplace. Training should be aligned to individual needs as identified on the personal Development Plan. Skills Audit is a most important exercise to which employers should pay attention.

In a condition where growth lacks, employees require training even further to perform at optional levels. The municipality should develop a strategy which will nurture knowledge management and skills transfer. Zwick (2015:136-150) supports the outcome compare to the duration of training and its financial cost. Management should full, support the implementation of skills development.

#### **5.4 Recommendations on Employee Performance**

Over half (58%) of the respondents stated that the Personal Development Plan (PDP) was designed to improve individual performance. This indicates that employees clearly understand the significance of Personal Development Plans as a tool to identify training needs analysis, which is informed by a skills audit; 57% of respondents indicate that the working environment is suitable to allow employee to perform up to their maximum levels. Training and development is the key to maximizing individual performance. Robson and Mavin (2014: 557) state that that managers fail to allocate funding responsible for training and development to show their concern about the skills acquired during training.

The performance management process should be treated as Performance discipline to allow employees to perform at their maximum levels. PM should be linked to individual PDPs. Employers must ensure that Key Performance Indicators (KPIs) are reviewed and employee sign the job description which serves as a guide on what is expected from them. Employers should capacitate employees to be given enough time to practice what is expected from them. The municipality has a duty to identify those categories of positions experiencing high level of turnover and to formulate a plan to retain competent staff. This must appear in the municipal human resources strategy and be informed by the performance management plan. It assists the municipality in succession planning.

The following is important to retain and attract staff, namely: salary and conditions of service, career development, pleasant work environment, management style, provision of resources, empowerment of employees, optimal utilization and proper communication.

### **5.5 Recommendations on Organizational Performance**

A majority (97.7%) of respondents indicated that their performance and commitment contribute to institutional effectiveness. Organizations become global competitive. Human Resources plays a role in evaluating the individual performance as a tool for development and is not punitive.

The Municipality must invest on significance on knowledge and skills development in their strategic planning in order to respond to global transformation and to satisfy the community's need.

It is recommended that organizations shall invest in employees as valuable assets of an organization by developing Human Resources strategy which will talk to the succession planning, skills transfer and skills retention.

The management should create a mechanism whereby those employees who have acquired skills be recognized for upward mobility and be able to share the knowledge gained.

The municipality must continuously present the goals and mission of the municipality to ensure every employee has a full understand of what is expected from them in their space. The municipality must be able to respond on what the organization achieved in each quarter. According to Kurtulmus and Warner (2015: 741), Organisational performance evaluation can be a major most powerful tool at management's disposal to the profitability of effective approach execution.

Management should ensure that the organization promotes the upward mobility of all employees. This can be in a manner of promotion, succession planning and skills transfer.

### **5.6 Contribution of the Study**

The study will contribute to the body of knowledge and serves as a future guide to other researchers of similar studies. It will further support decision-makers to recognize the importance and effect of training and development on the performance of employees and the entire organization, which finally impacts on the service delivery and accomplishment of business goals and objectives. The study findings will moreover add value to the current body of knowledge. Other researchers will enable make contrasts of the outcomes with this study's results, thereby improving knowledge on this field of study.

### **5.7 Direction for Further Research**

Since the study only took place at a Local municipality in the public sector, it is recommended that research in other non-governmental institutions on the topic should be conducted. It is suggested that upcoming studies should focus on assessing the management and their role on how they award employees for their exceptional performance, and incentive plans as performance appraisals. The study may be based on promotions within the organization in returns of development in certain skills acquired by employees. The target for the study must be employees in the supervisory levels. The main purpose for influences for an upcoming study is that 98 % of the respondents recognized that their performance has a huge impact in the organization to uplift the performance, while the municipality does not have Performance Evaluation Plans.

## **5.8 Conclusion**

The foremost aim of this Chapter, Chapter Five, was to discuss the findings of this study in conjunction with the literature reviewed. Findings were then compared and related to those of other scholars in the field of management sciences who investigated similar concepts and subjects. The study recommended the proper implementation of Performance management systems linked to appropriate individual performance development plans. This study will assist managers to prioritize investments in the training and development of employees for the municipality to reach and face global transformation.

