Employee perceptions of training and development practices in the information and technology sector, in Kwazulu-Natal, South Africa

By

Thembinkosi Mzimela

Student number: 213570595

A dissertation submitted in partial fulfilment of the requirements for the Degree of Master of Business Administration

College of Law and Management Studies and
Graduate School of Business & Leadership

Supervisor: Mr C Chikandiwa

June 2016

DECLARATION

I, Thembinkosi Eric Mzimela, declare that

i.   This dissertation/thesis, except where otherwise indicated, is my original research.

ii.   This dissertation/thesis has not been submitted for any degree or examination at any other university.

iii.   This dissertation/thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

iv.   This dissertation/thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:

a)   Their words have been re-written but the general information attributed to them has been referenced:

b)   Where their exact words have been used, their writing has been "quoted" and referenced.

v.   This dissertation/thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the References sections.

Signature: ………………………………… Date: …………………………………

ABSTRACT

Employee training and development is imperative for every organisation. With effective training and development in place, organisations stand a chance of earning competitive edge in the business environment, as training and development activities have proven to enhance employee skills, knowledge and expertise, competencies, as well as their performance in the organisation. In that view, this study sought to establish employee perceptions of training and development practices in their organisations. The key objective of the study was to assess the effectiveness of the training and development practices on employee performance. The quantitative research method was employed in the study. Participants for the study were employees from different sector organisations in KwaZulu-Natal at the time of study, these employees were undertaking some training courses at a training company in Durban. Access to the participants was gained through the use of the database of the training company. The census approach was therefore in the study. This means that all the employees from their different organisations, who attended training from March to April, 2016, formed part of the participants. Data were collected using the questionnaire. The results of the study indicated that the organisations surveyed did not have well defined training and development plans, which affected the performance of their employees. Participants indicated lack of knowledge about the existence of a well-defined training plan, in as much as they did not undergo regular training, even upon their own request. They also showed that the organisations do not consult them with regards to their training needs, which in turn has minimum effect on them when they are chosen for training. The argument was that the employees sometimes get training that is not relevant to their particular job descriptions hence, any training efforts become fruitless as they do not achieve their objectives. The study also showed that ineffective training and development systems reduce the performance of the employees. As part of the recommendations based on the study, it has been suggested that organisations should consider needs assessment prior to training employees. It has also been noted that training and development plans, procedures and policies should be communicated to the employees for them to effectively contribute to the success of the organisations through striving towards achieving the objectives of their respective organisations.

Key Words: training   development   employee performance   organisational productivity

ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following individuals, without your assistance, this study would not have been possible:

- Firstly, I like to thank God, Almighty for the gift of life and keeping me safe and protected at all times.

- Secondly, I wish to express words of appreciation to my family, especially my beautiful wife, Nqobile, my three daughters, Thando, Syamthanda and Snothando for their exceptional support and encouragement through my MBA journey. I love you always guys.

- Most importantly, I would like to express deepest gratitude my mentor and my supervisor, Mr Christopher Chikandiwa, for his full support, expert advice and guidance, understanding and encouragement throughout my study and research. Without you, this dissertation would have not been possible.

- Thirdly, I would also like to thank my family, mother for her prayers and my wellbeing, my brothers and sisters for their support. Special thanks to numerous friends who helped me throughout my academic journey,

- And lastly, thanks to Osolwazi staff members for their continual support to this study.

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1.1.   INTRODUCTION

Employees are indispensable resources of any organisation. Their contribution to the success of organisations cannot be overemphasised. For that reason, these unique organisational assets need to be well-equipped through training and development processes in order to improve their performance, as well as the productivity of the organisation. Employee training and development prepares employees to face the challenges encountered in today's competitive business environment. Importantly, human resources ought to be effectively managed according to the company's strategy so that they are at the same level with the ever-changing business environment. An essential objective of effective human resource management is to enable organisations and their employees to tackle the existing and future organisational challenges so as to be successful in the corporate world. Employee training and development thus seeks to develop, improve the knowledge, skills, attitudes and behaviours of employees. To achieve the above objectives, organisations implement a variety of training, learning and development initiatives. This therefore calls for effective planning and designing of such programmes to ensure the desired outcomes.

On that note, the corporate world is currently investing more resources and attention to improving organisational and employee performance (Armstrong, 2009; Russo & Russo, 1996). Organisations are becoming more innovative in terms of ensuring that the budget for training and development is well managed (Armstrong, 2009). Importantly, organisations are also ensuring that training and development activities are geared towards achieving organisational goals through employee productivity. In other words, organisations have realised that training is an investment in tomorrow and that "An effectively organised training function supports more effective training" (Russo & Russo, 1996).

Given the above information, the purpose of this study is to provide more insights into the aspects of training and development. The study aims to assess the training and development activities implemented by selected organisations in Durban, KwaZulu-Natal Province. The aim is to assess the effectiveness of those training and development programmes and whether they have any effect on employee performance and organisational productivity. In that view, this chapter introduces the study by highlighting the background information to the study, the aims and objectives of the study, the significance of the study, as well as an overview of the methodology employed to answer the research questions. A breakdown of the chapter summaries is also provided in this chapter. Definitions of the key concepts underpinning this study are also given.

1.2. BACKGROUND INFORMATION

Human resources are an essential component of every organisation, considering the role they play in driving the objectives of the organisation. Given this backdrop, organisations are increasingly investing in human resources through various training and development practices. Training and development practices are meant to ensure that employees are equipped with the knowledge and skills needed for the attainment of the organisational objectives (Mullins, 2007). In this regard, training and development systems should be designed to enable the achievement of employees' needs with regards to their job specifications, in order for them to be able to meaningfully contribute to organisational productivity (Heathfield, 2012). This implies that the success of every organisation revolves around the quality of its employees hence, the need to constantly update the employees' knowledge, skills and competencies. These aspects can be effectively enhanced through training and development processes which occur at different stages in different organisations.

Some employees are trained during orientation upon assuming a new position so that they are able to fit in their new workplace. Existing employees can be trained when necessary, for example, to improve their performance, to upgrade their skills, while others are trained after moving from one job to the other within the same organisation, for example, when one is

promoted to a new job (Cole, 1997; Heathfield, 2012). Training also occurs when organisations change their contexts, or when the organisation is preparing employees for future change. The different ways in which training and development can take place indicate that training and development is inevitable if organisations want to remain competitive in the evolving business environment (Beardwell & Holden, 1998).

The training and development activities can be affected by a number of things. Among other things, the external environment which involves legislation and the changing technology highly influence training systems (Cole, 1997). Importantly, the level of education, knowledge and skills of those implementing the training activities also determine the quality of the training. Some organisations do not have clearly defined training and development plans and policies, while others have clear plans which start from identifying trainee needs, designing the training activities, facilitating and monitoring and evaluating the training activities. All these affect the quality of the training and development. Given this background, this study sought to explore how training and development practices affect employee performance. The study thus explored employees' perceptions of the training and development systems in their organisations.

1.3.   PROBLEM STATEMENT

Several studies have been done in the human resource management field, but a void still exists on studies regarding employee perceptions on training and development, especially in developing countries (Afshan, Sobia, Kamran & Nasir, 2012). On the same note, globalisation, political, technological and the turbulent economic environments also influence the ways in which organisations are operating (Evans, Pucik & Barsoux, 2002: 32). As a result, organisations are forced to move together with these changes, and one way of doing so is through employee training and development in order to improve employee performance.

The rate at which the information and knowledge sector of the business environment is expanding cannot be ignored. The growth is not only a result of the technological improvements or the combination of factors of production, but it is also a result of the improved efforts towards the development of human resources (Evans et al., 2002). It is therefore every organisation's responsibility to ensure the maximum performance of its employees, of which the implementation of training and development processes is a step towards achieving that objective. Employees are a critical component of every organisation, it is therefore essential to optimise their contributions towards the organisation's goals in order to sustain effective employee performance. This implies that organisational management should ensure that competent staff are employed and are willing to enhance their careers through training and development (Afshan et. al., 2012: 646).

Despite efforts towards employee training and development in developing countries, literature on the human resource development aspect is still scarce (Debrah & Ofori, 2006: 440). Again, while a lot is known with regards to the economics of training in the developed countries, the same is not found in the developing world. In fact, many studies have generally focused on general human resources management (HRM), and there still exists a gap on aspects of employee training and development, especially how this relates to employee performance (Ongalo & Tari, 2015; Kamoche, Yaw, Frank & Gerry, 2004). This particular study aims to minimise that gap by investigating the impact of training and development on employee performance, by analysing the employees' perceptions of the training and development practices within their organisations.

1.4. FOCUS OF THE STUDY

Given the above information, this study seeks to establish employees' perceptions of the training and development systems in their organisations. In particular, the study endeavoured to establish how employees are selected for training, if they know the training and development plans and policies within their organisations, if they know the objectives of the training, as well as how they view the general training and development systems implemented by their organisations.

1.5.   AIMS AND OBJECTIVES OF THE STUDY

The main aim of the study is to evaluate the effectiveness of the training and development practices on the performance of the employees. In that view, the following objectives and research questions inform the study.

1.5.1.   Objectives of the study

The specific objectives of the study are:

- To establish the training and development goals of organisations;

- To identify the attitudes of employees towards training and development practices in their respective organisations and;

- To ascertain the effects of training and development on employee performance and organisational productivity.

1.5.2.   Research Questions

The study seeks to answer the following questions:

- What are the training and development objectives of the training organisation?
- What are the attitudes of the employees towards training and development processes?
- How does training and development affect employee performance and productivity?

1.6.   SIGNIFICANCE OF THE STUDY

The results of this study might benefit organisations which are willing to enhance their training and development practices. It is anticipated that the findings of the study would

highlight ways in which organisations can benefit from investing in training and development of their employees, in as much as it also enhances the career development aspect of their employees. Top management and human resources managers might benefit from the insights regarding where to put more attention in the area of employee training and development. For policy makers, the results of the study might indicate to them some grey areas which need to be clearly defined to ensure effective training and development of employees in every organisation. Finally, the findings of the study might also probe the need to improve, revise and modify training and development models within organisations. All in all, the results of the study could open up new avenues on how to enhance employees as important resources in organisations, for the benefit of organisations.

1.7. METHODOLOGY

The detailed methodology for this study is described in Chapter 3 hence, this section provides a snapshot of the methodology. The study adopted the quantitative research approach. In this regard, a questionnaire was used to collect data from the participants (Ghauri & Grönhaug, 2005: 112). The quantitative method was chosen since it helps to give a broader picture by deepening and adding insights to 'numbers' through the incorporation of dialogue and narratives. Quantitative data also improve accuracy to 'words' through the incorporation of numbers tallying (Ghauri & Grönhaug, 2005: 202). Participants for the study were drawn from employees who belonged to different organisations but were taking information and technologies training at a training company in Durban, KwaZulu-Natal. The census approach was used to collect data. That means the questionnaire was administered to all the employees who were being trained at the organisation during the time of data collection.

1.8. EMPLOYEE TRAINING IN INFORMATION TECHNOLOGIES

The purpose of this discussion is to show how technological changes are influencing employee performance, as well as organisational strategies and policies. With the advancement in information technology, organisations are left with little options but to ensure

that their employees are at par with the improving technology, or else their skills, knowledge and capacity become obsolete (Hampel & Martinsons, 2009). That is one of the reasons why most organisations are implementing training and development of employees in the information technology field. In many cases, employees are trained prior to adopting the new technologies in the organisations, or sometimes when the technology has already been introduced. Whichever case, employees need to be trained in order to ensure that they are fully equipped to work with the new technologies and therefore improve their performance (Dauda & Akingbade, 2011). The reasons why organisations are increasingly adopting new information technologies include the following:

- To improve the employee's performance
- To facilitate job-tasks
- For improved communication
- For increased employee efficiency and effectiveness

From the above, it is clear that the ever changing information technologies have changed how employees are performing their tasks. The fact that most information technologies can do the previously manual tasks for employees means that human performance has been improved. Due to technological advancement, many organisations are going towards reducing the numbers of employees to perform certain tasks since in most cases, the technologies require a single or a few people to work with. Employee workload has also been reduced. In other words, technologies are being leveraged by organisations to facilitate productivity and eventually achieve organisational goals. In that view, the role of management in this regard is to ensure that employees are well-equipped to deal with the emerging technologies, since there is a direct link between technological advancement and employee performance (Dauda & Akingbade, 2011; Singh & Mohanty, 2012). This has seen many organisations investing in training their human resources, especially those who are directly involved with information technologies like the computerised intelligent systems, the web-based operations, as well as other task technologies (Sultana, Irum, Ahmed, & Mehmood, 2012). Given this information, this study investigated employees who were attached to the information sector in their various organisations. The aim was to get their perceptions regarding the training and development systems in their respective organisations. It is important to note that at the time

of the study, these employees were taking training courses at a training company in Durban. Details about these participants and how they were selected for training are discussed in Chapter 3.

1.9. DEFINITION OF KEY TERMS

1.9.1. Human resource management

This refers to the general ways in which organisations manage their staff, including the ways in which they help them to grow so as to enable them to execute the goals of the organisation successfully (McCourt & Eldridge, 2003: 2). The concept can also be defined as the integrated, strategic and coherent approach to the well-being and development of people in an organisation (Armstrong, 2009: 4). As the central aspect of strategic business management, human resources management's main purpose is to ensure that the organisation achieves success through its people (ibid). In other words, the importance of human resources management is to increase the effectiveness of the organisation.

1.9.2. Training and development

Used interchangeably with learning, training and development positions the organisation in a competitive position within the corporate world. Noe, Hollanbeck, Gerhart and Wright (2008) define development as the realisation of skills, knowledge and behaviours that advance the employees' aptitude to face changes in the needs of their jobs, as well as the ability to meet client and customer demands. Training thus entails pre-arranged efforts towards enhancing the learning of job related skills, knowledge and behaviour of employees (Noe et al., 2008: 267). Employee learning is therefore a long-lasting and continuous process through which employees acquire and accumulate new skills, attitudes, behaviours, capabilities and knowledge (Armstrong, 2009).

1.9.3. Employee performance

This is end product or participation of employees in the execution of the organisational objectives (Herbert, John & Lee, 2000). Afshan et al. (2012) argue that performance is the accomplishment of given tasks measured against pre-set principles of completeness, accuracy, speed and cost. Performance is thus realised when organisational productivity increases, in the capacity of employees to use new technology, as well as in highly motivated employees.

1.10. THESIS OUTLINE

The study is organised as follows: Chapter I introduces the study by highlighting the background information, the problem statement, the objectives of the study, as well as research questions and the significance of the study. The chapter also highlights a brief definition of the key concepts. Chapter 2 is the review of the relevant literature on training and development systems. The chapter discusses aspects of HRM and employee performance, effects of training on employee performance, as well as other factors affecting employee performance. Chapter 3 is a discussion of the methodological procedures used to obtain the data, the reasons for using the selected research tools, as well as aspects of reliability and validity of the study. Chapter 4 presents the results of the study and their analysis. Chapter 5 concludes the study. It presents a summary of the study, the implications of the findings for various stakeholders and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

2. 1. INTRODUCTION

The previous chapter introduced the purpose of the study by highlighting the aims and objectives, as well as the significance of the study. The purpose of this chapter is thus to bring various scholars into the discourse of training and development of human resources. The chapter, through literature review, aims to indicate that training and development activities are meant to advance the employee's capability of managing particular situations as well as the performance of a range of certain tasks with particular levels of simplicity. The chapter also indicates how previous research has highlighted the importance of investing in training and development for the purposes of enhancing employees' abilities and skills.

2.2. DEFINING EMPLOYEE TRAINING AND DEVELOPMENT

Training and development is pre-organised education and development programme for employees, either as individuals or groups, with the sole purpose of benefiting both the employee and the organisation (Heathfield, 2012). Quartey (2012) defines training and development as a planned education programme aimed at sharing knowledge with the employees about the culture of the organisation. Quartey further notes that the process of training and development occurs from the job skill level to the workplace skill level, is aimed at developing leadership qualities of employees, their creative thinking and problem solving skills.

