ASSESSING THE EFFICACY OF INTEGRATING HUMAN RESOURCE DEVELOPMENT WITH ORGANIZATION STRATEGY AS A PRECURSOR TO STRATEGIC MANAGEMENT IN THE EASTERN CAPE LEGISLATURE (2006-2012)

A MINI DISSERTATION SUBMITTED

BY

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DEDICATION

This dissertation is dedicated to my family, my wife Daphne, my first born son Luyanda who always encouraged me to work hard in my research work my two sons and one daughter Thandile, my church family who always supported me.

ABSTRACT

This research article studies the factors that are likely to affect the visible part of human resource development (HRD) . the use of HRD activities in the Legislature Sector. It is argued that the active use of HRD activities as such does not indicate the role HRD plays in a Legislatures business: rather, one has to pay attention to HRD orientation that captures the paradigm of an organization as regards the development of people.

In this empirical study of Legislature Sector, several factors related to the organization, strategy, HRD function, and HRD person are identified as meaningful predictors of HRD orientation. Results imply that the outcomes of HRD are also dependent on factors outside the traditional authority of HRD function. The model that is formed based on the results helps those involved in HRD to understand the inherent linkages and holistic nature of people development in organizations.

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CHAPTER 1: BACKGROUND AND RATIONALE FOR THE STUDY

1.0 GENERAL INTRODUCTION OF THE STUDY

Education, training, and development (ETD) as an occupation has developed significantly over the last few years. The reason for this is the realisation of the need for skilled people in an organisation (Meyer, Mabaso & Lancaster). The ETD role is therefore essential especially in a country like South Africa in which is human resource are under developed and their potential has not being realised.

The field of human resource development (HRD) has evolved so rapidly over the last few years of our democracy. Following the election of the first democratic Government on the 27 of April1994 one of the new important tasks was to establish an equitable society in which all citizens could enjoy equal rights, access to social and economic development, Human resource development strategy 2002-2006:2.2.1. The importance of managing (HRD) from a strategic point of view has evolved rapidly over the last past years.

The newly founded Parliament was established and was based on the values and prescripts of the Constitution of the Republic of South Africa 1996. The Eastern Cape Legislature (ECPL) is one of the nine provincial Legislatures that were established in 1994 in terms of the same values and prescripts of the Constitution of South Africa.

The Constitution vests the legislative authority of a province in that province's Legislature are provided for in schedule four and five and section 104 (1)(b). Since the first democratic elections, significant transformational changes have occurred through legislative processes. The years 1994 to 2004 saw a sustained focus on eradicating the old statute books of discriminatory legislation and laying a foundation for democratic and open society. South Africa saw the introduction of much legislation. From the above, it can be concluded that there was a radical lack of integration on many levels. Therefore, in order to break down the separateness, a new structure had to be designed.

The South African Qualification Act (SAQA) and the Skills development Act (SDA) were therefore introduced to do away with this separateness and to ensure the integration of education and training in order to have a close link between theory and the world of work and remove the barriers that existed in the previous dispensation. The mission of the National Skills Development Strategy III is to increase access to high quality and relevant education and training and skills development opportunities, including workplace planning and experience, to enable effective participation in the economy and society by all South Africans and to reduce inequalities (NSD 111). The NSD III seeks to promote a skills development system and architecture that effectively responds to the needs of the labour market and social equity, while seeking to promote closer links between employers, training institutions and Sector Education Training Authorities (SETAs).

The Department of Labour introduced guidelines to implement the SDA. According to the SDA, employers were forced to budget 1% of the total salary budget for skills development. All government departments were forced to do the same and Sectoral Education Authorities were established based on prescripts of the Law that governs skills development.

South Africa developed a National Skills Development Strategy I, II, and III to overcome the shortage of skills in the country. This was done through working with various SETAs and with other bodies in order to address the imbalances of the past and to deal with accreditation of training through SAQA and through National Qualification Frameworks (NQF) bodies to address unemployment. Higher Education Institutions (HEIs) and Further Education and Training (FETs) were also expected to address the shortage of skills.

In the year 2002, each SETA and each Province prepared skills plans. These provided an overview of each sector in each province, highlighted trends that might affect job prospect and skills development needs in identifying priorities for action. This strategy was launched in February 2001 and sets priorities for skills development until 2005. The Department of Labour was then tasked with the responsibility of transforming the vision of the strategy into reality. The key driving course according to the NSDI is to improve the effectiveness and efficiency of the skills development systems. The strategy represents an explicit commitment to

encourage the linking of skills development to career path, career development and promoting sustainability increase the employment of the unemployed youth in-work progression. The context of skills development is not only as a way to improve capacity for individual employees of the state, but it constitute the most important vehicle available to the state to achieve its goals by changing the employment sector of whole of South Africa society.

The strategy opens up the opportunity for the country to benefit from better co-ordination and alignment of developmental initiatives that are already taking place in both the public sector and private sectors. It is important for South Africa's developmental needs and the specific shortage of skills that currently exist in all sectors of the economy. In his address in his address during the launch of the strategy, the Minister of Public Service and Administration made mention of the reality that South Africa's development opportunity translates into greater the Strategy provide a better mechanism for monitoring and evaluation of the development effort, to enable it to actualize its constitutional mandate of creating better life for all (Human Resource Development Strategy for the Public Service 2002-2006).

In its strategic objective, the ECPL aims to increase the capacity of members of ECPL (MPLs) and officials, including the development of knowledge and skills and the support for MPLs to do their primary responsibility of passing laws and do oversight to department that include effective involvement of public participation. The capacitation of members and officials of the Legislature is critical in the performance of their constitutional mandate. The on-going development and training to ensure that the necessary knowledge and skills is of utmost importance to MPLs. Building the capacity in the legislature requires an increase in specialised skills and the development of knowledge and skills. A number of long-term and short-term programmes were adopted by the Rules Committee and the strategic objective on the administration side also adopted the same approach to increase the capacity of the support staff to MPLs by giving them special programmes and introducing a bursary scheme for personal development.

This chapter begins with the general introduction to the study which introduces the strategic objective the ECPL to increase the capacity of its members and officials, including the development of knowledge and skills and the support for MPLs to do their primary responsibility of passing laws and do oversight to department that include effective involvement of public participation. The study then examines the statement of the problem whereby the researcher saw the need for research in this area in order to assess the efficacy of integrating human resource development with organization strategy as a precursor to strategic management in the Eastern Cape Legislature from 2006 to 2012. Two research objectives are identified in this chapter, the first being to assess the efficacy of human resource training and development strategy in the ECPL in relation to the needs of the core business of the legislature and the second being to examine the integration of the Legislature HRD Strategy in relation to the national Skills Development Strategy that seeks to address the shortage of skills within all the economic sectors of the country. The main research question and its subsidiary questions are identified, followed by the significance of the study.

In terms of the research design and methodology, this study informs readers that both qualitative and quantitative research approaches were used in to obtain data from respondents. The target population and the sampling techniques are identified, followed by data collection methods and procedures.

Data analysis, scope and limitations of the study, clarification of terms, ethical considerations and the preliminary framework for the research are items that featured towards the end of this chapter.

1.2 STATEMENT OF THE RESEARCH PROBLEM

According to Kumar (2005:40), the research problem is like the foundation of a building because the type and design of the building is dependent upon the foundation. Therefore, the research problem of this study was based on the notion that according to data from Statics South Africa, South Africa lacks highly-skilled human resources. The state has had to look for possible means to address the skills shortage and to alleviate the inherited problem from the previous regime. Since the Eastern was then divided into a homelands system in where learners went through

the Bantu education system, it was also affected by a skills shortage. It follows then that the Eastern Cape legislature's core function is to make and repeal all provincial laws and those laws that were used by the previous regimes. The Eastern Cape legislature's core function is to make and repeal all provincial laws and those laws that were used by the previous regimes.

In view of this, the researcher saw the need for research in this area in order to assess the efficacy of integrating human resource development with organization strategy as a precursor to strategic management in the Eastern Cape Legislature from 2006 to 2012. This study assess the reasons why there are still some old Bantustan laws 20 years after democracy; whether it is a capacity or a strategy problem to develop skills and knowledge of MPLs and staff of the EC Legislature to ensure that service delivery takes place; whether the skills provided to MPLs and staff are apt to equip them to perform their constitutional mandate of oversight to the Executive and to all organs of the State. To be able to answer this problem one needs to look at the strategic objective on capacity building and skills development plan of the legislature.

1.3 RESEARCH OBJECTIVES

This study's objectives were:

To assess the efficacy of human resource training and development strategy in the ECPL in relation to the needs of the core business of the legislature.

To examine the integration of the Legislature HRD Strategy in relation to the national Skills Development Strategy that seeks to address the shortage of skills within all the economic sectors of the country.

1.4 RESEARCH QUESTION

The main research question for this study is: To what extent do Human Resource Development Strategies lead to effective service delivery in the Eastern Cape Legislature in fulfilling its mandate of Law-making, oversight and public participation?

The researcher particularly wanted to know the following:

1. What challenges are faced by Eastern Cape Legislature in implementing the HRD Strategy as adopted by the National Government?
2. What measures have been put in place to address those challenges to enable the implementation of the HRD strategy to enable the ECPL to do vigorous oversight?
3. What are the roles of the Skills Development Committee (SDC) and the HRD Sub-Committee on implementing HRD Strategy?
4. How the SETAS assist the organisation to perform its duties?

1.5 SIGNIFICANCE OF THE STUDY

This study is significant because it was conducted to highlight the reality that the Legislative Sector as a sub Sector of the Public Service Sector plays a big role in promoting skills and career development, based on the National Skills Development Strategy and the Public Sector Skills Plan. The public service sector is there to drive change and provide the necessary skills to the drivers.

The ECPL and the national Parliament play an oversight role to government departments and all state entities that include the parastatals, institutions that support constitutional democracy as they are charged with the responsibility of oversight, law-making and public participation. In order for Legislators to be able to fulfil their constitutional role, they need certain skills as they are the representatives of the citizens and monitors of government programmes for service delivery. Understanding that MPLs are not appointed but elected by their respective parties and constituencies, they do not have to produce a Curriculum Vitae (CV) to become members. Instead, they are members of their different political parties due to loyalty to the party. Therefore, a need to capacitate them becomes crucial to address the needs of the citizens. The same situation applies to officials in the ECPL since a democratic government is a new thing to them, hence there is need to transform the mentality and adapt to new changes that warrant new skills and relevant qualifications to those who support the politicians. The role of the public service sector is ensuring that government meets the basic needs of the citizens, building the economy, democratisation of the state, developing the country human resources and nation building. These responsibilities are influenced by political imperatives such as the public service transformation agenda couple with service delivery

agenda. It is the view that this study will provide new knowledge and assist the Legislature in ensuring the efficiency of Human resource training and development strategy.

1.6 RESEARCH DESIGN AND METHODOLOGY

1.6.1 RESEARCH DESIGN

According to Leedy and Ormond (2001), research design provides the overall structure of the procedures that the researcher follow, from how the data will be collected and how it will then be analysed. The methodology, to be used for a particular research problem, must always take into consideration the nature of the data that will be collected in the resolution of the problem, thus the data dictate the research method. Since this was an evaluative research, a quantitative research approach was used.

As mentioned earlier, the ECPL is one of the nine provincial Legislatures that were established in 1994 in terms of the same values and prescripts of the Constitution of South Africa. In its strategic objective, the ECPL aims to increase the capacity of members of ECPL (MPLs) and officials, including the development of knowledge and skills and the support for MPLs to do their primary responsibility of passing laws and do oversight to department that include effective involvement of public participation from 2006 to 2012. In view of this, this study took the approach of a case study of the ECPL. According to Tulloch (1994:218), a case study is an attempt to understand a person or institution from collected information. It (case study) can be regarded as an exploration or in-depth analysis of a single or multiple cases, over a period of time (De Vos, Strydom & Fouché, 2005:272). This study adopted the case study of organisations and groups, with the ECPL being the organisation that was studied. According to Babbie and Mouton (2011:281), this is where the focus is on a firm, company, corporation, trade union *etcetera*. There are many foci, including studies of best practice, policy implementation and evaluation, human resource practices, management and organisational issues, organisational culture, processes of change, re-engineering and so on. The justification and disadvantages of case studies will be explained in details in chapter 3. Next is an analysis of the two research traditions.

1.6.2 Qualitative and quantitative research traditions

This study used qualitative and quantitative research approaches.

1.6.2.1 QUANTITATIVE RESEARCH TRADITION

According to Mujis (2004:1), quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically-based methods, in particular, statistics. In this study, information obtained from the participants was expressed in numerical form whereby the researcher used questionnaire surveys in which closed-ended questions were computed and graphically analysed. The strength of this approach was that it produced quantifiable, reliable data.

1.6.2.2 Qualitative research tradition

Merriam (2009:13) highlights the research purpose and focus of qualitative research as research that is interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world.

In this study, the researcher made use of the qualitative research approach. The collection of information was be based on participatory budgeting as an instrument for improving service delivery and the data was obtained through open-ended question items on the self-administered questionnaires. Documentary evidence was also made use of through Acts of Parliament as well as through various reports from previous studies conducted by Parliament and Legislatures.

This study adopted the case study of organisations and groups, with the ECPL being the organisation that was studied. Since this study focused on the ECPL, a case study approach, that is qualitative, (supported heavily by a quantitative approach) was deemed most appropriate for this study and was therefore used.

1.7 TARGET POPULATION

According to Drew Hardman and Hart (1996:254), a population refers to all constituencies of any clearly described group of people, events, or objects who, for research purposes, are designed as being the focus of an investigation. Bless and Higson (1995:87) are of the opinion that a target population thereby refers to a set of elements that the researcher focuses upon and to which results obtained by testing a sample should be generalized. This means that a target population refers to that group of selected individuals that the researcher depends upon to obtain information during the research study. In this study the target population consisted of 20 persons, namely:

- Chair of Committees Chairperson;
- Scopa Chairperson;
- General Managers;
- Chief Directors;
- Chief Financial Officer;
- Organisational Development officials;
- Administrators support staff to Members of parliament; and
- Resident union members.
- Support Staff

1.7.1 SAMPLING AND SAMPLING METHODS

A sample is a sub-group of the population in which a researcher is interested in (Kumar, 2005:164). Babbie and Mouton (2001:19) assert that the main purpose of sampling is to make generalizations to people and events that have not been observed. It also enables the researcher to study a relatively small section of the population and still be able to gather data representative of the whole. Sampling is also less time consuming and less costly for the researcher. In this study, the sample consisted of:

- 1 Chair of Committees Chairperson;
- 1 Scopa Chairperson;
- 1 General Manager;
- 1 Chief Financial Officer;
- 1 Organisational Development official;

- 4 Administrators support staff to Members of parliament; and
- 1 resident union member.

To select the sample, purposive/judgmental samplings were used. According to Struwig and Stead (2001), purposive sampling refers to the selection of participants that possess particular characteristics that are relevant to the study and are information rich. In using purposive sampling, sub-groups in the target population that were relevant to the group were identified in this study.

1.7.4 DATA COLLECTION METHOD AND PROCEDURES

According to Kumar (2005:129), data collection refers to a process of preparing and collecting data in order to obtain information to keep on record, to make decisions about important issues, and to pass information on to others. He identifies a number of instruments that can be used to gather data; among these are interviews and questionnaires. In this study, closed-ended and open-ended questionnaires were used as a method of collecting data from respondents.

1.7.4.1 Questionnaires

According to Kumar (2005:129,) a questionnaire is a method used to collect data by means of written questions which calls for the responses on the part of the respondent. The questionnaires consisted of both open-ended and closed-ended questions. Open-ended questions enabled respondents to express their views freely and to give detailed and precise information. Closed-ended questions were use in line with available literature. Slavin (2007:108) describes a closed-ended questionnaire as an instrument for which a limited number of possible responses are specified in advance. In this study, this allowed the researcher to have an understanding regarding precise items of analysis. The advantaged and disadvantages of questionnaires ate dealt with in details in chapter 3 of this study.

1.8. DATA ANALYSIS

Data analysis is a practice in which raw data is ordered and organized so that useful information can be extracted from it (Maree, 2010:99), data analysis is a process of interpreting and making sense of what respondents would have said about the topic

under study. Fox and Bayat (2007:104) states that it is the responsibility of the researcher to analyse data, translate the raw data into some meaningful information and communicate the research results in the form of charts, tables or graphical representations as a way of displaying findings.

As revealed earlier, the study utilized quantitative techniques of data analysis. Quantitative data analysis refers to the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that these observations reflect. Kumar (2005:248) contends that the main purpose of using data display techniques is to make the findings clear and easily understood. Therefore in this study, text, tabular and graphic presentations were used to present data.

1.9 SCOPE AND LIMITATIONS OF THE STUDY

This study was conducted in the Eastern Cape Provincial Legislature. Time frames served as a mutual agreement between the researcher and the supervisor as they facilitated the progress of the research study so that the research could be completed on time.

The research concentrated only on the ECPL in spite the fact that there are nine Provincial Legislatures in South Africa. The study focused on the topic at hand and used only open-ended and closed-ended questionnaires.

1.10 CLARIFICATION OF CONCEPTS AND TERMS

1. **Human Resources Development:** Human Resources Development (HRD) as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement. Human Resource Development is the integrated use of training, organization, and career development efforts to improve individual, group and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change. Also, HRD ensures a match between individual and organizational needs.

2. A legislature: is a kind of deliberative assembly with the power to pass, amend, and repeal laws. The law created by a legislature is called legislation or statutory law. In addition to enacting laws, legislatures usually have exclusive authority to raise or lower taxes and adopt the budget and other money bills. Legislatures are known by many names, the most common being parliament and congress, although these terms also have more specific meanings.

3. **Core business:** The powers, functions and responsibilities of Provincial Legislatures are set out in Chapter 6 of the Constitution. The legislative power of Provincial Legislatures is defined by section 114 of the Constitution. In exercising its legislative power, the Free State Provincial Legislature may consider, pass, amend or rejectany bill. It may also initiate or prepare legislation, except money bills. The Constitution also provides for a specific relationship between the Provincial Legislature and the Provincial Executive. Section 142 mandates the Provincial Legislature to exercise oversight over the Provincial Executive by putting in place mechanisms.