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## Appendix 1(a): Turnitin Report

### TRAINING AND DEVELOPMENT AS A DRIVER FOR PERFORMANCE OF THE LOCAL GOVERNMENT EMPLOYEES: A CASE OF NDWEDWE LOCAL MUNICIPALITY IN THE KWAZULU NATAL DIVISION

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## Appendix 1(b): Digital Receipt



### Digital Receipt

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TRAINING AND DEVELOPMENT AS A DRIVER FOR PERFORMANCE OF THE  
LOCAL GOVERNMENT EMPLOYEES: A CASE OF NQWEDWE LOCAL  
MUNICIPALITY IN THE KWAZULU NATAL DIVISION

By

SBUSISIWE ZONDI

SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF TECHNOLOGY IN HUMAN RESOURCES MANAGEMENT

At the

DURBAN UNIVERSITY OF TECHNOLOGY

Supervisor: Dr. Musibau Akintunde Ajagbe  
Date Submitted: OCTOBER 2019

APPROVED FOR FINAL SUBMISSION

Dr. Musibau Akintunde Ajagbe

Date

Professor

Date

1

## ***Appendix 2 : Editing letter***

### **EDITING LETTER**

696 Clare Road  
Clare Estate  
Durban  
4091

11 November 2020

To: Whom it may concern

**Editing of Master's Thesis: S Zondi**

**TRAINING AND DEVELOPMENT AS A DRIVER FOR PERFORMANCE OF LOCAL  
GOVERNMENT EMPLOYEES: A CASE OF NDWEDWE LOCAL MUNICIPALITY IN THE  
KWAZULU NATAL DIVISION**

This letter serves as confirmation that the aforementioned thesis has been language edited.

Any queries may be directed to the author of this letter.

Regards|

MP MATHEWS

Lecturer and Language Editor: DUT

mercillenem@dut.ac.za



### ***Appendix 3 (a): Questionnaire guide***

Dear: Participant

I am Sbusisiwe Zondi registered student at Durban University of Technology in the Department of Human Resources Management. I am currently pursuing the Masters in Human Resources Management in the faculty of Management Science my topic: **Training and Development as a driver for performance of the Local Government employees: A Case of Ndwedwe Local Municipality in the Kwazulu Natal Division**

You have been identified as one of the respondents that form the sample for this study. It would be appreciated if you could complete the attached questionnaire and return to me by not later than 15 July 2018 or contact me when completed and I will make arrangements to collect it from your working point. The survey will take approximately 10-15 minutes to complete the questionnaire.

Your participation in this survey is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. **Your survey responses will be coded and will remain strictly confidential.** If you have questions at any time about the survey or the procedures, you may contact me, on below contact details.

Thank you very much for your time and support.

Sincerely

Mrs Sbusisiwe Zondi  
Cell:0765861427

**Please start the survey now, by opening the next page:**

## QUESTIONNAIRE INSTRUCTIONS TO RESPONDENTS

1. Please select **ONLY ONE** response with a tick ☐ or **X** for each Likert scale statement below.
2. Answer **ALL** the pre coded statements in this section.
3. Please **DO NOT** leave any statement blank.

**Below are the keys you can select on:**

### KEYS:

Strong Agree	<b>SA</b>
Agree	<b>A</b>
Neutral	<b>N</b>
Strong Disagree	<b>SD</b>
Disagree	<b>D</b>

## SECTION A

### BIOGRAPHIC

1. <b>GENDER</b>	Male		Female			
<b>ANSWER</b>						
2. <b>AGE</b>	18-25	26- 35	36-40	41 -50	51- 60	61 - more
<b>ANSWER</b>						
3. <b>PERIOD OF SERVICE</b>	1 month - 2Yrs	3-5	6-10	11-15	15 - 20	21-more
<b>ANSWER</b>						
4. <b>Level of Education</b>	Below Matric	Matric	National Diploma	Degree	Hon	Masters and more
<b>ANSWER</b>						
5. <b>POSITION</b>	Operator& Elementary	Clerical/ Admin	Community & Personal Service	Technician and Professionals	Manager	Councillor
<b>ANSWER</b>						

## SECTION B

**TRAINING AND DEVELOPMENT** : Training define as a systematic approach to learning and development to improve individual, team, and organizational effectiveness and Development refer to activities leading to the acquisition of new knowledge or skills for purposes of personal growth.