 In order to appreciate the aspect of training and development, there is a need for understanding the changes that result from the process. Employee training and development is a facet of the broader framework of human resources management. It is essential to note

that training and development is not just about gaining new knowledge, skills and ability (Quartey, 2012). In the current society, training and development also includes the potential to encourage entrepreneurship, to introduce change to employees, to help them change their attitudes, to actively engage them in essential decision making processes (Paradise, 2007). Therefore, it cannot be adequate for the employees to simply add value to organisations based on their already existing knowledge, but they should also acquire new knowledge (Paradise, 2007). Employees should give as much knowledge as they receive from the organisation. This highlights the fact that financial incentives alone are not enough for employees, they also require investment into themselves in terms of their knowledge.

Different companies implement training and development programs for their employees so that they match employee skills with the turbulent work environment. A number of international companies have also provided training and development initiatives to enhance the abilities and skills of their employees. For instance, in the 1990s, Sears Credit employed career development programs to match employee skills with their demanding jobs. They also ensured that the programs added value to the growth of their organisation (Callahan, 2000; Carayon, 2012). In another instance, JC Penny, is a wholesale departmental store which became known for creating a virtual university aimed at equipping its employees with knowledge, skills and abilities to align them with the requirements of their jobs (Garger, 1999). Tires Plus is a Minnesota based tire retailer which formed the Tires Plus University for the purpose of employee recruitment, retention, filling up of key positions as well as for the general improvement of their employees (Callahan, 2000). These examples show how companies are serious about the betterment of their employees in terms of skills and abilities.

The essential elements of a credible training and development program are founded on orientation, operational skills, as well as management characteristics of employees (Kleiman, 2000). These make up the foundation of any training and development initiative. Chiaburu, Van Dam and Hutchins (2010) noted that training activities should comprise core proficiencies and proper structures through which companies develop their businesses. The theory serves to increase knowledge, to inspire creative thinking, collaboration and problem solving skills (Chiaburu et al., 2010). The central objective of various training programs is to

convey the mission of the organisation, in addition to stimulate employees to understand the culture of the organisation (Reed & Vakola, 2006). Understanding the culture of the organisation will result in the success of the organisation. Therefore, employees should be up to date with regards to the current knowledge of the job. Employees are more productive if they are afforded the training requirements of their jobs (Kleiman, 2000; Chiaburu et al, 2010).

An effective training and development program is one that involves knowledge, goal setting and career development (Kleiman, 2000). These aspects are beneficial to both the employees and the organisation. It is the role of the organisation to ensure that employees are in possession of the necessary skills, knowledge and abilities for them to be able to effectively execute their tasks in the organisation. It is also important to ensure that the skills, knowledge and abilities must be at the same level with the demands of the job (Reed & Vakola, 2006). In that regard, organisations should provide employees with the opportunities to enhance their knowledge, skills and abilities in order for them to remain competitive in the corporate world. Unfortunately, many organisations fail to commit to this ideal, resulting in some employees leaving the organisations because of lack of career development on their part (Salas & Kozlowski, 2010). Organisations should therefore ensure that training and development programs are channelled not just towards increasing employees' competencies, but also to enhance their performance (Reed & Vakola, 2006). Training programs should assist employees to learn and at the same time tune them to become critical philosophers in their areas of expertise (Salas & Kozlowski, 2010). In other words, employees should benefit the conceptual skills which would allow them to think in different ways (Reed & Vakola, 2006).

Employee training and development procedures in many organisations are undeveloped. This means that training is done occasionally, is not linked with organisational strategy and it is not strategically significant (Falola, Osibanjo & Ojo, 2014). Most organisations implement training programs when problems occur within the organisations, then training is considered to be able to solve the problems (ibid). In this way, employees would perceive the training as being imposed, instead of being perceived as a means to exploit their potential. Organisations that do not regularly train their employees deny them the opportunity to improve their

knowledge and performance. It is unfortunate that some top managers do not realise the importance of employee training, but rather view training as an expense instead of seeing it as an investment (Kennedy, Chyung, Winiecke & Brinkerholff, 2013). It is a fact that training and development of employees benefits the organisation more than when the organisation invests in material resources. It is therefore the managerial function to perceive employees from a strategic position (future orientedness) and continuously supervise and encourage the development of new skills and knowledge as the foundation of organisational development (Gaba, 2010). This kind of leadership is more rewarding and fulfilling, as it indicates a high level of employee competence and orientation towards the participatory style of management.

2.3. ORGANISATIONAL BENEFITS OF TRAINING AND DEVELOPMENT

Training and development systems have both long and short term benefits to both and the individual and the organisation. Individual benefits include the ability to effectively perform the tasks at hand, the accumulation of knowledge skills necessary for their specific jobs and the intrinsic motivation and stimulation (Keith & Frese, 2008). For the organisation, benefits include the attainment of organisational objectives, which will eventually put the organisation in a more competitive position. Other benefits include better productivity, increased employee performance lower employee turnover, among other things (Kanki, Helmreich & Anca, 2010).

Training and development processes have historically been perceived as short term strategies (Rothwell & Kazanas, 1994: 310). However, since organisations ". . . throughout the world. . . are realising that the development of their human resources is the key, not only to business survival, but also to business success", the long term value of the processes has been appreciated (Johnston & McClelland, 1994: 3). Cascio (1994: 13) noted that training and development systems that have a long term benefit can "…improve the individual's ability to identify, plan, implement, and/or monitor changes the organisation needs to make". Furthermore, training and development helps to furnish employees with skills, knowledge

13

and attitudes necessary for thinking strategically and implementing long term organisational goals (Kanki et al, 2010).

Training and development is regarded as the means for managing the rapid organisational changes. Main changes affecting organisations include "skill obsolescence, technologically sophisticated systems, shift from manufacturing to service based economy, increased influence from international markets" (Goldstein & Gilliam, 1994). In this regard, Cascio (1994) noted that training and development is an important aspect in dealing with such changes:

> *"At the organizational level, training becomes the means to achieve change through adaptation instead of revolution. Training provides the organization with a tool to adjust to environmental changes. By training employees to impart the new skills needed in using a new technology, organizations have adapted to environmental change. By teaching employees specific skills related to the process of adaptation, organizations themselves become more adaptable" (1994: 13).*

According to Buckley and Caple (1990), training and development works in two ways. The first direct way is by presenting training content which will enable employees to manage innovation and change. The indirect way is managing training in ways that influence culture. Buckley and Caple gave an example of cascade training whereby senior personnel gets trained and in turn also trains those in the lower levels. This kind of training impacts on individuals and eventually on organisational attitudes and values (ibid). In this way, training and development helps organisations to manage and cope with change by aligning organisational objectives with training while at the same investing in human resource development (Keith & Frese, 2008).

2.3.1. Market Growth

Training and development help organisations to remain solvent and competitive on the market (Ford et al, 2010). In that view, organisations should create a learning environment that stimulates employees' knowledge of their organisation, as well as its competitive ability

(Huselid & Becker, 2011). A correlation seems to exist between investing in employee development and revenues generated (Wanger, 2000). It has been found that organisations which invest more in their employees realise more revenue increase than those which invest less money on training and development activities of employees (Ford et al, 2010).

2.3.2. Organisational Performance

The effect of employee training and development on the effectiveness of organisations cannot be underestimated. Moreover, employees who perceive their organisation as caring for them through training and development usually improve their performance and attitude towards their work (Mehrdad, Mahdi & Ali, 2009). This highlights the assumption that human resource management activities also determine the attitudes and how employees behave in the workplace (Allen et al., 2003). It has been argued that employees positively influence their performances in the workplace when they perceive the organisation as taking care of their needs through training and development (Allen et al., 2003). However, Powell and Yalcin (2010) argued that the basis of any organisational performance stems from the emotional relationship that exists between employers and employees.

2.3.3. Employee Retention

It has been shown that employee training and development help in employee retention, because employees value the opportunities that organisations offer them with regards to improving their learning (Powell & Yalcin, 2010). Therefore, a correlation exists between the training and development of employees and employee retention (Mehrdad et al., 2009). Experienced employees are important resources of organisations which can only be successfully retained by providing them with training and development programs (Mehrdad et al., 2009). Therefore, organisations should design effective training and development programs intended to escalate employee retention, a voluntary action by organisations to afford working conditions that attract employees for long term (Chaminade, 2007). Leonard (1998) argued that "To retain employees, organisations need to think seriously about their

investment in training and development", considering that a conducive learning environment directly results in increased employee retention rates (Dillich, 2000).

It has been noted that general training may cause employee turnover due to the transferability of skills (Becker, 1993). Other studies have indicated that specific training reduces employee turnover. For instance, Lynch's (1991) study revealed that employees who underwent specific training were less likely to leave the organisations from which they received training. Despite the argument that general and specific training cannot be separated, Becker's theory seems to refer to the role of training in providing limited employment options. The point here is that a trained employee has limited alternatives, that is, he or she does not have a reason to terminate the employment relationship with the organisation.

Some organisations have the tendency to wait for employees that are being trained by other organisations and upon completion they "steal" the employees who have just been trained (Glance et al., 1997). This means an investment loss to the organisation that would have trained the employee. This goes back to Becker's notion that few organisations invest in general training. It is therefore preferable to consider investing in specific training since the likelihood of an employee being hired away is very slim (Lynch & Black, 1998). This implies that specific training reduces the likelihood of employee turnover since the skills learned are organisation specific. The more specific the skills implies that the employee has limited employment options and is therefore not likely to terminate his working relationship with the organisation.

An employee trained by the organisation is more likely to get a wage increase, another factor that binds the employee to the organisation. The increment might further limit the employee's options for alternative employment (Asfaw, Argaw & Bayissa, 2015). It is thus clear that training might serve a dual purpose: skills upgrade and wage increment. Ultimately, leaving the organisation would not be a desirable option for the employee. Having discussed the benefits of training to the organisation, it is also essential to highlight how training benefits the individual employees.

2.4. EMPLOYEE BENEFITS OF TRAINING AND DEVELOPMENT

2.4.1. Employee satisfaction

Effective training and development programs are meant to enhance employees' skills. The process of training and development is also beneficial especially to the fresh graduates from the university who need to be properly prepared for the fast moving business atmosphere (Gerbman, 2000). In the same way, young professionals also consider joining companies that effectively prepare them with regards to skills development (ibid). Employees' development of knowledge and skills results in increased employee satisfaction and a decrease in employee turnover (Vemić, 2007). A satisfied employee does not necessarily lean on the organisation for financial benefits, but can stay for long with the organisation if he or she observes a potential to acquire novel skills which are necessary for personal and professional growth (ibid).

2.4.2. Employee Performance

Job satisfaction can positively influence employee performance (Satterfield & Hughes, 2007; Arthur et al., 2003). In a study involving mechanics, Barber (2004) found that on-the-job training yields superior skills. Because of the training they received, the mechanics were able to form two Jeep bodies with the use of a homemade hammer, a chisel and the oxyacetylene welder. Commenting on the efforts, Barber concluded that the mechanic profession requires "feel" in order to keep thriving.

2.4.3. Employee Empowerment

The principle of employee empowerment is critical to every organisation. In defining the concept of employee empowerment, Whetten, Cameron & Woods (2000: 405) put it this way:

"To empower means to enable; it means to help people develop a sense of self-worth; it means to overcome causes of powerlessness or helplessness; it means to energise people to take action; it means to mobilise intrinsic excitement factors in work. It is more than merely giving power to someone. Power does allow us to get things done, but empowerment involves not only the capacity to accomplish a task but also includes a way of defining oneself. Empowered people not only possess the wherewithal to accomplish something, they also think of themselves differently than they did before they were empowere".

In that regard, when employees are empowered, they become more effective and innovative in their work while at the same time they do not fear experimenting something new (Vemić, 2007). With regards to their leadership abilities, empowered employees are transformational and will therefore be viewed as charismatic by those around them (ibid). The above notions clearly indicate that employees should be given the space to work independently and in this way, they increase their work effort and eventually superior efficiency (Lawson, 2001: 8). Again, it shows that for organisations to succeed in the highly competitive environment, they should consider employee empowerment as a priority. Thus, different empowerment strategies can be developed and assessed in order to address the particular employee as well as the organisational needs (Kennedy et al, 2013). This is essential because, with regards to empowerment, organisations and employees cannot be separated since empowerment is beneficial to both the employees and the organisation. The effectiveness and productivity of organisations depends on employees' performance. Therefore, employees need to be well trained and be allowed to work independently towards the achievement of organisational goals (ibid).

2.4.4. Employee Commitment

Organisational goals can be achieved through the commitment strategy, an approach which attempts to build psychological connections between the employers and the employees (Kennedy et al, 2013; Scholl, 2003). Training and development processes that foster employee commitment will also cultivate employee retention (ibid). Committed human resources stay longer in the organisation as compared to those which are less committed. A highly committed employee has got less desire to terminate his or her relationship with the

organisation (Armstrong, 2010). This shows that the commitment philosophy reduces the likelihood of employees looking for employment in other organisations (Green, Felsted, Mayhew & Pack, 2000). Steers noted that "commitment was significantly and inversely related to employee turnover" (Steers, 1977: 54).

Owens' (2006) study revealed that employees who are highly committed also have increased levels of "turnover cognitions". The high levels of "turnover cognitions" indicated that the employees were more positive in their attitudes and therefore, were less likely to depart from the organisation. Upon applying the results of the study to independent t-tests, Owens realised that trained employees had an average "turnover cognition" of 31.15, as well as an organisational commitment of 83.54. The same study showed that untrained employees scored an average of 28.94 and 75.87 for both turnover and commitment respectively. Separating the trained and untrained employees was meant to prove the fact that more committed employees are less likely to consider turnover.

2.5. TRAINING AND DEVELOPMENT AS AN INVESTMENT

An investment is an input made by employees today while the benefits of it are noticed in the future. Becker (1960) refers to this kind of investment as "side bets". Employee training is an example of a "side bet" that is likely to enhance employee investment and commitment. In trying to appreciate the association between costs and returns, Becker (1993) differentiates between two forms of training. The first one is the general training, whereby employees are afforded skill development that benefits not just the current organisation but all organisations across the board. These include internships, computer training and educational reimbursement (Kaufman & Hotchkiss, 2006). Becker's model indicates that because general training benefits all other companies, most organisations do not invest in it. In some cases though, organisations that provide general training usually pay the employees' wages that correspond with their newly learned skills together with their production capacity (Kaufman & Hotchkiss, 2006). Paying for general training and giving higher wages implies that the current organisation might not be able to recover its general investment (ibid). Thus,

employees usually bear the costs of general training as most organisations do not have such incentives (Frazis & Spletzer, 2005).

The second one is the specific on-the-job training, one that benefits only the particular organisation that the employee is attached to. Because the training is 'specific' to the particular organisation and is non-transferable, it is the particular organisation that pays for the training (Frazis & Spletzer, 2005). Specific training is aimed at increasing the productivity of the employee for the particular organisation. Enalga and Imran (2013) argue that specific training reduces the likelihood of employee turnover. As a result, employees get paid less during the training period in expectation of wage increase in the future (Enalga & Imran, 2013). From the above description, it can be realised that employees' investment of time as well as the expectation of increased wages have a bearing on increased employee commitment. Training from this perspective becomes a "side bet". The effort and time invested during training potentially increase employees' commitment to their organisations.

However, most organisations invest in combined general-specific training, usually without noticing it. It has also been argued that general and specific training skills complement each other (Enalga & Imran, 2013). Most organisations usually invest in general skills while at the same time providing skills that are 'organisation-specific'. Lowenstein and Speltzer' study (1999) indicated that 63 percent of employees who had received training acknowledged that most of the skills they had learnt could be transferred to other companies. Another study showed that most of the training initiatives result in skills which can be transferred to other organisations (Green et al., 2000). The results of the abovementioned studies confirm that most of the training involves a broader general aspect than believed by many. It is therefore clear that many organisations invest in general skills whilst believing that the skills are organisation specific. Thus, from an investment perspective, commitment is a result of the time and effort invested in training. Committed and invested employees receive more performance awards and look for more job upgrades (Asfaw et al, 2015).

Becker's model that organisations do not have a reason to invest in general training can be disputed. The time and effort invested by employees in any kind of training can lead to more committed employees. Whether general or specific, employees perceive training as a current investment which will pay off in future and the kind of investment is what binds the employees to the organisations (Asfaw et al, 2015).