4. **Service delivery:** Service delivery entails the activities of public officials. In a democracy, these activities require that public officials know exactly what citizens need and attempt to satisfy these needs.

5. **Public administration:** Is concerned with the implementation of government policy, and is an academic discipline that studies this implementation and prepares civil servants for working in the public service. As a "field of inquiry with a diverse scope its fundamental goal is to advance management and policies so that government can function. Some of the various definitions which have been offered for the term are the management of public programs the translation of politics into the reality that citizens see every day and "the study of government decision making, the analysis of the policies themselves, the various inputs that have produced them, and the inputs necessary to produce alternative policies.

Public administration is "centrally concerned with the organization of government policies and programmes as well as the behaviour of officials (usually non-elected) formally responsible for their conduct Many unelected public servants can be considered to be public administrators, including heads

of city, county, regional, state and federal departments such as municipal budget directors, human resources (H.R.) administrators, city managers, census managers, state mental health directors, and cabinet secretaries. Public administrators are public servants working in public departments and agencies, at all levels of government.

1.11 ETHICAL CONSIDERATIONS

When conducting research in an academic or professional setting, one needs to be aware of the ethics behind the research activity (Driscoll & Brizee, 2012: 09:21). Taking note of the reality that this was an academic research study, the researcher sought approval and clearance to carry out research from the Research Ethics Committee of the UFH before any data was collected (McMillan & Schumacher, 2006:144).

According to Punch (2005), ethical practices involve much more than merely following a set of static guidelines, such as those provided by professional associations. Writers need to anticipate and address any ethical dilemmas that may arise in their research. These issues apply to qualitative, quantitative, and mixed methods research and to all stages of research.

- **Ethical issues in data collection:** As the researcher collected data, he respected the participants and the sites for research because many ethical issues arise during this stage of the research (Creswell, 2009:89). The researcher did not put participants at risk. He had his research reviewed by the University of Fort Hare Ethics Committee to assess the potential for risk such as physical, psychological social or legal harm (Sieber, 1998), to participants in the study. The researcher obtained an informed consent form for participants to sign before they engaged in the research. This form acknowledged that participantsq rights would be protected during data collection. According to Sarantakos (2005), elements of this consent form include the following:

  - Identification of the researcher;
  - Identification of the sponsoring institution;
  - Indication of how the participants were selected;

- Identification of the purpose of the research;
- Identification of the benefits for participating involvement;
- Notation of risks to the participant;
- Guarantee of confidentiality to the participant;
- Assurance that the participant can withdraw at any time; and
- Provision of names of persons to contact if questions arise.

Other ethical procedures during data collection involved gaining the agreement of individuals in authority (e.g. gatekeepers) to provide access the research site. This involved writing a letter that identified the extent of time, the potential impact, and the outcomes of the research (Creswell, 2009:90).

- **Ethical issues in the research problem:** In answering Hesse-Biber and Leavey's (2006:86) question of how ethical issues enter into the selection of a research problem, it was clear in the writing of this study that the researcher identified a significant problem or issue to study and presented a rationale for its importance. During the identification of the research problem, the researcher noted that it was important to identify a problem that will benefit individuals being studied, one that will be meaningful for others besides the researcher (Punch, 2005).

- **Ethical issues in the purpose and questions:** In developing the purpose statement or the intent and questions for a study, the researcher conveyed the purpose of the study that will be described to the participants (Sarantakos, 2005). Deception occurs when participants understand one purpose but the researcher has different purpose in mind (Creswell, 2009:88).

- **Ethical issues in data analysis and interpretation:** When the researcher analysed and interpreted both qualitative and quantitative data, issues emerged that called for good ethical decisions (Creswell, 2009:91). In anticipating the research study, the researcher considered the following:

  - How the study would protect the anonymity of individuals and their roles in the study. The researcher had to disassociate names from responses during the coding and recording process. In qualitative research, the

researcher used aliases or pseudonyms for individuals and places, to protect identities (Creswell, 2009:91).

- The researcher was aware that data, once analysed, need to be kept for a reasonable period of time. Sieber (1998) recommends 5-10 years. The researcher is then bound to discard the data so that it does not fall into the hands of other researchers who might misappropriate it (Creswell, 2009:91).

- In the interpretation of data, the researchers provided an accurate account of the information (Creswell, 2009:91).

- **Ethical issues in writing and disseminating the research:** The researcher was aware that ethical issues do not stop with data collection and analysis; issues apply as well to the actual writing and dissemination of the final research report. For this reason, the researcher had to discuss how the research would not use language or words that are biased against persons because of gender, sexual orientation, racial or ethnic group, disability or age. Other ethical issues in writing the research involved the potential of suppressing, falsifying, or inventing findings to meet a researcher's or an audience's needs. These fraudulent practices are not accepted in professional research communities, and they constitute scientific misconduct (Neuman, 2000).

In planning a study, it is important to anticipate the repercussions of conducting the research on certain audiences and not to misuse the results to the advantage of one group or another. The researcher needs to provide those at the research site with a preliminary copy of any publications from the research (Creswell, 2007).

1.12. PRELIMINARY FRAMEWORK FOR THE RESEARCH

Chapter One provides the introduction to the research study with reference to the background and rational of the study, problem statement, research questions and objectives, clarification of concepts as well as an outline of the chapters in the study.

Chapter Two provides a review of literature related to National Skills Development `Strategy as to give an in-depth understanding of the concept. Conceptual, theoretical and legal frameworks related to Skills Development are also reviewed.

Chapter Three outlines the research design and methodology, scope of the study, the survey area; target population, sample and sampling techniques used. In the chapter, the data collection instrument is described and it concludes by clarifying the data analysis techniques.

Chapter four presents interprets and analyses data and sifts it for findings based on the research questions alluded to in the first chapter of the study. It basically gives out the findings of the research and links them to related literature so as to reach plausible conclusions.

Chapter five contains the recommendation and conclusions drawn from the findings of the study and recommendations.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION AND BACKGROUND

The purpose of this chapter is to convey to the reader what knowledge and ideas have been established on the research topic and what their strengths and weaknesses are. As a piece of writing, the literature review will be defined by a guiding concept (e.g., the research objective, the problem or issue that the researcher is discussing).

To ensure that the literature review of this study addresses critical areas, the researcher related the literature review directly to the thesis or research question. I will also summarise what is a not known and identified area of controversy in the literature.

2.1 INTEGRATING HRD WITH ORGANIZATION STRATEGY AS A PRECURSOR TO STRATEGIC MANAGEMENT

To cater to the ever-increasing need for strategically steering the organisation's managerial practices into strategic management, the most effective way is to integrate the HRD policy and practices with organisational strategy while aligning them with global-arching human resource management. Organisations in both public and private sectors require a critical group of positive factors concerning effective management of human resources to successfully execute their organization strategies and goals. It involves the analysis of a myriad of internal and external environmental factors contingent to the organisation, followed by a strategic approach to influencing key stakeholders and the formulation of strategic HRD policies and plans in parallel with the organisation's business strategy.

Drawing from the few key research works available, an article by O'Donnell and Garavan (1995) explores the need for integrating the HRD policy and practices with the organisational strategy and assesses the process of integration, so that it warrantees that the organization effectively exercise Strategic Management. Having discussed implications of HRD-Organization strategy integration practices, the article

concludes that the organisations should make their HRD function more strategic in nature.

2.3 HUMAN RESOURCE DEVELOPMENT STRATEGY IN THE EASTERN CAPE LEGISLATURE

According to Michael Armstrong hand book on human resource management practice 2006 - Pg536 the "significance of human resource development is that employees are valued assets in the organisation that their value should be increased by a systematic and coherent approach to investing in their training and development". Besides enlarging and developing the skills base of the Legislature as an organisation, investing in human resource development can provide the following benefit for the organisation:

   i.   The Value of the employees in the organisation;
  ii.   Motivate; and
 iii.   Reward new acquired skills.

System training is the training which is specifically designed to meet defined needs. It is planned and provided by people who know how to train and the impact of training is carefully evaluated. It is based on the four stages of the systematic training.

1. Define training needs.
2. Define the learning required.
3. Define the objective of the training.
4. Decide who will provide the training.

According to Erasmus, Loedolff, Mda and Nel (2010:44), the role of developing any Human Resource Development Strategy is a Long. term plan. Therefore, to achieve the training and development mission of any organisation is essential to the success of the organisation. The role is further to align the Human Resource Development activities with the broad business plan and Human Resource Management initiatives. Strategic Human Resource Development (SHRD) is geared to the strategic business plan to help implement the human resource strategy by improving the knowledge

and the skills of employees of the organisation, and the knowledge efficiency level of interest groups outside the organisation. The HRD strategy can be define as the pattern of planned and unfolding activities that focusses on developing capabilities to achieve current and future strategic objectives.

Swanepoel, Erasmus and Schenk (210: 446- 447) mention that the human resource development concept and its importance as means of insuring that organisation maintain their competitiveness in an ever-changing environment cannot be overemphasised. The country's history, technological innovations, competitive pressures, restructuring , and downsizing , the low levels of literacy and numeracy and the increasing diversity of the workforce are some of the important issues which force organisations to retrain employees and to provide the literacy training, thus ensuring employees are ready to face the present challenges and to prepare themselves for the future.

2.3.1 Definition of Human Resource Development

According to HRD Strategy for SA (2002-2006) HRD refers to formal and explicit activities that will enhance the ability of all individuals to reach their full potential. By enhancing the skills, knowledge and abilities of individuals, HRD serves to improve the productivity of people in their areas of work . whether these are in formal or informal settings. Increased productivity and improvements to the skills base in a country supports economic development, as well as social development. Our central national concern is to accelerate development so that there is a match between supply and demand for human resources. HRD is about taking purposeful action to increase the aggregate levels of skills in the workforce so that we can maximise opportunities for individuals, thereby benefiting society as a whole.

2.3.2 HRD Strategy for the Eastern Cape Legislature

In the 2011 legislature Strategic Document, HRD has featured very prominently in the international discourse on development. To identify priority areas for member empowerment as well as   process mapping regarding Legislative Sector Support

programme by providing accredited training, customized training that accumulates into formal qualification. To expose newly appointed Members of the Provincial Legislature to the Legislatures processes and procedures through the form of induction and orientation. To offer specialized intervention programme to enhance the skills of Members on the day to day. To facilitate the process of engagement and interaction amongst Members through seminars, workshops or even symposiums.

The Legislature Support Programmes (LSP) mandate is to support both the national and provincial legislatures in their efforts to carry out their constitutional obligations. The terms of reference for the Legislative Sector Human Resources Development Strategy Framework (HRDSF), forms part of this process of building the capacity of these institutions to enable them to fulfil their legislative and policy formulation role, executive oversight, constituency work and public education. The overall purpose of this LSP is to focus the efforts of HRD initiatives for effectiveness and impact. Improving performance in the workplace and ensuring the development of individuals and teams is central to the work of any HRD function. The aim is to conduct a diagnosis of current HRD practices in order to inform the development of the HRD strategy framework and the skills audit tool for both Parliament and the provincial legislatures.

Most countries are implementing a systematic strategy for HRD in support of economic growth and development.

The growing complexity of the work place . accelerated through the dynamic impact of globalisation on national economies, production and trade . has put the question of HRD at the heart of contemporary public policy and development strategies. Developments in the global context make it imperative for all countries to respond effectively to the dynamic and competitive forces that impact on how national economies relate to the global economy.

With regard to HRD, economic competitiveness is measured not only by the aggregate skills of a country s workforce, but . perhaps more importantly . by the flexibility and capacity of the workforce to adjust speedily to the rapid changes in technology, production, trade and work organisation. Consequently, the ability to

respond to these changes with speed and efficiency has now become the area where many countries seek a competitive advantage (Ziderman, 1997:352).

Slotte *et al*. (2004) describe HRD as "covering functions related primarily to training, career development, organizational development and research and development in addition to other organisational Human Resource functions where these are intended to foster learning capacity at all levels of the organisation, to integrate learning culture into its overall business strategy and to promote the organisations efforts to achieve high quality performance." Garavan (1991) identifies HRD's integration with organisational missions and goals as one of the nine key characteristics of Strategic HRD (SHRD) by justifying it as "contribution to corporate goals, and an awareness of the mission of the organisation." Beer and Spector (1989:25) state that HRD can only be strategic if it is the contribution of education and training to economic and wider development has been demonstrated in varied national contexts. However, experience and systematic research has also emphasised an important qualification: HRD is a necessary condition, but it is not a sufficient condition for economic growth and development. This qualification has been taken into account in the formulation of this HRD strategy.

Thus, if HRD is to create the desired development outcomes it needs to be integrated with the whole range of development strategies currently being implemented. Without doubt, the lack of adequate human resources severely constrains social and economic growth and development. Almost all countries have therefore identified HRD as a key policy and development priority. There is both anecdotal and empirical evidence of skills shortages in a number of occupations and economic sectors within South Africa. Importantly, this fact coexists with a relatively high level of unemployment. It also contributes to individuals' low levels of success in finding employment after successful completion of education and training (HRD Strategy 2009-2016).

According to Garavan, Collins and Brady (2003), the input of social partners, especially communities, labours and business is vital for the success of the strategy and is essential for the strategy to be credible. Consequently, the strategy must be subjected to a process of consultation involving all stakeholders and social partners.

The most important strategic priority for South Africa leading up to the government term of 2010 to 2030 relates, on the one hand, to the challenge of reconciling the immense opportunities that flow from our accesses and, on the other hand, to the immense challenges arising from our country's development agenda. The peaceful transition to democracy, delivered through the commitment and forbearance of all South Africans, was followed by rapid gains in key areas of development, including:

   i.   A favourable trajectory of economic growth;
   ii. Dramatic improvements in the delivery of social services such as water and sanitation, housing and electricity.
   iii. A dramatic increase in social grants; and
   iv. A justifiable Bill of Rights.

However, many significant challenges remain. Our development agenda remains the central focus of public policy and forms the basis of collective endeavour in all spheres of our society. Some of the most intractable and urgent challenges that remain include:

   i.   Poverty;
   ii. Income inequality;
   iii. Threats to social cohesion;
   iv. Ongoing demographic (race, gender, age, class and geographic) inequities; and
   v.   The impact of globalisation.

It is critical to mobilise our collective will to make credible interventions that will accelerate progress towards achieving South Africa's development goals. The HRD-SA represents an essential intervention for promoting the country's development agenda. The need to develop and implement a robust HRD strategy is as important today as it was at the outset of our democracy in 1994.

The importance of HRD is recognised by government and shared by business, labour, non-governmental organisations (NGOs) and the academic sectors of South African society. It also resonates with the significance attached to HRD in the international development discourse. The first comprehensive countrywide HRD

strategy adopted by the Cabinet was launched in 2001. The declared mission of that early strategy, called the Human Resources Development Strategy for South Africa: A nation at work for a better life, was to maximise the potential of the people of South Africa, through the acquisition of knowledge and skills, to work productively and competitively in order to achieve a rising quality of life for all, and to set in place an operational plan, together with the necessary institutional arrangements, to achieve these strategic objectives.

2.4 LEGISLATIVE FRAMEWORKS GOVERNING HRD

HRD is covered by the following legislative frameworks:

- Batho Pele White Paper: Provide a policy framework and the implementation the transformation of the public service;
- Basic Condition of Employment Act;
- Education Training and Development Policy: to give clear guidelines on training and development;
- Employment Equity Act: Promoting equal opportunities and fair treatment in employment;
- HRD Strategy for SA;
- Labour Relations Act;
- Public Service Regulations;
- Skills Development Act;
- Skills Development Levies Act;
- South Africa Qualification Authority Act;
- National Skills Development Strategy for SA; and
- White Paper on Public Service Training and Education of 1995.

2.4.1 THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA ACT 106 OF 1996

The Preamble to the Constitution of South Africa, adopted in 1996 as the supreme law of the Republic, states, among others, aims to improve the quality of life of all citizens and free the potential of each person. Furthermore, in section 29, which forms part of the Bill of Rights and deals with education, the Constitution states that everyone has the right:

i. To a basic education, including adult basic education; and

ii. To further education, which the State, through reasonable measures, must make progressively available and accessible.

Section (3) does not preclude state subsidies for independent educational institutions. Thus, human resources development (HRD) is critically important in South Africa's development agenda. The importance of HRD demands a response that has a sense of urgency. It demands a comprehensive and determined response from government. However, the scope and importance of the HRD project extends beyond government and it demands collective will and purposeful action from all stakeholders in society, the determination, commitment and accountability of individuals to invest time and effort in their own development and the commitment of all enterprises and organisations to invest time and resource in HRD towards the public good.

According to van Wyk and Schenk (2010:178-9), a document drafted in 1994 entitled A National Training Strategy Initiative was published. This document proposed an integrated approach to education and training for the future and also emphasised the centrality of training in the quest to ensure international competitiveness. The strategy brought about new vision for the country that is South Africa on the education and training namely "It must meet South African needs for human resources development, meet the economic and social needs developmental needs of individuals".

Meyer, Mabaso, Lancaster and Nenungwi (2013:122) state that the importance of human resource development from a strategic point of view has evolved very rapidly over the last few years. They have mentioned the importance of SA human resource development strategy as the one exciting initiative in the history of South Africa that was launched by the government.

Therefore, the interchange between education/training and the workplace should be dominated by the need to realize improved productivity in the services. Information on the demand for job skills must flow continually from the WSGS sector so that education and training programs can provide the necessary competencies for a skilled labour force. As new technologies create needs for new or changed

occupational skills, appropriate information must be communicated to those responsible for curriculum design and achievement and competency testing so that skills taught are those needed in occupational settings. This information flow is crucial to successful HRD planning.

Van der Westhuizen and Wessels, (2012:317-8) argue that in training and development, activities are implemented to help a public sector institution meet its knowledge and skills requirements, realised their maximum potential, and improve work performance. According to King (2004:3) and Moon (1999:138), there are different stages of learning which occur at each level, the highest level of deep learning also described as transformative learning, occurs when a learner can carry out meaningful reflective learning. Merisow (1990:3, quoted in Oldham & Henderson describes transformative learning as where the learners are prepared to abandon preconceptions and re- examine fundamental assumptions about not only the subject matter, but themselves and the nature of knowledge in this area and start to move in different reflections as a common sense review of experience in order to inform future actions, and critical reflections which challenge presuppositions or meaning perspective.