Question	SA	A	N	SD	D
1.Municipality has training policy in place that is applicable to all employees.					
2.Municipality prioritizes Investment on training.					
3.Trainings are linked to departmental Service delivery budget Implementation Plan (SDBIP).					
4.Supervisors support the application of skills learned during trainings for employees to bring apply back on their daily tasks.					
5.Proper resources or equipment are provided to employees to support what they have learned.					
6.The equipment used during training is similar to the equipment provided in the workplace.					
7.Employees have positive perception towards trainings.					
8.Top managers fully support training and development in the workplace.					
9.Organizational culture encourages employees to use municipality as active environment to acquire new skills.					
10.Municipality trains for relevant skills not for compliance as identified by the Personal Development Plan (PDP).					

**EMPLOYEE PERFORMANCE** : It is a contribution by individual employee to perform their tasks for the effectiveness of organizational goals.

Question	SA	A	N	SD	D
1.Municipality has clear performance standards for individuals					
2.Municipality recognizes employees for their performance					
3.I am highly motivated to work for this municipality					
4.There is a Performance Appraisal policy in place.					
5.I clearly understand the purpose of the Performance Appraisal process in the municipality					
6.Personal development plan (PDP) designed to improve individual performance.					

7.Working environment is suitable to allow employee to perform at their maximum point					
---	--	--	--	--	--

**ORGANISATIONAL PERFORMANCE :** Organization performance is composed by the behavior of the employee and outcomes which come when the tasks of job are completed by using specific abilities

Question	SA	A	N	SD	D
1.The municipality clearly communicate with employees its mission and goals					
2.Training provided by the municipality is relevant to mission and vision.					
3.Proper trainings provided by municipality improves employee's retention.					
4.My performance and commitment contribute to institution effectiveness.					
5.Incentive plans are linked to the achievement of institutional goals					
6.Municipality enforces all mechanisms to motivate employees					

**THANK YOU FOR YOUR PARTICIPATION!!!!!!!!!!**

## ***Appendix 3(b): Data analysis***

### **SECTION A - BIOGRAPHIC**

<b>1. GENDER</b>	Male		Female			
<b>ANSWER</b>	54%		46%			
<b>2. AGE</b>	18-25	26- 35	36-40	41 -50	51- 60	61 - more
<b>ANSWER</b>	1%	38%	24%	31%	6%	
<b>3. PERIOD OF SERVICE</b>	1 month - 2Yrs	3-5	6-10	11-15	15 - 20	21-more
<b>ANSWER</b>	7%	16%	40%	36%	1%	
<b>4. Level of Education</b>	Below Matric	Matric	National Diploma	Degree	Hon	Masters and more
<b>ANSWER</b>	7%	20%	50%	18%	3%	2%
<b>5. POSITION</b>	Operator& Elementary	Clerical/ Admin	Community & Personal Service	Technician and Professionals	Manager	
<b>ANSWER</b>	20%	30%	14%	24%	12%	

### **SECTION B**

#### **TRAINING AND DEVELOPMENT**

<b>Question</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>SD</b>	<b>D</b>
11. Municipality has training policy in place that is applicable to all employees.	14%	6%	2%	47%	31%
12. Municipality prioritizes Investment on training.	23%	38%	6%	24%	9%
13. Trainings are linked to departmental Service delivery budget Implementation Plan (SDBIP).	21%	67%	4%	3%	4%
14. Supervisors support the application of skills learned	15%	69%	8%	2%	6%

during trainings for employees to bring apply back on their daily tasks.					
15. Proper resources or equipment are provided to employees to support what they have learned.	28%	59%	6%	6%	2%
16. The equipment used during training is similar to the equipment provided in the workplace.	27%	64%	3%	2%	3%
17. Employees have positive perception towards trainings.	49%	46%	0	3%	2%
18. Top managers fully support training and development in the workplace.	12%	23%	6%	37%	22%
19. Organizational culture encourages employees to use municipality as active environment to acquire new skills.	39%	47%	6%	6%	3%
20. Municipality trains for relevant skills not for compliance as identified by the Personal Development Plan (PDP).	43%	34%	12%	6%	4%