2.6. EMPLOYEE TRAINING AND RECIPROCITY

Sometimes general training may not boost employee commitment through investment, but rather through reciprocity. Reciprocity entails an employee deciding to stick with the organisation to compensate the organisation for the training he or she has received. In other words, the employee helps the organisation because the organisation also helped him through general training (Armstrong, 2010). This highlights the perception of the employee "owing" the organisation (ibid). It also reveals that training can instil a "sense of debt" to the organisation. Therefore, reciprocity in the employees potentially increases their commitment to the organisation.

Glance, Hogg and Huberman's (1997) study confirmed that training promotes "spontaneous cooperation", especially in large organisation. From a reciprocity perspective, the "spontaneous cooperation" resulting from training is a result of the employees' "sense of debt" to the organisation. The study found out that organisational training affords employees opportunities which might not be achieved somewhere else. This explains the employees feeling a sense of owing the organisation and therefore, the longing to freely collaborate as a means of compensating for the incentive they would have received (ibid).

Another study indicated that employees who were involved in training initiatives which they perceived as relevant, also viewed the organisation more favourably and had no intention to leave as they regarded the organisation to be supportive (Asfaw et al, 2015). It is clear from Asfaw et al.'s study that training enhanced the employees' sense of debt towards the

organisation and hence, the wish to stay longer with the organisation. It is also indicated that reciprocity maintains that the employees benefited from training and therefore endeavour to pay back the organisation in future (Asfaw et al, 2015).

The notion of reciprocity is shown in Barrett and O'Connell's (2001) empirical study of organisations in Ireland. It was found that employees dedicated more effort to general training because the skills gained are transferable. The researchers concluded that the results of training are dependent on the efforts put into the training. In other words, the more the sense of debt felt during the training period, the more the organisation will benefit from the employee (Barrett & O'Connell, 2001). In this regard, employees tend to value general training more than they do with specific training. Again, since it has been indicated that general and specific training are intertwined, it is therefore sensible for organisations to invest in general training (ibid).

2.7. EFFECTIVE TRAINING AND DEVELOPMENT: MANAGEMENT IN PERSPECTIVE

The success of any training and development program is driven by a committed management system. Fricker summarises the role of top management in training as follows:

> *"Chairmen and chief executives need to recognize the value of learning as the primary force to facilitate and achieve change in their organizations. Their leadership role requires them to match their conviction with consistent, demonstrable commitment. . . Senior executives must also ensure that line managers share their commitment to learning and insist on quality in all aspects of training and development"* (1994: 24-25).

Top management plays a very important role in training and development of employees. Committed top management should perceive training as a strategic advantage and a means to achieve organisational goals. In that regard, top management should participate in planning the training objectives which relate to the organisational needs, as well as implementing the

training strategies in order to achieve those goals. Above all, financial commitment to training should be seen as an investment (Human Technology, Inc., 1993).

It is the role of top management as well as the trainees to ensure that the knowledge and skills and knowledge acquired during training are applicable to the specific jobs. That is the reason for incorporating management into the planning and delivery of training (Enalga & Imran, 2013). Prior to training, top management has the responsibility to do thorough needs assessment so as to ensure that the training objectives are aligned with the objectives of the organisation. The needs assessment involves organisational analysis, which involves looking at the tasks to be done, the skills, knowledge and attitudes relevant for the particular tasks. Individual analysis of the employees is also essential (Enalga & Imran, 2013). Information on these aspects can be derived from the job descriptions, direct line managers, top management and the employees themselves. It can also be sourced externally from the legislative and economic policies or similar organisations (Human Technology, 1993). Above all, an effective training system is one that calls for feedback so that the organisation can continuously improve (Kennedy et al., 2013). Below is a typical training and development framework that management should follow.

Fig. 2.1: Training and Development Framework: Best Practices

PLAN	DO	CHECK	ACT
-Strategic role of T &D -T & D Organisational policies -Establish T & D needs -Building transfer into T & D	- Content of T &D -T & D methods or approach	-T & D evaluation strategy	-Sustaining and advancing T& D
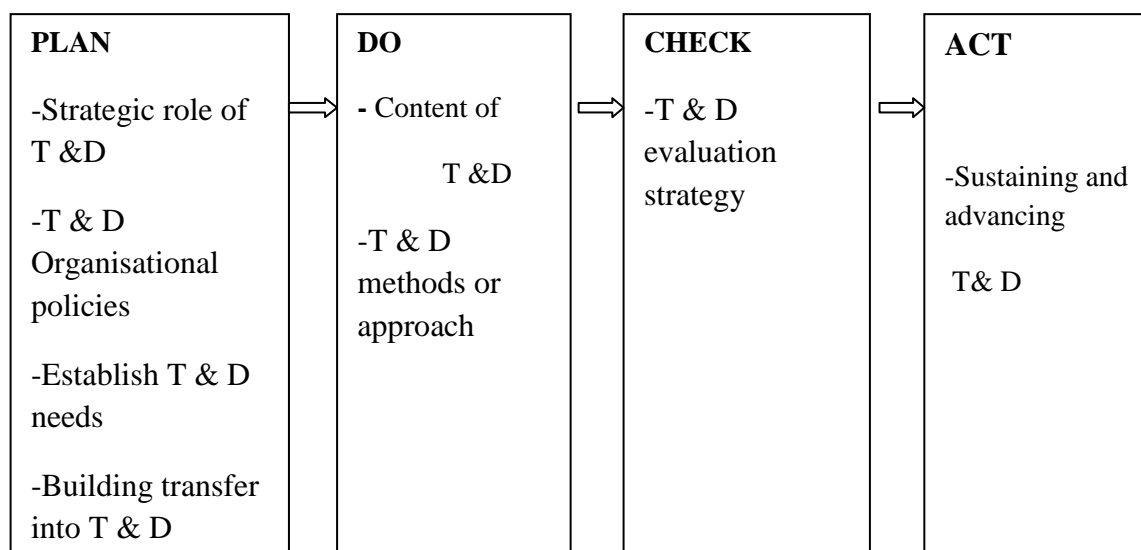
Source: Human Technology, Inc. (1993)

2.8. INEFFECTIVE TRAINING AND DEVELOPMENT: THE REPERCUSSIONS

The lack of support from top management is damaging to the success of any training and development programs (Armstrong, 2010). Some of the personnel in top management do not consider training as critical and central to the organisation. They rather perceive it as non-essential and therefore do not allocate sufficient budget for training purposes (Asfaw et al, 2015). In other organisations, the training and development function is taken as a separate unit, far from the main operational bodies of the organisation. In most cases the training manager is not positioned at par with other managers and therefore the training manager cannot equally compete for staff and resources like other managers (Vemić, 2007).

Another problem affecting training and development is the lack of clarity between training and organisational objectives (Asfaw et al, 2015). Instead of seriously consider training as an essential component for the achievement of organisational goals, some organisations tend to relegate the training function a minor role (Armstrong, 2010). In that view, the resources allocated for training are not prioritised.

Most organisations do not bother to check if the skills and knowledge learnt during training are applicable to the job. If employees cannot transfer the learned skills to the job, the consequence is lack of improvement in job performance (Salas & Kozlowski, 2010). It is therefore the responsibility of the employees' immediate supervisor to ensure that employees apply the learned skills and knowledge on the actual job (ibid). If not monitored, some employees would stick to their old ways of doing the job and this would give the impression that the training provided was a waste of resources (Salas & Kozlowski, 2010). Observing the employees applying the learnt skills is one way of evaluating the training programs. The effectiveness of training practices should therefore be measured prior to training the employees. Evaluation usually begins with trainees commenting on how well they liked the courses, and most organisations do not go beyond this. It is thus recommended that organisations engage in a thorough assessment of the whole training and development system in order to identify how best to sustain and constantly develop it, as noted by Bishop (1993:2) that ". . . a good deal of effort needs to be devoted to studies conducted at the organisational

level which examine how training fits into the organisation's overall competitive strategy and affects its profitability".

2.9. SUMMARY

This chapter has highlighted the relevance and benefits of training and development in every organisation. Among other things, training positively impacts on productivity as it increases employee commitment, reciprocity and thus gives them little reason to quit. It is therefore clear that training may lead to a productive and professional organisation. It has also been shown that management behaviour has a bearing on the success of any training program. The chapter also highlighted the critical role of top management in supporting the employee training and development systems in their organisations. From the discussion in this chapter, it is therefore clearly indicated that the realisation of an organisation is highly reliant on the proper management of the human resources within the organisation. All other resources only supplement the human resources. In that view, for organisations to cope with both the internal and external forces that might act against their success, it is imperative for them to focus especially on developing the skills and knowledge of their workforce, which is mostly achievable through training and development. Proper training programs are therefore the ones that endeavour to transform the skills, knowledge and attitudes of human resources. Given this, the next chapter discusses the methodological procedures followed in order to answer the research questions of this study.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

The previous chapter laid the theoretical foundations of the concept of training and development. This chapter describes the methodology applied to achieve the objectives of the study. The research design, research tools, sampling strategies and location of the study are discussed in the chapter. The ethical issues observed, the limitations of the study and the data analysis strategies are also highlighted in this chapter. In that view, it is important at this point to review the objectives of the study, which include, to establish the training and development objectives of selected organisations, as well as to evaluate the effect of training and development practices on employee performance. Therefore, to achieve these objectives, below is a description of how the methodology was carried out.

3.2. RESEARCH DESIGN

This study primarily adopted the mixed methods approach of qualitative perspective together with quantitative data. Mostly, the study is located in a broader sense in the interpretive research tradition, since it aims to achieve an appreciation of training and development of employees from the experiences of those who have first-hand information on the practices. In that view, qualitative methods like the use of the questionnaire can be used to harmonise findings derived from other techniques like content analysis, for instance, of databases. By juggling between varieties of methods, it is in this regard feasible to achieve further understandings into concerns that might have been omitted if just one method has been used (Holsti, 1969:12). It is for this reason that a mixture of qualitative and quantitative methods was used in this study.

3.2.1. Quantitative method

The quantitative method was also chosen since it helps to give a broader picture by deepening and adding insights to 'numbers' through the incorporation of dialogue and narratives. Quantitative data also improve accuracy to 'words' through the incorporation of numbers tallying. In other words, the mixed method approach affords the researcher various ways of looking at a scenario. In this way, the mixed method approach facilitates the capturing of diverse perspectives.

3.2.2. Qualitative method

Qualitative research helps to obtain the insights about the phenomena in question (in this case, employees perception) and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri & Grönhaug, 2005: 202). Furthermore, qualitative research is known to be more relevant in the context of discovery and thus be able to get access to what was never known before. However, if the research problem is not well understood, there is a possibility that the researcher could be overwhelmed by data due to unnecessary data collection. This would make the analytical part of research more difficult (ibid).

3.2.3 Location of the study

Prior to discussing the methodology in detail, and in order to understand how participants for the study were recruited, it is imperative to give a brief discussion of the organisation from which the participants were drawn. The training company in question is a management and consulting company which specialises in training human resources in areas of information and technology. The company offers training to employees at different levels: new entrants, middle and top management, depending on the needs of the employees. Therefore, because the company specialises in training, it was purposively chosen, considering the purpose of the study (training and development), as well as the fact that it attracts huge numbers of people from diverse sectors of the business environment. Therefore, choosing participants who attended training at this particular company was for diversity purposes since the employees represented various organisations which ranged from small, medium to large sizes, as well as

in terms of specialisation. It is therefore important to reiterate that participants for this study were employees from different organisations but during the time of the study, these employees were taking some information and technology training courses at this particular training company.

3.2.4. Target population

The participants chosen for this study were affiliated with different organisations, but were receiving training in different areas of information and technology as determined by their specific organisations and obviously their training needs. In that case, the facilitators at the training company are assigned specific groups for the moderation of the training. It is important to indicate the fact that these participants were being studied not based on the current training that they were undertaking at this particular time, but on the previous trainings they might have participated in. The assumption was that these employees had received some kind of training in their respective organisations. In order to gain access to the target population, permission to carry out the research was granted by the management of the training company in Durban, KwaZulu-Natal. Since the company often trains large numbers of people at the same time but in different aspects with different facilitators, the population size for this study was determined by the number of people in the company's database, who had received training within a certain period determined by the researcher. In that case, the researcher chose to target employees, who attended training between March and April, 2016. During this period, about 200 people had attended some training courses at this organisation. Thus, the census approach was used. This means that questionnaires were distributed to all the employees who belonged to different organisations and attended training during this time of data collection, which is from March to April, 2016. It has to be noted that amongst the participants, none of them occupied a management position in their different workplaces.

The reason for choosing these participants was that they were the right people who would be able to provide the data relevant to the study: the participants were knowledgeable about the subject matter in question in the sense that they were participating in some training activities.

Research has also shown that participants for a particular study must be well-informed about the subject under study, in as much as they should also be able to effectively engage in meaningful conversations on the research at hand (Seidman, 1991; Kvale, 1996). For that reason, participants for this particular study were chosen based on their understanding of the aspects of training and development and information and technologies, considering that they were undergoing the process of training and development in the different areas of their needs as stipulated by their specific organisations. The fact that they were chosen for training by their respective organisations also indicated that they could meaningfully engage in conversations about the process. At their respective organisations, the participants occupy various positions which ranged from human resources personnel, computer technicians and administrative staff, to mention a few.

3.3. DATA COLLECTION

Secondary data were retrieved from relevant literature which included material on human resources management, especially electronic journals, while primary data were collected through the use of the questionnaires. Articles were also accessed by way of e-databases. The literature for secondary data was useful in providing the theoretical foundations, concepts as well as approaches on which to support the study and broaden the researcher's understanding of the subject under study. The secondary data became handy in the modification of the research design. Primary data were collected using the questionnaire. Below is a detailed description of the main data collection tool, the questionnaire, and how it was used.

3.3.1. The Survey Instrument: the questionnaire

Various methods are usually used for data collection in organisations, but this particular study applied the survey method. The data collection technique involved the distribution of self-administered structured questionnaires (Appendix 2). The questionnaire is a cheap and quick way of accumulating relevant data within a short space of time because it can be distributed to a large number of people at the same time. The first part of the questionnaire consisted of

questions that sought the demographics of the respondents, while the remaining parts had questions which sought information about the training and development systems in the employees' various organisations. Most of the questions needed the participants to assess the training and development practices in their specific organisations. This therefore meant that the questions had to be of a qualitative nature, so as to enable the participants to give details of training and development practices in their particular organisations. In that view, semi-structured, open-ended questions also formed part of the questionnaire.

Traditionally, self-completion questionnaires are described as the most well planned and controlled type of questioning (Deacon, *et al*. 1999: 64). This study used a questionnaire that aimed to gather both quantitative and qualitative data hence, quantitative questions formed the first part of the questionnaire while open-ended qualitative questions which were more like an in-depth interview formed the last part of the questionnaire. That way, the questionnaire allowed the researcher to gather more information about the respondents' views on a broad range of issues concerning training and development in their organisations (Hansen, *et al*. 1998:225).

The main advantage of using the questionnaires is that they control and categorise the collecting and handling of information in such a manner that the same questions can be asked to huge numbers of people, while at the same time, the information gathered can be scrutinised at the researcher's own convenient time and place (Hansen, *et al*. 1998:225). The questionnaire has been taken as an effort at "seeing the world through their [respondents'] eyes", that is, appreciating actions and values from the participants' perspective (Bryman, 1988: 61).

Questionnaires are employed based on a number of factors, which include, but are not exclusive to, the type of questions that are asked as well as the significance of getting a particular person as a respondent (Saunders, Lewis & Thornhill, 2003). It has also been noted that the use of questionnaires is an excellent method of data collection, especially if the study is restricted to a local area and the organisation is capable of bringing together employees

(Sekaran, 2006). The above combination of factors, as well as the advantages of using the questionnaire, made the researcher to adopt the instrument for this specific study. The questionnaire is also a better option since the researcher can create some kind of rapport and thus encourage participants (Sekaran, 2006).