2.4.2 THE PUBLIC SERVICE AND ADMINISTRATION HRD

According to the White Paper on Public Service Training and Education of 1995, the government has committed itself to transforming the public service through the White paper on the Transformation of the Public Service (WPTPS, 1995). The critical element in transforming the public service is through training and education for public servants. It is internationally accepted that the performance of public servants can be substantially improved via education and training of public servants.

The White Paper goes on to look at the individual needs and institutional/ organisational needs. The process will need to be situated within the broader context of the organisational needs and priorities that have to be met, particularly in relation to the WPTPS goal of . improving service delivery and customer care, promoting democracy, accountability, representative and affirmative action, promotion of a professional service ethos, promote organisational efficiency and cost-effectiveness. The Public Service Sector Education and Training Authority (PSETA) on its career guide for the public service sector published by the PSETA

February 2011, states that %the primary function of the public service is to serve the citizens of South Africa, government departments exist to supply services, such as health, housing, roads, welfare, education to the public; To promote service excellence and at the same time attend to the needs of the public, effective communication and writing skills essential to all public servants. They require the ability to listen to the peoples request and problems in a friendly and sympathetic way and give effective feedback+. These are essential areas that the legislature needs to up hold as the peoples representative institution that its elected representative must possess such skills and passion.

The National Skills Development Strategy III for 2011-2016 launched by the Minister of Higher Education and Training states that %National Skills Development Strategy (NSDS III) must ensure increased access to training and skills development opportunities and achieve the fundamental transformation of inequities linked to class, race, gender, age, and disability in our society. It also seeks address the challenges of skills shortages and mismatches we faced by the country and improve productivity in the economy+.

The NSD III intends to achieve an increase in qualifications and skills that support the priorities of the government such as the New Growth Path the industrial action plan, Human Resource Development. The sector plans are very important on the part of developing their strategy aligned to government and industry development strategy. The Wits Public and Development Management Governance Series Book, (The Politics of Service Delivery: 200) mentions the skills nightmare and analysis reference to the Eastern Cape Department of Education (ECDE).

This strategy sets priorities for the skills development until 2005. The Department of Labour was then was then task with the responsibility of transforming the vision of the strategy into reality. The key driving courses according to the NSDI is to improve the effectiveness and efficiency of the skills development systems. The strategy represents an explicit commitment to encourage the linking of skills development to career path, career development and promoting sustainability increase the employment of the unemployed youth in-work progression. The then Minister of Public Service and Administration, Geraldine Fraser. Moleketi, expressed the context of skills development not only as a way to improve capacity for individual employees

of the state, but it constitute the most important vehicle available to the state to achieve its goals by changing the whole of South Africa society.

The strategy opens up the opportunity for the country to benefit from better co-ordination and alignment of developmental initiatives that are already taking place in both public sector and private sector. It is important that the country's developmental needs and the specific shortage of skills that currently exist in all sectors of our economic growth. The Minister of public service and administration in his address during the launch of the strategy also made mention of the country development opportunity translate in greater effectiveness in the performance of the individual responsibilities, furthermore the strategy provide a better mechanism for monitoring and evaluation of the development effort, to enable it to actualize its constitutional mandate of creating better life for all.

2.4 STRATEGIC LINK OF TRAINING AND LEARNING INTERVENTIONS

Learning and training interventions do not exist in a vacuum and as such we should consider their support of organizational goals and strategies. Montesino (2002) found a group of trainees who self-reported highest usage of training perceived a significantly higher alignment of the training program with the strategic direction of the organization. And Lim and Johnson (2002) found that Korean trainees perceived higher transfer when their learning outcomes matched trainees' departmental goals. In their case study, Watad and Ospina (1999) report on a management development program that enabled participants to strategically link their local decisions and daily work operations to the broader organizational mission. They consequently discover an improvement for organizational effectiveness and learning. More empirical studies could bolster claims that strategically linking training to organizational goals improves transfer to the job performance.

2.4.1 ALIGNMENT OF HRD WITH SOUTH AFRICA'S DEVELOPMENT AGENDA

Since the inception of democracy, various policies and strategies of the South African Government have identified the development of adequate human resources

to meet the development priorities of the country as a key strategic priority. The Reconstruction and Development Programme (RDP) identified HRD as one of the five core programmes to drive the implementation of reconstruction and development in South Africa: The Government's economic policies require human resource development on a massive scale. Improved training and education are fundamental to higher employment, the introduction of more advanced technologies, and reduced inequalities. Higher labour productivity will be the result of new attitudes towards work and especially new skills in the context of overall economic reconstruction and development. New and better management skills are urgently required (South African Government, 1994).

This priority was reinforced in the Growth Employment and Redistribution Strategy, which stated that transformation depended on "enhanced human resource development". The Accelerated and Shared Growth Initiative for South Africa (ASGISA), which was launched in February 2006, is primarily aimed at giving effect to government's commitment of halving unemployment and poverty by 2014. The analysis on which ASGISA was based identified the shortage of suitably skilled labour. The development and implementation of a credible HRD strategy is therefore consistent with the historical and current thrust of government's development agenda. HRD has been identified as a vital instrument in all government strategies to accelerate development. In view of this, the interventions and activities outlined in this strategy have been formulated in response to a careful analysis of the HRD implications of the following development strategies in South Africa.

2.4.2 STRATEGY ON HUMAN RESOURCE DEVELOPMENT

SHRD on a national scale is an enterprise of considerable scope (HRDS: 2002-2006). It embraces the work of a number of line departments within all spheres of government, public entities, NGOs and a multitude of private enterprises. Almost the entire population is the target of HRD, and the outcomes of the strategy will shape the conditions we create for future generations. The purpose of a "strategy" is to systematically identify and implement a set of focused actions that will create

sufficient leverage for the full scope of HRD inputs and activities to promote outcomes that favour the country's development priorities.

The strategy should, therefore, be limited in scope and focused on maximising mission-enhancing leverage within the HRD system. The need for credible and effective institutional mechanisms in the stewardship, implementation, coordination, and monitoring and evaluation of the HRD-SA serve as challenges and priorities the basis for the formulation of this HRD Strategy for South Africa.

There is a need for credible capability to identify the demand for priority skills and to formulate effective short-term strategies to ensure supply in a manner that mitigates the negative impact of any shortages in growth. Supply should include the development of talent within timeframes. There is a need for credible capability to identify the demand for priority skills and to formulate effective short-term strategies to ensure supply (including the development of talent within timeframes) in a manner that mitigates the negative impact of any shortages in growth. There is a need to ensure optimal responsiveness of education and training activities to the country's development agenda, and the demand for skilled human resources in the labour market.

There are pressing challenges related to the quality of learning attainment and competency acquisition within the skills development pipeline, starting from basic education (NSD11). The effectiveness of public education and training institutions in general, has yet to reach optimal levels. The current challenges with regard to effectiveness have made it difficult for the country to reap the rewards when compared with international levels of public and private investment in education and training. While planning capacity has grown significantly since 1994, it has not yet reached levels across the HRD system that are commensurate with the levels required for effective implementation of HRD interventions in the country.

 In addition, the SETA sector skills plans, the HE and FET enrolment planning and the immigration quota list are not informed by a common, credible and consistent modelling of skills supply and demand projections. These problems militate against

integration, and confound responsiveness of education and training provision to the demands of the labour market (NSD111).

2.5.3 THE WHITE PAPER ON HUMAN RESOURCES MANAGEMENT

IN THEPUBLIC SERVICE

On 31 December 1997, the White Paper on Human Resource Management in the Public Service was established by the Department of Public Service and Administration. The White Paper aims to provide a policy framework to enable the Public Service to develop human resource management practices which support the development of a professional Public Service that is capable of, and committed to, South Africa's democratic, economic and social transformation goals.

The White Paper was developed in the light of responses to the Department's Green Paper, published in May 1997. The policies set out in the White Paper propagate the replacement of the current system of human resource management in the Public Service, with an approach that vests maximum autonomy and managerial responsibility with executing authorities of departments and provincial administrators. The policy further entails a move from the administration of the human resource function to the management of people in an environment that values and accommodates their diverse cultures.

The agenda to strengthen the Public Service through a more focused and concerted approach to HRD became formalised with the publication in July 1997 of the White Paper on Public Service Training and Education (WPPSTE).

The White Paper sought to address the uncoordinated and fragmented approach to training and education across the Public Service, and it sought to change the field to a more demand-led, needs-based, outcomes-based and competency-based approach to training.

The Paper essentially initiated the impetus to modernise HRD in the Public Service into a more equitable investment-oriented and performance-focused endeavour. The

Paper made several recommendations in this regard. One of its recommendations as the development of an HRD Strategy for the Public Service which would embody this new approach to Public Service education and training. The strategy was developed in 2002 and was set for implementation between 2002 and 2006. But the strategy came into being within a policy and operational environment that determined its focus, its content and its prospects of success with this initial strategy. A movement began in the larger Public Service which sought to redefine the meaning, structure and requirements for HRD. This movement is best depicted in what has emerged as the legal and policy framework for the field (HRDSF Vision 2030).

2.5.4 THE WHITE PAPER ON THE TRANSFORMATION OF THE PUBLIC SERVICE

The White Paper on Transformation of the Public Service 16414 of 1995, among other things, lays down the following guidelines in Part 3 for public managers of the future.

The Guidelines include:

i.   Service-orientation and the delivery of high quality services;

ii.   Responsiveness to the needs of the public;

iii. Representative of all sectors and levels of society;

iv.   Reasonable labour practices for all employees;

v.   Directed at socio-economic development and the reduction of poverty;

vi.   Objective-orientedness and productivity;

vii. Holistic, integrated and well-co-ordinated service delivery;

viii. Participative management in terms of consultation with the community;

ix.   Accessibility and informativeness;

x.   Honesty, transparency and accountability; and

xi.   Respect for the constitution and loyalty to the government of the day.

2.5.5 THE WHITE PAPER ON TRANSFORMING PUBLIC SERVICE DELIVERY
(Batho Pele)

The South African public service faces many challenges in its efforts to become a truly representative, competent and democratic instrument and to play its proper role in the reconciliation, reconstruction and development process. To fulfil this role effectively, the public service is being transformed to implement government policies according to the policy framework contained in the White Paper on the Transformation of the Public Service (Government Gazette No. 16838, dated 24 November 1995).

The White Paper on Service Delivery (October 1997) aims to address the need for a specific policy and criteria for the transformation of public service delivery. It also provides the principles, known as the Batho Pele principles, meaning ±people first‡ which would enable national and provincial administrators to develop the strategies to promote continuous improvement in the quantity, quality and equity of service provision. The eight Batho Pele principles are:

1) Consultation with the public as the client.
2) Service standards.
3) Access to services.
4) Courtesy.
5) Information.
6) Openness and transparency.
7) Redress or responsiveness.
8) Value for money.

2.5 MODEL OF STRATEGIC HUMAN RESOURCE DEVELOPMENT

According to the basic characteristics of the model proposed in organisational and contingency factors moderate the policies of resourcing and development, the outcomes of skills, attitudes, and behaviour, and organisational performance. Furthermore, resourcing precedes development, which precedes skills, that

precedes attitudes, that precedes behaviour, which precedes organisational performance. An analogy may be made between the concepts presented and Kirkpatricks (1998) four-level model: level-one evaluation is equivalent to the assessment of resourcing as an input of HRD, level two refers to the actual process of HRD, level three evaluates the output of HRD (skills, attitudes, behaviour), and level four measures organizational performance as an impact derived by HRD. According to Wang, Dou and Li (2002), four levels of context are necessary to understand the contribution of SHRD. These are the global environment, the internal business context including strategy and structure, the influence of the job and the individual. These levels highlight the importance of analysing and interpreting the impact of context. The model recognizes the importance of multiple stakeholders and partnerships that have emerged in organizations in the design, development, and implementation of SHRD. The level of professionalism of HRD has increased both domestically and globally. The model emphasizes both horizontal and vertical linkages throughout. The model suggests a multiplicity of outcomes that are stakeholder focused. These stakeholders react to and evaluate outcomes and provide input to the SRHD formulation of clear and credible indicators and targets are vital to the success of any strategy.

The scope and formulation of indicators and targets were clearly not satisfactory in the 2002-2006 HRD Strategy. Implementation and the measurement of progress are extremely difficult under such circumstances. In addition, all activities identified within the strategy need to be supported by a credible implementation or project plan. While there has been progress in the development and integrity of the various data systems related to HRD, certain important challenges persist. The need to improve these data systems to more optimal levels is a key priority within the HRD-SA, as many of the functions and activities are contingent on the existence of credible and utility-focused data systems. The emergence of new development strategies such as ASGISA, the NIPF and the Antipoverty Strategy in particular has generated very significant implications for HRD-SA. These strategies collectively address the most pressing strategic priorities within South Africas development agenda. The implications of these strategies need to be carefully analysed if the HRD-SA is to be optimally responsive to the countrys development agenda.

There is a need to look at how various institutions, including JIPSA, can be integrated into the institutional arrangements of the HRD-SA in a manner that gives rise to institutional coherence and maximises the benefits that these institutions bring to the HRD mandate. The 2001 HRD Strategy (like most national HRD strategies throughout the world) struggled to interpret and anticipate the demand-side of the labour market and how it shapes policies and activities that impact on supply. This situation needs to be addressed through stronger involvement of ministries that impact on economic policy and development, and private sector employers in the HRD-SA. The primary driver of supply is undoubtedly the output generated by various education and training activities in the country. However, numerous other factors such as those that determine the way the labour market operates also play a significant role in shaping supply and demand. Strategic HRD interventions need to be planned and conscious unplanned and functional experiences cannot be strategic unless explicitly linked to strategy. HRD needs to be linked to human resource management systems and collaborative career planning processes.

The organization should implement systems which facilitate periodic review and/or revision of the organization's mission statement and as a result, corporate HRD strategies and policies Effective evaluation processes including cost-benefit analysis need to be introduced HRD specialist needs to be clear on the criteria to be used when evaluating the effectiveness of HR Outcomes of HRD produce added-value for the organization and are enhanced by a recognition of the role of cultural 'fit' People at all organizational levels share responsibility and accountability for learning activities.

2.6 CONCLUSION

Human resource development has emerged as a significant strategic issue within organizations. One of the reasons for this is the increased recognition that people are an important source of sustained competitive advantage. Skills and competencies enable an organization to be more flexible and to reconfigure to meet strategic challenges. Consistent with the ideas proposed by the resource-based

theory of the firm and behavioral approaches, organizations should implement best-practice SHRD strategies or best-fit strategies to maximize business performance.

SHRD represents a particular variant of HRD. It differs from more traditional models of HRD in that it proposes a model of HRD that is aligned with the needs of the business or organization. Idealized models of SHRD envisage that HRD specialists will act as shapers of business strategy and be strategic business partners. The majority of prescriptive and explanatory models of SHRD emphasize vertical and horizontal alignment with strategy and HR strategy, the implementation of structures and strategies that contribute to the bottom line, the enhancement of the capacity of the HRD specialist to contribute at a strategic level and the utilization of a strategic perspective to consider learning issues in the organizations.

The principles of operation that support this philosophy are that SHRD should be flexible and competency based, and business managers should be in charge of managing their own learning investments. SHRD solutions have limited shelf life and should be treated accordingly; learning occurs everywhere so the obligation of managers and employees is to leverage it across the organization.

The nature of the relationship between performance management and HRD has to indicate that there is shared responsibility and joint accountability for results, as well as joint involvement in agreeing on what needs to be done and how. Appraisal processes must lead to identification of HRD needs and PDPs. It is important to assess how these processes are used, and whether they are aimed at development, performance improvement or only for corrective purposes.
Furthermore, where performance management systems exist, what principles and values underpin these processes? HR specialist who possesses the appropriate combination of technical and leadership competencies to deliver in an organization.
Ultimately in any business it is the quality of human capital that produces results.
Developing a talented workforce represents the single most important priority of and challenge for SHRD. This challenge must focus on developing existing employees as well as successfully developing new employees so that they can contribute quickly in terms of performance and discretionary effort of an organization.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided this study's literature review. This chapter first explains the overall research design and methodology used to address the research objectives of the study. Thereafter, the sampling approach, methods employed for data collection and data analysis, limitations of the study and ethical considerations are outlined.

3.2 RESEARCH DESIGN

Definitions of research design are rather ambiguous and, accordingly, several terms are used to define research design (De Vos, Strydom, Fouche, Delport, 2014:142). For the purpose of this study, research design is defined as the procedures of inquiry and the specific research methods of data collection, analysis and interpretation (Bertram & Christiansen, 2015:40; Creswell, 2014:3; Zikmund, Babin, Carr & Griffin, 2013:64). This study's research design process was guided by Malhotra and Birks (2007:64) who proposed a six-step research design process as indicated in Figure 3.1.

Figure 3.1: *The six-step research design process*

Step 1	Specify information needed
Step 2	Type of design
Step 3	Methods and measurement
Step 4	Data collection and interview guide design
Step 5	Sampling strategies
Step 6	Data analysis

Source: Adapted from Malhotra and Birks (2007:64)

In this research project, a quantitative research design was utilised, employing closed-ended questionnaires to respondents. Quantitative research focuses on a

relatively small number of concepts (concise and narrow), begins with preconceived ideas about how the concepts are interrelated, uses structured procedures and formal instruments to collect information under conditions of control, collects information under conditions of control, emphasises objectivity in the collection and analysis of information, analyses numeric information through statistical procedures, incorporates logistic, deductive reasoning and the investigator does not participate in the events under investigation, rather is most likely to collect data from a real distance (Burns & Grove, 2011, cited in Brink *et al.,* 2014:11).

3.3 SAMPLING

Sampling has been defined differently by several authors (Babbie & Mouton, 2014:172; Brynard, Hanekom & Brynard*,* 2014:56; Johnson & Christensen, 2014:248; Kumar, 2011:397; Wild & Diggins, 2013:181). For the purpose of this study, sampling is defined as a technique employed to select a small group with a view to determining the characteristics of a large group or a population (Brynard *et al.*, 2014: 56).

3.3.1 Sampling approach

The sampling approach refers to sampling methods employed to collect data in any given research project. The researcher integrated different steps from three sets of authors to come up with a modified six-step approach for sampling. These steps are elaborated on immediately after Table 3.1 below.