## EMPLOYEE PERFORMANCE

Question	SA	A	N	SD	D
8. Municipality has clear performance standards for individuals	18%	10%	2%	23%	47%
9. Municipality recognizes employees for their performance	4%	12%	1%	59%	23%
10. I am highly motivated to work for this municipality	1%	18%	4%	44%	32%
11. There is a Performance Appraisal policy in place.	4%	6%	3%	57%	30%
12. I clearly understand the purpose of the Performance Appraisal process in the municipality	4%	11%	2%	53%	29%
13. Personal development plan (PDP) designed to improve individual performance.	20%	53%	3%	14%	9%
14. Working environment is suitable to allow employee to perform at their maximum point	9%	19%	2%	48%	22%

## ORGANISATIONAL PERFORMANCE

Question	SA	A	N	SD	D
5. The municipality clearly communicate with employees its mission and goals	12%	17%	4%	40%	27%

6. Training provided by the municipality is relevant to mission and vision.	13%	21%	6%	41%	18%
7. Proper trainings provided by municipality improves employee's retention.	8%	21%	3%	22%	46%
8. My performance and commitment contribute to institution effectiveness.	53%	29%	3%	11%	3%
9. Incentive plans are linked to the achievement of institutional goals	7%	6%	6%	53%	29%
10. Municipality enforces all mechanisms to motivate employees	6%	6%	3%	51%	34%

## ***Appendix 4(a): Information Letter***



### **LETTER OF INFORMATION FOR THE PARTICIPANT**

Thank you for agreeing to participate in this study.

Title of the Research Study: Training and Development as a driver for performance of the Local Government employees: A Case of Ndwedwe Local Municipality in the Kwazulu Natal Division

**Principal Investigator:** Sbusisiwe Zondi (B Tech)

**Supervisor:** Dr. M.A Ajagbe (PHD)

**Brief Introduction and Purpose of the Study:** I will be conducting a study about the Training and Development as a driver for performance of the Local Government employees: A Case of Ndwedwe Local Municipality in the KwaZulu Natal Division. The aim of this study is to find the relationship amongst training and employee performance it will further determine the impact it has in the entire organization performance and determines factors that affect performance.

**Outline of the Procedures:** You have been identified as one of the respondents that form the sample for this study. It would be appreciated if you could complete the questionnaire and return to me by not later than 15 July 2018 or contact me when completed and I will make arrangements to collect it from your work point. The survey will take approximately 10-15 minutes to complete.

Your participation in this survey is completely voluntary. If you have questions at any time about the survey or the procedures, you may contact me, on below contact details.



**Risks or Discomforts to the Participant:** There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point

**Benefits:** The results of the study will assist the municipality to invest on training and development as crucial tool to improve employee and organisation performance.

**Reason/s why the Participant May Be Withdrawn from the Study:** Your participation is voluntary, you are under no obligation to participate and you may withdraw from the study at any time without penalty or prejudice.

**Remuneration:** You will receive no monetary or any other type of remuneration but the project will contribute to your knowledge.

**Costs of the Study:** You will not be expected to cover any costs towards this study.

**Confidentiality:** Your survey responses will be coded by numbers and will remain strictly confidential.

**Research-related Injury:** The study does not pose any risk or related injury to you.

**Persons to Contact in the Event of Any Problems or Queries:** Please contact the researcher, Sbusisiwe Zondi (076 5861427) or (032 532 5000). My supervisor, Dr. M Ajagbe (Tel no +23-490-3541-4257) or email ([ajagbetun@gmail.com](mailto:ajagbetun@gmail.com)/ [ajagbetun@yahoo.com](mailto:ajagbetun@yahoo.com)) or the Institutional Research Ethics administrator on (031-373 2375). Complaints can be reported to the Acting Director: Research and Postgraduate Support, Prof C E Napier on 031 373 2577 or [carinn@dut.ac.za](mailto:carinn@dut.ac.za) .