The researcher distributed the questionnaires directly to the participants during the time they attended training, while the completed questionnaires were collected through the same channel. The researcher did not set any due date for the return of the completed questionnaire, so as to allow participants to have enough time to complete the questionnaire. Within a week of distributing the questionnaires, the completed questionnaires began to trickle in.

3.3.2. Pilot testing and administration

To ensure validity of the instrument, the researcher did a pilot study with a convenience sample of 20 respondents who were not part of the actual participants but were employees in other organisations. The researcher had to incorporate the respondents' suggestions during pilot testing. The pilot study was essential for the refinement of the survey instrument. To ensure that the questions were not ambiguous, the researcher clarified the questionnaire by rewording some of the words where it was deemed possible. It was after redesigning the instrument that the questionnaire was distributed to the participants.

3.4. DATA ANALYSIS

Quantitative data analysis was done using Microsoft Excel. To analyse the quantitative data, frequency distribution and percentages were used to determine the fraction of participants choosing different responses. This was applied to each and every item linked to the research questions. The proportions indicated various perspectives of participants on the diverse sub-issues. To enable easy comprehension of the analysed data, charts, graphs and tables were

used as illustrations. On the same note, data from the open ended questions were analysed through content analysis and coding, then grouped based on their themes. Qualitative description of the data was therefore done.

3.5. ETHICAL CONSIDERATIONS

Prior to collecting data from the participants, permission was sought from the management of the training company and a gatekeeper's letter was provided. At the same time, the researcher applied for ethical clearance from the relevant office at the University of KwaZulu-Natal (Appendix 1). To the participants, the purpose of the study was explained, and it was made clear to them that participation in the study would be voluntary while anonymity and confidentiality would also be maintained. Participants were informed that they were free to withdraw from the study at any particular stage, and the action would not result in any negative consequences. In that regard, participants signed consent letters. Participants were also informed that the data collected in this study were solely for academic purposes and the information gathered will be kept safe and confidential.

3.6. VALIDITY AND RELIABILITY

Validity entails "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores or other modes of assessment" (Samuel, 1990: 1). On the other hand, reliability involves "the question of the extent to which one's finding will be found again" (Merriam, 1995:55). This implies the ability of a measuring tool to repeat truthful and constant results. A valid tool or instrument is always reliable. As measurement tools, validity and reliability overlap. In this particular study, the strategies used to answer the research questions indicated different degrees of reliability, while construct validity was applied. Construct validity relates to generalising from the concepts discussed in Chapters 2.

3.7. LIMITATIONS OF THE STUDY

Data for this study were collected from participants who work in their different organisations, but at the time of study, these participants were receiving training at the training company. This therefore means that the results of this study might apply to those companies that were represented by the employees who were being trained hence, the results may not be generalised in other similar organisations. Nevertheless, the study afforded the researcher some exposure and knowledge and understanding of the research process and conveyed results that, if supported by other researches done in other locations, possibly would be found to mirror the perceptions or experiences of a broader populace. The study provided important insights into employees' perspectives on training and development, as well as their attitudes towards practices.

3.8. SUMMARY

This chapter has presented insights into the reasons which informed decisions on the selected methodology. The reasons for choosing the applied methodology were clearly discussed in the chapter. For instance, the training company was purposively chosen for convenience because first of all, it specialises in training human resources in different aspects. So, considering the purpose of the study, it was necessary to choose this company as it was going to help achieve the objectives of the study since employees from diversified organisations could be accessed at one place. The reason for choosing employees who attended training at this particular company was because the researcher was aware that these participants were in a better position to provide the sought answers since they were engaged in some kind of training, even though the study did not focus on the current training that they were receiving at the particular time. It is important to note that, for example, visiting these participants in their respective organisations was not going to be possible, especially considering the number of people (200) who could be accessed within a short space of time because they happened to be at a convenient place. Therefore, prior to carrying out the study, the researcher had the tedious task of thinking how best to access participants from a variety of organisation hence, the reason to purposively choose a training company, with the full knowledge that different

groups of people meet at this particular company for one reason: training. In that view, the next chapter presents and analyses the data collected as described in this chapter.

CHAPTER 4

PRESENTATION OF RESULTS

4.1. INTRODUCTION

This chapter discusses the findings from the data collected. It is important to reiterate that this study sought to explore employees' perceptions of the training and development systems in their organisations. The objectives of the study were to establish the training and development practices of the organisations represented by the participants. The study also sought to establish the effect of the training and development programmes on the performance of the employees at their workplaces. In that view, the following sections describe the results of the study. Among other things, the chapter presents the demographics of the participants, their levels of education, how they were selected for training, the nature of training they have undergone in the recent past, as well as the relevance of the training and development programmes to their specific jobs. After presenting the results of the study, a discussion of the key findings will follow, followed by the chapter summary.

4.2. RESPONSE RATE

Out of the 200 questionnaires that were distributed to the employees who attended training from March to April 2016, 143 of those were returned, giving a response rate of 71%. However, 23 of the 143 were not usable as some participants did not answer all the questions. This means that 120 questionnaires were used for the study.

4.3. DEMOGRAPHIC PROFILES OF THE PARTICIPANTS

The demographic profiles described below indicate aspects like the gender characteristics, age, employment positions and level of education.

4.3.1. Gender characteristics

Amongst the 120 participants, 63% of them were males while the remaining 37 were females. These statistics indicate that there were more males available for training than females, a scenario which is typical of the current business world where in most organisations there are often more males than females. This information is represented in the table below.

Fig 4.1: Gender of respondents
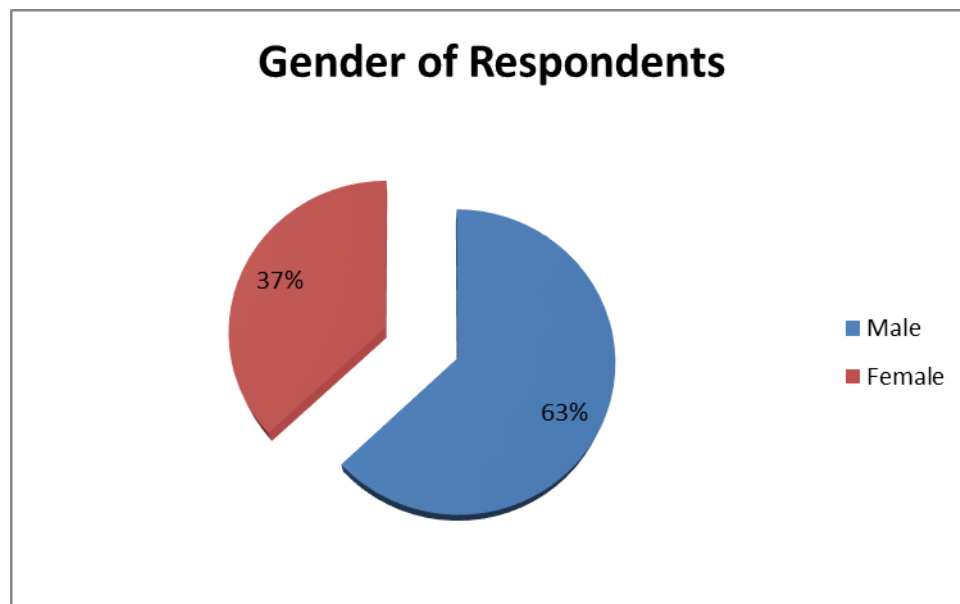
4.3.2. Age distribution

In terms of the age of the participants, 61% fell under the bracket of 26-35 years, with a few of 7% being less than 25 years old. Another category, 20%, had participants who were 36-45 years old. 11% represented the 46-55 age group while 1% of the participants was above 56 years old. The percentages in terms of participants' age are represented below.

Fig 4.2: age distribution
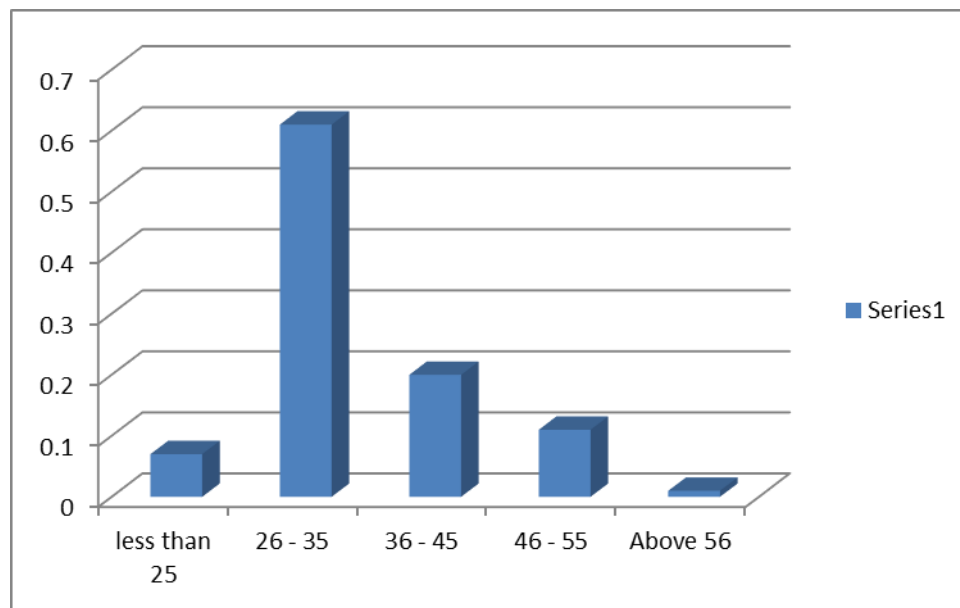
These numbers could be indicative of the fact that most organisations are employing younger people and eventually investing in training and development systems in order to enhance organisational productivity. The younger generation of employees could also be still flexible and can easily adapt to the ever changing business world hence, the need for top management to consider investing in them. Another reason could be that those above these age ranges do not necessarily need much of training because they could be more experienced in their jobs so there is not much need to spend resources on training them.

However, this notion could be debated if this is taken from another angle which would argue that the older employees are the ones who need more training, considering that their current skills and knowledge could be lacking because of the changing corporate world. In this technologically- driven world, older employees tend to struggle when it comes to the use of the modern technologies. This is therefore enough to argue that they need more training than their younger counterparts who are still fresh from schools and might be better equipped to deal with the current technological corporate world. Older employees are often digital migrants who were not exposed to technological aspects while the younger generation comprises mostly digital natives. In this view, it can therefore be argued that organisations

should rather invest in training the older employees as they could be the ones who are lacking in terms of performance and productivity due to low skills and deteriorating knowledge levels.

4.3.3. Educational qualification

The question of educational level was asked in order to establish the extent to which participants have prepared themselves for their job descriptions. An analysis of the data indicated that the majority of the participants, 43%, have gone up to diploma level, while others, 39%, indicated having certificates in different fields. The remainder of the participants, 15%, finished their matric but did not go further than that except being mentored through on the job training. A few of them, 3%, completed a B-Tech degree. However, some of them further indicated that they are furthering their education through part time long distance education. From their responses, most of them are pursuing degrees in the commerce field, for example, the Bachelor of Business Administration, Computer and Information Science, Human Resources Management, as well as the Business Management courses. This shows that the participants are willing to improve themselves in terms of their education, skills and knowledge within their respective areas of specialisation. The percentages of the level of education are indicated in the following pie chart.

Fig 4.3: The highest level of qualification
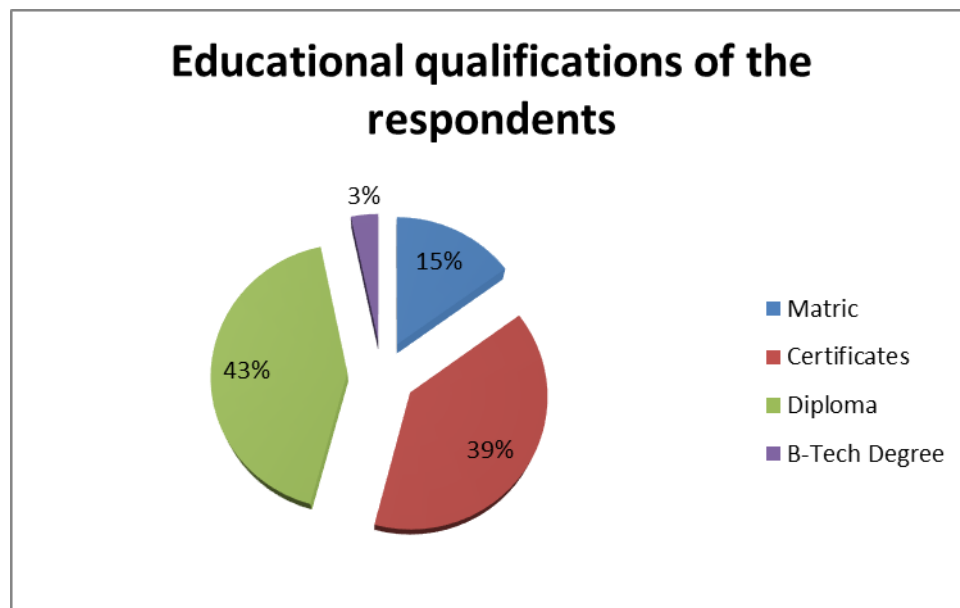
Overall, the level of education of these participants could explain why skills training and development is essential to them, considering that a few of them have gone up to degree level and the majority of them having diplomas and certificates. However, the fact that the participants indicated to have been upgrading themselves in terms of their education indicates their acknowledgement that in the business world there is need to constantly upgrade the human resources in order to remain competitive. In this regard, most organisations also give their employees some study grants or scholarships so that they improve their knowledge and skills. This description clearly indicates that in order to remain competitive in the corporate world, human resources need to continue learning through various necessary platforms (Heathfield, 2012).

4.3.4. Job positions of participants

The job positions occupied by the participants ranged from human resources personnel, 37%, administrative staff, 33%, who are not professionally qualified but have been trained to do their jobs, computer technicians, 13% and many, 17%, from varied positions in their respective organisations. Below is a description of the job positions of the participants.

Fig 4.4: job positions of the participants
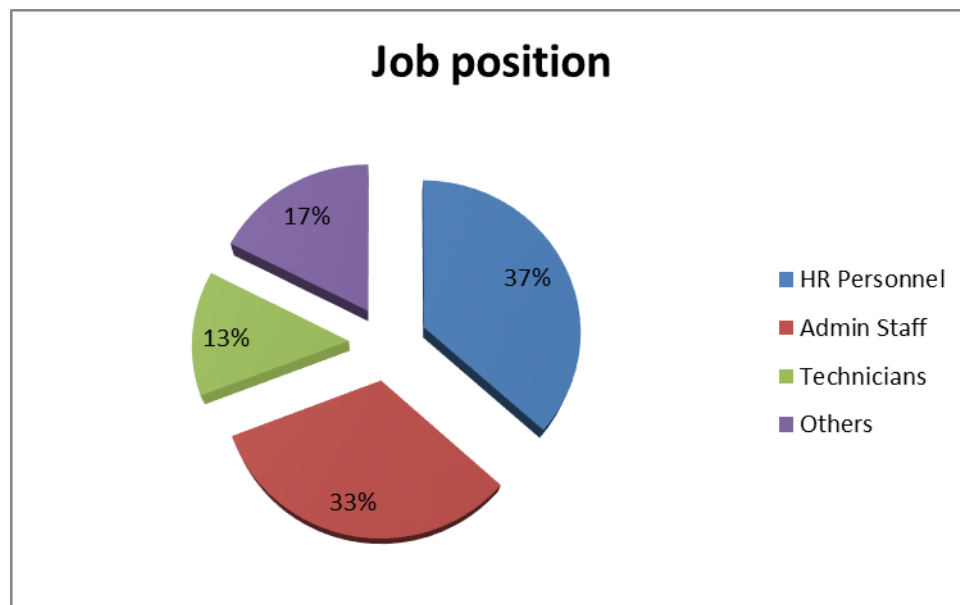
An observation from the data indicated that none of the participants were in the top level management. The level of their job positions and their level of education are evident enough of their need to undergo training and development programs so as to improve their performance, as well as to ensure that the level of training they receive has met the requirements and objectives of their organisations.