Table 3.1: The six-step approach for sampling

Sampling step	Integration of authors
Step 1: Defining the target population	From step 1 of Cant *et al.* (2012:164), step 1 of Wild & Diggines (2013:185) and step 1 of Zikmund *et al.* (2013:388)
Step 2: Selecting a sampling frame	From step 2 of Cant *et al.* (2008:163-178), step 2 of Wild & Diggines (2013:185) and step 2 of Zikmund *et al.* (2013:388)

Step 3: Determining if a probability or nonprobability sampling method will be chosen & Sampling technique	From step 3 of Cant *et al.* (2012:165), step 3 of Wild & Diggines (2013:185) and step 3 of Zikmund *et al.* (2013:388)
Step 4: Planning procedure for selecting sampling units	From step 4 of Zikmund *et al.* (2013:388)
Step 5: Gathering data from designated elements	From step 5 of Wild and Diggines (2013:185)
Step 6: Carrying out the sampling process	From step 5 of Cant *et al.* (2012:177)

Sources: Adapted from Cant *et al*. (2012: 163-178), Wild and Diggines (2013: 185) and Zikmund *et al.* (2013: 388)

(1) Step 1: Defining the target population: The target population in this study was employees of the ECPL who are responsible for HRD matters. On the other hand, the sample in this study was 31 employees at the ECPL.

(2) Step 2: Selecting/determining a sampling frame: The list of respondents from which the sample is actually selected is termed a sample frame (Babbie & Mouton, 2014:173; Brink *et al.,* 2014:132; *Cant et al.*, 2008:164; Fink, 2003:41; McMillan & Schumacher, 2006:119).   The sampling frame in this study is a list of all the employees at the ECPL, which researcher could potentially select a sample from, to conduct this study. (McMillan & Schumacher, 2006:119; Zikmund *et al.,* 2013:388). There are no fixed rules for determining sample sizes (Bertram & Christiansen, 2015:63; Brink *et al.,* 2014:143; Brynard *et al.,* 2014:58). Accordingly, the sample size of this study depended on the kind of data analysis that the researcher planned, on how accurate the sample had to be for the researcherș purposes and on population characteristics. Given the objective of this study, a sample consisting of 32 participants was found to be more convenient and was deemed adequate.

(3) Step 3: Determining if a probability of non-probability sampling will be chosen and sampling technique: The researcher used a non-probability sampling approach in this study. The sampling techniques used in this study were purposive and convenience sampling. Purposive sampling, also known as judgement/judgemental sampling (Brink *et al*., 2014: 141; De Vos *et al.,* 2013: 232;

Johnson & Christensen, 2014:265; Neuman, 2014: 273; Zikmund *et al.*, 2013:393), intentional or deliberate sampling (Babbie, 2004: 183; Neuman, 2014: 273), was used in this study to select people chosen for a particular purpose (Brink *et al.,* 2014: 141; Denscombe, 2014: 41; Leedy & Ormond, 2014: 221; Neuman, 2014: 273; Welman et al. 2005: 69). In this case, the sample was chosen because they were especially knowledgeable about the question at hand (Brink *et al.,* 2014: 141; Denscombe, 2014: 41). Convenience sampling, also known as availability sampling (Brink et al., 2014:140; Neuman, 2014:248), refers to the type of sampling that is made up of elements that are conveniently available to the researcher (Leedy & Ormond, 2014:221; O'Dwyer, & Bernauer, 2014:83; Welman, *et al.,* 2005:69). This study also used convenience sampling. The distinguishing characteristic of convenience sampling for this study was that the individuals or cluster were not selected from the population based on some probability; rather, they were selected to be in the study because the researcher had easy access to them (O'Dwyer, & Bernauer, 2014:83). The advantages of the convenience sampling technique are that it is the most convenient, it is the least time-consuming sampling method (Cant *et al,* 2008). In this study, the researcher selected the ECPL based on its proximity, making it accessible and possible for him to conduct the research.

It was critical for the researcher to carefully define and describe the population and specifically stipulate criteria for inclusion in it (Brink *et al.,* 2014: 131). The selection of the sample of this study was influenced by the reality that the researcher works there, over and above its accessibility. The researcher's choice of the sample was influenced by the researcher taking into account Babbie and Mouton's (2014: 36) and Valle and Halling's (1989) opinion that participants should have the experience of the topic of the research and have the capacity to provide a full and sensitive description of the experience under examination (Valle & Halling, 1989) and participants should be willing to respond (Babbie & Mouton, 2014: 235).

Throughout this study, the identity of the participants was protected, in accordance with Creswell's (2014:100) view that researchers should avoid disclosing information about participants as it may harm the participants and that researchers should respect the privacy of participants by protecting their anonymity, their individual roles and the incidents in the research projects.

(4) Step 4: Planning procedure for selecting sampling units: The planning was conducted by the researcher on the basis of the inclusion criteria for this study. According to Babbie and Mouton (2014:170), unskilled researchers use convenience sampling without following procedure, causing serious problems. Accordingly, since this study used convenience and purposeful sampling techniques, the researcher ensured that respondents came from each of the identified units in the ECPL. This way, the list catered for all the requirements in the inclusion criteria of the sample, including equal gender and racial issues.

(5) Step 5: Gathering data from designated elements: The researcher gathered data from the designated participants (Wild & Diggines, 2013: 204). Since a number of things could go wrong at this stage (Wild & Diggines, 2013: 204), the researcher put measures in place to minimise potential problems. This included the willingness of participants to participate voluntarily (consent forms signed willingly).

(6) Step 6: Carrying out the sampling process: In this stage, the sampling process was performed by the researcher using the work environment as the premises throughout the entire process.

In terms of why a sample was used in this study, it should be noted that according to Neuman (2014:246), in sampling, researchers select some cases to examine in detail then use what has been learn from them to understand a much larger set of cases. Therefore, the primary use of sampling in quantitative studies is to create a representative sample that closely reproduces or represents features of interest in a larger collection of cases, called the population. A sample data is examined in detail, and if sampled correctly, its results are generalised to the entire population. To do this, very precise sampling procedures are used to create representative samples in quantitative research. These procedures rely on the mathematics of probabilities and hence, are called probability sampling.

Neuman (2014:247) indicates that most, but not all, empirical studies use sampling. Neuman (2014:247) goes on to state that most books on sampling emphasise its use in quantitative research and contain applied mathematics and quantitative examples. Therefore, sampling proceeds differently in qualitative studies and often has a different purpose from quantitative studies (Neuman, 2014:246). Nonetheless, most quantitative use probability or probability-like samples while most qualitative studies

use a non-probability method and non-representative strategy. In this study, as sample of a population was used in line with Brynard *et al.*'s (2014:56) views, namely to:

- **Simplify the research:** In this study, it was easier to study a representative sample of a population than to study the entire population.
- **Save time:** Studying an entire population can be time-consuming, especially if the population is very large or distributed over a large geographical area.
- **Cut costs:** Interviewing and using questionnaires to collect data from every element of a population could be very costly, hence a sample was deemed convenient for this study.

3.4 Data collection

This section deals with data collection. Data in this study was collected through:

i. Desk Research (Secondary);
ii. The library (Secondary); and
iii. Questionnaires (Primary).

These are elaborated below:

(i) Desk research (Secondary): The desk research section of this study involved documentary surveys. The information from these documents, as part of the secondary data, assisted in providing a base on which, together with the literature review, the study is anchored. This information was also useful in filling in gaps in areas where the population in the respondents were unable.

(ii) The library (Secondary): According to Hosftee (2013:55), although librarians are among the under-rated people of the world, they can really help a researcher a lot. Accordingly, doing secondary research becomes easier if you make friends with a good librarian (Hofstee, 2011:55). Using the assistance of the librarian at the University of Fort Hare library, the researcher was able to undertake an extensive study of relevant literature and documentation within and across databases and the world-wide web. These are expatiated hereunder:

- **The World Wide Web***:* Internet-based data collection tools can be an efficient and cost-effective way to study. Internet is proven to be a very efficient

method, which has the ability to suit the changing environment. The websites the researcher used are listed in the bibliography.

- **Library Search engines:** Library search engines such as University of Fort Hare Institutional Repository, Dissertations and Theses Full Test Proquest, E-books Ebrary Academic Complete, Academic Search Complete, EBSCOhost, JSTOR, KEESING, ALUKAA, LexisNexis Academic, NEXUS, ResearchPro, Sage Publications (Sabinet Online), SAGE, Taylor and Francis Online, and Wiley Online Library, while also using OpenDOAR (Directory of Open Access Repositories), books, and a number of theses and dissertations provided the researcher with a multitude of relevant and up to date articles on many subjects. The researcher made good use of such opportunities to collect relevant data on the topic.

- **The internet**: In utilising the internet, particularly google scholar.com to access scholarly articles and reputable websites, the researcher was able to expand the sources of documentation.

(iii) Questionnaire: A closed-ended questionnaire was used in this study to collect data from respondents. Slavin (2007:108) describes a closed-ended questionnaire as an instrument for which a limited number of possible responses are specified in advance. The researcher selects a sample of respondents from a large population before administering questionnaires or conducting interviews to collect information about their attitude, values, habits, ideas, demographics, feelings, opinion, perceptions, plans and beliefs (McMillan & Schumacher, 2006:233).

Since there was no one to explain the meaning of questions to respondents in a questionnaire, it was important that the questions were clear and easy to understand. In addition, the layout of questionnaire was such that it was easy to read and pleasant to the eye, and the sequence of questions was easy to follow. A questionnaire was developed in an interactive style. This means respondents felt as if someone was talking to them (Kumar, 2005:145).

The researcher used a non-standard questionnaire (See Annexure A) as proposed by Hofstee (2013:116). In the design of the questionnaire, the researcher took into account 14 of the 15 principles on questionnaire design/construction proposed by Johnson and Christensen (2014:193-213). These principles, found in Annexure B,

include a checklist for questionnaire construction. A summary of the principles is as follows:

1) Principle 1: Making sure the questionnaire items match your research objectives:
2) Principle 2: Understanding your research participants:
3) Principle 3: Using natural and familiar language
4) Principle 4: Writing items that are clear, precise and relatively short
5) Principle 5: Not using ±eadingqor ±oadedqquestions
6) Principle 6: Avoiding double-barrelled questions
7) Principle 7: Avoiding double-negatives
8) Principle 8: Determining whether an open-ended or a closed-ended question is needed
9) Principle 9: Using mutually exclusive and exhaustive response categories for closed-ended questions
10) Principle 10: Considering the different types of response categories available for closed-ended questions
11) Principle 11: Using multiple items to measure abstract constructs
12) Principle 12: Considering using multiple methods for measuring abstract constructs
13) Principle 13: Using extreme caution if you reverse the wording in some items to help prevent response sets in multi-scales
14) Principle 14: Developing a questionnaire that is properly organised and easy for participants to use.

The justification and advantages of using questionnaires was based on the reality that questionnaires are quite flexible (Mujis, 2004:35) and are used to gather a wide range of information on a topic for use in research (Fink, 2003:3; Jenkins, 1999:1) and to measure ones results (Jenkins, 1999:1). They can be used to describe to explore, to predict, to evaluate (Fink, 2009:1; Jenkins, 1999), to compare or to explain individual and societal knowledge, feelings, values, preferences and behaviour (Fink, 2003: 1; Fink, 2009:1).

According to Jenkins (1999:3), questionnaires are the most common method of conducting a survey. Questionnaires were used in this study because they proved to

be relatively economical (McMillan & Schumacher, 2006:194) in that they allowed the researcher to collect large quantities of data (Bryman, 1989:42; Jenkins, 1999:3) at a low cost in comparison to other methods (Cohen & Manion, 1989:86; Kumar, 2005:149). Since respondents were not required to indicate their identity on questionnaires (Mujis, 2004), they were guaranteed of their anonymity (Creswell, 2009:89; Creswell, 2014:94; Denscombe, 2002: 180; Fink, 2009:44; Kumar, 2005:149; McMillan & Schumacher, 2006:194; Kumar, 2005148). The questionnaires allowed the researcher to obtain or to discover opinions and feelings about a particular situation, have the same information from subjects, were easy to score (McMillan & Schumacher, 2006:194), were less time-consuming, were quicker to administer than interviews and were able to be distributed *en masse,* unlike interviews (Bryman, 1989:42).

Questionnaires can appear in many different forms (Mujis, 2004:34) but the collection of information typically involves structured or semi-structured interviews, self-completion or postal questionnaires, standardised tests of attainment or performance and attitude scales (Cohen & Manion, 1994:83). As mentioned above, a research study using closed-ended questionnaires was found to be relevant for this study because researchers using the quantitative approach employ questionnaires as the strategies of inquiry (Ivankova, Creswell & Clark, 2011:258).

3.5 DATA ANALYSIS

The emphasis on this section is on data analysis and on the interpretation of quantitative data obtained through questionnaires that were administered to respondents. This section discusses how data was presented in the same manner as the questions posed in the closed-ended questionnaires.

According to Zikmund *et al.* (2013:68), data analysis is the application of reasoning to understand the data that have been gathered. In its simplest form, analysis may involve determining consistent patterns and summarising the relevant details revealed in the investigation. In the quantitative part of this study, it was therefore the responsibility of the researcher to analyse data, translate the raw data into some meaningful information and communicate the research results in the form of simple descriptive statistics and graphical representations. Brink *et al.* (2014:195) caution

that statistics used to describe data need to be correct and most appropriate ones; that the statistical results should be presented in clear language as well as in numerical formulation and that there needs to be sufficient evidence to verify the correctness of the statistical result.

According to Wild and Diggines (2013:252), the graphic presentation of data affords significant insights. In this study, the statistical information generated by means of tabulation was communicated visually by means graphic representations such as graphs (Bless *et al.,* 2014:250; Neuman, 2014:397; Wild & Diggines, 2013:252), histograms (Bless *et al.,* 2014:250; Neuman, 2014:397; Wild & Diggines, 2013:252), bar charts (Neuman, 2014:397; Wild & Diggines, 2013:252),

Other than graphic presentation used in this study as a way of displaying findings, text was used to explain the data (Kumar, 2005:92). Du Plooy-Cilliers *et al.* (2014:230) quote McKee's (2003:4) reference to text as anything that we produce as an 'interpretation of something'. This 'something' can be anything that has meaning, such as a book, building, film, clothing and music, among others (McKee, 2003:4, cited in Du Plooy-Cilliers *et al.*, 2014:231), hence text has significance because it conveys potential meaning (Du Plooy-Cilliers *et al.*, 2014:230). In terms of research, text indicates 'the form and content of the messages itself'(Du Plooy-Cilliers *et al.*, 2014:230). Text, according to Du Plooy-Cilliers *et al.* (2014:230), includes 'oral, written, or graphic languages, using still and moving images or using multimedia, including computers (Sonderling, 2001:148, cited in Du Plooy-Cilliers *et al.*, 2014:230). Du Plooy-Cilliers *et al.* (2014:230) aver that in the analysis and interpretation of text, the researcher conducts a deep 'reading'of text.

In all these findings, the researcher was guided in analysing the data by the objectives of the study (Fox & Bayat, 2007:104). Additionally, the researcher followed Brink *et al.'s* (2014:195) guidance with regard to graphs that the graphic displays should be accurate, simple and clear; that the graphic displays should make a point without the need for narrative and that the graphic displays should enhance the quality of the argument for the conclusion reached by the researcher.

3.5.1 Advantages of quantitative data analysis

Just like any data analysis, the quantitative data analysis has its own advantages and disadvantages. The advantages are as follows:

(i) Scientific status: Quantitative data lend themselves to several forms of statistical methods based on the principles of mathematics and probability (Denscombe, 2014:272). Such statistics provide the analyses with an aura of scientific respectability Denscombe, 2014:272). According to Wild and Diggines (2013:248), statistics are used to analyse data in three ways: to describe data, to measure significance and to indicate relationships between sets of data. Denscombe (2014:272) mentions that such statistics provide the analysis with a quality of scientific respectability. The analysis appears to be grounded on objective laws rather than on the values of the researcher.

(ii) Confidence in the findings: Statistical tests of significance give researchers extra credibility in terms of the interpretations they make and the confidence they have in their findings (Denscombe, 2014:272).

(iii) Precise measurement: The analysis of quantitative data provides a concrete foundation for description and analysis. Interpretations and findings are founded on measured quantities rather than impressions, and these are, at least in principle, quantities that can be checked by others for authenticity (Denscombe, 2014:272).

(iv) *Analysis of large volumes of data:* Large volumes of quantitative data can be analysed fairly quickly, provided adequate preparation and planning have happened in advance. Once the procedures are ±up and runningq researchers can interrogate their results comparatively quickly (Denscombe, 2014:269).

(v) Concise presentation of data: Tables and charts provide a succinct and effective way of organising quantitative data and communicating the findings to others. Commonly available computer software supports the design of tables and charts and takes most of the hard labour out of statistical analysis (Denscombe, 2014:269).

The disadvantages of quantitative data analysis will be discussed under limitations in this chapter. The next part looks at data analysis in the qualitative research approach.

3.6 DATA REPORTING

Out of the six types of quantitative data, ordinal data was used in this study. Like nominal data, ordinal data are based on counts of things assigned to specific categories, but, in this case, the categories stand in some clear, ordered, ranked relationship. The categories are in orderq This means that the data in each category can be compared with data in the other categories as being higher or lower than, more or less than, *etc*., than those in the other categories. The most observable example of ordinal data comes from the use of questionnaires in which respondents are asked to respond on a five-point scale such as:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	2	3	4	5
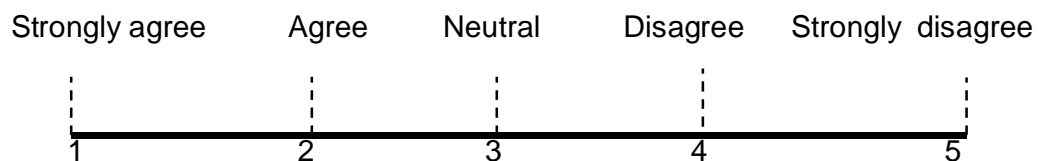
The responses coded as 2 (agree) can legitimately be seen as more positive than coded as 3, 4 or 5 (neutral, disagree, strongly disagree), but less positive than those coded 1 (strongly agree). This scale is known as the Likert scale (Denscombe, 2010:243), summated-rating or additive scales (Neuman, 2014:230) and was used in this study to get quantitative data. In the Likert scale, an ordinal measure of a personq attitude is provided and a personq score on the scale is computed by summing the number of responses he or she gives (Neuman, 2014:230). Wild and Diggins (2013:157) add that a Likert scale is a scale whereby a respondent is given a number of statements about what is to be tested and indicates on a 5-point scale to what extent he or she agrees or disagrees with each one. The scores of all the respondents are added together to obtain a total score, which is an indication of the respondentsqattitude towards the object being tested (Wild & Diggines, 2013:157).