## Appendix 4 (b): Consent form



### CONSENT

#### Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, **Sbusisiwe Zondi**, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: 152/16.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

\_\_\_\_\_  
**Full Name of Participant**  
**Thumbprint**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Time**

\_\_\_\_\_  
**Signature / Right**

I, **Sbusisiwe Zondi** (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

\_\_\_\_\_  
**Full Name of Researcher**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Full Name of Witness (If applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Full Name of Legal Guardian (If applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature**

## ***Appendix 5 (a) Application letter***

No: 200 Hutchinson street

**GREYTOWN**

3250

01 June 2016

The Municipal Manager  
Ndwedwe Local Municipality  
Private Bag X 503  
**NDWEDWE**

4342

Dear Madam

### **RE: REQUEST TO CONDUCT RESEARCH AT NDWEDWE LOCAL MUNICIPALITY**

I, Sbusisiwe Zondi applied for M Tech: Human Resources Management at Durban University of Technology under the Management of Science Faculty. The topic of my Investigate Training and development as a driver for performance of the local government employees: A Case of Ndwedwe Local Municipality in the Kwazulu Natal Division

Participation in this survey is completely voluntary. There are no foreseeable risks associated with this project, the survey will be restricted to municipal financial flow and individual performance. The research will ensure privacy of information that will be provided by participants.

I will be glad if my request has considered.

Yours Faithfully

Mrs. S Zondi

## **Appendix 5(b): Gatekeeper permission**



# **NDWEDWE LOCAL MUNICIPALITY UMASIPALA WASENDWEDWE**

Private Bag X503  
Ndwedwe, 4342  
KwaZulu-Natal  
Republic of South Africa  
Tel: (032) 532 5000  
Fax: (032) 532 5032  
(032) 532 5031  
E-Mail: [mm@ndwedwe.gov.za](mailto:mm@ndwedwe.gov.za)

**DATE: 02 June 2016**

**Enquiries: Corporate Services**

**Mrs. S Zondi**

No 1 Jasmine Place  
Ghost Town  
**GREYTOWN**  
3250

Dear Madam

**RE: PERMISSION TO CONDUCT RESEARCH AT NDWEDWE LOCAL MUNICIPALITY**

This letter serves to confirm that the permission is granted to you to gather information to assist you towards your M Tech HRM qualification.

Please note that all information gathered will be confidential and be used towards your qualification only.

Yours Faithfully

**MS. T CIBANE**  
**MUNICIPAL MANAGER**  
**NDWEDWE LOCAL MUNICIPALITY**

## ***Appendix 6: Ethical clearance***



### **MANAGEMENT SCIENCES: FACULTY RESEARCH ETHICS COMMITTEE (FREC)**

15 March 2018  
Student No: 20607653  
FREC REF: 152/16

Dear Mr S Zondi

#### **MASTERS OF MANAGEMENT SCIENCES: HUMAN RESOURCES MANAGEMENT**

**TITLE: TRAINING AND DEVELOPMENT AS A DRIVER FOR PERFORMANCE OF THE LOCAL GOVERNMENT EMPLOYEES: A CASE OF NDWEDWE LOCAL MUNICIPALITY IN THE KZN DIVISION**

Please be advised that the FREC Committee has reviewed your proposal and the following decision was made: Ethical Level 2

**DATE OF FRC APPROVAL: 13 OCTOBER 2016**

Approval has been granted for a period of two years (from above FRC date), after which you are required to apply for safety monitoring and annual recertification. Please use the form located at the Faculty. This form must be submitted to the FREC 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 FREC according to the FREC SOP's.  
Please note that ANY amendments in the approved proposal require the approval of the FREC as outlined in the FREC SOP's.

Yours Sincerely

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Prof JP Govender  
Chairperson: FREC