4.3.5. Years of service in the organisation

The question of relevant experience on the participants' respective jobs was necessary in determining the training aspects like needs. The older employees indicated between 10 and 16 years of experience on their current jobs while the younger employees ranged from 3 to 7 years of experience. A few participants who were less than 25 years of age indicated that they are often being trained in fields that are related to their job positions. A detailed analysis of the participants' responses showed that those in the human resources and administrative positions were the ones who have been on their jobs for many years. From a personal

analysis, these people, despite having more experience on their jobs, are the ones who need more training, considering the ever changing aspects of their jobs due to technological advancement. Aspects of information handling in the organisations have greatly been affected since the advent of the computer (Quartey, 2012). Therefore, these professionals need to be up to date with ways of managing information relating to human resources, accounting, to mention a few.

4.4. AWARENESS OF DEFINED TRAINING PLANS AND TRAINING OBJECTIVES

This question was asked so as to get a sense of whether employees are aware of any training and development programmes in their organisation, as sought in the first two objectives of this study. As such, responses for this question ranged from "yes', to "no" and "I don't know". Out of the 120 participants, 70% of them knew about the training programs, while 10% and 20% indicated "no" and "I don't know" respectively. The percentages are shown below.

Fig 4.5: Awareness of training programs
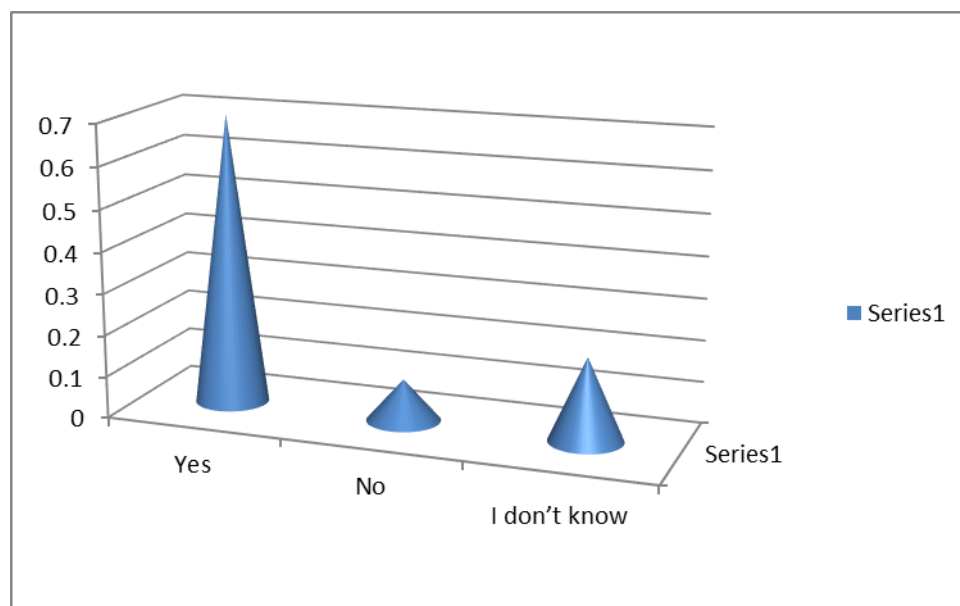
The fact that some employees know about the training plans in their organisation indicates that some organisations value that aspect and communicate it to the employees. However, the huge number of those who did not know of any training plans at their workplace raises concern about how organisations communicate and emphasise the aspect of employee training and development. A personal analysis of those who indicated that there were no training plans in their organisation also shows that the participants were not really sure whether they are there or not, so for them, the "no" option seemed a better response. These responses concerning the availability of training plans are not a good indication of how organisations value or emphasise the need for training because under all circumstances, employees should be aware of the training plans, programs and even the training policies (Ongalo & Tari, 2015).

If employees do not know whether there are training programs in their organisation, it clearly shows that the training programs are not regularly implemented and that the employees are not even aware of the policies regarding employee training and development, an element which they (the employees) ought to be aware of (Quartey, 2012). It also shows inefficiency on the part of the department that deals with employee training and development issues. This is not surprising as many organisations lack the sufficient budget to meet the training and development costs. Another reason, as indicated earlier, could be that the aspect of training and development is lowly regarded and hence, is often put at the bottom of the list of organisational priorities. If this is the case, then unfortunately, many organisations might not be aware of how much they are losing at the end of the year for not prioritising employee training and development as these aspects are directly linked to organisational success in terms of performance and productivity.

An important aspect in the training and development systems is to clearly indicate the goals of the training for the benefit of both the organisation and the employees (Ongalo & Tari, 2015). This is to ensure that the employees keep focus and appreciate the training, and eventually to ensure that the training objectives are achieved. In the same way, participants in this study indicated the knowledge of their training objectives, which varied from the need to enhance their performance in the workplace to the need to enhance their personal skills,

competencies, knowledge and abilities, which have a high impact on their job performance. A few participants indicated that they experienced training after being promoted to new positions hence, the training was meant to improve their knowledge in preparation for the new positions. Others participated in some refresher courses that were meant to improve their processes and procedures for them to become more effective and efficient.

However, there were a few participants who showed that despite them knowing the objectives of the training, it seems the objectives were not clearly communicated to them by the relevant authorities. This was highlighted in the option of "others" where participants were given the room to explain if the objectives were other than the options provided. This could indicate that the training objectives might not have been aligned with the training needs of the employees. Clear indication of training goals is therefore important in achieving organisational performance and eventually, effectiveness. Grobler et al. (2004: 43) noted the importance of emphasising the objectives of training in order to ensure that they correspond with employees' needs. They also argued that organisations have the responsibility to make employees aware of the relevant information that allows them to know what is expected from them during and after training. The training objectives should also be considered with the knowledge that employees are different in terms of their level of education which might influence their attitudes or the ways in which they grasp the aspect of training.

4.5. HOW LONG AGO HAVE YOU HAD TRAINING?

Despite all the participants (100%) having indicated to have participated in some kind of training, the other question sought to establish how often they undergo training. Responses to this question showed that most of the employees have not had training in a long time. 17 % had last had training in less than 6 months ago, 27 % had training 7-12 months ago, others, 50% had last had training in 1-3years, while 6% last had training over 4 years ago. The percentages of the times the employees last had training are shown below.

Fig 4.6: How long ago have you had training?
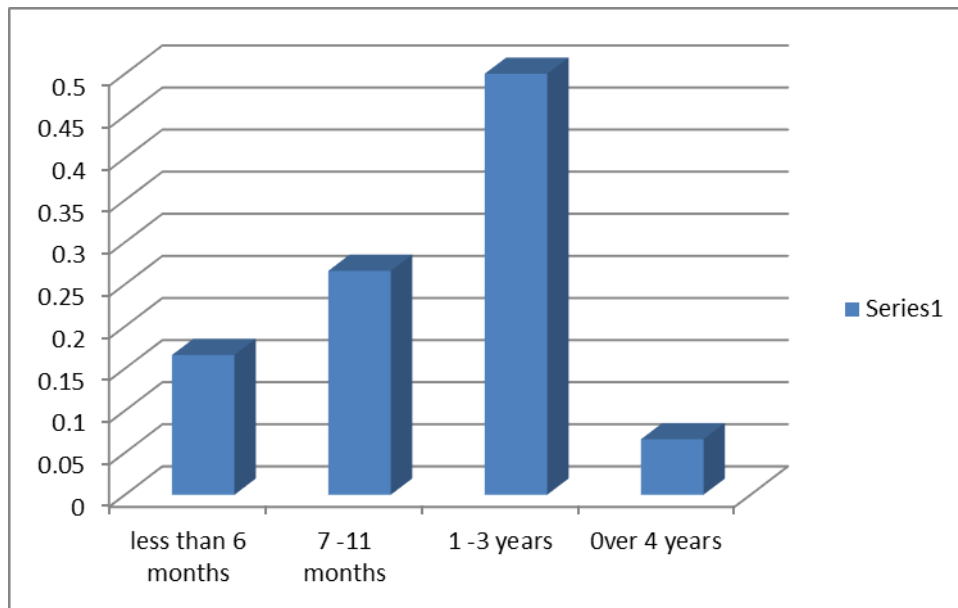
The fact that many of the participants have not had training in a long time could indicate that organisations do not prioritise employee training and development, an important aspect which is directly linked to employee and organisational performance and productivity. This could also confirm the assertion that many organisations perceive training and development of employees as expensive and therefore do not spent much resources investing in training. However, lack of regular employee training has been linked to reduced employee morale, quality and efficiency. This is true, considering the fact that skills become obsolete and therefore, there is always the need to upgrade the employee skills in order for them to be at par with the ever evolving business environment.

4.6. SELECTION FOR TRAINING

Asking the participants how they were selected for training, the majority of them indicated that they were selected for training upon joining the company, 55%, while others were trained on supervisors' recommendation, 33%. Others, 9%, indicated that it was compulsory for all employees to get trained, while 3% participants did not know how they were selected for training. This is shown below.

Fig 4.7: **Selection for Training**

Selection for training

- Upon joining the company — 55%
- Supervisor`s recommendation — 33%
- Compulsory — 9%
- Don't know — 3%
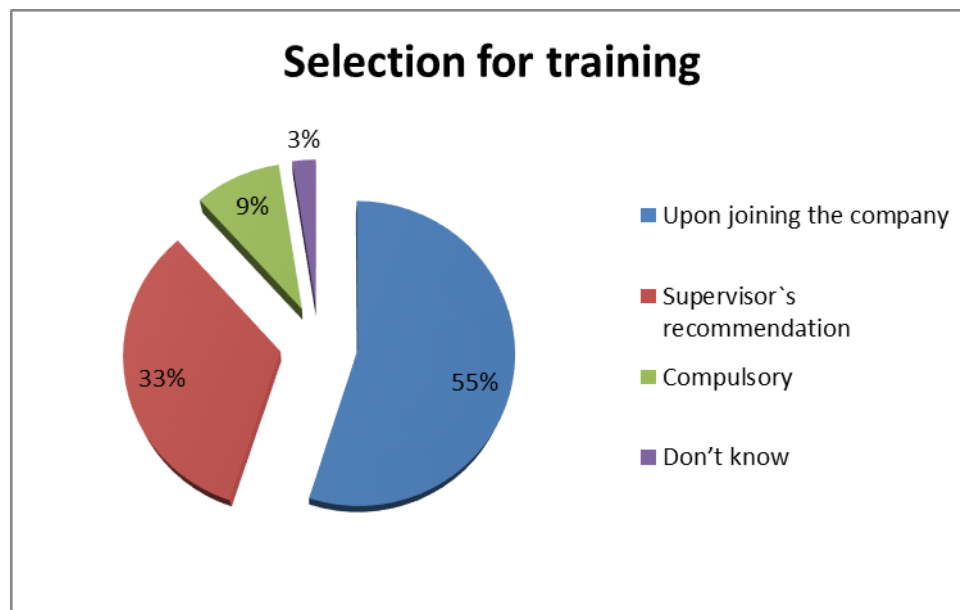
Unfortunately, none of the participants was trained upon employee request, despite one participant having indicated that she always requests training based on her needs when she signs her performance agreement. The fact that many employees do not request training could indicate that they might not be aware that they can request training if they feel they need to improve their skills or knowledge about something that might benefit the organisation. In that view, it is the organisation's role to encourage employees to initiate training requests when necessary. This also means that employees should be aware of training policies in the first place (Vemić, 2007). Maybe, one can argue that the reason why employees do not request training is the fear of being labelled as incompetent in their respective jobs hence, they prefer not to initiate the proposal even when it is necessary.

An important aspect with regards to training is the need to do training needs assessment. Employee needs analysis is important as it determines the type of training that best suits the employee (Salas & Kozlowski, 2010). This also echoes the idea that since training is expensive, it is more cost effective to select trainees on the basis of their current needs rather than randomly picking them for training when sometimes it might not be necessary to some of them. For example, an organisation might have changed how it operates. In this instance, it

is essential to train the employee so that he or she will be able to deal with any changes that might occur in the organisation and to ensure that he or she meets the new standards. Therefore, determining employee needs is important to enhance the skills and knowledge of the employees, especially considering that employees ought to keep abreast of the ever changing corporate environment. In this regard, it is imperative for organisations to have specific training plans which detail the procedure or guidelines on how employees are supposed to be selected for training (Reed & Vakola, 2006). This implies that the lack of a systematic training program might cost organisations when it comes to how to select employees for training.

4.7. NATURE OF TRAINING

On the question of the nature of training that the employees have experienced, the majority of the respondents showed that they have had some kind of in-house training, while others have also had the opportunity to go for training by some relevant organisations, depending on their training needs as well as the availability of funding for the training. The fact that training takes place depending on availability of funds indicate that the training and development systems in the organisation are neither planned nor systematic. This alone is not health for the organisation, let alone the employees who might be in urgent need of training but due to the unavailability of funds, gets deprived of this important aspect.

Along with this finding, Rothwell and Kazanas (2006: 55) argued that employees' workloads, the practices and processes of organisations should not hinder employees from performing to their best, indicating the need for adequate resources to be available so that employees can maximise their abilities. They further indicate that the availability of resources in terms of funds, time and material resources, make employees work much easier and this helps in minimising errors and employee dissatisfaction (Rothwell & Kazanas, 2006: 59). It is therefore imperative that organisations follow a standard training process and procedure in order to ensure that employees get the training at the most relevant time.

The advantage of in-house training has normally been the flexibility of ensuring that the training is tailor made and can easily be evaluated to maximise on efficiency. This therefore resonates with the notions that training should be tailored to meet the employees as well as the organisational objectives. However, it also has to be mentioned that getting training outside of the organisation exposes employees to some new practices and ideas which might not be present in their own organisation hence, employees might be able to share such experiences or knowledge transfer when they get to their own organisation. This happens when trainees give feedback based on their experiences, or when they get other training opportunities. In this way, it helps the organisation to be at par with developments outside their organisation and can use that to their own advantage.

4.8. RELEVANCE OF TRAINING ON EMPLOYEE SKILLS

As mentioned earlier, it is important to ensure that training benefits both the employees and the organisation. This can be achieved by ensuring that training objectives are matching the employees' and the organisational needs. Upon asking the employees of their experiences about the training programs, it emerged that some employees appreciated the training and rated it excellent, very good and good. A few of the employees rated the training as very poor, which is an indication that at least they have benefited from the training. The majority of the employees admitted that the training they have undergone was not effective, 49%, 18% said it was effective while 30% said it was very effective for their particular job specifications. They further pointed that the reason for the poor and ineffective training was because they were not consulted as regards their training needs, instead the management "just imposes" for them the kind of training to participate in. Some participants indicated that the training did not change anything on their skills and performance hence, they rated it not effective. The table below indicates the varied responses of their training experiences.

Fig 4.8: The relevance of the training received to work
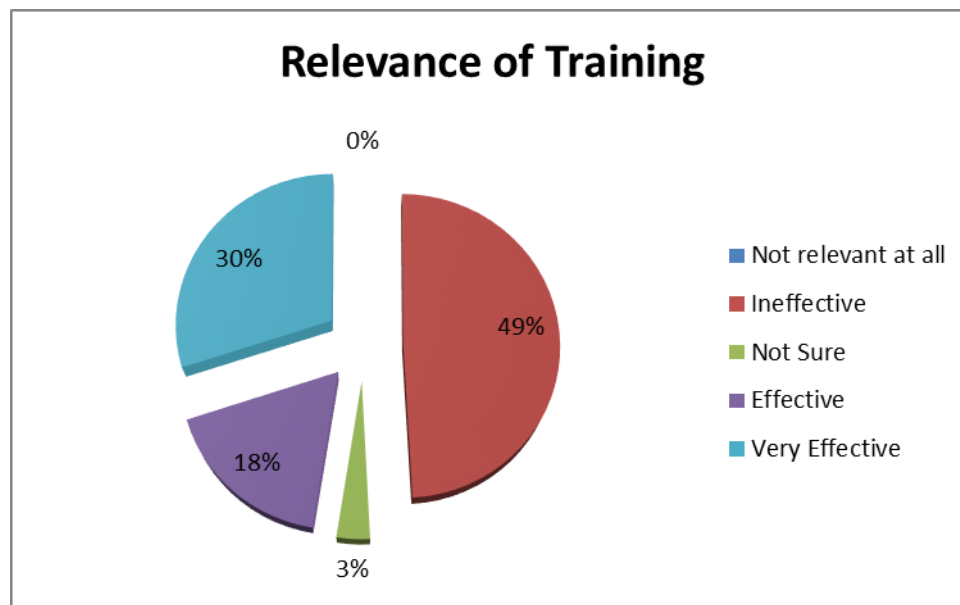
In their opinions, a few of the participants acknowledged that the training they have undergone enhanced their job performances. This implies that the majority of the employees were not motivated by the training. With regards to motivation, Nel et al (2004: 207) argue that motivation comes with fulfilling certain personal needs, and a motivated person often produces good and high quality work. Talking about the quality of products produced by a motivated employee, Thompson (2004: 304) argues that poor service often results from the lack of skills and knowledge essential for the attainment of performance objectives. For Nel et al:

> *Motivation is the force that makes us do things: this is a result of our individual needs being satisfied (or met) so that we have inspiration to complete the task. These needs vary from person to person as everybody has their individual needs to motivate themselves.*

Nel et al (2004: 10) thus conclude that when motivated, employees become aware that they have to reach certain organisational goals, and therefore channel their efforts towards achieving those goals.