One way of communicating quantitative data in this study was simple descriptive statistics. Also known as summary statistics (Bertram & Christiansen, 2015:202), descriptive statistics convert and condense a collection of data into an organised, visual representation or picture in a variety of ways so that the data can have some meaning for the readers of the research report (Wild & Diggines, 2013:79). Eventually, descriptive statistics convert and condense a collection of data into an organised, visual representation or picture in a variety of ways so that the data can

have some meaning for the readers of the research report (Wild & Diggines, 2013:179). This is paralleled by Leedy and Ormond (2014:10) and Neuman (2014:10) who state that descriptive statistics summarise the general nature of the data obtained (Leedy & Ormond, 2014;10; Neuman, 2014:10) and thus tell us what the data looks like (Wild & Diggines, 2013:179). Emerging from these definitions, descriptive statistics describe basic characteristics and summarise that data in a straightforward and understandable manner (Babbie & Mouton, 2014:459; Zikmund *et al.,* 2013:410).

According to Neuman (2014:396), the word statistics refers to a set of collected numbers as well as a branch of applied mathematics that researchers use to manipulate and summarise the features of numbers. Babbie and Mouton (2014:421), Neuman (2014:396) and Zikmund *et al.* (2013:507) shed light on the reality that statistical analysis can be divided into three groups, namely (1) Univariate statistical analysis (2) Bivariate statistical analysis and (3) Multivariate statistical analysis. According to Neuman (2006:329), univariate statistics, describes one variable (uni- refers to one and . variate refers to variable). Used in this study, univariate statistical analysis tests hypotheses involving only one variable (Babbie, 2013:418; Babbie & Mouton, 2014:421; Neuman, 2014:396; Zikmund *et al.,* 2013:507). De Vos *et al.* (2014:254) opine that univariate statistical analysis is the simplest form of data analysis, which means that one variable is analysed mainly with a view to describing that variable. This basically means that all the data gathered on that one variable need to be summarised for easy comprehension and utilisation (De Vos *et al.,* 2014:254). Another way of communicating and displaying analysed data in this study was by means of graphs, as suggested by Kumar (2005:292).

Out of the four ways of entering raw quantitative data into a computer namely, code sheet, direct-entry method, optical scan and bar code (Neuman, 2014:395-396), this study utilised the code sheet method. In the code sheet method, information is gathered then transferred from the original source onto a grid format (code sheet), before being entered into a computer line by line (Neuman, 2014:394-5).

Neuman's (2014:396) opinion that data should be cleaned was taken into consideration in this study. The researcher engaged in cleansing data because accuracy is extremely important when coding data (Neuman, 2014:396). The

researcher was aware that errors made when coding or entering data into a computer threaten the validity of the measures and could cause misleading results (Neuman, 2014:396). Accordingly, after careful coding, the researcher checked the accuracy of coding or ±cleaningqthe data by random sampling 10 percent of the data a second time and, only upon discovering that no coding errors in the recoded sample, did the researcher proceed. No errors were found so there was no need to recheck all of the coding.

Following Neumanœ (2014:396) suggestion, the researcher verified coding after the data was entered into a computer by using the wild coding check/possible code cleaning which involved checking the categories of all variables for impossible codes.

3.7 LIMITATIONS

The next section discusses the limitations of the research design and methodology of this study.

3.7.1 Limitations of research design and methodology

According to Du Plooy-Cilliers *et al.* (2014:275), limitations can be described as constraints or limits in a research study that are set out of the control of the researcher. In other words, limitations are any potential problems that a researcher foresees for conducting their research study (Du Plooy-Cilliers *et al.,* 2014:291). Since all studies work with limitations (Vithal & Jansen, 2010:35) and all methods have limitations because perfection is seldom, if ever attainable (Hosftee, 2011:117), this studyœ methodology had its own limitations/challenges, disadvantages and criticisms, as described hereunder.

The quantitative research method is a widely used research methodology in many social science research studies (Okafor, 2013:14). Denscombe (2007:248-250) identifies the following characteristics of quantitative research: (i) It tends to be associated with numbers as the unit of analysis (ii) It tends to be associated with analysis (iii) It tends to be associated with large scale studies (iv) It tends to be associated with a specific focus (v) It tends to be associated with researcher detachment and (vi) It tends to be associated with a predetermined research design.

According to Leedy and Ormond (2005:182), this type of research involves either identifying the characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena. Generally, in quantitative research, the researcher strives to be as objective as possible in assessing the behaviour being studied. Bryman (2004:75) identifies four distinctive preoccupations that can be discerned in quantitative research. These include:

(1) Measurement: Issues of reliability and validity pose a serious concern for quantitative researchers and they strive to achieve this.

(2) Causality: Quantitative researchers are rarely concerned merely to describe how things are but are keen to say why things are the way they are.

(3) Generalisation. In quantitative research, the researcher is usually concerned to be able to say his or her findings can be generalised beyond the confines of the particular context in which the research was conducted.

(4) Replication: The result of a piece of research should be unaffected by the researchers special characterisations or expectations. If biases and lack of objectively were pervasive, the claims of the scientist to provide a definitive picture of the world would be seriously undermined.

According to Chainda (2011:55), although closed-ended questionnaires are preferred by respondents compared to open-ended questionnaires, they also have limitations. Therefore, since this study used closed-ended questionnaires to a collective audience, this has its own disadvantages. One limitation is that the respondents have no opportunity to add their opinions about a particular issue raised by a question or item (Kumar, 2005:154). Additional limitations offered by Neuman (2014:333) are that in closed-ended questions: (i) Questions can suggest ideas that the respondents would not otherwise have (ii) Respondents with no opinion or knowledge can answer anyway (iii) Respondents can be frustrated because their desired action is not a choice (iv) Misinterpretation of a question can go unnoticed (v) Distinctions between respondent answers may be blurred (vi) Clerical mistakes or marking the wrong response may be possible (vii) Respondents are forced to give simplistic responses to complex issues; and (viii) Respondents are forced to make choices that they would not make in real life.

Kumar (2005:154) states that in a questionnaire, the given response pattern for a question could condition the thinking of respondents, and so the answers provided may not truly reflect respondents' opinions. Rather, they may reflect the extent of agreement or disagreement with the researcher's opinion or analysis of a situation. To some extent, therefore, closed ended questionnaires do not necessarily reflect the ultimate views of the respondents. They merely reflect the choice of the researcher (in structuring the instrument questions) and the respondent (in answering the questions).

Kumar (2005:154) goes on to say that in closed-ended questions: (i) One of the main disadvantages is that the information obtained through them lacks depth and variety (ii) There is a greater possibility of the researcher's bias because the researcher may list only the response patterns that they are interested in or those that come to mind. Even if the category of 'other' is offered, most people will usually select from the given responses, and so the findings may still reflect researcher bias and (iii) The ease of answering a ready-made list of responses may create a tendency among some respondents to tick a category or categories without thinking through the issue.

Although a questionnaire has several disadvantages, it is important to note that not all data collection using this method has these disadvantages (Kumar, 2005:149). The prevalence of a disadvantage depends on a number of factors, but the researcher was aware of them to understand their possible bearing on the quality of data for this study.

This study analysed data quantitatively. Denscombe (2014:269) mentions that quantitative data analysis has its own limitations, namely:

(i) Quality of data: The quantitative data are only as good as the methods used to collect them and the questions that are asked (Denscombe, 2014:269).

(ii) Data overload: Large volumes of data can be strong point of quantitative analysis but, without care, it can start to overload the researcher, leading to the researcher getting swamped (Denscombe, 2014:269).

(iii) Technicist: There is a danger of researchers becoming preoccupied with the techniques of analysis at the expense of the wider issues underlying the research. Particularly with the power of computers at researchers' fingertips, attention can shift

from the real reason for the research towards a constrained concern with the technical aspects of analysis (Denscombe, 2014:269).

(iv) Quantitative analysis is not as scientifically objective as it might seem on the surface. Researchers have an element of discretion and choice when conducting their data analysis, just as they do with quantitative data. In the process, their decisions can influence the findings. Although the analysis of quantitative data might seem to be technical and scientific, in reality the researcher still has the ability to influence the findings in indirect ways (Denscombe, 2014:269).

3.8 Ethical considerations

In this study, ethical measure were strictly adhered to in accordance with international guidelines such as the 1947 Nuremberg Code (Brink *et al.,* 2014:330; Hessey-Biber & Leavy, 2011:85), the 1948 Universal Declaration of Human Rights by the United Nations (Neuman, 2014:157), the 1964 Declaration of Helsinki (Neuman, 2014:157), the Belmont Report's Ethical Principles (Neuman, 2014:157), the Helsinki Declaration of 1972 (Maree & Pietersen, 2014:306), the National Commission for the Protection of Human Subjects (Schinke & Gilchrist, 1993:83) and the Guidelines for the Protection of Human Subjects of Research (Neuman, 2014:157).

In keeping with ethical standards, the researcher stuck to the basic principles of ethics for social research put forth by Neuman (2014:157), namely, recognising that the ethical responsibility rested with him (as the researcher), avoiding the exploitation of research participants for personal gain, using research methods that were appropriate to the topic, anticipating repercussions of the research or publication of results, making interpretations of the results consistent with the data, using high methodological standards and striving for accuracy, avoiding to conduct the research secretly and identifying himself to the respondents and assuring respondents of their rights to or questions about the research.

In addition to the basic principles of ethics for social research put forth by Neuman (2014:157), the researcher assured respondents of their anonymity (Babbie & Mouton, 2014:523; Creswell, 2009:89; Denscombe, 2002: 180; Fink, 2009:44; Kumar, 2005:149; McMillan & Schumacher, 2006:194; Kumar, 2005:148), informed

respondents of the purpose of this study, how the results were to be used, how respondents were selected (Creswell, 2014:97; Neuman, 2014:151), informed respondents that they could terminate their participation in the survey at any time without a penalty (Neuman, 2014:151), guaranteed the confidentiality of the data and the privacy of respondents by not availing their details to anyone (Babbie & Mouton, 2014:523; Bryman, 2004:509, Brynard *et al.,* 2010:6; Creswell, 2009:89; Creswell, 2014:99; Denscombe, 2002:179; Fink, 2009:45; Henning *et al.,* 2010:73; Leedy & Ormond, 2010:101; McMillan & Schumacher, 2006:144; Mouton, 2009:42; Neuman, 2014:151; Neuman, 2014:147; Yin, 2014:78), guaranteed respondents that the results of this study will be available to them on request (Creswell, 2014:100; McMillan & Schumacher, 2006:144; Neuman, 2014:151) told the truth and never presented the truth in an unbiased manner (Brynard *et al.,* 2010:6).

Other than the ethical considerations mentioned above, this study avoided plagiarism, as advised by Babbie (2013:514). While it is not possible to cite all the sources of ideas, the researcher followed Denscombe's (2002:62) advice that significant sources have to be acknowledged by the researcher. This was done by sticking to the fundamental requirement of research of acknowledging explicitly the origins of the ideas and information that has been used in this study

CHAPTER 4: RESULTS ANALYSIS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter presents and discusses the results of the study. The main purpose of the study was to collect information on the clarification of the role that human resource development (HRD) in the Eastern Cape Provincial Legislature (ECPL) plays in strengthening the core business of the ECPL. In order to collect data, 40 questionnaires were issued out and 32 were returned completed. This number represented a response rate of 80% which is deemed appropriate for analysis of the results of this study. To add on to that, all the variables to measure the dimensions of this study were found to be valid and reliable. The results are presented in the section that follows.

4.2 DEMOGRAPHICS OF RESPONDENTS

This section discusses demographics of respondents in the form of gender, age, ethnicity, academic qualification held, job level as well as the number of years they worked within the respective government department.

4.2.1 Gender of Respondents

Out of 32 respondents, 13 were male and the remaining 19 were female. The results, as shown in Figure 4.1 show that males accounted for 33% of the respondents whilst the remaining 67% were females. The implication of these demographics is that amongst the employees who responded or if the sample is a true representation of the employees in the target field, there are actually more females employed than males.

Figure 4.9: Gender of respondents
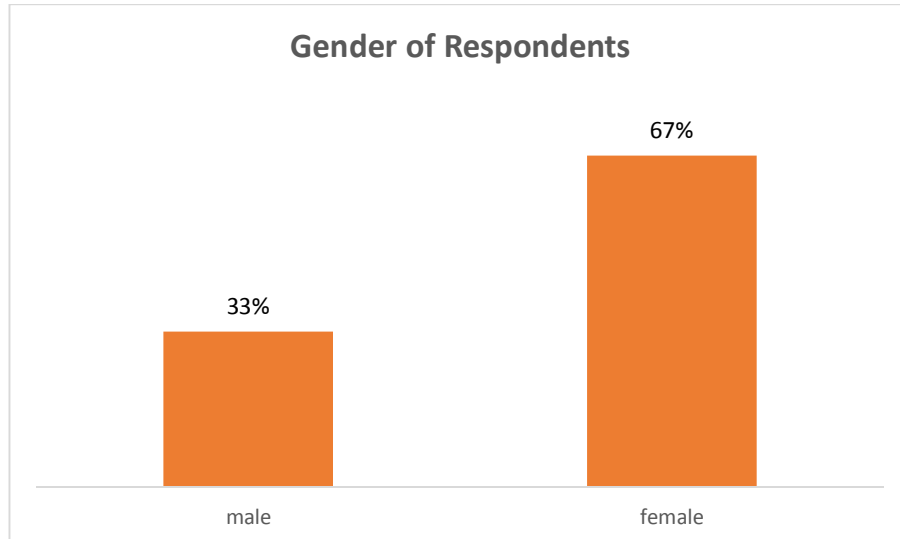
4.2.2 Age of Respondents

The respondents were asked to indicate their age. The results are shown in Figure 4.2 that follows.

Figure 4.10: Age of respondents

Figure 4.2 shows that 36% of the respondents were between the ages of 46-55 years followed by 32% who were between the ages of 31-25 years. The results also

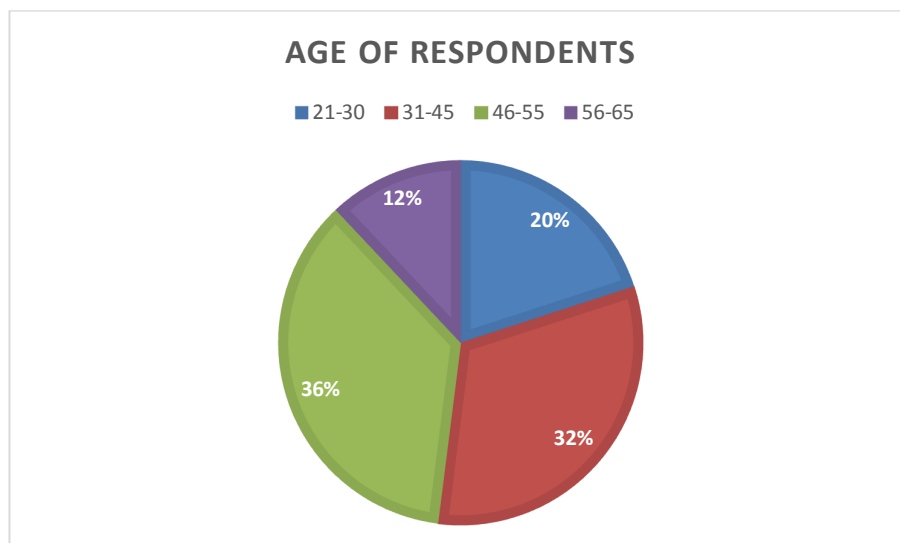show that those respondents who were in the 21-30 years age group accounted for 20% whilst the remaining 12% was made up of respondents aged between 56-65 years. There are some factors that can be used to explain the reason why the 56-65 years age group had a few number of respondents as compared to the middle-aged working population. Since the retirement age in the public service is 65 years an assumption could be made that the 12% of the respondents were closer to retirement. Also Figure 2 shows that the majority (36%) of employees in the respondents were middle-aged and close to the retirement age. Assuming that the number of respondents was fairly representative of the target sample, it can be argued that the Public Service has an aging workforce at the senior management level. Therefore, there is a need to ensure that young and energetic people are recruited into the public service for purposes of bringing new and innovative ideas and for ensuring continuity and minimising loss of institutional memory.

4.2.3 Race of Respondents

In addition to age, the respondents were also asked to indicate the racial group that represents them. There were given options which include Black, White, Coloured, Indian and other. The respondents consisted of 5 Whites and 19 Blacks. These are shown in Figure 4.3.

Figure 4.11: *Race of respondents*
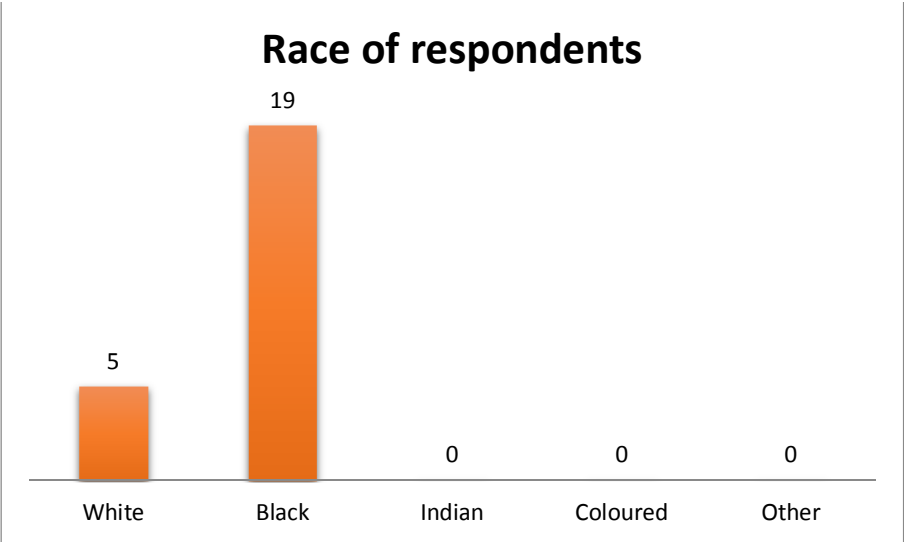
As illustrated by Figure 4.3, out of a total of 32 respondents, seven were white whilst the remaining 24 belonged to the black population group. Expressed as a

percentage, whites were 21% whilst blacks were 79%. There were no Indian, Coloured or any other respondents from other population groups.

4.2.4 Highest Academic Qualification of Respondents

In order to find out the academic qualifications of employees at MEGA, the respondents were asked to indicate their highest academic qualifications from the four categories namely; matric, undergrad, post-grad and other qualification. The results are represented in Figure 4.4.

Figure 4.12: *Qualification of respondents*
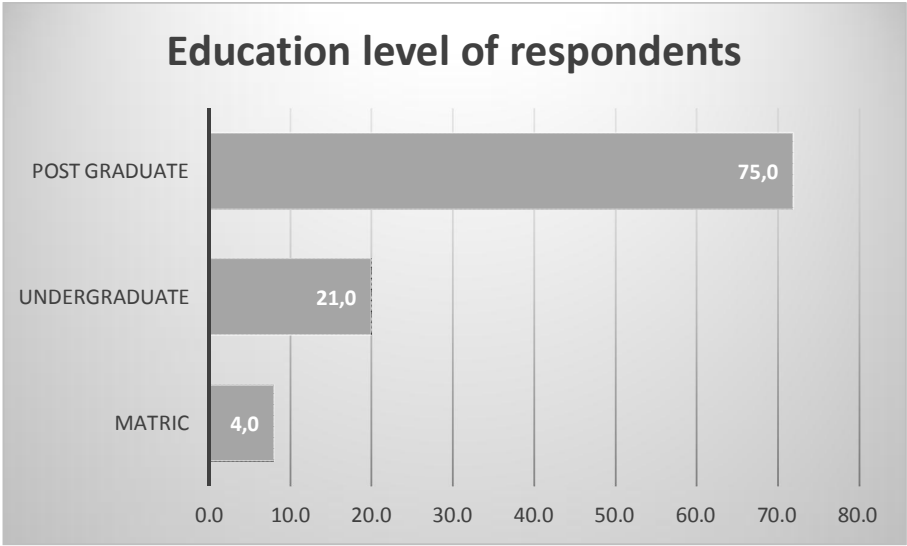
Figure 4.4 above shows that 75% (18) of the respondents had post-graduate qualifications, 21% (5) had undergraduate degrees and only 4% (1) had matric level as highest level of qualification. These results represent a high literacy level of the respondents in particular implying that the respondents are expected to have a better understanding of the HRD practices that are practiced within their public service.

4.2.5 Period of Service

In addition to the variables discussed above, the respondents were asked to indicate how long they have worked within the Agency and their responses are indicated by Figure 4.5.

Figure 4.13: Respondents' period of service
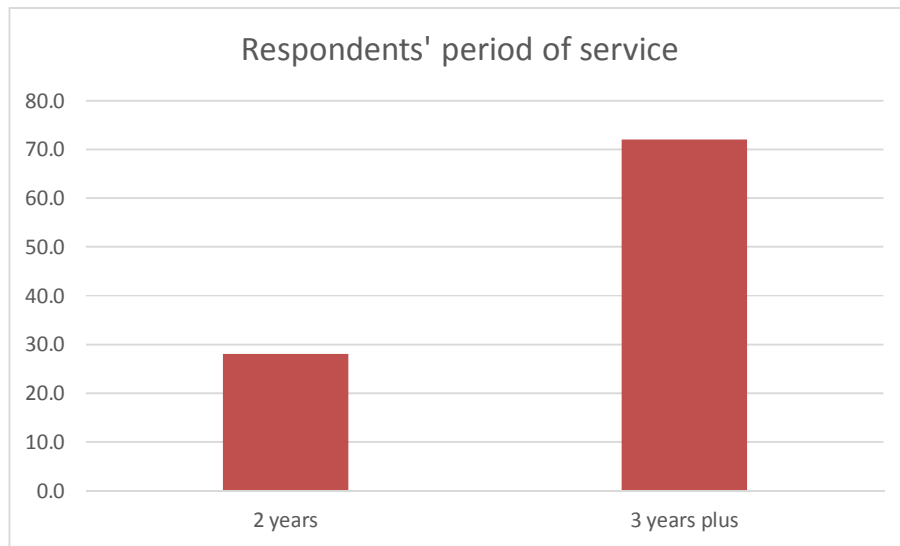
Figure 4.5 shows the duration of the respondents working in the public service. The results indicate that out of 24 respondents, 17 have worked for this public service for a period of 3 years plus whilst the remaining 7 worked for a period of 2 years and above. There were no respondents who worked for a period less than 1 year. Expressed as a percentage, 71% of the respondents worked for this public service for 3 years plus whilst 29% worked for 2 years.

4.2.6 Position of Respondents

In addition to the period of service, the respondents were asked to indicate their positions in the Agency. They were asked to indicate their positions on four levels given and their results are illustrated in Figure 4.6.

Figure 4.14: *Job Levels of Respondents*
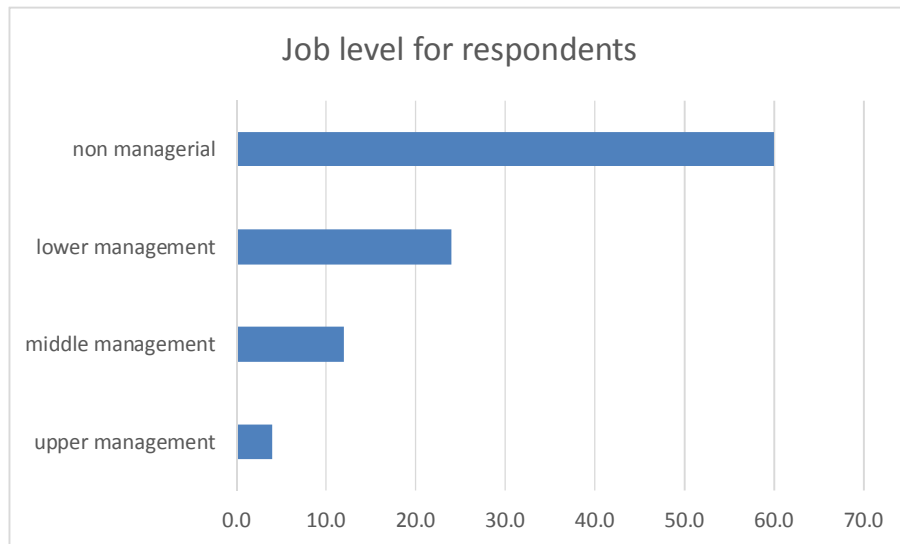
As illustrated in Figure 4.6, the majority (60%) of the respondents held non-managerial position. This is contrary to only 4% of all the respondents who were responsible for the upper level management. To add on to that, 12% of the respondents indicated that they fell within the middle-level management whilst the remaining 24% were lower-level management employees. To sum up, 40% of the respondents had the positions ranging from lower level management to middle level management to upper level management whilst 60% had non managerial positions. These findings were important in this research as they enabled to identify whether or not all employees in these brackets were aware of the HRD practices within the public service.

4.3 HUMAN RESOURCES ROLES SURVEY

One of the objectives of this study was to investigate whether the respondents were aware of the roles of the Human Resources Department. Different variables to measure different constructs or roles of the Human Resources Department were compiled and the respondents were asked to indicate their choice in good faith on a five point Likert scale that ranges from very often, often, sometimes, rarely and never. The discussion of the results shown in Table 4.1 follows.

Table 4.8: *Human resources roles survey*

	Very Often	Often	Sometimes	Rarely	Never
Know that HRD helps the ECPL to achieve business goals	24%	32%	36%	8%	0%
Participate in the process of defining business strategies	28%	28%	20%	12%	12%
Make sure that HRD strategies are aligned with business strategy	28%	28%	32%	8%	4%
Know that HRD function's effectiveness is measured by its ability to help make strategy happen	32%	30%	36%	10%	0
Know that HRD IS seen as a business partner	28%	12%	36%	24%	0%

In order to measure whether the respondents were aware of the roles of the HR Department, various variables were combined from existing literature. Firstly, they were asked to indicate how much they know that HRD helps the ECPL to achieve business goals. Out of 32 respondents, 24% indicated that they were very often, 32% indicated that they were often whilst 36% chose the option of %sometimes+ whilst the remaining 8% rarely knew that.

The respondents were also asked to indicate whether they participate in the process of defining business strategies. The results indicate that 28% participated very often, 28% often whilst 20% participate sometimes. Only 12% indicated that they rarely participate whilst the remaining 12% were never involved. To add on to that, in order to measure whether the respondents make sure that HRD strategies are aligned with business strategy an equal percentage of 28% for two groups indicated that (1) they

do very often and (2) they often do that. The majority (32%) responded that they sometimes do that, 8% rarely, whilst 4% never.

Moreover, the respondents were asked whether they knew that the HRD function's effectiveness is measured by its ability to help make strategy happen. The results show that 32% knew very often whilst 30% were often. To add on to this, 36% sometimes knew that, and the remaining 10% rarely knew this. Lastly, the respondents were asked to indicate whether they were aware that HRD is seen as a business partner. Some of the variables used to measure the extent to which the respondents were aware of the HRD roles are shown in Table 4.2.

Table 4.9: Human resources roles survey

	Very Often	Often	Sometimes	Rarely	Never
Know that HRD spends time on strategic issues	32%	8%	36%	20%	4%
Know that HRD plays an active participant in business planning	32%	20%	36%	8%	4%
Know that there is an alignment between HRD strategies and business strategy	36%	40%	16%	8%	0%
Know that HR develops processes and Programmes to link HR strategies to accomplish business strategy	32%	28%	28%	8%	4%
Know that the credibility comes from helping to fulfil strategic goals	28%	44%	20%	8%	0%

To add on to the variables illustrated in Table 1, the respondents were also asked other variables relating to the role of HRD and their responses are shown in Table 4.2. The respondents were asked to indicate whether they know that HRD spends time on strategic issues. The results indicate that 32% participated very often, 8% often whilst 36% participate sometimes. However, 20% of the respondents indicated

that they rarely participate whilst the remaining 4% were never involved. Similarly, when they were asked whether they know that the credibility comes from helping to fulfil strategic goals, 28% knew very often whilst the majority (44%) were often aware, 20% sometimes knew that and the remaining 8% rarely knew. Neither of the respondents chose %ever+ On the same note, another question attempted to get answers as to whether the respondents know that there is an alignment between HRD strategies and business strategy. Out of 24 respondents, 36% indicated that they were very often, 40% indicated that they were often whilst 16% chose the option of %ometimes+whilst the remaining 8% rarely knew that.

To conclude on this variable, when all the variables are combined, it can be concluded that the majority of the respondents are all aware of the issues relating to HRD practices. For instance, when all the responses that rank from very often and often are combined, they indicate that more than 50% of the respondents in the 10 categories of variables answered agree with the statements. There are however issues of concern when only 8% of the respondents agree that they know that HRD spends time on strategic issues. However, this can be compensated by the fact that the majority (32%) of the respondents chose the option of %ery often+ To conclude on this variable, it can be quantitatively concluded that the majority of the respondents know several duties of HRD lay before them and they know all the protocols and logistics involved.

4.3.1   HRD strategic partner in the ECPL

On the same note of the roles of HRD, the respondents were also asked to indicate whether or not they believe they are an HRD partner in ECPL. Their responses are shown in the Figure 4.7 below.

Figure 4.15: HRD Strategic Partners in the ECPL
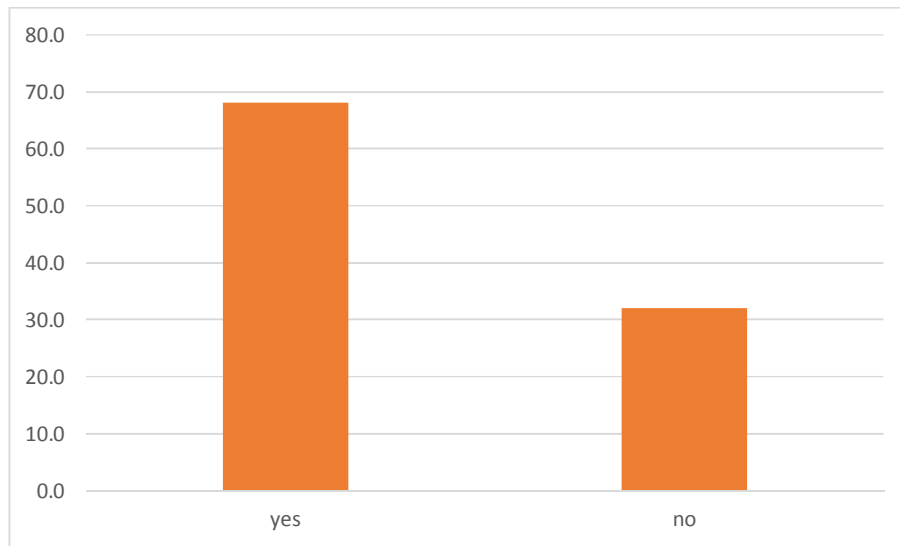
Figure 4.7 shows the responses given by the respondents when they were asked whether they believe that they were HRD strategic partners in the ECPL. Out of 24 respondents, 16 of them believed whilst the remaining 8 did not believe that they were HRD strategic partners in ECPL. As shown in Figure 4.7, those who believed accounted for 67% and those who did not agree with this statement accounted for 33%. The implication of this finding is that since the majority (67%) of the respondents believe in this statement, there is a strong connection between human development and the entire organisation as a whole.

4.3.1 Line Management as HRD strategic partner in the ECPL

To add on to the question on whether the respondents believed that they are HRD strategic partnership in the ECPL, another question was posed in relation to the perception of line management and ECPL. The question was as follows: Do you believe that line management perceives you as a strategic partner in the ECPL? Their responses are shown in Figure 4.8.

Figure 4.16: *Perception of line management on employees as strategic partners in the ECPL*
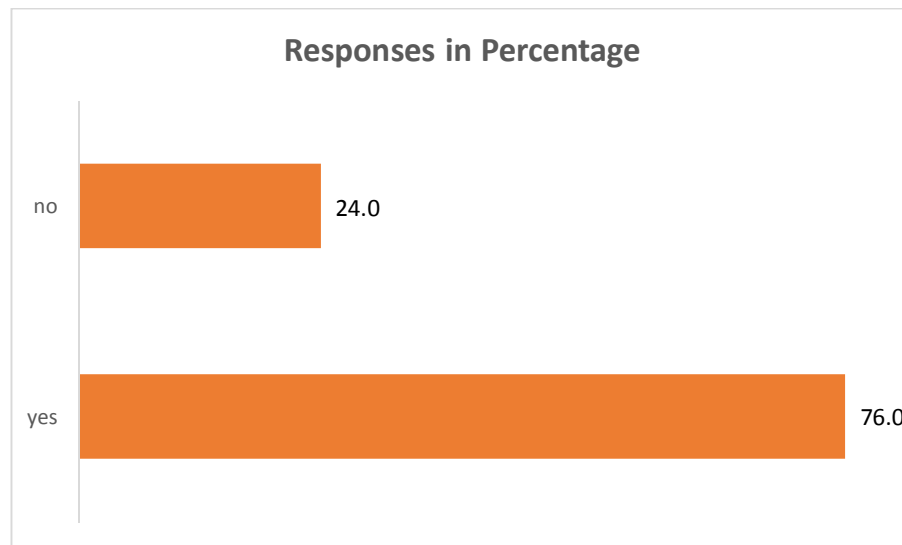
Figure 4.8 shows the responses given by the respondents when they were asked whether they believe that their Line Management perceives them as strategic partners in the ECPL. As shown in figure 4.8, those who believed accounted for 76% and those who did not agree with this statement accounted for 34%. Compared to their own belief, the results indicate that a there are more people who have a certain perception that their management expect them to be somewhere whereas they are not on that point. Since 67% of the respondents indicated that they believe that there are HRD strategic partners of the ECPL and 76% believe that their Line Management perceive them as strategic partners of this Agency, it can therefore be subjectively concluded that there are sort of conflicts in terms of certain beliefs. The implication of these findings is that although the majority (76%) believe in this statement, there are issues with a few people who neither agree with the rest of other respondents of with their Line Management.

4.4   HUMAN RESOURCES MANAGEMENT COMPETENCES

In addition to the roles of the HRM indicated in the prior discussion, another objective of this study was to investigate whether the respondents were aware of the Human Resources Department Competencies. Different variables to measure different competences of the Human Resources Department were compiled and the respondents were asked to indicate their choice on a five point Likert scale that

ranges from strongly disagrees, disagree, neutral, agree and strongly agree. The results are shown in Table 4.3.

Table 4.10: Human resources competency survey

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Anticipate the effect of internal and external changes	0%	8%	24%	60%	2%
Exhibit leadership for the function and corporation	0%	8%	32%	48%	12%
Demonstrate knowledge of the financial impact of all HR activities	4%	0%	20%	68%	8%
Define and communicates HR vision for the future	4%	4%	32%	48%	12%
Educate and influences line managers on HR issues	4%	28%	60%	0%	8%
Take appropriate risks to accomplish objectives	24%	52%	0%	0%	24%

Table 4.3 shows responses of respondents on issues of competency of the HRM of the Agency. When the respondents were asked about their opinion on whether they anticipate the effects of internal and external changes, neither strongly disagreed, 8% agreed whilst only 2% strongly with this statement. The majority (60%) agreed that they anticipate the effect of internal and external changes whilst 24% chose to be neutral. In addition, based on the responses, neither strongly disagreed that they exhibit the leadership for the function and corporation, 8% disagreed and 32% were neutral about this statement. However, 48% agreed and the remaining 12% strongly agreed that they exhibit leadership for the function and corporation.