An important question posed on the employees was how the training impacted on their skills, as highlighted in the third objective of this study. The reason for asking this question was to establish the extent to which the employees value the training, that is, their perceptions about the training that they had received. In other words, the question sought to get answers as to how they benefited from the training. The benefits can thus be realised by assessing the return on investment or the value that would have been added to the organisational performance through the training and development systems. In that view, most of the respondents highlighted that due to the ineffectiveness of the training, the impact on their job performance was minimal. However, some participants showed that they benefited from the training, with one respondent admitting that:

> *It really helped me in how I do my work, especially time management and making priorities. I now know that it is more important to spend time on the things that are more productive at work. I have to admit that the time invested in this training was worth it because what I learnt was very practical.*

The above response clearly shows that employees are more productive when they are fully knowledgeable about what they are supposed to do how they are supposed to do it, and when they are supposed to do it. The skills and the knowledge that they acquire about the job are what makes them more efficient and effective. The response above also shows that training can be very effective in improving job performance, changing attitude and behaviour towards one's job. The aspect of time management highlighted above is very important in any work environment. Commenting on that aspect, Hazier and Render (2006: 334) noted that training and development systems make employees become more conscious of their roles and responsibilities when it comes to achieving organisational goals and targets. They argue that employees who are trained to work as a team are more likely to undertake the organisational goals and strategic objectives.

Responses to the question of how training impacted on the employees' skills indicated that training enhanced their skills and technical knowledge, aspects which would eventually make them perform their duties in a better and more effective way. These aspects also hinge on the notion that training helps in enhancing the quality of employees' productivity. With regards to employee productivity, McConnell (2004: 239) argues that organisations which invest in their human resources value training as the opportunity increasing long term productivity. This is true, considering how training can be a solution to several organisational problems which include sub-standard quality of work due to skills deficiencies and employee turnover. Therefore, training that is in tandem with organisational goals often enhances the quality of the products produced by employees (Perry, 2007: 120). Nel *et al.* (2004: 110) argued that organisational productivity improves employee performance, pointing to the fact that employee development is the primary element in the conception of employees, which in turn becomes a determinant of the long term efficiency or productivity of an organisation. This implies that the purpose of training is to enhance the employee's current job, whereas development is a long term preparation of the employee's impending job requirements.

One respondent said that the training "helped me boost my confidence, now I can do my job without doubt and with minimum supervision". This obviously positively impacts even on the quality of work of the employees. In support of this finding, Noe et al. (2003: 202) noted that employees increase their confidence and value when they undergo training. They also noted that employees gain new knowledge and skills while at the same time their changed attitude make them aware of their enhanced skills and knowledge. Rothwell and Kazanas (2006: 167) thus argued that "an intelligent and well-trained workforce is central to both workforce productivity and the success of an organisation". Noe et al. also argued that management should engage employees in such a way to improve their self-confidence. This entails positively encouraging or rewarding them for a job well done. In this way, a confident employee improves on productivity, meaning that organisations might save money when they retain valuable employees and thereby reducing the costs of having to recruit and train new entrants (Rothwell & Kazanas, 2006: 418).

A few of the respondents showed some kind of job satisfaction, which could have been a result of the training they had received. This was indicated when one of the respondents said that since she got trained in her job, she is now able to work without or with minimum

supervision, while another respondent indicated that he has "been updated on the use of technology in the workplace". This clearly proves the point that a positive relationship exists between training and employee performance. The response about being able to cope with the recent technologies concurs with Nel et al. (2004: 142) who concluded that effective training and development practices enable employees "to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas". Noe et al. (2003: 211) also noted that trained employees are quick in adopting newly developed and complicated technologies like robots and computer based processes. It also echoes the notion that since organisations are constantly undergoing organisational change, it is also imperative to ensure that their training and development systems are also changing so as to keep pace with the challenges of the changing business environment. In this view, Brinkerhoff and Gill (1994) argue that organisations ought to raise or improve their training and development systems so as to make it the tool for organisational change. They argue that it is not just enough anymore…

"...for the training and development system to be merely the source of a menu of courses that bear little, if any relevance, to what the organisation needs employees to know and be able to do; it must instead be an instrument of change. To be an instrument of change, top managers must be involved in the process, for without their involvement, it is impossible to make the changes that are necessary for highly effective training (Brinkerhoff & Gill, 1994: 163).

As indicated earlier above, this therefore means that the effective training and development systems positively impact on employee productivity and ultimately, organisational performance. Brinkerhoff and Gill (1992: 123) also noted that "high quality training is training that provides the greatest value to training customers, including trainees. . ." However, it has not been fully proven, in as much as it is difficult to prove that when employees value training and development, it automatically transfers to better job performance. In their study, Mathieu, Tannebaum, and Salas (1992) concluded that employees "performed best when they were motivated to learn and reacted positively to training". This explains that when employees are satisfied with their training experiences, they are more likely to commit to their jobs.

4.9. ORGANISATIONAL CONSTRAINTS TO TRAINING AND DEVELOPMENT

The purpose of this question was to establish some of the problems encountered by employees in the training and development systems of their organisation. Interesting responses emerged from the participants, with many of them highlighting the following:

- They are not initially consulted with regards to the training that they need. Instead, the organisation chooses the training to be done on their behalf. One participant put it this way: "I always complete the performance development plan when I sign my performance agreement, but I don't receive the training that I request".

- The criteria used to nominate employees for training is not known by employees.

- Some of the training programmes that they are required to attend are not relevant to their job descriptions.

- Lack of, or poor funding towards training and development activities

The above mentioned responses clearly indicate the ineffectiveness of some of the training and development systems designed for employees. Participants mentioned that there is "lack of consistence in terms of providing necessary training", "few employees are sent for training", "the training is not professional, it is only done for statistics purposes but no relevance", "it is provided at the end of financial year", "unnecessary training just to spend the budget so that they don't return the money", "outdated equipment" and "training is not organised". In confirming the above perceptions from other participants, one participant pointed that the human resources section is so "disorganised because of the wrong, ineffective and irrelevant training" that they receive. Another response was "we don't practice what we would have been trained to do because it is difficult to grasp and it needs a lot of practice". This response highlights the need for the trainers to simplify their methods for the benefit of the trainees because failure to implement what they would have been taught indicates that the training objectives would not have been met. It also shows that perhaps trainers should use the best delivery methods that would make the trainees grasp the concepts in a more understandable way. Organisations, and particularly those who train the employees,

should therefore ensure that the delivery methods used are favourable to the employees. Overall, the responses from the participants echo the need for a well-planned and defined training and development system. They also noted the lack or poor funding for the purposes of training and development.

4.10. WAYS OF IMPROVING THE TRAINING AND DEVELOPMENT SYSTEM

Following the question about the challenges that the employees face with regards to training and development in their respective organisations, they were asked to suggest ways in which they think the systems could be improved. Again, constructive and interesting responses emerged. Below are some important suggestions made by the participants.

- *The need for the management to consult with them prior to giving training.* This is imperative to recognise the various training needs of the employees because most of them highlighted that the training offered to them was not relevant to their specific jobs. The emphasis on identifying training needs was highlighted earlier in this chapter. It is therefore necessary for management to ensure that they do a training needs assessment in order to avoid wasting resources by giving training that is "irrelevant" to some employees. One participant clearly indicated that the organisation should "give training that is required by the employees and not just imposing your ideas on them".

- *Employers should consider performance development plan seriously.* This could be achieved by doing regular surveys on employees to find out their current training needs.

- *The need for more and adequate funding for training and development purposes.* One participant argued that "investing in human resources is investing in the company". This is true, as discussed in Chapter 2 with regards to employee performance and productivity. In this regard, another participant had this to say, "Company should provide funding, which is forever not available but always in the budget".

- *Organisations should comply with their performance development plan*. Participants further mentioned the need for the organisation to have a "defined plan which is honoured by all parties involved", in addition to "outsourcing the training to the relevant skilled people to render effective training".

- *Provision of regular training*. Another participant suggested that the organisation should consider giving training at least twice a year so as to refresh the employees' minds so that they could meet the standards and expectations of the people that they serve.

- *Making available the relevant tools necessary for training activities*. It was also highlighted that the organisations should ensure that the equipment used for training, for example, computers, are available and in good working conditions, as this sometimes affects the progress of the training sessions.

The responses given by the participants were all meant to advance the effectiveness of the training and development practices in their particular organisations.in that view, the following section discusses the key findings based on the objectives of the study.

4.11. DISCUSSION OF KEY FINDINGS OF THE STUDY

The fact that some participants did not know of any training objectives or a defined training plan indicated that training and development activities were done haphazardly in the respective organisations. This is dangerous when it comes to specifically aligning the training needs of the employees with the organisational goals. Lack of a systematic training plan is therefore a hindrance to effective training. From the results of the study, none of the participants indicated that they underwent any training needs assessment, a situation which might discredit the value of the training. An assessment of employees' training needs is vital in determining the actual training needs of the employees, so, if assessment is not done, it is possible to bring in some employees for training that is not relevant to his or her job description and therefore, would not add any value to the employee. This lack of training needs assessment highlights the lack of clear training and development guidelines and

54

policies on the part of the organisations whose representatives indicated as such. It also shows the lack of the culture of training in the organisation, a situation which is detrimental to organisational performance (Ongalo & Tari, 2015).

The results of the study also indicated that some organisations are prepared to invest in training and development of their employees. The fact that some participants in this study acknowledged to have undergone some kind of training and were also attending training courses at the time of the study indicates that organisations do value the importance of training and development of employees. However, what still needs to be emphasised is the breadth and depth of the training and development programmes for them to make a positive impact on both the employees and the organisations. Some participants even suggested that regular training sessions should be done so as to ensure the employees are up to date in terms of their skills, knowledge and competencies. This concurs with Ongalo and Tari (2015) who also highlighted the importance of offering regular training to employees.

Among other things, the results also indicated the importance of training in enhancing employee performance. The results of the study have shown that training and development programmes increases employee competencies and their ability to effectively perform their jobs, in addition to achieving organisational competitive advantage. This is evident in some participants' responses who indicated that training helped them in managing and prioritising their work. This also confirms Khan and Ahmed's (2011), as well as Batool and Bariha's (2012) assertions that employee training positively influences organisational performance. Participants indicated that training and development activities enhanced the way they carried out their tasks and resultantly, their effectiveness. The notion resonates with Cole's (2002) observation that training programmes enhance the knowledge and skills of employees. Quartey (2012) also noted a correlation between training, development and organisational performance. Training and development practices are not only beneficial to the individual employees, they also benefit the organisations that invest in the practices. Improved employee performance also implies enhanced organisational productivity. It is therefore suggested that organisations should design training programs which best suit the specific employee and organisational needs.

The analysis also unveiled other noteworthy trends related to effective training and development activities. Participants highlighted lack of funding, poor performance development plan, as well as lack of consultation with employees regarding their training needs as the major hindrances to effective training. Overall, the results of the study indicated that most of the employees were not motivated by the training and development systems in their organisations. Their perceptions of the training and development practices in their organisations is determined by several factors which include poor planning, poor funding, ineffective and irrelevant training which does not match their job requirements, as well as poor organisation of the training sessions, perhaps as a result of ill-equipped training personnel.

It was further indicated that management should consult with employees prior to implementing any training programmes. This is to identify the training needs of the employees and ensure that the training given to employees is relevant to their job specifications. The need for more funding to be directed towards training and development activities was also highlighted. This confirms the point that training, like any other human resources aspects, should be given the priority and attention it deserves to ensure that employees become equipped with the necessary skills, knowledge and abilities for their jobs. Participants also mentioned that despite having participated in some kind of training, there is need for the training to take place regularly so that their skills and knowledge are in tandem with the ever changing business world. Regular training also helps to boost the employees' confidence, which would also make them comfortable when doing their work.

It has therefore been indicated in the results of the study that investing in human resources means investing in the company. This means that on the part of the organisations, there is a long term benefit from training and developing employees. The results of the study indicated that trained employees are more likely to improve their job performance, they become satisfied in their jobs hence the organisation is not at risk of losing the employee, and they are also motivated to work towards achieving organisational goals. In the same manner, organisations that train their employees have the benefit of improved quality of products, they

tend to retain the existing staff, in as much as they stand a chance of improving their market share.

However, it has been noted that providing high quality training does not guarantee employee retention, because even though training is essential for career development, it does not necessarily influence the employee to remain in a particular job (Acton & Golden, 2003). It has also been proven impossible to assess the link between training and organisational success. It is therefore feasible to justify organisational success based on strategic training (Plant & Ryan, 1994), more especially when organisational success is measured on financial performance.

It is therefore possible to evaluate training and development systems independently from organisational success. Results of training manifest in organisational performance, which is also a result of employee performance. Training results can be assessed by comparing statistical performance indicators prior to, and after training. The indicators might include sales volume, revenue, productivity and cost ratios (Thomas, 1992). Importantly, the effectiveness of training can be measured by the extent to which employees can apply the skills and knowledge gained from training in the work environment and their ability to maintain that over a period of time in the work environment (Pidd, 2004). Again, the effectiveness of training can also be affected by the insufficient transfer of the learning from where the training took place to the workplace environment (Berman et al, 2001).

From the above discussion, it is possible to conclude that training per se is not adequate for the performance of employees. This is because in most cases, training is aimed at improving performance by focusing on the job level and more specifically, knowledge and skills (Rolf, 2002). This means that the training is significantly short term, while resources, especially financial, are wasted and the employees remain confused and frustrated. It has been shown in the results of the study that some participants find it difficult to implement what they would have learnt during training. This implies that inappropriate training strategies would not yield any positive results on the part of the employee. Such inadequate training results from poor

57

planning and poor decision making processes, as indicated by the participants that the management does not consult with them regarding their training needs. This will in turn affect organisational productivity.

4.12. SUMMARY

The findings of this study have indicated that some organisations do not consider the aspect of training and development seriously, as indicated by some participants. It was also highlighted that some employees are not even aware if their organisations have a well-defined training plan, some of them have never undergone any kind of training since joining their organisations. Some participants indicated that even though they participated in some training, they were not informed of the objectives of the training. Some indicated that they are not aware of how they were selected for training, while others indicated that the criteria used for selecting employees for training is not known by the employees. Other participants indicated that only a few employees are selected for training, which for them is not fair because every employee deserves a chance to be trained when necessary.

Based on the findings of the study identified above, it is clear that organisations ought to prioritise training and development, just like any other aspects of the organisation. Training and development of employees should be a 'must' for every organisation, considering the changing corporate environment, as well as the workforce which is becoming more and more diverse. Importantly, organisations need to constantly monitor, evaluate and improve their training and development systems in order to assess its effectiveness as well as to keep abreast of the turbulent business environment. In that view, the following chapter concludes the study by discussing the summary of the study, the implications to different stakeholders, as well as some recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter presented the findings of the study. Based on the results of the study, this chapter presents the summary of the study, conclusions and recommendations. It is important to reiterate that the purpose of this study was to assess the impact of training and development systems on employee performance. It is hoped that the study has made an essential contribution to the field of training and development through the results of the study, as well as the recommendations that are presented in this chapter. The study has indicated the essence of an effective and well-functioning training and development practice in advancing the mission, objectives and vision of an organisation. Given that, below is a discussion of the summary of the study.