To add on to that, 68% of the respondents agreed that they demonstrate knowledge of the financial impact of all HR activities and only 4% disagreed to this. On the same

scale, whilst 8% strongly agreed that they demonstrate knowledge of the financial impact of all HR activities, 20% of the respondents chose to be neutral and neither of them disagreed. On another hand, the majority of the respondents did not agree with the fact that they take appropriate risks to accomplish objectives with only 24% strongly agreeing to this. A tremendous 52% disagreed to this followed by 24% who strongly disagreed. To add on to that, 60% of the respondents chose to be neutral when they were asked whether they educate and influence line managers on HR issues with 28% disagreeing with this statement. Some of the responses relating to the competencies of the HRM are shown in Table 4.4.

Table 11.4: Human resources competencies

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Have broad knowledge of many HR functions	24%	52%	0%	0%	24%
Am knowledgeable of competitors' HR practices	0%	4%	32%	48%	16%
Focus on the quality of HR services	0%	12%	36%	40%	12%
Have international experience	12%	20%	20%	40%	8%
Influences peers in other organisations	0%	12%	32%	48%	8%

As illustrated in Table 4.4, the respondents were also asked to indicate whether they have broad knowledge of the HR functions. Their responses showed that 24% strongly agreed and neither agreed nor was neutral. The majority (52%) disagreed whilst 24% strongly disagreed. The respondents were also asked to indicate whether they were knowledgeable of competitorsq HR practices of which no one strongly disagreed and only 4% disagreed. On this note, 32% chose to be neutral, 48% agreed and the remaining 16% strongly agreed. To add on to that 40% strongly agreed and 20% agreed that they have international experience. Based on this

variable, only 8% strongly agreed that they have international, 12% were neutral whilst the remaining 12% strongly disagreed. One of the main competences required by many organisations is the availability of employees who are able to positively influence their peers. As a result, the respondents were asked whether they can influence other peers in other organisations. The results are that 48% agreed to this notion whilst only 8% strongly agreed. To add on to that, neither strongly disagreed, 12% disagreed whilst the remaining 32% chose to be neutral.

To summarise the competence variables, the results obtained indicates that more than half of the respondents were in favour of the dimensions asked and they positively responded. Although there are issues on whether they have broad knowledge of many HR functions where the majority of respondents disagreed and strongly disagreed, it can still be completed that there is high competence in terms of HR functions and processes because of high number of positive responses. However, action has to be taken on policies relating to how to influence line management on HR issues. This is because the majority (60%) of respondents chose to be neutral and only 8% strongly agreed whilst a total of 32% ranged from disagree to strongly disagree.

4.4 BUSINESS RELATED COMPETENCIES

In addition to the competencies relating to the workforce of the Agency in question, the study also attempted to identify the business-related competencies of the respondents. Consequently, three variables were asked so as to determine their business-related competencies. The respondents were asked to indicate their choices on a five point Likert scale that ranges from strongly disagree, disagree, neutral, agree and strongly agree. The variables are shown in Table 4.5 and the discussion of their responses follows.

Table 4.12: Business-related competencies

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Have experience in other key business areas	0%	16%	32%	36%	16%
Have line management experience	0%	12%	24%	40%	24%
Am HR-career oriented	8%	0%	16%	56%	20%

As shown in Table 4.5, the respondents were firstly asked to indicate whether they have experience in other key business areas besides their area of specialisation. Out of 24 respondents, 32% were neutral and the majority (36%) agreed that they have such experience. However 16% disagreed with this notion and at the same time the same number (16%) strongly agreed that they have such experience in question. Secondly, the respondents were asked whether they have line management experience. Similarly, the majority (40%) agreed and although 24% chose to be neutral, 24% strongly agreed that they do have line management experience. However, the remaining 12% disagreed that they do hold this experience. Lastly, the research attempted to identify whether the respondents were HR-career oriented people. Out of the total number of responses, 56% agreed and 20% strongly agreed. However 8% strongly disagreed and the remaining 16% were neutral. To summarize, the results obtained from these three variables to assess employees on their business related competencies indicate that the majority of the respondents are capable of holding and running the HR function.

4.6   PERCEPTIONS AND EXPECTATIONS OF LINE MANAGERS AND CEO

In addition to the preceding discussion, the research also attempted to find answers on the perceptions of the expectations of line managers and CEOs. Different variables to measure this construct were asked on a two point Likert scale which is agree and disagree. The variables are shown in table 4.6 and the discussion of the results follows.

Table 4.13: Perceptions and expectations of line managers and CEOs

	Agree	Disagree
Being a strategic partner determines my success as a HR manager	88%	12%
The line management and Secretary expect me to participate in	64%	36%

strategic decisions		
The line management and the Secretary expect me to contribute to the achievement of business goals	88%	12%
I am expected to develop processes and programmes that link HR strategies to accomplish business strategy	72%	28%
My competencies as a strategic partner are included in my performance appraisal	84%	12%
I am informed of important strategic meetings in my organisation	80%	20%
I am expected to attend and participate in strategic meetings in my organisation	60%	40%

Table 4.6 shows the respondentsq perceptions and expectations of the characteristics, futures and actions that are required or that should be taken by HR managers. Most of their respondents agreed to the statements given above as evidenced by their scores which are more than 80% for agree with the highest number of positive responses being 88%. The respondents agreed that being a strategic partner determines the success of an HR manager and also that the line management and the Secretary expect the respondent to contribute to the achievement of business goals. However one statement that scored least (64%) number of agrees was that only 64% agreed that the line management and secretary expect the respondents to participate in strategic decisions. These results show the competence of the respondents as strategic partners.

4.7   PERCEPTIONS OF MYSELF AS A BUSINESS PARTNER

To add on the various issues discussed above relating to the workforce of the Agency in question, the study also attempted to identify the perceptions of the respondents as business partners. As a result, a number of variables were asked so as to determine the perceptions of the respondents. The respondents were asked to indicate their choices on a two point Likert scale that ranges from disagree to agree. Table 4.7 shows their responses.

Table 4.14: Self-perception and business partner

|	Agree	Disagree
Being a business partner is not important to me	16%	84%

I feel upset when I am not informed of an important strategic meeting	52%	48%
It gives me a great deal of satisfaction and pride if I am asked to give my opinion on strategic issues in the organization	56%	44%
It gives me a sense of self-worth if I can help my organization to reach its goals by aligning HR strategies with business strategies	68%	32%
It is my job to be a business partner in my organisation	88%	12%
If I had a choice, I would not be involved in defining business strategies	16%	84%
It is important to me to be an active participant in business planning	72%	24%

As shown in the preceding discussion, Table 4.7 shows self-assessment of the respondents as business partners. Firstly, when asked whether being a business partner is important to them, 84% of the respondents disagreed whilst only 16% agreed. However, similarly, the respondents were asked whether it is their job to be a business partner in their organisation where 88% agreed to this statement and only 12% disagreed. While the debate is continuing, the research also attempted to know if it is important for the respondents to be active participants in business planning where the majority (72%) agreed and 24% disagreed. On the same scale when the respondents were asked whether it gives them a great deal of satisfaction and pride if they are asked to give their opinion on strategic issues in the organization, 56% agreed and 44% disagreed. This mixed bag or results raises a lot of questions as to whether the respondents understood the questions or not because at times they were contradicting themselves. But overall, it can be concluded that the respondents form active partners of a business form.

4.8 STRATEGIC PARTNERSHIPS

Lastly, the respondents were asked to indicate on a five point Likert scale question on whether being a partner would lead to important work outcomes in their organisation for example leads to promotion, bonus, raise, etc. Their responses are shown in the following figure 4.9.

Figure 4.17: *Strategic partnerships*
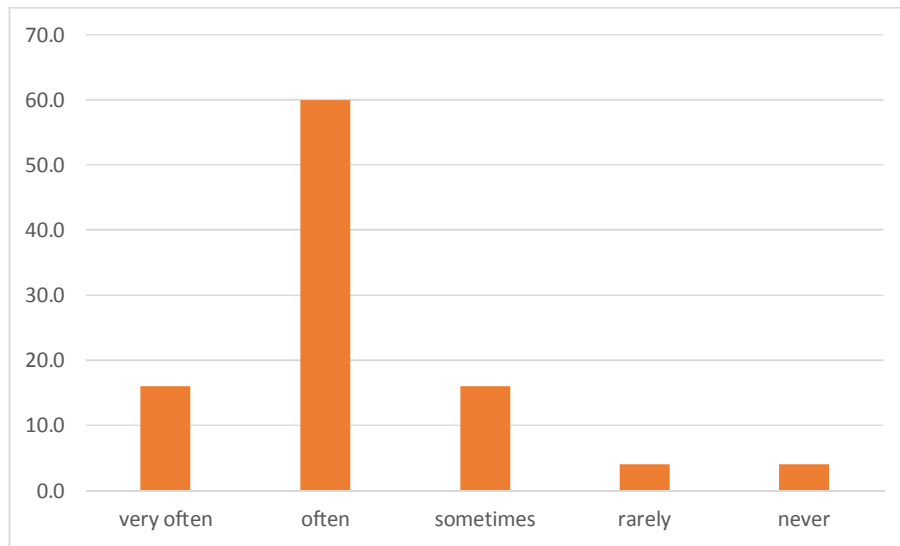
As shown in Figure 4.9, 15% of the respondents are of the view that very often does being a partner would lead to important work outcomes. However, about 5% maintain that it never happens like that and similarly, 5% also highlighted that it rarely happens. In the same vein, 15% of the respondents are of the view that sometimes it leads to important work outcomes if one is being a partner whilst the majority (60%) maintain that it often happens that way.

4.9 SUMMARY

The findings of the study revealed that the sample was dominated by females and most in the late thirties age group. Most participants had a postgraduate degree and had worked for over 3 years in a public institution. Furthermore, a majority of participants were aware of the HRD contribution in the Eastern Cape Provincial Legislature. The next chapter presents the summary, conclusion and recommendations from the study.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the conclusions of the study and possible recommendations based on the results that were presented in the previous chapter (Chapter Four). The conclusions of this study encompass all final assessment of the practices relating to this objective and others. In addition, this chapter presents a discussion on the awareness of the employees on the roles of the Human Resources Department in terms of achievement of goals and defining business strategies among others. Next, the chapter presents the perception of employees on whether the HRD is a strategic partner in the ECPL, their perception on Line Management and HRD strategic partners in ECPL as well as the HR competency survey. Lastly, this chapter gives a conclusion on business related competencies, perceptions and expectations of Line Management and CEO, perceptions of employees as business partners as well as strategic partners.

5.2 FINDINGS FROM THE STUDY

This section presents overall findings of this research starting with a discussion of findings from literature review and then findings from primary research.

5.2.1 Findings from Literature

The functions of the HRD are perceived to be different by various scholars. The differences are noticed across different organisations and different departments. Firstly, Garavan (1991) is of the view that HRD integrates itself with the organizational missions and goals as one of the nine characteristics of Strategic HRD (SHRD) as a contribution to corporate goals and awareness of the mission of the organisation. On the same note, Slotte et al., (2004) describes HRD as all the covering functions that primarily relate to training of employees, career development within the organisation, research and development of the organisation as well as other HR functions where these roles are intended to foster learning capacity at all levels of the organisation, to integrate learning culture into its overall business strategy and to promote the organisations efforts to achieve high quality performance.

To add on to the notions above, scholars such as Beer and Spector (1989) are of the view that the HRD function relates to its contribution in terms of education and training of the workforce so as to economically benefit the organisation in the long run. Nonetheless, systematic research has shown that while HRD is necessary within the organisation, it is not sufficient for economic growth and development.

5.2.2 Findings from Primary Research

This section presents findings from primary research.

The Human Resources Role Survey

The first research question related to the Human Resources Roles survey. Using different variables for Human Resources Roles, the main aim was to investigate whether the respondents were aware of the roles of the Human Resources Department. Different variables to measure different constructs or roles of the Human Resources Department were compiled and the respondents were asked to indicate their choices on a Likert scale. Five questions were asked to measure this dimension. In brief, the questions intended to assess the employees on whether:

They were aware that the HRD helps the ECPL to achieve business goals; they participate in the process of defining business strategies; they make sure that HRD strategies are aligned with business strategy; they know that the HRD function's effectiveness is measured by its ability to help make strategy happen; they know that HRD is seen as a business partner; they know the HRD spends time on strategic issues; they know that the HRD plays an active role in business planning; and they know that HR develops processes and programs to link HR strategies to accomplish business strategy.

The primary research came to the conclusion that the employees were aware that the HRD helps ECPL to achieve its goals as indicated by the cumulative frequency (56%) of those who were very often and often. The primary research findings also conclude that the employees were aware of the roles of HRD as evidenced by the statistics of those who were often and very often. However, the results show that there is an issue when it comes to whether the employees were aware of the fact that HRD is seen as a business partner. The cumulative frequency of those who were often and very often was 40% whereas those who chose sometimes were 36%

implying that the employees are not really aware of this role. To add on to that, there are also issues on the knowledge of employees on the whether they know that the HRD spends time on strategic issues since the cumulative percentage of those who were often and very often was 40% compared to an average of 50%.

Do you believe that you are an HRD strategic partner in the ECPL?

Another objective of this study was to investigate whether the respondents/employees were aware that they were strategic partners in the ECPL. Primary research came to the conclusion that the employees were aware that they contributed in the achievement of long-term goals for ECPL. In terms of statistics, from 24 respondents, 16 of them believed whilst the remaining 8 did not believe that they were HRD strategic partners in ECPL. Expressed as a percentage, those who believed accounted for 67% and those who did not agree with this statement accounted for 33%.

Do you believe that Line Management perceives you as HRD strategic partner in the ECPL?

Another objective of this study was to investigate whether employees believed that Line Management perceives them as HRD strategic partners in ECPL. The research also concluded that the employees believe that management views them as strategic partners in the ECPL. Out of the total respondents, 76% positively responded and the remaining 24% did not agree with this statement. As mentioned in the previous chapter, when this result is compared to the employeesq own beliefs, it can be concluded that there are more people who have a certain perception that their management expect them to be somewhere whereas they are not on that point. Since 67% of the respondents indicated that they believe that there are HRD strategic partners of the ECPL and 76% believe that their Line Management perceive them as strategic partners of this Agency, it can therefore be subjectively concluded that there are sort of conflicts in terms of certain beliefs. The implication of these findings is that although the majority (76%) believed in this statement, there are issues with a few people who neither agreed with the rest of other respondents of with their Line Management.

Human Resources Management Competences

Primary research also came to the conclusion of Human Resources Management Competences. Based on 11 dimensions to assess the Human Resources competencies, it can be concluded that the employees were really aware of the competences of Human Resources Management. This is evidenced by the percentages of the individuals who agreed and strongly agreed. Using an average cumulative percentage of 50% for those who agreed and strongly agreed, most variables ranged above this with the exception of the question whether the employees were aware that they can influence Line Managers on HR issues which scored a cumulative percentage of 8%. On the same note, the majority of the respondents did not agree with the fact that they take appropriate risks to accomplish objectives with only 24% strongly agreeing to this and a tremendous 52% disagreed to this followed by 24% who strongly disagreed. Similarly, when the respondents were also asked to indicate whether they have broad knowledge of the HR functions, their responses showed that 24% strongly agreed and neither agreed nor was neutral. The majority (52%) disagreed whilst 24% strongly disagreed. Nonetheless, regardless of these few variables that range below average, it can still be concluded that the respondents were aware of the competences of Human Resources Management since the majority of variables range above average.

Business Related Competencies

Primary research also concludes various business related competencies as a fulfilling factor for the research questions relating to this. In order to identify business related competencies, three variables were measured and gave scores above average. As a result, in terms of business related competencies the employees indicated that they have experience in other key business areas, have line management experience and are HR-career oriented.

Perceptions and Expectations of Line Managers and CEO

In order to investigate the perceptions and expectations of Line Managers and CEOs, seven variables were assessed on a two-point Likert scale ranging from agrees to disagree. The result indicates that:

- Whilst 88% agreed that being a strategic partner determines their success as a HR manager, 12% disagreed.
- 64% indicated that the Line Management and Secretary expect them to participate in strategic decisions, 36% disagreed.

Other primary research findings based on the perceptions and expectations of Line Managers and CEO were as follows:

- They are expected to develop processes and programs that link HR strategies to accomplish business strategy;
- Their competencies as a strategic partner are included in their performance appraisal; and that
- They are expected to attend and participate in strategic meetings in their organisations.

Perception of the Respondents as Business Partners

The respondents were also asked to assess themselves as business partners. Out of seven variables, the majority (five) were favoured by most respondents whilst the remaining two were accepted by a few individuals. Primary research findings indicate that

- Respondents feel upset when they are not informed of an important strategic meeting;
- It gives respondents a great deal of satisfaction and pride if they are asked to give their opinion on strategic issues in the organization;
- It gives respondents a sense of self-worth if they can help their organization to reach its goals by aligning HR strategies with business strategies;
- It is the duty of the respondents to be a business partner in their organisations;
- It is important for the respondents to be active participants in business planning;
- If they had a choice, employees would be involved in defining business strategies; and
- Being business partners is important to participants.

Strategic Partnership

Finally, primary research also gave answers on whether being a partner would lead to important work outcomes in their organisations for example leads to promotion, bonus, raise, etc. This study came to the conclusion that being a partner often leads to important work outcomes like bonus, promotion etc. This is evidenced by 60% of the respondents who chose %often+on the Likert scale.

5.3   RECOMMENDATIONS TO HRD AND ORGANISATIONS

Following the fulfilment of the objectives discussed above, the research also attempted to find possible solutions that can be used within by organisations to address problems they face in their operation. Some of the possible solutions are discussed below.

5.3.1   Communication

Communication plays an important role within the organisation and its stakeholders. This study showed that there are a variety of processes that are in place between the HRD, other employees and ECPL but there is need to communicate the common objectives throughout the organisation.. Hence, the first step is to improve communication within the organisation through various communication channels.

5.3.2   Training and Development

In addition to the above, there is need for training and development of workforce. The study has shown that most employees know what it takes to be strategic partners but it shows they somehow do not have confidence in themselves, hence; the need for more training and development. Training and development of workforce ensures that the employees will be equipped with necessary skills that will enable them to easily adapt to common practices that will be introduced in their organisations.

5.3.3   Decision Making

The way decisions are made determines the way in which a job is done. There is need to include employees in all levels in decision making. Literature has also shown that inclusion of employees from all level of the organisation in decision making gives them a sense of belongingness and being wanted and so does an increase in their

morale. As shown by this study, there is need to include all the employees in all levels in decision making.

5.4 LIMITATIONS OF THE STUDY

Due to a limited budget, the researcher could not focus on all HRD departments but rather a small area with few respondents. There were also literacy problems because some respondents were not able to fully understand the questions. Although there was a high response rate, it has to be noted that some of the respondents did not cooperate. Based on the limitations highlighted, the results should be used with caution, especially when generalising to the whole of South Africa.

5.5 AREAS OF FURTHER STUDY

It is suggested that the same study be carried out at a national level. The effectiveness of the teaching methodologies or pedagogy used in this study needs to be assessed. It is also important to narrow down the study to a few variables that are related to ECPL.

5.6 CONCLUSION

This chapter covered the conclusion of the study and the recommendations. An overview of literature chapters was given and the research objectives were re-looked into. The results of the study were also revisited and summarised. This chapter gave the main findings of this research and explained how this research will be useful in the development of HRD. The limitations of this study were highlighted, areas of further research were suggested and some recommendations for the development of the HRD departments.

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ANNEXURES

Annexure A: Research instrument: Questionnaire

University of Fort Hare
Together in Excellence

Participant questionnaire for the following topic: Assessing the efficacy of Human resources development in the Legislature in relation to the strategic objectives of the institution.

Dear Participant,

You have been selected as a valued and knowledgeable participant in this research project that aims to clarify the role that human resource development (HRD) in the Eastern Cape Provincial Legislature (ECPL) plays in strengthening the core business of the ECPL.

By participating in this research project, you will provide valuable information that the researcher can use to determine the current role of HRD and make valuable recommendations regarding training and retraining of HR professionals in South Africa.

The questionnaire is completely anonymously. Confidentiality is assured. For the research to yield valid results, it is important that you answer all the questions and statements as honestly and truthfully as possible. The answers must reflect your own opinion and perception.

Thank you for your willingness to participate in this study. It is greatly appreciated.

SECTION A: DEMOGRAPHIC INFORMATION

QUESTIONNAIRE NUMBER (For office use only)

Please provide us with some information about yourself:

PLEASE NOTE: In the section below, please place an ‰+in the appropriate box.

A1	**Gender**	Male / Female			
A2	**Age group**	21 to 30 years	31 to 45 years	46 to 55 years	56 to 65 yea
A3	**Ethnic group**	Asian	African	White	Coloured
A4	**Qualification**	Matric	Undergraduate	Post-graduate	Specify if an
A5	**Period of service**	Less than 1 year	2 year	Three years and more	
A6	**Job level**	Upper management	Middle management	Lower management	Non-manag

SECTION B: HR ROLE SURVEY

INSTRUCTIONS FOR COMPLETING SECTION II OF THE QUESTIONNAIRE:

Listed below are descriptive statements about the human resource development. To indicate your level of agreement or disagreement with the following statements regarding the frequency in which the human resource development displays the behavior described, tick (✓) the items below on a scale of 1-5, 5 being never, 4 rarely, 3 sometimes (neutral), 2 often, 1 very often.

	Statements	**1** **Very often**	**2** **Often**
B1	I help the ECPL to achieve business goals	☐	☐
B2	Participate in the process of defining business strategies	☐	☐
B3	Make sure that HRD strategy are aligned with business strategy	☐	☐
B4	The HRD function's effectiveness is measured by its ability to help make strategy happen	☐	☐
B5	It has been seen as a business partner	☐	☐
B6	It spend time on strategic issues	☐	☐
B7	Plays an active participant in business planning	☐	☐
B8	Work to align HRD strategies and business strategy	☐	☐
B9	HR develops processes and Programmes to link HR strategies to accomplish business strategy	☐	☐
B10	The credibility comes from helping to fulfill strategic goals	☐	☐

	Do you believe that you are an HRD strategic partner in the ECPL?	
B11	1. Yes	☐

B12	2. No	☐

If YES, please state why you believe you are a strategic partner in the ECPL

If NO, please state why you believe you are not a strategic partner in the ECPL:

	Do you believe that line management perceives you as a strategic partner in the ECPL?	
B13	1. Yes	☐
B14	2. No	☐

If YES, please state why you believe line management perceives you as a strategic partner in your organisation:

Annexure B: Principles of questionnaire design

(1) Principle 1: Making sure the questionnaire items match your research objectives: The researcher determined what he intended to conduct his research study before writing the questionnaire. The researcher wanted to conduct an exploratory and confirmatory research study hence he carefully reviewed the existing research literature, as well as any related instruments that have already been used for his research objectives before deciding to construct his own questionnaire.

(2) Principle 2: Understanding your research participants: A key to effective questionnaire construction understands your research participants. The researcher noted that a very important strategy when writing a questionnaire is to develop an empathetic understanding or an ability to ±think likeq his potential research participants. The researcher noted that if the questionnaire did not ±make senseqto his participants, it would not work.

(3) Principle 3: Using natural and familiar language: The researcher used language that was understandable to the respondents. This principle builds on the above principle of understanding your research participants. The researcher knew enough about his respondents to use language familiar to them. He considered the age of his participants, their educational level, and any of their relevant cultural characteristics when deciding on the kind of language to use. The researcher noted that the use of natural and familiar language makes it easier for participants to fill out a questionnaire and helps participants feel more relaxed and less threatened by the task of filling it out.

(4) Principle 4: Writing items that are clear, precise and relatively short: The researcher ensured that each item on the questionnaire was understandable to the researcher and to the respondents. Because each item is measuring something, it was important for it to be clear and precise.

(5) Principle 5: Not using 'leading' or 'loaded' questions: The researcher avoided leading or loaded question because they contain emotionally charged words (words that create a positive or negative reaction). The researcher noted that the goal was to write questionnaire items that help participants feel free to provide their natural and honest answers.

(6) Principle 6: Avoiding double-barrelled questions: A double-barrelled question combines two or more issues or attitude objects in a single item (Maree, 2014:160; Johnson & Christensen, 2014:194). These were avoided by the researcher.

(7) Principle 7: Avoiding double-negatives: A double-negative is a sentence construction that includes two negatives (Maree, 2014:160; Johnson & Christensen, 2014:194). This was avoided by the researcher.

(8) Principle 8: Determining whether an open-ended or a closed-ended question is needed: Closed-ended questions provide primarily quantitative data (Johnson & Christensen, 2014). A closed-ended question is appropriate when the dimensions of a variable are already known and closed-ended questions expose all participants to the same response categories and allow standardised quantitative statistical analysis and use these categories as response choices in a future closed-ended question data (Johnson & Christensen, 2014).

Questionnaires that include mostly closed-ended items, as was the case in this study, are called quantitative questionnaires (Johnson & Christensen, 2014). These questionnaires are focused on getting participant responses to standardised items for the purpose of confirmatory research in which specific variables are measured and hypotheses are tested. The principle of standardisation is very important in quantitative research; the goal is to provide a common stimulus (item stem, response categories, and any additional information) to each person in the research study (Dillman, 2007, cited in (Johnson & Christensen, 2014). In this study, this was done to ensure maximum comparability of responses.

(9) Principle 9: Using mutually exclusive and exhaustive response categories for closed-ended questions: The researcher ensured that when he wrote a standard closed-ended question (a question with an item stem and a set of predetermined response categories), the response categories were mutually exclusive and exhaustive.

(10) Principle 10: Considering the different types of response categories available for closed-ended questions: A type of rating scale called a fully anchored rating scale was used. According to Johnson and Christensen (2014), a fully anchored rating scale has all points anchored with descriptors. This scale is

called a **5-point rating scale** because there are five points on the scale. Here is an example of an item stem followed by a fully anchored rating scale:

My principle is an effective leader.

1	**2**	**3**	**4**	**5**
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

(11) Principle 11: Using multiple items to measure abstract constructs: Multiple items designed to measure a single construct are used to increase the reliability and validity of the measure (Johnson & Christensen, 2014). This study used the most commonly used procedure for the measurement of abstract constructs - a summated rating scale (also called a Likert scale). According to Johnson and Christensen (2014), the key advantages of multiple-item rating scales compared to single-item rating scales are that multiple-item scales provide more reliable (i.e. more consistent or stable) scores and they produce more variability, which helps the researcher make finer distinction among the respondents.

(12) Principle 12: Considering using multiple methods for measuring abstract constructs: This principle follows from the long-standing maxim in social research that our measurements are partially an artefact of our method of measurement (Johnson & Christensen, 2014). Johnson and Christensen (2014) add that the use of multiple measurement methods is so important today that more and more researchers are using ±measurement modelsq based on two or even three measurement methods or procedures (*e.g.* questionnaires, interviews, observations, standardised tests). The resulting data are often analysed by using advanced statistical software such as SPSS. The point noted in this study was that the more methods the researcher used to measure the relevant concepts or constructs, the more confidence the researcher placed his ability to tap into the characteristics of the concept, rather than the method.

(13) Principle 13: Using extreme caution if you reverse the wording in some items to help prevent response sets in multi-scales: Whether one should use the reverse-wording technique has been debated in the questionnaire and test construction literature (Johnson & Christensen, 2014). One school of thought does

not recommend reversing the wording because there is evidence that this practice can reduce the reliability ad validity of multi-item scales (Barnette, 2000; Benson & Hocevar, 1985; Deemer & Minke, 1999; Weems & Onwuegbuzie, 2001; Wright & Masters, 1982, cited in Johnson & Christensen, 2014). An opposing view holds that this reduction of reliability is attributable to a reduction in response sets and contends that the ±benefitq of reducing the effects of response sets is greater that the ±costq of lower reliability. Dillman (2007, cited in Johnson & Christensen, 2014) believe that reversing some items does not reduce response sets and that the reduction in reliability is due to respondents becoming confused because of the wording reversals. Johnson and Christensen (2014) recommend that researchers use reverse-worded items **only when response sets are a major concern.** Finally, do not use a reverse-worded item if it results in a double negative. In this study, reverse-wording was not used.

(14) Principle 14: Developing a questionnaire that is properly organised and easy for participants to use: The following checklist for questionnaire construction was used to lists what the researcher considered when designing the questionnaire.

Checklist for questionnaire construction

1) Remember that appearance matters.
   - Make your questionnaire look professional. The overall look of your questionnaire should be presentable, readable, and clear. Several of the points below address specific appearance issues.
2) Use titles.
   - Always put a title on your questionnaire; it informs the participants about the topic of the questionnaire and gives the questionnaire an identity.
   - Consider using section titles within the questionnaire, especially with longer questionnaires. These help focus the participant on the topic or direction taken in the instrument.
   - Titles give a professional appearance to the overall document and show it is organised.
3) Use short questions when possible.
   - Balance the length of the questions with that of the information to be gained. Although it is tempting to write long, detailed questions, short questions work

better. The longer the question, the more likely the participant will misinterpret or simply not understand the item.

4) Carefully consider the placement of each question and set or related questions.

▪ Where a question appears is important. Do not put sensitive questions, such as demographic questions, at the beginning of your questionnaire. Always put sensitive questions at the end. Participants are more likely to answer questions that may make them uncomfortable if they have already invested a great deal of time in filling out the other questions first.

▪ Make use of warm-up questions, especially questions that participants find interesting, at the beginning of the questionnaire. Just as you do not want to put sensitive questions at the beginning of the questionnaire, it is a good idea not to start out with your most difficult or time-consuming question. This may scare offqparticipants and reduce the response rate. Instead, ask interesting, easy, short, nonthreatening (i.e. warm up) questions first.

▪ Vary question types reasonably. Break up large sections of rating scale items with an open-ended question and vice versa. Although you donq want to jump around too much, by breaking up question types, you can reduce participantsq natural inclination to fall into a response set and reduce their fatigue.

5) Number the items consecutively from the beginning to the end.

6) Use plenty of white space.

▪ This produces a less crowded, more easily read questionnaire. Do not crowd a questionnaire in an effort to reduce the number of pages.

7) Use a readable font size.

▪ Stick to commonly used font types like Times New Roman or Arial. Cursive or calligraphy-type fonts take away from the clean look of the questionnaire. Remember that your goal is a readable, professional-looking questionnaire, not a pretty one.

▪ If your questionnaire is web-based, be sure to use a TrueType font that appears on the internet properly.

▪ When considering the size of your font, be sure to consider your participants; however, a good rule of thumb is to stick to fonts no smaller than 12 point.

8) Consider different font styles but remember that less is more.q

- Use different styles, such as underlining or bolding, to emphasise different sections and to aid in the flow of the questionnaire. Additionally, different styles can be used to emphasise specific words such as not and always.
- Remember that less is more.qToo many styles can hinder the readability of the questionnaire. If everything is underlined or placed in bold font, then the emphasis is lost.

9) Use lead-ins for new or lengthy sections to orient and guide the user.

- Do not assume that participants can tell you are switching topics or directions. Use clear transitions between the sections. Writing a questionnaire is like writing a story that flows easily and naturally.

10) Provide clear instructions.

- When in doubt, add instructions to clarify the nature of a rating scale or whether a single response or multiple responses are allowed.

11) Direct the user exactly where to go in the questionnaire.

- If you use screener and/or contingency questions, make sure the user knows where to go or what to do next. Writing a questionnaire is like writing a map; it must show the user exactly where to go within the instrument and show when and where to exit.

12) List response categories for closed-ended items vertically rather than horizontally. (Rating scales are the possible exception.)

13) Use matrix formatting for items using the same rating scale.

- This is the exception to the previous rule.
- If you have a series of questions with the same response choices or anchors, use a matrix design rather than repeating the response choices for each item. This reduces redundancy and allows participants to work more quickly and easily through the questionnaire. Also it allows researchers to spot response sets quickly in a particular questionnaire.

14) Avoid multiple-response questions.

15) Include some open-ended questions.

- Even if your instrument is primarily a quantitative questionnaire, it is useful to provide participants places to insert their own thoughts, which might be missed by the closed-ended items.

16) Do not use lines with open-ended questions.

- When using open-ended questions, do not supply lines in the response area. Simply leave that area as white space. White space adds to the clean look of the questionnaire and does not limit the amount of feedback you receive, as lines may do.

17) Do not ₌break₌your questions.

- Never carry a question or its response choices from one page to the next. This forces participants to flip between pages, which increases error. Additionally, many participants may miss a possible response alternative if it appears on the next page.

18) Include page numbers.

- Using page numbers is a simple way to enhance the look and clarity of your questionnaire. This is even more important when you use contingency questions that require a participant to jump to different pages in the questionnaire.

19) Use closings.

- Include a closing statement such as ₌Thank you for your time,q or ₌We appreciate your participation.qClosings allow a participant to be aware that he or she is finished, but more importantly, the use of a closing statement results in a more positive overall experience for the participant. This can result in a better response rate should you need to do any follow up research with the participant.

20) Remember that appearance matters.

- Make your questionnaire look professional. The overall look of your questionnaire should be presentable, readable, and clear. Several of the points below address specific appearance issues.

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- Where a question appears is important. Do not put sensitive questions, such as demographic questions, at the beginning of your questionnaire. Always put sensitive questions at the end. Participants are more likely to answer questions that may make them uncomfortable if they have already invested a great deal of time in filling out the other questions first.

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- Vary question types reasonably. Break up large sections of rating scale items with an open-ended question and vice versa. Although you don't want to jump around too much, by breaking up question types, you can reduce participants' natural inclination to fall into a response set and reduce their fatigue.

24) Number the items consecutively from the beginning to the end.

25) Use plenty of white space.

- This produces a less crowded, more easily read questionnaire. Do not crowd a questionnaire in an effort to reduce the number of pages.

26) Use a readable font size.

- Stick to commonly used font types like Times New Roman or Arial. Cursive or calligraphy-type fonts take away from the clean look of the questionnaire. Remember that your goal is a readable, professional-looking questionnaire, not a pretty one.

- If your questionnaire is web-based, be sure to use a TrueType font that appears on the internet properly.

- When considering the size of your font, be sure to consider your participants; however, a good rule of thumb is to stick to fonts no smaller than 12 point.

27) Consider different font styles but remember that less is more.q

- Use different styles, such as underlining or bolding, to emphasise different sections and to aid in the flow of the questionnaire. Additionally, different styles can be used to emphasise specific words such as not and always.

- Remember that less is more.qToo many styles can hinder the readability of the questionnaire. If everything is underlined or placed in bold font, then the emphasis is lost.

28) Use lead-ins for new or lengthy sections to orient and guide the user.

- Do not assume that participants can tell you are switching topics or directions. Use clear transitions between the sections. Writing a questionnaire is like writing a story that flows easily and naturally.

29) Provide clear instructions.

- When in doubt, add instructions to clarify the nature of a rating scale or whether a single response or multiple responses are allowed.

30) Direct the user exactly where to go in the questionnaire.

- If you use screener and/or contingency questions, make sure the user knows where to go or what to do next. Writing a questionnaire is like writing a map; it must show the user exactly where to go within the instrument and show when and where to exit.

31) List response categories for closed-ended items vertically rather than horizontally. (Rating scales are the possible exception.)

32) Use matrix formatting for items using the same rating scale.

- This is the exception to the previous rule.

- If you have a series of questions with the same response choices or anchors, use a matrix design rather than repeating the response choices for each item. This reduces redundancy and allows participants to work more quickly and easily through the questionnaire. Also it allows researchers to spot response sets quickly in a particular questionnaire.

33) Avoid multiple-response questions.

34) Include some open-ended questions.

- Even if your instrument is primarily a quantitative questionnaire, it is useful to

provide participants places to insert their own thoughts, which might be missed by the closed-ended items.

35) Do not use lines with open-ended questions.

- When using open-ended questions, do not supply lines in the response area. Simply leave that area as white space. White space adds to the clean look of the questionnaire and does not limit the amount of feedback you receive, as lines may do.

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37) Include page numbers.

- Using page numbers is a simple way to enhance the look and clarity of your questionnaire. This is even more important when you use contingency questions that require a participant to jump to different pages in the questionnaire.

38) Use closings.

- Include a closing statement such as ±Thank you for your time,q or ±We appreciate your participation.qClosings allow a participant to be aware that he or she is finished, but more importantly, the use of a closing statement results in a more positive overall experience for the participant. This can result in a better response rate should you need to do any follow up research with the participant.

Source: Johnson and Christensen (2014)

(15) Principle 15: Always pilot-testing your questionnaire:

The researcher pilot-tested the questionnaire.

Annexure C: Letter of research questioner Approval