5.2. SUMMARY OF THE STUDY AND THE CONCLUSIONS

Chapter 1 provided an overview of the study by highlighting the background information to the study, the problem statement and the focus of the study. The aims and objectives of the study, the significance of the study and the definition of key concepts were also highlighted. Chapter 2 discussed the literature relevant to the study. Among other things, the following were discussed: the definition of employee training and development, the benefits of training to both the organisation and the employees, the role of management in training and development activities, as well as the repercussions of an ineffective training system. The methodology applied in the study was discussed in Chapter 3. The target population and sampling characteristics, the questionnaire, the ethical considerations, were all discussed in depth. Chapter 4 presented the findings of the study. Among other things, the results of the study indicated that while some organisations make efforts to implement training systems, others do not seriously consider the essence of employee training. This was evidenced by the

responses from the employees regarding the training systems in their organisations. It was indicated that most of the organisations do not have well defined training systems, considering the fact that some of the employees are not even aware of the training policies and systems in their organisations, while others indicated to have had training in a long time since they joined their organisations. Reasons for the ineffective training systems in some organisations stemmed from the poor budgets set aside for training purposes, the inability of the management to identify the employees training needs, which resulted in them offering training that is not relevant to the employees' specific jobs. As part of the solutions to the ineffective training systems in their organisations, some employees suggested that more funding should be directed towards training and development of employees. They also suggested the need for regular training so that they keep abreast of the changing business environment. Given the results of the study, the following sections endeavour to present some conclusions, implications and recommendations for various stakeholders, as well as areas that would need further analysis.

The study has shown that training and development is an indispensable facet of human resources management. The human resources function thus ought to ensure that effective employee training and development strategies are implemented, evaluated and improved where necessary. On the part of the human resources function, this entails being innovative, that is, constantly finding new ways of improving employees' capabilities. The importance of skilled, knowledgeable and competent human resources in an organisation cannot be over-emphasised, considering its benefits on organisational performance, productivity and eventually, efficiency. Therefore, employees' knowledge and skills should be fully utilised by ensuring effective training, which would in turn increase organisational performance.

Importantly, the findings of the study reinforce our perspectives regarding the essence of training and development. Essentially, the study has shown the significance of ensuring that training and development systems are at par with the organisational objectives. It has also highlighted the importance of assessing employee needs prior to training. This goes concurrently with the importance of evaluating training and development strategies that would have been implemented and therefore, the room for continuous improvement.

5.4. IMPLICATIONS AND RECOMMENDATIONS

The study has broadened insights with regards to training and development of employees. In that view, human resources managers are being challenged to ensure that they implement training and development strategies that would enable employees to be strategically competent enough to deal with the volatile business environment. Thus, the results of the study are important as they indicate, based on the participants' responses, what to consider important when designing training programs that are meant to increase employee performance. This also includes the fact that organisations ought to desist from seeing training as just a mere operational function, but to view it as a continuous competitive benefit (Fox, 2003). From this perspective, the study has been successful in showing that for the survival of organisations, management should consider training as "a means to an end". The study highlights several implications, especially for the management and the policy makers. Drawing from the findings of the study, the following recommendations are important for different stakeholders.

5.4.1. For management

Regular employee training is imperative on the part of the organisation. Prior to implementing employee training, it is essential to identify employees knowledge and skills deficit in order to maximise employee and organisational efforts. This would also inform the training approaches that are most relevant to the trainees. It also implies the need to sufficiently budget for employee training. In the evaluation of training activities, it is also important to engage the employees themselves in order to get feedback from them and even in decision making processes. This is important as it helps employees to improve on the areas that they could have not done well. In order to support employee training efforts and to improve their performance, a performance reward system could be designed. Management should also ensure that the organisational working conditions are conducive for the employees. This also entails ensuring that employees are afforded all the necessary resources to execute their jobs, for instance, office equipment. Importantly, management should ensure that training programs are properly aligned with the objectives and goals of organisations,

while at the same time also bearing in mind the needs and priorities of employees. Eventually, the effectiveness of the training should tally with the organisational objectives.

Management could also influence the efficiency and effectiveness of training and development to produce the desired outcomes. Their perception and decisions about training could enable or deter the effectiveness of training. Therefore, management has to be well-informed and become active investors in training and development activities. Being well-informed means being knowledgeable in the research area of training and development for them to be able to make informed decisions. If management is knowledgeable about the effectiveness of training and development, it is more likely to become active in training and development investment. Being active entails knowing what influences effective training, deliberating on aspects that contribute to organisations addressing the correct training needs, as well as confirming that the appropriate training methods are implemented. It also entails the management participating in training in various ways, for instance, just being in attendance or being part of the presenters, motivating employees to attend training, while at the same time engaging them about the benefits of training. Management should thus perceive training as an investment and not a cost. Failure to invest in training and development activities could put organisations at competitive disadvantages.

5.4.1.1 Motivating employees to participate in training

Management should motivate employees to learn through training. This entails engaging with employees prior to training, then the conversations should motivate the right employees to participate, of course with the right anticipation. If employees are warned of after training follow-ups, they are more likely to pay attention during training (Fox, 2003). The timing and content of training should be relevant in order to increase interest and reduce skill decay afterwards. In other words, motivation allows trainees to learn more and therefore, could apply the trained skills on the job. The effectiveness of training could be driven by promoting on-going learning. It is a fact that much of learning does not take place in formal training conditions, but rather in continuous learning on the job. This implies the need to ensure that

employees have access to the tools and knowledge sources that they could utilise after training, when they institute communities of practice and learn from each other.

5.4.1.2. Investing in technologies

Technology enables learning. This means that management should provide employee with the relevant technologies which are well-designed to stimulate learning. This point was highlighted by one of the participants that management should ensure that the equipment necessary for training, for example, computers, is available and in good working conditions as they sometimes frustrate the employees when these tools are not working properly during training. This goes in hand with well-designed instructional strategies.

5.4.1.3 Training should address employee needs

Sub-optimal training often results from the failure to diagnose the training needs of the employees. Management should engage the training developers in determining employee needs prior to training. This also includes understanding the employees' current competencies and characteristics so as to get a sense of what they need to know. Training should thus be designed in such a way that by the end of the training, trainees should have a strong self-efficacy which in turn allows them to apply what they would have learned on the job.

5.4.2. For policymakers

Policymakers play a huge role in determining the results of training during the designing and reviewing of training policies. Training related polices should promote intelligent investments, implying that funding should be channelled towards training initiatives which are more likely to succeed. This ensures that the right skills would be developed.

Policy makers should ensure that training programs are of standard quality to ensure that employees enhance their skills according to set standards. Training and development strategies should clearly indicate the employee and organisational performance objectives, and these should be communicated to the trainees as well. They should also be current and being at the same level with the ongoing improvements in the business world. This means that policies should be regularly reviewed in order to ensure that that they are corresponding with the current needs of the business environment and the employees as well.

5.4.3. For the Employees

Employees should appreciate the essence of training as meant to improve their professional knowledge and skills. This implies the need to actively participate in training programs designed for them, as this gesture does not only benefit them as individuals, but also the organisation and the society at large. This also calls for employees to have a positive attitude towards training, being proactive and innovative in their efforts to enhance their skills.

5.5. LIMITATIONS AND AREAS FOR FUTURE RESEARCH

This study focused on how training and development practices affect employee performance. However, there are other factors that affect employee performance in any organisation. These include the reward system, employees' level of education, job satisfaction and employee motivation. These areas have not been explored in this study and therefore, can also be investigated to establish how they affect employee performance. Another study could also focus on the gender aspect, looking at how training and development programs affect men and women and see if they are affected in the same way or not. A study of this nature would add more literature to the field of training and development.

The fact that some participants indicated that they have undergone training a few times highlights the need to raise awareness on the significance of training and development

practices on both the employees and their organisations. Thus, research in this particular area would help organisations realise the essence and benefits of employee training. Another study might also focus on the effectiveness of different training methods, that means a comparative study would be carried out in which employees are exposed to different training approaches in order to identify which approach is more effective than the other. The aim of the study would be to establish if the delivery methods really impact on employee performance.

5.6. CONCLUDING REMARKS

This study has highlighted the benefits of employee training and development. It has been shown that employee training and development is imperative and therefore, organisations should strive to invest in this aspect as they would in the long run achieve returns on their investments. As human capital, there is need to invest in employees so as to enable their performance and ultimately, organisational productivity and its competitive advantage.

Monitoring and evaluation of training programs is also very important in every organisation, as it helps to evaluate the effectiveness of the training and development initiatives. The fact is that more effective training and development activities enhance the employees in terms of their knowledge and skills. An organisation that has competent employees with up to date skills and knowledge is less likely to continuously hire employees and therefore, it also reduces the costs of recruiting employees. Feedback from the employees is also necessary as it helps to realise some deficiencies in the training programmes, which would then be addressed. An important observation made in the study is that prior to implementing training programmes, organisations must first identify the training needs of the employees. This helps in providing training programmes that are most appropriate to the individual employees.

Finally, the study has indicated that training does not work like a once off event, but should rather be taken as a system important for enhancing learning and improving on-the-job performance. In that view, training research should thus focus on informing and guiding how

to design effective training. In other words, a well-designed training produces the desired results hence, what organisations do around training clearly influences the training results.

REFERENCES

Acemoglu, D. and Pischke, J. (1999) Beyond Becker: Training in imperfect labour markets. *The Economic Journal*, 109: 112-114.

Afshan, S., Sobia, I., Kamran, A. & Nasir, M. (2012) Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*. 4 (6).

Allen, D.G., Shore, L.M. and Griffeth, R.W. (2003) The Role of Perceived Organizational Support and Supportive Human Resource Practices in the Turnover Process. *Journal of Management*, 29, 1, 99–118.

Armstrong, M. (2009) *Handbook of Human Resource Management Practice*. 11th ed. Philadelphia: Kogan. Page: 1062.

Armstrong, M. (2010). *A Handbook of Performance Management*, 4th edition. New Delhi: Kogan Page Limited, London, 2010.

Arthur, J. B. (1994) Effects of human resource systems on manufacturing performance and turnover. *The Academy of Manufacturing Performance*, 37(3): 670-687.

Arthur WJ, Bennett WJ, Edens P, Bell ST. (2003) Effectiveness of training in organizations: a met-analysis of design and evaluation features. *Journal Applied Psychology*. 88:234–45.

Asare-Bediako, K. 2008. Professional Skills in Human Resource Management 2nd ed. Asare-Bediako 7 Associate Limited, 277 Windy Hills.

Asfaw, A.M., Argaw, M.D. and Bayissa, L. (2015) The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia. *Journal of Human Resource and Sustainability Studies*, **3**, 188-202.

Barber J. (2004) Skill upgrading within informal training: lessons from the Indian auto mechanic. *International Journal of Training and Development*, 8:128–39.

Barrett, A., & O'Connell, P. J. (2001) Does training generally work? The returns to in-company training. *Industrial and Labour Relations Review*, 54(3): 647-662.

Bartel, A.P. (2000) Measuring the Employer's Return on Investment in Training: Evidence from the Literature. *Industrial Relations,* 39, 3, 502–524.

Bartlett, K.R. (2001) The Relationship between Training and Organizational Commitment: A Study in the Health Care Field. *Human Resource Development Quarterly*, 12, 4, 335–352.

Beardwell, I. & Holden, L. (1998). Human Resource Management: A contemporary perspective. New Delhi: Macmillan India Limited.

Becker, G. S. (1993) *Human capital: A theoretical and empirical analysis with special reference to education (3rd Ed.).* Chicago, IL: University of Chicago Press

Becker, H. S. (1960) Notes on the concept of commitment. *The American Journal of Sociology*, 66(1): 32-40.

Bishop, J. (1993) A program of research on the role of employer training in ameliorating skill shortages and enhancing productivity and competitiveness. *EQW Working Papers*. The National Center on Educational Quality of the Workforce. Philadelphia, PA: University of Pennsylvania.

Blau, G. J., and Boal, K. B. (1987) Conceptualizing how job involvement and organizational commitment affect turnover and absenteeism. *The Academy of Management Review*, 12(2): 288-300.

Blumberg, B., Cooper, D. & Schindler, P. (2008) *Business Research.* 2nd European Edition ed. London: McGraw-Hill Education (UK).

Blundell, R., Dearden, L., Meghir, C. and Sianesi, B. (1999) Human Capital Investment: The Returns from Education and Training to the Individual, the Firm and the Economy. *Fiscal Studies*, 20(1): 1-23.

Brinkerhoff, R. & Gill, S. (1994) *The learning alliance*. San Francisco: Jossey-Bass.

Brinkerhoff, R. & Gill, S. (1992) Managing the total quality of training. *Human Resource Development Quarterly, 3* (2), 121-131.

Brinkerhoff, R. (1997) Are you expecting enough from training? Self-Management Institute Special Report [On-line]. Available: http//self-management.com. Accessed: 14 /03/2015.

Broad, M. & Newstrom, J. (1992) *Transfer of training: Action packed strategies to ensure high payoff from training investments*. Reading, MA: Addision-Wesley.

Bryman, A. (1988) *Quantity and quality in social research*. London: Routledge.

Burke, R. J. (1995) Benefits of formal training courses within a professional services firm. *The Journal of Management Development*, 14(3): 3-13.

Buckley, R., & Caple, J. (1990) *The theory and practice of training*. San Diego: University Associates, Inc.

Callahan, B. (2000) Life-long learning pays off. Industrial Distribution, 89 (5), 116.

Carayon, P. (2012). *Human factors and ergonomics in health care and patient safety* (2nd ed.). Boca Raton, FL: Taylor & Francis.

Cascio, W. (1994) Documenting training effectiveness in terms of worker performance and adaptability. *EQW Working Papers*. The National Center on Educational Quality of the Workforce. Philadelphia: University of Pennsylvania.

Chaminade B (2007) *A retention checklist: how do you rate?* Available at: www.humanresourcesmagazine.co.au. Accessed: 21/10/ 2014.

Chiaburu, D. S., Van Dam, K., & Hutchins, H. M. (2010). Social support in the workplace and training transfer: A longitudinal analysis. *International Journal of Selection and Assessment, 18*, 187–200.

Cole, G. A. (1997). Personnel Management 4th ed. Ashford Colour Press, Gasport Great Britain.

Cole, G.A. (2002) Personnel and Human Resources Management, 5th ed. Continuum London: York Publishers

Davies, M.B. (2007) *Doing a successful research project*. New York: Palgrave MacMillan.

Dauda, D. Y., & Akingbade, W. A. (2011). Technological change and employee performance in selected manufacturing industry in lagos state of nigeria. *Australian Journal of Business and Management Research,* 12.

Dalziel, S. (1994) The benefits of training and development. In J. Prior, (Ed.), *Gower handbook of training and development* (2nd Ed.). Hampshire, England: Gower Publishing Ltd.

Deacon, D., Pickering, M., Golding, P., and Murdock, G. (1999) *Researching communications: a practical guide to methods in media and cultural analysis*.   London: Arnold.

Debrah, Y. A. & Ofori, G. (2006) Human Resource Development of Professionals in an Emerging Economy: the Case of the Tanzanian Construction Industry. *International Journal of Human Resource Management* 17 (3) 440 – 463.

DeCenzo, A. D, & Robbins, P. S. (2000). Personnel / Human Resource Management 4th ed. Prentice-Hall, New Delhi, India

Dillich, S. (2000) *Corporate universities*. Computing Canada, 26 (16), 25.

Dobbs, K. (2000). Tires Plus takes the training high road. *Training*, 37 (4), 56-63.

Eck, A. (1993) Job-related education and training: their impact on earnings. *Monthly Labour Review,* 116(10): 21-38.

Enalga, A. and Imran, A. (2013) The Effect of Training on Employee Performance. *European Journal of Business and Management.* Vol.5, No.4, 2013.

Evans, P., Pucik V. & Barsoux J-L (2002) *The Global Challenge: Framework for International Human Resource Management.* Boston: McGraw-Hill.

Falola, H. O., Osibanjo, A. O. and Ojo, S.I. (2014) *Effectiveness of training and development on employees' performance and organisation competitiveness in the Nigerian banking industry.* Bulletin of the *Transilvania* University of Braşov Series V: Economic Sciences • Vol. 7 (56) No. 1 - 2014

Feldman, D. (2000). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. *American Behavioral Scientist*, 43, 1286-1301.

Fontana, A. and Frey, J.H. (1994) Interviewing: The art of science. In Denzin, M.R. andLinc oln, Y.S. (Eds) *Handbook of qualitative research*. London: Sage

Ford, J. K., Kraiger, K., & Merritt, S. (2010). The multidimensionality of learning outcomes revisited. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 135–165). Mahwah, NJ: LEA.

Frazis, H. J., and Speltzer, J. R. (2005) Worker training: What we've learned from the NLSY79. *Monthly Labour Review,* 128(2): 48-58.

Fricker, J. (1994) Training for change: an investment in people. In J. Prior (Ed.), *Gower handbook of training and development* (2nd Ed.) Hampshire, England: Gower Publishing Ltd.

Gaba, D. M. (2010). Crisis resource management and teamwork training in anaesthesia. *British Journal of Anaesthesia, 107*(3), 3–6.

Garger, E. M. (1999) Goodbye training, hello learning. *Workforce*, 78 (11), 35-42.

Greengard, S. (2000) Going the distance. *Workforce*, 79 (6), 22-23.

Garrow, V. (2004) Training and Development and the Psychological Contract. *Training Journal*, April 8–10.

Gerbman, R. V. (2000) *Corporate Universities 101*. HR Magazine, 45 (2), 101-106.

Glance, N.S., Hogg, T., and Huberman, B.A. (1997) Training and turnover in the evolution of organizations. *Organization Science*, 8(1): 84-96.

Goldstein I.L, Ford J.K. (2002) *Training in Organizations*. Belmont, CA: Wadsworth. 4th Ed.

Goldstein, I., & Gilliam, P. (1994) Training systems issues in the year 2000. In C. Schneier, C. Russell, R. Beatty, & L. Baird, (Eds.) *The training and development sourcebook* (2nd ed.). Amherst, MA: HRD Press.

Green, F., Felsted, A., Mayhew, K., & Pack, A. (2000) The impact of training on labour mobility: Individual and firm-level evidence from Britain. *British Journal of Industrial Relations*, 38(2): 261-275.

Ghauri, P. & Grönhaug, K. (2005) *Research Methods in Business Studies: A Practical Guide.* 3rd Ed. London: Prentice Hall.

Grobler, P., Warnich, S., Carrell, R., Elbert, F. and Hartfield, D. (2004). Human resource

management in South Africa *(*3rdEd). UK: Thomson Learning.

Hazier, J. and Render, B. (2006). Operations management (8thEd) New Jersey: Pearson Education.

Hampel, P.S. and Martinsons, M.G. (2009). Developing international organizational change theory using cases from China. Human Relations, 62(4), 459-99.

Hansen, A., Cottle, S., Negrine, R., & Newbold, C. (1998) *Mass communication research methods*. London: Macmillan.

Heathfield, S. M. (2012). Training: Your investment on people development and retention. About.com Guide. Human Resource [on-line]: http://humanresources.about.com/od/educationgeneral/a/training_invest.htm.Accessed 19/12/2015

Holsti, O.R. (1969) *Content analysis for the social sciences and humanities*. Reading. MA: Addison-Wesley.

Human Technology, Inc. (1993) *Department of Justice training and development project task 3 report: Training and development framework and descriptions of best practices*. Human Technology, Inc.: McLean, VA.

Huselid, M. A., & Becker, B. E. (2011). Bridging micro and macro domains: Workforce differentiation and strategic human resource management. *Journal of Management, 37*, 421–428.

Jankowicz, A.D. (2005) *Business research projects*. 4th Edition. Chapman and Hall, North Yorkshire.

Johnston, I., & McClelland, B. (1994) The changing environment. In J. Prior (Ed.), *Gower handbook of training and development* (2nd Ed). Hampshire, England: Gower Publishing Ltd.

Kamoche, K. (2002) Introduction: Human Resource Management in Africa. *International Journal of Human Resource Management*. 13,7, 993–997.

Kamoche, K., Yaw. D., Frank, H. & Gerry, N. M. (2004) *Managing Human Resources in Africa.* London: Routledge.

Kanki, B. G., Helmreich, R. L., & Anca, J. (2010). *Crew resource management* (2nd ed.). San Diego, CA: Academic Press.

Kaufman, B., & Hotchkiss, J. (2006) *Economics of Labour Markets* (7th Ed.) Mason, OH: Thomson South-Western.

Keith, N., & Frese, M. (2008). Effectiveness of error management training: A meta-analysis. *Journal of Applied Psychology, 93*, 59–69.

Kennedy, P.E, Chyung, S.Y, Winiecke, D.J., Brinkerholff, R.O. (2013): Training professionals' usage and understanding of Kirkpatrick's Level 3 and Level 4 evaluations. In: *International Journal of Training and Development* 2013, 18:1.

Kopp, G., & Burkle, M. (2010). Using second life for just-in-time training: Building teaching frameworks in virtual worlds. *International Journal of Advanced Corporate Learning, 3*, 19–25.

Kottke, J. L. (1999) Corporate universities: Lessons in building a world-class work force (revised). *Personnel Psychology*, 52, 530-533.320.

Krueger, A., and Rouse, C. (1998) The effect of workplace education on earnings, turnover, and job performance. *Journal of Labour Economics*, 16(1): 61-94.

Kvale, S. (1996) *Interviews: an introduction to qualitative research interviewing.* Thousand Oaks: Sage.

Leonard, Bill. (1998). *HR Magazine*, July 1998, vol. 43 Issue I, p. 22-25.

Logan, J. K. (2000). Retention tangibles and intangibles: More meaning in work is essential, but good chair massages won't hurt. *Training and Development*, 54 (4), 48-50.

Lowenstein, M. A., & Speltzer, J. R. (1999) General and specific training: Evidence and implication. *The Journal of Human Resources*, 34(4): 710-733.

Lynch, L. M. (1991) The role of off-the-job vs. on-the-job training for the mobility of women workers. *American Economic Review,* 81(2): 151-156.

Lynch, L., & Black, S. (1996) *Beyond the incidence of training: Evidence from a national employer survey.* The National Centre on the Educational Quality of the Workforce. Philadelphia: University of Pennsylvania.

Lynch, L. M., & Black, S. E. (1998) Beyond the incidence of employer-provided training. *Industrial and Labor Relations Review, 52(1): 64-81.*

Mathews, B.P. & Redman, T. (1997) The attitudes of service industry managers towards upward appraisal. *Career Development International,* 2(1): 46-53.

Meister, J. C. (1998) Ten steps to creating a corporate university. *Training and Development*, 52 (11), 38-43.

Mehrdad, A., Mahdi, S., Ali, S. (2009) *A Study of on the Job Training Effectiveness: Empirical Evidence of Iran*. In: International Journal of Business and Management, Vol. 4 (2009), No. 11, p. 63-68.

McConnelll, R.C. (2004). Managing employee performance. *Journal of Health Care Management*, 23(3):273–283.

McCourt, W. & Derek, E. (2003) *Global Human Resource Management: Managing People in Developing and Transitional Countries*. Cheltenham, UK: Edward Elgar.

Moses, B. (1999) *Career planning mirrors social change.* The Globe and Mail [On-Line]. Retrieved January 18 2016. Available at: http://www.bbmcareerdev.com/careerplan.html

Mullins, J. Laurie. (2007). *Management and organizational Behaviour* 8th ed. Prentice Hall. Pearson Education, Edinburg Gate.

Nel, P.S., Van Dyk, P.S., Hassbroek, G.D., Schultz, H.B., Sono, T. and Werner, A. (2005). *Human resources management* (6thEd). Cape Town: Oxford University Press.

Noe, A.R., Hollanbeck, R.J., Gerhart, B. and Wright, P.M. (2003). Human Resource Management (3rd Ed) USA: McGraw-Hill.

Noe, R. J. et al. (2008) Human *Resource Management: Gaining a Competitive Advantage*. 6th ed. New York: Mc Graw Hill.

O'Herron, P., and Simonsen, P. (1995) Career development gets a charge at Sears Credit. *Personnel Journal*, 74 (5), 103-106.

Ongalo, E.A. and Tari, J. (2015) Effect of Employee Motivation Strategies on Organizational Performance: A Case of Electricity Generating and Distribution Firms in Kenya. *European Journal of Business and Management*, **7**, 55-65

Owens, P. L. (2006) One more reason not to cut your training budget: The relationship between training and organizational outcomes. *Public Personnel Management*, 35(2): 163-171.

Perry, B. (2007). Organizational management and information systems Oxford: Elsevier.

Powell, K. S., & Yalcin, S. (2010). Managerial training effectiveness. *Personnel Review, 39*, 227–241.

Quartey, S.H. (2012) Effect of Employee Training on the Perceived Organisational Performance: A Case Study of the Print-Media Industry in Ghana. *European Journal of Business and Management*, **4**, 77-87.

Redman, T. & Snape, E. (1992) Upward and onward: can staff appraise their managers? *Personnel Review*, 21(7): 32-46.

Reed, R., & Vakola, M. (2006). What role can a training needs analysis play in organisational change? *Journal of Organizational Change Management, 19*, 393–407.

Rothwell, W., & Kazanas, H. (1994) *Planning and managing human resources: Strategic planning for personnel management* (rev ed.). Amherst, MA: HRD Press.

Rothwell, W.J. and Kazanas, H.C. (2006). Planning and managing human resources (2nd Ed) Mumbai: Jaico.

Rosenwald, M. (2000) *Working class: More companies are creating corporate universities to help employees sharpen skills and learn new ones*. Boston Globe, H1.

Salkind, N. (2009) *Exploring Research.* 7th ed. Chicago: Pearson Prentice Hall.

Salas, E., & Kozlowski, S. W. (2010). *Learning, training, and development in organizations: Much progress and a peek over the horizon*. New York, NY: Taylor and Francis.

Satterfield JM, Hughes E. (2007) Emotion skills training for medical students: a systematic review. *Medical Education*, 41:935–41.

Saunders, M., Lewis, P. & Thornhill, A. (2003) *Research Methods for business students*. London: Pearson Education Limited.

Seidman, I.E. (1991) *Interviewing as Qualitative Research: a guide for researchers in Education and the social sciences*. New York/London: Teachers College Press.

Sekaran, U. (2006) *Research methods for business: a skill building approach*. 4th edition. John Wiley and sons (Asia).

Scholl, R. W. (1981) Differentiating organizational commitment from expectancy as a motivating force. *Academy of Management Review*, 6(4): 589-599.

Singh, R., & Mohanty, M. (2012). Impact of Training Practices on Employee Productivity: A Comparative Study. *Interscience Management Review, 2* (no.2), 87-92.

Sultana, A., Irum, S., Ahmed, K., & Mehmood, N. (2012). impact of training on employee performance: a study of telecommunication sector in pakistan. *Interdisciplinary journal of contemporary research in business, 4* (6), 646-661.

Steers, R. M. (1977) Antecedents and outcomes of organizational commitment. *Administrative Science Quarterly*, 22(1): 46-56.

Thompson, L.L. (2004). Making the team: A guide for managers. *(*2nd Ed). New Jersey: Pearson Prentice Hall.

Vemić, J. (2007) Employee Training and Development and the Learning Organization. *In: FACTA UNIVERSITATIS Series: Economics and Organization.* Vol. 4(2007), No 2, p. 209-216.

Wagner, S. (2000) Retention: Finders, keepers. *Training and Development*, 54 (8), 64.

Yin, R. (2003) Case Study Research: Design and Methods. 3rd Ed. Applied Social Research Methods, Vol. 5.

Zemsky, R., & Oedel, P. (1996) *Closing the gap: Private and public job training*. EQW Working Papers. The National Center on Educational Quality of the Workforce Issues, No. 10. Philadelphia: University of Pennsylvania.

APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE

APPENDIX 2: QUESTIONNAIRE

The purpose of this survey is to get the respondents' perceptions of the training and development practices and how they impact on employee performance. Questionnaire is administered anonymously, so please answer the following questions as sincerely as possible.

A: Demographic information

1. Gender: a) Female ( )   b) Male ( )

2. Age: a) 18 – 25 ( )   b) 26 – 35 ( )   c) 36 – 45 ( )   d) 46 – 55 ( )   e) 56 – 59 ( )

3. Marital status: a) Single ( )   b) Married ( )   c) Divorced ( ) d) Other ( )

 4. What is your highest educational qualification: ………………………………………

B. Organisational and Training information

5. Size of the firm:

 a) Large: over 250 employees

 b) Medium: 50-250

 c) Small: less than 50

6. In which Department do you work: …………………………………………………….

7. Rank: ……………………………….…………………………….

8. **How long have you worked for your organization?** ……

9. Does your organisation have any defined training plan?

a) Yes ( )   b) No ( )   c) I don't know ( )

10. Have you had any form of training since you joined the organization? a) Yes ( ) b) No ( )

11. If you answered yes to question 9, how long ago did you get the training?

  a) 1 – 6 months   ( )

  b) 7 – 12 months ( )

  c) 1- 3 years   ( )

  d) Over 4 years   ( )

12. What kind of training did you participate in? Please specify

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

13. How were you selected for training? Circle as many answers if possible.

       a) On joining the company   ( )

       b) Supervisors recommendation   ( )

       c) Compulsory for all employees ( )

       d) Upon employee request   ( )

       e) Performance appraisal   ( )

       f) Don't know   ( )

14. What were the objectives of your training?

a) To help improve performance   ( )

b) To acquire more skills   ( )

c) All of the above   ( )

d) Other. Specify …………………………………………………………….

15. How often do you undergo training?

a) Quarterly   ( )

b) Every six months   ( )

c) Once a year   ( )

d) Every two years   ( )

e) No specific schedule   ( )

16. How has your most recent training impacted on your skills?

……………………………………………………………………………………………………

…………………………………………………………………………………………………….

17. How would you rate the quality of the training programme/s for which you have participated recently?

a) Very poor   ( )

b) Poor   ( )

c) Average   ( )

d) Good   ( )

e) Very good   ( )

f) Excellent   ( )

18. How relevant were the trainings you received to your work recently?

a) Not relevant at all   ( )

b) Not relevant   ( )

c) Not sure   ( )

d) Effective   ( )

e) Very effective   ( )

19. In your opinion, do you think training has helped improve your job performance?

a) Yes ( )   b) No ( )

20. Would you require further training for motivation towards performance improvement to enable you contribute to increased productivity?

a) Yes ( )   b) No ( )

If "yes" to the question above, please provide reasons as to what kind of training you would need and why.

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……

21. What problems have you encountered or you still face with regards to training and development within your organisation?

……………………………………………………………………………………………………
…………………………………………………………………………………………… …………………………………

22. Are there organizational issues that constrain training and development in your organisation?

Yes ( )   No ( )   Not Sure ( )

23. If you said yes to the above question, indicate organizational issues by ticking (tick as many as is relevant)

a) Employees failure to understand the training needs of the organisation ( )

b) Lack of top management support for the training and development processes ( )

c) Inadequate resources (finance, people and time) for the training purposes ( )

d) Other (s) …………………………………………………………………………..

24. Please describe any ways you think training and development practices in your organisation could be improved.

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

25. In your opinion, which human resource related factor that you think is more important for success in your job?

      a) Employee satisfaction and loyalty   ( )
      b) Well trained and motivated employees   ( )
      c) Employee creativity   ( )
      d) Other. Specify_____

26. Any other information about the training that you would want me to know

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you!

16 February 2016

Mr Thembinkosi Mzimela (213570596)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Mzimela,

Protocol reference number: HSS/1776/015M
Project title: Employee perceptions of training and development practices in the Information and Technology Sector, KwaZulu-Natal, South Africa

Full Approval – Expedited Approval
In response to your application dated 03 December 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Mr C Chikandiwa
cc Academic Leader Research: Dr Muhammad Hoque
cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville