INVESTIGATING THE EXTENT TO WHICH TRAINING AND DEVELOPMENT ENHANCES LECTURER PERFORMANCE AT ROSEBANK COLLEGE

by

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DECLARATION OF ORIGINALITY

I, Brightness Sithembile Makhathini, declare that this research report, "Investigating the extent to which training and development enhances lecturer performance at Rosebank College" abides by the following rules:

i. The research report in this dissertation, except where otherwise indicated, is my original work.
ii. This dissertation has not been submitted for any degree or examination at any other university.
iii. This dissertation does not contain person's data or picture unless specifically acknowledged as being source from other researchers.
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Researcher: _____

Date: _____

ACKNOWLEDGEMENTS

ABSTRACT

Rosebank College embarked on training and development of lecturers to enhance their teaching competencies. The aim of this dissertation was to investigate the extent to which training and development enhances lecturer performance at Rosebank College. The methods used was a qualitative method which includes interviewing participants, observing the behaviour of lecturers before and after training and development programme, peer review to determine the extent to which training and development enhances lecturer performance at Rosebank College. The sample size consisted of twelve lecturing staff from a target group of thirty lecturers from three faculties Humanities, Commerce and Information Technology, a purposive sample technique was used. The method of analysing data is an interpretive method. The findings of the study indicated, that training and development enhances lecturer performance of new lecturers.

A model was designed to assist the college to enhance the performance of all lecturing staff. The recommended model consists of the four stages. First stage being the analysis at an organisational level, task analysis and individual's analysis. A questionnaire was designed by the researcher to assist the college to conduct a training needs analysis. Once the first stage is completed, the college will have an understanding as to what type of training and development programmes, which need to be implemented. Then the next stage will be to plan and organise, by choosing relevant method of training, inviting the delegates, preparing training material, training venue. Once the second stage is completed, the next stage will be to conduct the training and development programme to meet the needs of the individuals and of the organisation.

The last stage will be to evaluate the training and development programme in categories and the extent to which training and development enhances lecturer performance through performance observation and peer reviews. Then lastly, an evaluation with the aim to find out if the organisation and individuals are meeting the aims and objectives of conducting a training.

ABBREVIATIONS

AIDS	**ACQUIRED IMMUNE DEFICIENCY SYNDROME**
ATR	**ANNUAL TRAINING REPORT**
CPD	**CONTINUOUS PROFESSIONAL DEVELOPMENT**
DHET	**DEPARTMENT OF HIGHER EDUCATION AND TRAINING**
HRD	**HUMAN RESOURCES DEVELOPMENT**
HRM	**HUMAN RESOURCES MANAGEMENT**
IIE	**THE INDEPENDENT INSTITUTE OF EDUCATION**
IRB	**INSTITUTIONAL REVIEW BOARD**
MBA	**MASTERS IN BUSINESS ADMINISTRATION**
P1	**PARTICIPANT 1**
PC's	**PROGRAMME COORDINATORS**
PM's	**PROGRAMME MANAGERS**
RC	**ROSEBANK COLLEGE**
RC LEARN	**ROSEBANK COLLEGE LEARN**
SSPSS	**STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES**
T&D	**TRAINING AND DEVELOPMENT**
WSP	**WORKPLACE SKILLS PLAN**
UKZN	**UNIVERSITY OF KWAZULU - NATAL**

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CHAPTER 1

INTRODUCTION

1.1   INTRODUCTION

Rosebank College Durban Campus is currently a small campus, which consists of thirty lecturing staff. The strategic plan of the college is to grow the college into a mega campus, as of the academic year 2018. This means enrolling more students and employing more lecturing staff. The College embarked on training and development of lecturers to enhance their teaching competencies. There is a need for a campus to investigate the extent to which training and development enhances lecturer performance in preparation for new lecturers who will be employed at the end of the academic year 2017.

The first chapter starts with the introduction, the motivation to the study, followed by the problem identified by the researcher. The purpose for the study, where a reason is provided as to why the study is conducted, definition of key concepts, limitations of the study, conclusion of the chapter and the structure of the dissertation is also included.

1.2   MOTIVATION FOR THE STUDY

Various studies were conducted on Human Resource (HR) practices, training and development and employee performance on some institutions of higher learning such as public and private colleges and universities in Africa, Asia, and some European nations (Babagana, 2014). These studies conducted at other institutions were not conducted at Rosebank College, hence there was a need to conduct the study to investigate the extent to which training and development enhances lecturer performance at Rosebank College. There is no assurance that employees will have the required abilities for the occupation and, regardless, even the most qualified employed candidates may be lacking with certain information or in certain aptitudes, which requires remedial training (Amos, Pearse, Ristow & Ristow, 2016). Newly appointed and experienced lecturers need training from time to time, in order to keep them up to date regarding frequent changes, which take place within

the curriculum. For example, Pastel accounting lecturers need training every year for a latest version.

The findings from this study will assist different stakeholders such as the management of Rosebank College, the lecturers of Rosebank College, students of Rosebank College will also benefit, other private colleges, other researchers, government and the economy of the country. The next paragraph will give the details as to how the stakeholders listed will benefit from the study.

The findings of this study will assist the management of the college, to understand the extent to which training and development enhances lecturer performance, and this will assist management in organising relevant training and development programmes for lecturers, in order to improve performance. One of the key factors that can assist the organisation in meeting their strategic and operational goals is the training and development of employees. Global rivalry, corporate revamping and innovative advances, alongside social and monetary weights, increment the significance of training and development in South African work environments (Grobler, Warnich, Carrell, Elbert & Hatfield, 2011).

This study's findings will assist lecturers as employees in performing their jobs more effectively. In this present reality, organisational training and development is influenced by several factors. In light with the present research amid the advancement of organisations, worker training assumes a key part in enhancing execution and expanding profitability (Amos *et al.* 2016). This thusly prompts putting organisations in the better positions to face rivalry and remain at the top. This along these lines suggests a presence of a critical distinction between the organisations that train their employees and organisations that do not train their employees. Existing studies presents confirmation of a presence of evident impacts of training and development on worker execution (Nassazi, 2013). The study conducted by Nzeru (2014) state the current monetary condition for business is portrayed by serious rivalry, globalization and innovative advances. Human capital assumes an essential part in organisations to accomplish their key objectives. For any organisation or a nation successful execution and financial development is imperative.

The students of Rosebank college will also benefit in the findings of the study, because once the lecturers are equipped they will be able to perform their job more effectively,

which will result in the increase in the pass rate and the throughput rate and all that is to the benefit of students. On the other hand, the other stakeholders to benefit are the private colleges and government organisations will benefit from this study, by applying the recommendations, to their organisation and to other government departments. And other researchers in the field of Human resources, training and development will benefit from this study, as they can be able to reference for their studies.

The other stakeholder who will benefit from this study is government. Government decided to issue the following act in order to encourage organisations to develop their employees, the act such as the South African Qualification Authority act, now replaced by the National Qualification Framework act, No. 67 of 2008, the Skills Development Act, No. 97 of 1998 now amended act No, 37 of 2008 and the Skills Development Levies Act, No. 9 of 1999, all of which have far-reaching implications for education and training efforts in South Africa (Grobler, *et al.,* 2011). For the country to improve in the staff development.

The findings assist the economy of the country, so that the organisation cannot waste a lot of money on the training and development which is not relevant. According to Grobler *et al.* (2011) a lot of money is spent on training and development of employees. The training and development of employees in South Africa is seen as one of the major businesses, running into a huge number of rand every year. It is presently valued at over R5 billion every year. Regardless of this, South Africa spends under one percent of aggregate work costs on training, as compared to other countries such as Japan and USA, which spent about 10 percent (Gobbler, *et al.,* 2011). The challenge facing organisations is to make sure that they invest in training and development accordingly, meaning they train relevant employees which need training, not to train for the sake of training and complying. It is because of this foundation that the study investigate the extent to which training and development enhances lecturer performance of Rosebank College.

1.3 FOCUS OF THE STUDY

The focus of the study was on the extent to which training and development enhances lecturer performance of Rosebank College, Durban Campus. Rosebank College is one of the brands of The Independent Institute of Education (The IIE) which is one of the main private advanced education foundations in the nation enrolled with the Department of Higher Education and Training. The IIE has more licensed advanced education programs. It is an

entirely claimed backup of AdvTech Ltd, an open organization recorded on the Johannesburg Stock Exchange (Pty) LTD.

The institution's approach to academic delivery is unyieldingly career orientated and innovation driven. The IIE capabilities are outlined and much of the time inspected to meet changing business sector requests. This ensures programs offered are in accordance with the most recent expertise advancements inside a particular vocation field and that students have the chance to set out on advanced education contemplates which help them make progress, both scholastically and professionally. The IIE's Rosebank College is described by little intelligent classes, a protected and energetic grounds life. The IIE's pragmatic projects that are completely coordinated with real work hone, to give students a comprehensive learning background (Rosebank College plan). That is why the organisation embark on the process of developing lecturers every semester in order for the lecturers to meet the demands of the institution. The College consist of five campuses, Polokwane, Pretoria CBD, Braamfontein, Sunnyside and Durban where the study is taking place. Durban is a small campus which consist of the total of thirty lecturing staff whereas only twelve lecturers were interviewed for the study.

1.4   PROBLEM STATEMENT

Rosebank College embarked on training and development of lecturers to enhance their teaching competencies. According to Shandu (2016), it is suggested that when lecturers joined the college, they should be given training and development on the best way to oversee and conduct classrooms.

The problem encountered by the college is that these training and development programmes are conducted every semester, every year, but the impact of these training and development programmes is not known, hence the study is conducted to investigate the extent to which training and development programmes enhances lecturer performance at Rosebank College.

The vast majority of lecturers do not have any teaching qualifications and have never been educators, so they require training and development on lecturing techniques. Analysts have shown that lecturers encounter awesome dissatisfaction and disarray when they join the lecturing position (Johnson, 2008). Johnson (2008) additionally focuses on that if a lecturer

is not furnished with adequate support, that teacher may leave the calling as a result of the weakness and stresses cause by the extreme change in vocation way.

The second problem encountered by the college is the poor attendance of lecturers on the training and development programmes organised for lecturing staff. Training and development programmes are organised for lecturers, invitations are sent one week in advance, but the challenge is that not all lecturers are attending as per their invitations. Hence, the study is aimed at discovering if the training and development assist lecturers, and to come up with recommendations as to what are the training and development programmes that can assist lecturing staff in performing their job more efficiently and effectively.

1.5   OBJECTIVES OF THE STUDY

The aim of this study was to investigate the impact of training and development on lecturing staff performance of Rosebank College. The objectives of the study were as follows:

a)   To assess if the training and development offered enhances lecturer performance at Rosebank College;
b)   To identify benefits of training and development at Rosebank College; and
c)   To make recommendations to Rosebank College management on relevant training and development programmes for employees.

The research question the study intended to answer is as follows:

a)   Is the training and development offered enhances lecturer performance at Rosebank College;
b)   What are the benefits of training and development programmes at Rosebank College?; and
c)   What recommendations that can be made to the management of Rosebank College regarding relevant training and development programmes for the employees?

1.6   METHODOLOGY

In this study a qualitative research method is used, which include interview schedule and observation of lecturer performance before and after training and development programme in order to determine the extent to which training and development enhances lecturer's performance. The reasons as to why the qualitative interview method was selected is that the use of interviews assist the researcher to gather valid and reliable data that is relevant to the research questions and objectives (Saunders, *et al.,* 2009). Semi-structured interviews provide the researcher with the opportunity to 'probe' answers, where the researcher want the interviewees to explain, or build on, their responses (Saunders, *et al.,* 2009). The advantage of using the qualitative research method, is that the researcher has direct involvement with the participants and is able to record data as it happens. The researcher is also able to notice unusual behaviour. Qualitative research method is useful in investigating themes that might be awkward for members to talk about (Creswell, 2014). The purposive sampling was used to the sample size of twelve lecturing staff of Rosebank College.

1.7 DEFINITION OF KEY CONCEPTS

The aim of the study is to determine the extent to which training and development enhances lecturer performance. As results the key concepts will consist of training and development, employee performance management and performance appraisal.

1.7.1 Training and development

An endeavour to adjust or change the learning, aptitudes and conduct of workers in order to achieve the goals of the organisation (Amos, *et al.,* 2016). Whereas Grobler, *et al.* (2011) defined training as a procedure whereby individuals secure capacities to help in the accomplishment of authoritative objectives. There is a common goal in both definitions that is to achieve the goals in the organisation. On the other hand, development is defined as a more extended term, organisation cantered process that makes learning openings, in this manner making learning and never-ending change conceivable inside an organisation. Improvement incorporates training and training forms, and concentrates on figuring out how to build up the individual and his or her organisation (Amos, *et al.,* 2016). According to Grobler, *et al. (*2011), development is the administrative capacity of safeguarding and upgrading worker's capability in their occupations by enhancing their insight, aptitudes, capacities and different qualities. For the purpose of this study training and development is

used interchangeably. Education is defined as the procedure that gives learning, abilities, the advancement of good or moral values and understanding required in the typical course of life. It includes the development of the employee's future (Amos, *et al.,* 2016).

1.7.2 Employee performance management and performance appraisal

Performance management is a process which significantly affects organisational success by having managers and employees work together to set expectations, review results and reward performance (Grobler, *et al.* 2011). Another method of managing performance of employees is through conducting the performance appraisal process. Performance appraisal is defined as the process of evaluating how well employees perform their jobs when compared to a set of standards, and then communicating that information to employees (Grobler, *et al.* 2011).

1.7.3 Lecturer

Employees at Rosebank college consists of support staff and lecturers. The study focuses on the lecturers, which is defined as somebody delegated with an obligation to perform scholarly conveyance and improvement to guarantee College students are guided and bolstered in their learning and accomplishment of subject results.

Figure 1.1: Academic organisational structure

Figure 1.1 shows the reporting structure of the lecturer. At a college, lecturers report directly to a programme coordinator, who reports to a programme manager, then a

programme manager reports to the vice principal academic services, who reports to the campus principal. A lecturer is the first level in the organisational structure of the college academic side. They have contact with students and shape their careers to meet the current demands of the workplace. In order to equip lecturers in doing this important role, they need to be train and developed from time to time, hence that is why this study is aimed at investigating the extent to which training and development enhances lecturer performance.

1.8   LIMITATIONS OF THE STUDY

The time of the study was conducted during the busy time when lecturers were preparing students for the second semester examination. The arranged time span of the study could have been a restriction as far as the participants keeping to the given circumstances, and also changing circumstances that were arranged by both the researcher and the participants. This could further be brought on by the clashing calendars of the participants, who were met at work. As a result, the researcher needed to ask for a meeting with the participants amid working hours when lecturers do not have lectures.

1.9   OUTLINE OF THE STUDY

Chapter 1 introduces the study, motivation for the study, focus of the study, the problem statement, objectives of the study, methodology used for the study, definition of key concepts and limitation to the study.

Chapter 2 gives the literature of the writing of different researchers on Training and Development in South Africa and outside South Africa. It also includes the theoretical and conceptual frameworks.

Chapter 3 presents the research design, research methodology, sampling methods, data generation methods, and research instruments. Furthermore, the methods of data analysis, ethical issues, validity and trustworthiness.

Chapter 4 is about the presentation of results and the discussion of findings and analyses. Comparing the findings with the objectives of the study, and the literature review. Presentation of results is in three different categorises, starting with the profile of participants, findings from the interview schedule, findings from the qualitative observation

of participants before and after training and development, and findings from the peer review process conducted by the researcher.

Chapter 5 is about the conclusions and recommendations to Rosebank College as well as recommendations for future studies.

1.10 CONCLUSION

This chapter has given an outline and explained the following areas: research problem, motivation for the study, objectives, the definition of key concepts, as well as an outline of the chapters. The next chapter engages the reader in a review of the relevant literature to this topic, as well as the theoretical framework that was employed in this study. On this premise, the study now continues to give a theoretical supporting information to the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter introduced the study, covering the issue being investigated and the basic questions that the study expected to answer. This chapter discusses theoretical framework about training and development and employee performance. The literature review begins by giving a definition of training and development. The discussion will be based on the Need Theory and the General Systems Model of training.

Every organisation, regardless of its size, product or service, need to recruit and select applicants to fill positions (Grobler, *et al.,* 2011). The organisation can save money for training and development, if they appoint qualified and experienced lecturers. However, it is imperative for the employer to train and develop employees from time to time; hence, the next paragraph is discussing training and development of employees.

2.2 DEFINITION OF TRAINING AND DEVELOPMENT PROGRAMME

Training refers to an arranged exertion by an organization to encourage workers' learning of employment related skills (Noe, 2017). These capabilities incorporate information, aptitudes, or practices that are basic for effective occupation execution. The objective of training is for representatives to ace the learning, expertise, and practices stressed in training programs and to apply them to their everyday duties. For an organization to pick up an upper hand, its preparation needs to include something beyond essential aptitude advancement. That is, to utilize preparing to pick up an upper hand, an organization should see preparing comprehensively as an approach to make scholarly capital. Scholarly capital incorporates fundamental aptitudes (abilities expected to play out one's occupation), propelled abilities, (for example, how to utilize innovation to impart data to different representatives), a comprehension of the client or assembling framework, and self-inspired innovativeness (Noe, 2017).

Whereas development on the other hand is defined as, an expansive continuous multi-faceted arrangement of exercises (preparing exercises among them) went for conveying

somebody or an organisation up to another edge of execution, regularly to play out some employment or another part later on (McNamara, 2008).

Organisations in the United States alone burn through billions on training every year. These training and development exercises enable organisations to adjust, contend, exceed expectations, enhance, deliver, be sheltered, enhance administration, and achieve objectives. Training has been effectively utilized to decrease blunders in such high-hazard settings as crisis rooms, flying, and the military. Nevertheless, training is a vital tool that organizations needs to utilize. These organisations comprehend that training causes them to stay focused by ceaselessly instructing their workforce. They comprehend that putting resources into their employees yields more noteworthy outcomes (Salas, Tannenbaum, Kraiger & Smith-Jentsch, 2012). Training and development programme is a programme designed to equip employees with knowledge, skills identified as a need in the workplace.

2.2.1   Training and development at Rosebank College

According to the IIE (2006) Rosebank College instructing and learning rule managing every other standard is that of preparing students to be successful in their lives, their work and their citizenship with the goal that they will have the capacity to add value to the economy and social condition, be versatile and ready to react to the necessities of the 21st Century. Effective lecturing includes adjusting the three noteworthy segments of guideline, learning results, instructional exercises and appraisals. Hence it is important to train and develop lecturing staff to be able to perform their duties accordingly.

Training and development at Rosebank College is a method to equip lecturers in performing their lecturing duties effectively and efficiently in order for the college to meet the aims and objectives. Training and development includes programme such as orientation of lecturers, marking and moderation workshops, RC Learn workshops, teaching methods workshops, student at risk and many more, as identified as a need.

2.3   IMPORTANCE OF TRAINING AND DEVELOPMENT

Training enhances knowledge, ability and state of mind of the workforce and builds up their administrations. Training assist employees by training them for the new occupation while

development is basic for future assignments. Worldwide competition has made training and development a feasible device for a wide range of organisations (Khan, 2009).

According to Kennedy (2009), training and development is conducted for the following reasons:

- When needs emerge because of discoveries from the result of performance appraisal.
- If need arise as a result of the professional development plan of the organisation.
- As part of progression intending to enable an employee to be qualified for an arranged change in role in the organisation.
- To assimilate and instil another innovation in the system.
- Training and development programme is conducted because of the dynamic idea of the business world and changing innovation.

Equipped employees do not stay skilful until the end of time. Abilities crumble and wind up plainly out of date and in this way new aptitudes should be educated (Sohail, Ahmad, Iqbal, Haider & Hamad, 2014). This imply that, training is an ongoing process; it is not a once off process. Training and development helps organisations achieve their maintainability objectives (Noe, 2017). Training of staff is one of the most important elements of the human resources management and it is a part of vocation improvement; training is crucial for the achievement of any organisation (Nabutto, 2014).

Nzeru (2014) agrees to Nabutto on his study, which suggest that training and development has turned into a key concentration for organisations in their journey to support a creative, learned, adaptable and brilliant workforce that can contend commandingly in the worldwide field (Nzeru, 2014). Nassazi, Pace, Smith and Mills agrees that training and development enhances employee's performance. Workers are significant resources of any organisation. The dynamic part they play towards an organization's prosperity should not be demeaned. Therefore, training employees through viable training yield positive result and enhance employment productivity. Likewise, position them to go up against the difficulties of the today's aggressive business atmosphere (Nassazi, 2013).

One of the difficulties concerning staff development is the employee's unwillingness to participate in training and development programmes. They only have interest in attending training programmes that are credit bearing. As indicated by Moosa (2011), two conditions

ought to go with the further advancement of college lecturers, which will bring about the far-reaching interest for development. Once the employee has completed a qualification, there must be a payment in the form of cash or the increment in terms of the notch payment (Moosa, 2011). The researcher does not agree with Moosa about the two conditions. The researcher believe training and development is to the benefit of both the employer and the employee, and the employee needs to attend the training because it will assist the employee in performing the duties effectively and efficiently. The training and development programme need to be relevant to the lecturer's appropriate area of specialisation (Moosa, 2011).

The study conducted by Moosa (2011), uncovered that the college management should be included in giving continuous professional development (CPD) as this will enable college lecturers to stay informed concerning changes occurring with the educational programs and additionally at the work environment. Networking with other colleges who offer similar modules will be most advantageous, as it has turned out to be beneficial when college lecturers meet at group gatherings. Part of the educational programs that necessities illumination can be likewise examined in these discussions. This additionally advances a sort of long lasting learning for college lecturers. The thought is to make subject particular in-benefit preparing programs which may end up being cost effective. It is conceivable that with expert guidance and constant collaboration from others the college lecturer will have the capacity to enhance the classroom instructional method (Moosa, 2011).

According to the study conducted by Shandu (2016), it is suggested that when lecturers joined the college, they should be given a training on the best way to oversee and conduct classrooms. The vast majority of lecturers do not have any teaching qualifications and have never been educators, so they require training and development programme on lecturing techniques. Rosebank College face the same challenge of shortage of lecturers with teaching qualification, methods of teaching. Training and development is important for the college, to train and develop lecturers so that they can be able to teach and be able to transfer the knowledge and share their industry experience to students

2.3.1 Who provides training and development?

In many organisations training and development programmes are conducted by, mentors, supervisors and managers, experts in that field or in-house specialists. Notwithstanding, as

the preview of training practices recommends, training and development activities are likewise outsourced. Outsourcing implies that, people outside the organization (Noe, 2017) give training and development activities. Outsourcing training suppliers outside the organisation incorporate universities and college, group and junior universities, specialized and professional foundations, item providers, experts and counselling firms, unions, exchange and expert associations, and government associations (Noe, 2017). Outsourcing is an example of the off the job training which will be discussed in details on one of the next paragraphs. At Rosebank College training and development programmes are organised and conducted by programme managers and programme coordinators after identifying the need of the training and development.

2.4 THEORIES ON TRAINING AND DEVELOPMENT

According to Imran and Tanveer (2015), theories on training and development includes adult learning theory and the need theory which is relevant for this study.

2.4.1 Adult learning theory

The theory focuses on explaining that adults have a tendency to learn and to know the reason behind the learning. They learn with a view to gaining experiences and solving problems (Imran, *et al.,* 2015). This theory is related to this study. Lecturers attend training and development programmes in order to gain knowledge that they will apply in the classroom when performing their duties as a lecturer.

2.4.2 Need theory

Need theories help to clarify the esteem that a man puts on specific results. A need is a lack that a man is encountering anytime (Noe, 2017). A need inspires a man to act in a way to fulfil the lack. The most elevated amount of Maslow hierarchy of needs is simply the need actualisation, which is the full improvement of a person's potential (Vrba, 2014). Employers assist employees to provide this need by offering staff training and development programmes to employees.

The study conducted by Dede, Breit, Ketelhut, Closkey and Whitehouse (2005) suggests that, the expert improvement projects and settings from which their information was

projects tended to an assortment of school needs and mirrored a scope of hypotheses about what educators need to know, how instructors take in, the best conditions for learning, and how innovation may bolster learning. All professional development, either expressly or verifiably, conveys the goal to change something about a school with a specific end goal to improve it. Regardless of whether that change is coordinated at students, executives, or educators, proficient advancement may fill at least one needs in a school—scholastic, authoritative, political, city, or social. This study believes in training and development without identifying a specific training need, they believe that as long there is a training and development taking place, the organisation will benefit one way or the other. The researcher strongly disagrees with this study. The researcher believes that, for a training and development to be effective on employee's performance, it is important to identify the training need, and set goals as to what are the learning objectives, and then you choose relevant training, at the end of the training and development programme, evaluation need to take place, based on the goals set prior to the training.

Need theories recommend that in order to motivate learning, it is important for the trainers, to indicate as to how the training and development programme will fulfil the training need of trainees (Noe, 2017). Additionally, if certain essential needs of trainees like, physiological and wellbeing needs are not met, they are probably not going to be inspired to learn. For instance, consider a word handling instructional course for secretaries in a downsizing organisation. It is doubtful that even the best composed instructional course will bring about learning if employees strongly believe that their employment contract can be terminated (Noe, 2017).

If you provide employees with an option to choose, the training and development programme that they would like to attend, which best suit their training need, employees will be motivated to attend a training and development programme (Noe, 2017).

The study conducted by Moosa (2011), revealed that in the provision of continuous professional development of lecturers, the college management should be involved in supporting lecturers and to keep them up to date with all changes on the curriculum. The study also revealed the importance of networking with other lecturers to share knowledge. Part of the educational programs that requirements illumination can be additionally talked about in these gatherings. This likewise advances a sort of long lasting learning for college lecturers. The thought is to make subject particular in-benefit training programs which may

turn out to be practical. It is conceivable that with master direction and ceaseless organisation from others, the college lecturer will have the capacity to enhance the classroom instructional method (Moosa, 2011).

Employees are trained and developed on a formal and informal basis from the first day of employment, hence the next paragraph; The researcher will be discussing the general systems model for training which include three phases i.e. needs assessment, training and evaluation.

From the theories discussed above, the need theory and adult learning theories help the organisation to devise efficient learning programs. This understanding distinguishes the components constituting a training and development programme.

2.5   GENERAL SYSTEMS MODEL FOR TRAINING

In a systematic approach to deal with training, it is vital to follow through the procedure outlined in the model Figure 2.1.
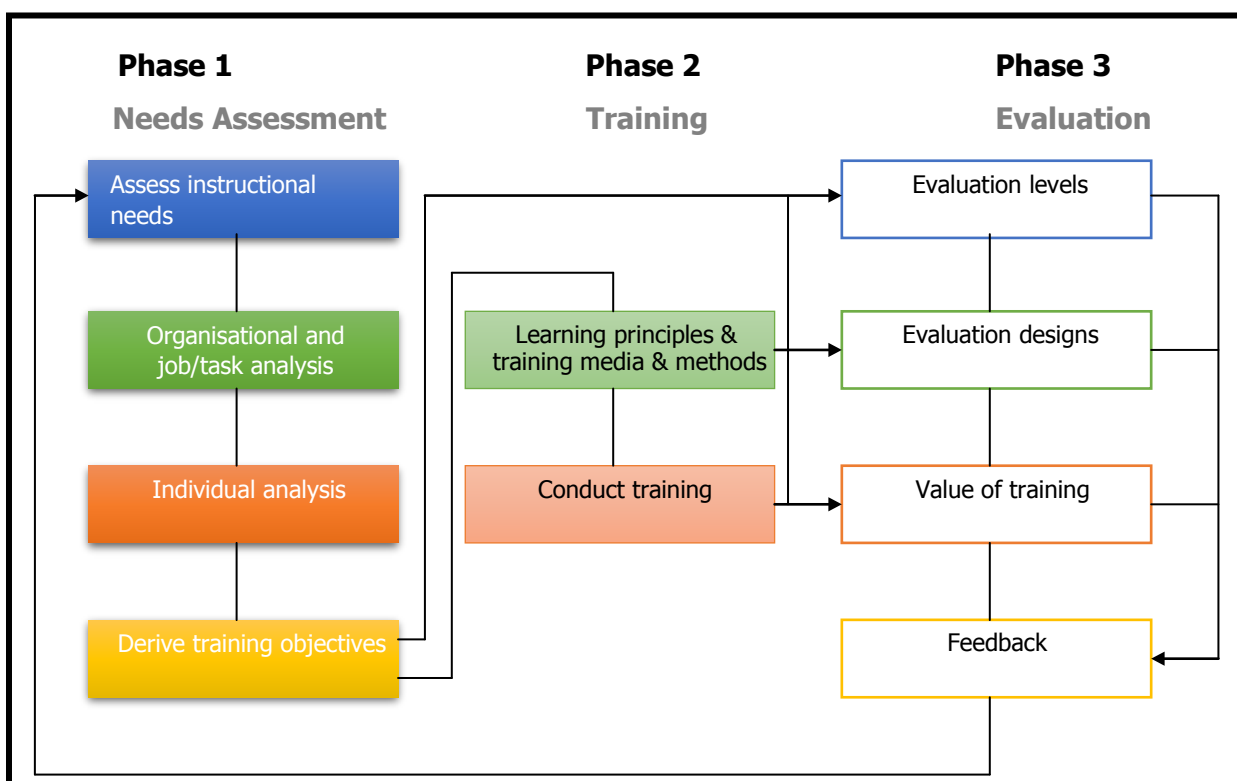
Figure 2.1: General Systems Model for Training (Adapted from Swanepoel, _et al_. 2003:454)

The emphasis is on conducting a needs assessment of employees; have understanding of the job and individual analysis, thus informing the type of training required by the employees. For instance, the training needs assessment stage produces learning objectives that are utilised by the following stage, training design (Kenned, 2009). This simple means for the training and development programme to be effective and to have an impact of the employee's performance, it called for the organisation not to skip phases as highlighted in the Figure 2.1, the general systems model for training.

2.5.1 The training needs assessment (Phase 1)

Needs assessment alludes to the procedure used to decide if training is important. Training needs assessment regularly includes organisational analysis, individual analysis, and task analysis (Noe, 2017). Effective training starts with a training needs assessment to figure out which workers should be trained and what they should be trained to do (Swanepoel, *et al.,* 2008) (cf. Figure 2) Stage 1.

The study conducted by Nabutto (2014) revealed that training needs analysis should be done to establish the training needs required. Kenned (2009) agrees to Nabutto (2014), by saying a training analysis is directed at last to recognize training objectives, that is, the thing that zones of information or abilities that training needs to finish with learners all together that learners can meet organisational objectives. Recognising training and development needs should be possible at hierarchical and individual levels utilizing different strategies, for example, interviews, questionnaires, abilities tests, surveys, perception of employees performing assignments, and above all from performance appraisal data (Amos, *et al.,* 2016). It is the responsibility of managers to take an active role, in determining the training needs of individual's employees and to organise training and development programme to close the gaps identified (Noe, 2017).

2.5.2 Organisational and job task analysis

Figure 2.2 depicts the relation among organisation analysis, task analysis and person analysis. An organisational analysis considers the setting in which training will happen. That is, management investigation includes deciding the fittingness of training, given the organization's business procedure, its assets accessible for training, and support by managers and peers for training exercises (Noe, 2017). While undertaking task analyses

recognizes the essential errands and information, abilities, and practices that should be stressed in training for workers to finish their assignments (Noe, 2017), as it is indicated in Figure 2.2.
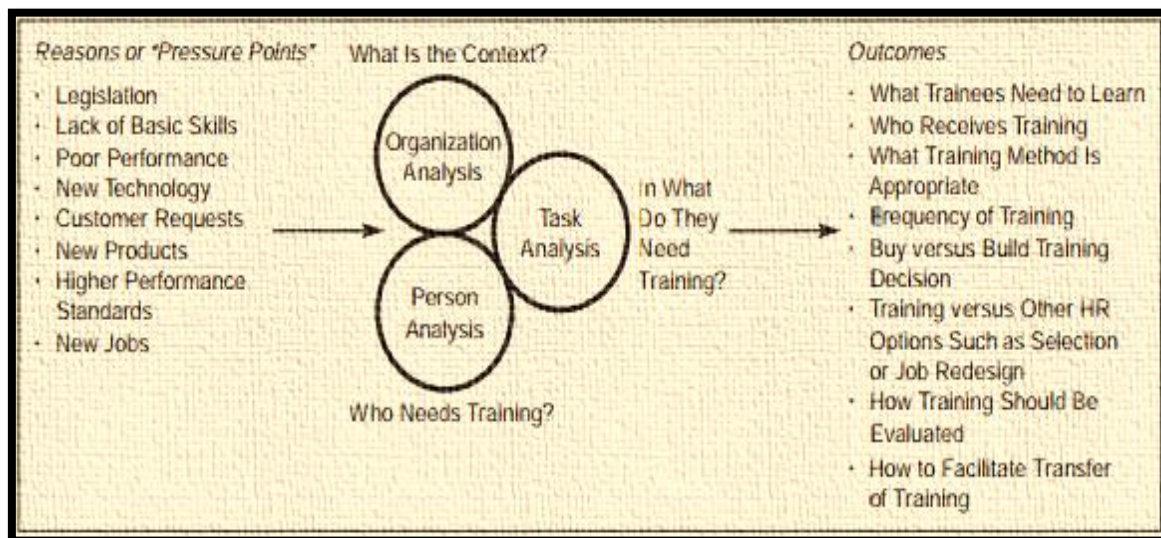
Figure 2.2: Causes and outcomes of needs assessment (Adopted from Noe 2017)

Training need identified at organisational level will involves an examination of the information, aptitudes and capacities the organisation will require in the future, and in light of the key arrangement of the organisation. This ought to dependably be the beginning stage while considering huge scale of training and development intercessions (Amos, *et al.,* 2016). Key inquiries for the organisation to answer are:

i.   What are the basic abilities and information that the organisation will require to accomplish its marketable strategy?
ii. Are there any aptitudes or learning components that should be produced to meet changes in future requirements for the business achievement?
iii. How quite a bit of this expertise and learning does the organisation as of now have set up?
iv. What's more, what are the key concentration territories for training and development for the organisation? (Amos *et al.* 2016).

The study conducted by Nzeru (2014) proposes that organisations must guarantee that it directs a necessities examination by doing a job–task investigation, individual examination and hierarchical examination before training happens. The emphases are that training needs should be distinguished through a formal performance appraisal process. This

guarantees that there is no waste in assets by organising a training that will not increase the value of the business or the person (Nzeru, 2014). Individual analysis is discussed on the next paragraph.

2.5.3 Individual analysis

Individual analysis includes right off the bat deciding if execution insufficiencies result from an absence of learning, aptitude, or capacity (a training issue) or from a motivational or work-outline issue, furthermore distinguishing who needs training, and in conclusion deciding employees' availability for training (Noe, 2017). Every organisation consists of goals and objectives. And these goals and objectives are broken down into departmental goals and objectives, further down into individual's goals and objectives which is expressed in the form of a job profile. As the universe of work has changed and especially with the expanded concentrate on performance management, the pattern has been to depict an occupation as far as the yields required of the employment, instead of the assignments or exercises involved by the occupation (Amos, *et al.,* 2016).

Job profiles are along these lines are more adaptable than traditional job descriptions. With a job profile, work is portraying as far as the yields required, together with the abilities and information required to convey the yields. This approach takes into consideration people activity to develop. Supervisors all through the world have found that it is at last the last yield that decides the viability of the employee in the employment and the achievement of the organisation, as opposed to the tasks finished to touch base at the yield. Assignment sets of job descriptions can be utilized to supplement job profiles, in that they give rules to the representatives to help convey yields. In any case, it ought to be noticed that a definite job description may restrain individual initiative (Amos, *et al.,* 2016). Connected to the particular of the yield is the standard to which the yield must follow. Having recorded the yield and performance models required for the yield, it is then conceivable to depict the information and abilities required to deliver the recognized yields (Amos, *et al.*, 2016). Once the training need is identified, the next step is to set the training objectives that is to say, what is it that you want to achieve at the end of the training, hence the next paragraph is discussing the training objectives.

2.5.4 Training objectives

It is important that the organisation spell out the vital training and development goals and appropriate arrangements and must guarantee that these are surely knew by all workers in the organisation (Nzeru, 2014). For example, if a lecturer who is expected to lecture pastel accounting, the knowledge and the skill required is basic knowledge of accounting and pastel. If that lecturer does not have the required skill, it will mean, he need to attend the relevant training programme. If the gap is being identified and the training programme is organised in order to close the gap, that will definitely benefit both the organisation and the individual employee. Training need recognized at an individual level includes the outputs from the performance appraisal of individual employees, which will be talked about in detail in the coming section, where a worker and the manager distinguish the performance goals that could be overcome with suitable training and development intervention.

2.5.5 Training methods and conducting of training and development programme

Once the training needs have been determined and behavioural objectives stated, a training programme can be developed to achieve the stated objectives. In order to ensure the success of the training programme, appropriate training methods must be selected and suitable training materials developed to convey the required knowledge and skills identified in the training objectives (Swanepoel, *et al.,* 2008). The selection of the T&D method/s is very important for the success of the programme as the application of inappropriate training method/s will lead to frustration and a waste of time and resources (Nwokeiwu, 2013). Once the strengths and weaknesses (the training needs) of the organisation and the training objectives have been identified, the best possible method/s to conduct the training need to be identified in order to enable the organisation to achieve its set objectives. Noe (2016), emphasise the importance of planning before conducting any training and development programme. Employees require the training and development program to be appropriately organized and masterminded training coordination is one of a few parts of training administration. Training administration alludes to planning exercises some time recently, amid, and after the program. Preparing organization includes communicating courses and projects to representatives. Selecting representatives in courses and program. Get ready and preparing any pre-preparing materials, for example, readings or tests. Get ready materials that will be utilised as a part of direction (e.g., duplicates of overheads, cases).

Orchestrating the preparation office and room. Testing gear that will be utilised as a part of direction. Having reinforcement gear (e.g. paper duplicate of slides, an additional overhead projector (globule) should hardware fall flat. Offering help amid guideline. Circulating assessment materials (e.g., tests, response measures, studies). Encouraging correspondences amongst coach and learners amid and in the wake of preparing (e.g., organizing trade of email addresses). Recording course culmination in the students' preparation records or work force documents (Noe, 2016). Noe (2016), highlighted the important factor to be considered when conducting a training and development programme of planning in advance as to what training material to be used, the venue, communicating with the attendees in time, communicating with their managers for support. Once all is in place than you conduct training and development programme.

The aim of conducting staff training and development is to enhance staff execution, build up their aptitudes and engage potential pioneers. It makes open doors for individual satisfaction and occupation fulfilment. This is particularly imperative when educators spirit is at an unsurpassed low (Chetty, 2009). Training and development can be conducted using the following methods of conducting training such as mentoring, formal training, off the job training, and on the job training, phase two of figure two, these methods will be discussed on the paragraphs below.

The next step will be to plan and organise the training programme in order to meet the training need of an employee, Hence the next paragraphs is talking about different training methods of conducting training in the workplace. The starting point for staff training and development is the employee induction or orientation; hence, the next paragraph is discussing employee induction.

2.5.5.1 *Employee induction*

It is important to make employees familiar with the working environment; hence, induction plays a big role to new employees. At the point when reasonable employment applicants have been chosen and selected, they should be given the suitable introduction and likewise they should be prepared and created to meet their profession needs of the organisation (Degraft-Otoo, 2012). Amos 2016 agrees with Degraft-Otoo (2012) by saying, after recruitment and selection process is concluded, the effective candidate formally joins the organisation. Beginning another occupation in an organisation can be extremely distressing.

Individuals confront the test of familiarizing themselves with and changing in accordance with a new circumstance to which every other person is recognizable. Also, this is not a once off, basic occasion for the new worker, yet rather a mind-boggling procedure of obtaining the learning, abilities, conduct and demeanours required to end up plainly a long haul gainful individual from the organisation. If not oversaw deliberately by the organisation, this stage can bring about change issues, poor work performance and worker at last leaving the organisation (Amos, *et al.,* 2016). The vast majority of employees join into the employment with limited information, abilities and experience for that specific occupation, in this way training and development is intended to guarantee that they perform well (Nabutto, 2014). Organisations need to help new staff to learn both the social, assignment related parts of their occupations, and in addition, the social and authoritative related parts of the new organisation. Induction plays a big role as it is interlinked with mentoring which in some cases overlap. Brady and Schuck (2005) guarantee that tutoring cannot happen without induction. Coaching is one of the expert development systems while induction is a piece of the expert improvement handle.

The study conducted by Shandu (2016), recommends that induction for lecturers be like the induction of other college workers. New lecturers ought to be offered a definite induction at their own departments and campus in light of the fact that every department has its own necessities for the diverse levels of workers. It ought to take no less than one week of induction before the lecturer is permitted to educate in the classroom. The induction of lecturers should incorporate subject desires and subject rules, and evaluation rules and strategies. It is additionally suggested that individuals who lead the induction of lecturers ought to be individuals who know about what is occurring in the classroom, or a man who has educated in class some time recently (Shandu, 2016). Once a lecturer is inducted and informed about the organisation processes and procedures, the roles and responsibility of a lecturer. The lecturer can be developed to close the gap identified as a training need using the following training methods such as presentation and lecture method, mentoring where you mentor a new lecturer, off the job training, on the job training, develop a lecturer making use of the latest technology. The next paragraph was discussing these methods of conducting training and development in details beginning with a presentation and lecture method.

2.5.5.2 *Presentation and lecture method*

Presentation methods are methods in which trainees are passive recipients of information. This information may include facts, processes and problem- solving methods. Lectures and audio-visual techniques are presentation methods (Noe, 2010). Lectures, or concentrated introductions by specialists on topic, are held in a wide assortment of areas, not simply in classrooms. Proficient affiliations frequently get speakers. Guest's lectures are frequently supported by nearby colleges, schools and preparing focuses, and declared to the general population (Kennedy, 2009).

A lecture method is one of the minimum costly, slightest tedious approaches to display many data proficiently in a composed way (Noe, 2010). According to Grobler, *et al.* (2011), a lecture method is a most well-known technique with approximately 85 percent of organisations in South Africa utilising this questionable technique. In schools and colleges, this strategy is utilised more often than not, consequently, it is vital for lecturers to be prepared in the matter of, how to make use of this sort of educating technique. Since it additionally comprises of a portion of the burdens in the event that it is not utilised legitimately, for example, since lectures are one-way correspondences, learners are regularly exhausted and listen ineffectually (Noe, 2010). Once lecturers are trained, they will have the capacity to incorporate distinctive teaching styles, by engaging students for example, discussion with students, understudy introduction and roleplaying, diversions and numerous other educating techniques. Amos, *et al.* (2016) concurs with Noe (2010), that in lectures course content is exhibited to gatherings of students by a lecturer, with a plan to create information and it is frequently supplemented by roleplaying, management games and learning instruments. Lectures frequently make utilisation of strong material, for example, mind maps, delineations, sound and video recordings, handy showings and composed notes (Amos, *et al.,* 2016). Audio-visual guideline incorporates overheads, slides and video (Noe, 2010).

Lecturers needs to rebuild their lesson system to incorporate student's engagement activities, permit group exercises, make comments and give criticism on presentations and motivate students to comment on their presentations. Lecturers needs a very much-organised program that incorporates extra work for students to do at home and these could be in different structures. The homework could incorporate composed work, work that necessities inquiring about, planning for an introduction, get ready for a test, and get ready for the lessons ahead of time. Lecturer's needs to plan in advance so that they can have

the capacity to prompt students regarding the course outline and inform them of the relevant resources required for the subject. Lecturers additionally needs to take students on the field treks to see what is going on in the realm of work and to enable students the chance to increase direct involvement to working environment presentation (Moosa, 2011). Lecturers will not be able to perform all these activities unless they are equipped to do so; hence, this study is aimed at determining the impact of training and development. The next method of conducting training and development is mentoring.

2.5.5.3 *Mentoring*

For a formal mentoring to be established in the organisation, an organisation needs to develop a mentorship programme, which will be used by an organisation to mentor new lecturers (Hamburg, 2013). The study conducted by Moosa (2011), reveal that, college lecturers needs support by senior lecturers, continuous mentorship, supervision, needs a variety of assets accessible for him, and an improved version of the educational programs which is rich in detail and data. A lecturer needs time to plan for the lessons and this incorporates utilising the simulated room for practical work and prepare worksheets from the different resources.

A study conducted by Shandu (2016), suggests that Universities and colleges ought to have a formal sort of mentoring and coaching. A mentor or coach ought to be a man who has been trained for this procedure and some person who knows about the departmental principles and desires. Individuals who are inside similar offices so it is anything but difficult to get help with whatever is required must mentor new lecturers. The organisation needs a pool of mentors who have been prepared and comprehend what the school requires. This will help staff in that all offices have prepared coaches who will have a comprehension of departmental needs. The time of new lecturers must have a stipulated time, similar to six to twelve months, which would fill in as a probation period. After this period once the new lecturer is well trained than, they can be out of the probation period and turn into a permanent employee (Shandu, 2016).

In the mentoring programme the mentor and the mentee needs to work together to accomplish the objectives set at the beginning of the mentorship programme. As indicated by Levesley and Francis (2015). Formal coaching has the accompanying points of interest. The objectives are set up from the earliest starting point by the organisation, tutors and

mentees, results are measured; learning that must be exchanged is known toward the starting; get to is given to all who meet the criteria set up by the organisation for the comparing coaching program; guides and mentees are combined in view of similarity; and the organisation and workers can profit straightforwardly from this type of mentoring. Apart from mentoring programme which is conducted internal in the organisation, the other form of training which can be conducted for lecturing staff is the formal training from high tertiary institutions or by the accredited service providers, hence the next paragraph discusses the formal training.

2.5.5.4 *Off-the-job training*

Training offered at locations away from the job is designated off the job training, for example, locations near the workplace or away from work, at a special training centre or at a resort (Swanepoel, *et al.*, 2014). Off the job, training includes formal tertiary education training, workshops, short courses organised by the organisation to equip employees to perform their job more effectively and efficiently. An organisation, which conduct formal training and development programmes, equip employees for current and future positions (Kenned, 2009).

The study conducted by Nzeru (2014) suggests that organisations at times prepare new representatives casually through experimentation, reflection, self-evaluation and in addition making inquiries. This unscheduled and casual aimless kind of training regularly prompts time wastages and work process challenges. It is subsequently put crosswise over to the organisations to have an organised formal programme set up for new lecturers for every division. This will help with new lecturers to settle in, become acquainted with the normal work benchmarks in their new condition significantly faster, and have the capacity to increase the value of the organisation in the most limited period (Nzeru, 2014). The researcher supports the finding of the study conducted by Nzeru (2014), since the advantage of keeping the structured programmes, you can be able to keep records and do evaluation to see the progress, whereas with the informal training sometimes it is not possible.

 The study conducted by Shandu (2016), it is recommended that the college offer a few courses that would grow new lecturers with professionally capabilities. Colleges could team up with any colleges in the region, and it ought to be obligatory for all new lecturers to

register to study with that college in order to be created professionally. The duration of the course need to be stipulated in advance, and lecturers who are enrolling for the studies need to commit themselves to be responsible and accountable for their studies (Shandu, 2016). Another training method apart from off the job method which can also be used especially if the resources and the expertise is available in the organisation is the on the job training, which is discussed in the next paragraph.

2.5.5.5 *On-the-job training*

On the job, training is directed at the work site and concentrates on the real employment (Swanepoel, *et al.,* 2008). While Grobler, *et al.* (2011) defines on the job training and development as a procedure, which include work guideline, given by employee manager or an employee who is an expert in that particular field (Grobler, *et al.* 2011). Employees should be refreshed through training and development to get capabilities they did not have at the time of appointment. This is the reason an organisation may require training and development division (Degraft-Otoo, 2012). Employees tend to be assisted by the senior employees, in terms of showing them the job from time to time. The review directed by Shandu (2016), suggest that there ought to be an in-house organised program and an outer organised program. An in-house program ought to have a time with reference to when it begins and finishes. An outer program ought to include every single professional lecturer to get work-based data. Regardless of the possibility that they cannot change the educational programs fundamentally, the presentation and the learning received about what is occurring in different businesses will assist lecturers to teach what is relevant to the market and that would be to the advantage of students (Shandu, 2016). Due to advance technology, training and development programme needs to incorporate technology; hence, the next paragraph discusses he use of technology.

2.5.5.6 *The use of technology*

Advances in complex technology alongside decreased expenses for the innovation are changing the conveyance of training, making training more practical, and giving employees the chance to choose where and when they will work. Innovations enable training to happen whenever and any place. New advancements incorporate the Web, email, Disc ROMs, DVDs, satellite or digital TV, and portable innovation, for example, individual computerized colleagues (PDAs) and iPods (Noe, 2017). Staff development in regard of data innovation

has enabled teachers to utilize Microsoft Excel. Expectations to do their imprints rather than a stamp book and when called upon to deliver nonstop evaluation marks for the department of education, there is no compelling reason to take out the calculators since excel spreadsheets can be customised to create the last rates (Chetty, 2009). At the end of each training programme, they ought to be a training evaluation, in order to identify gaps, and areas of improvement for future training programme. As a result, the next paragraph is discussing the last step of the training and development programme, evaluation of the training and development programme.

2.5.6   Training evaluation

This step is about assessing the training and development that has been given, phase three of figure two. The fundamental points of assessing training and development are the appraisal of training adequacy with respect to accomplishment of expressed goals and utilizing it as a training help for learning (Khan, 2009). Whereas according to Grobler, *et al.* (2011), the reason for training and development evaluation assessment in the training procedure is to decide if attendees really adapted new abilities and states of mind or an assemblage of information because of the training and development programme. Which is one of the objectives of this study.

It is imperative not to provide training and development without clear goals as to what you want to achieve at the end of the training and development session. If the goals of the training and development are clear and known, it will be easy to evaluate, because the evaluation will also be based on the set goals and objectives. The employees who attended the training and development programme evaluates the training and make recommendations to assist the management for future training and development programmes (Amos, *et al.,* 2016). The manager on the other hand also evaluate the impact of training and development programme with an aim to evaluate if the goals set for the training and development programme are met or not. Some of the results can be identified immediately, whereas other results can be identified after sometimes.

For a more profound appraisal of the viability of a training programme, one can lead an examination of the abilities or learning that has been procured by those going for a training and development programme. This should be possible by methods for a test that is led before the program and at a concurred time after the program, to screen for development.

One could likewise set a task for learners to finish and submit for evaluation once the preparation or advancement program has been finished. Abilities evaluations could be likewise more formal in nature yet would then should be finished by a qualified HR proficient. There are various sorts of psychometric tests that can be utilized to test aptitudes and psychological or attitudinal change after the training and development intervention (Amos, *et al.,* 2016).

One can likewise assess whether the employees' conduct at work has enhanced thus of the program. It must be remembered, however that a behavioural appraisal is intrinsically subjective in nature and the administrator must endeavour to guarantee a procedure whereby input can be acquired from numerous sources to evade singular inclination (Amos, *et al.,* 2016).

A definitive objective of training and development is a positive effect on the viability of the organisation. This could appear as enhanced money related outcomes, diminished costs, enhanced effectiveness, or even enhanced spirit in the organisation. It is essential to assess these results against different issues in the organisation that may have prompted comparative effects, with the goal that one can make certain that the outcomes can be unquestionably credited to the training and development intercession (Amos, *et al.*, 2016). It is additionally vital to note that the effect of training and development if regularly longer term as opposed to a brisk settle. This is especially significant to gentler abilities advancement, for example, administration, where recently learnt standards must be executed and dug in as constructive individual propensities after some time (Amos, *et al.* 2016). Once training is conducted and evaluated the next step is to get feedback in terms of the progress, employees performance, whether there is any improvement after the employee attended the training and development programme, hence the next paragraph is discussing the feedback and the value of training and development programme.

2.5.7 Feedback and value of training

The study conducted by Nabutto (2014), about the impact of training and development on staff performance. The investigation was led from the six college custodians' meetings shown that training requirements for the staff and the organisation were met. This reaction depended on the reasons that there was change in the execution of library staff after the training; since some training was practical, staff wound up doing precisely what they had

been trained to do; there were enhancements in benefit conveyance subsequent to training and development was embraced, the staff increased more aptitudes; and some staff increased better paying employments somewhere else because of the training and development programs attended (Nabutto, 2014).

This raised one of the challenges of training and development, that you equip employees, once they become better equipped than they leave the organisation. However, to overcome that challenge, if the organisations are paying for the staff training and development of employees, employees need to sign a training contract that will stipulate that, if the employee resign before a certain period, the employee will be reliable to pay for the costs of training.

In the study conducted by Nzeru (2014), Training and development have been found to have a critical effect and part to play in comparing employee performance in the work environment. It is consequently critical that training and development ought to shape some portion of an organisations vital drive to pick up a practical upper hand in the commercial centre. This has been required by the approach of globalization and innovative progressions. To support organisations compelling performance and monetary development, it is basic to advance the commitment of a worker to the objectives of the organisation.

2.6 HOW TO MEASURE THE EXTENT TO WHICH TRAINING AND DEVELOPMENT ENHANCES LECTURER PERFORMANCE?

The next section explains as to what tools to be used to measure the extent to which training and development enhances lecturer performance, before training and development was conducted and after the training and development programme is conducted. The tools used in this study through observation by the researcher is the performance management and the performance appraisal also known as the performance review. The next section will outline the performance management.

2.6.1 Performance management

Employee performance is characterized as the result or commitment of workers to make them achieve objectives (Herbert, John & Lee, 2000) while execution might be utilized to

characterize what an association has fulfilled as for the procedure, results, significance and achievement Uganda National Development Program (1995). Afshan, *et al.* (2012), characterize performance as the accomplishment of particular errands measured against foreordained or distinguished models of precision, culmination, cost and speed. Employee performance can be showed in change underway, effectiveness in utilizing the innovation, profoundly energetic labourers.

2.6.2 The key performance areas or the duties of a lecturer

The key performance areas are the benchmark, which set standards, which need to be accomplished by lecturers; hence, they attend training and development programmes to equip them to be able to perform the following duties of a lecturer:

- Teach students in classrooms or workshops giving hypothesis and handy training through addresses, dialogue, pragmatic showings and supervision.
- Prepare lessons (lesson arranges) and deliver materials, for example, wrote notes, graphs, designs and any consumables for use in educating.
- Maintain student's attendance registers and create students advance reports.
- Monitor the arrangement of assets to libraries or potentially access to IT offices suitable to the subject prerequisites and prompt on these necessities.
- Monitor and give an account of student's engagement and responsiveness to teaching exercises.
- Assess students by setting and checking exams and assignments, and assessing finished activities.
- Ensure that work is set and evaluated reliably, in accordance with the College Assessment policy and finish all related managerial records or reports.
- Participate in subject related assessment and moderation committees.
- Maintain all assessments records of student's advance and execution.
- Maintain registers of all course reading/instrument allotments and check returned course books/apparatuses (guaranteeing charges for misfortune or harm).
- Submit yearly and term estimates of material needs (counting consumables).
- Report or encourage the upkeep of hardware or potentially workshops.
- Comply with all registration, evaluation and other information passage prerequisites.
- Participate in consistent review unit gatherings, educating associates of all matters relating to student's performance.

The vast majority of lecturers do not have any teaching qualifications and have never been educators (Shandu, 2016) but they are expected to perform the duties highlighted above, Shandu (2016), further recommended that lecturers need to be trained as to how to transfer knowledge to students.

Once the lecturers are trained, they need to apply the knowledge gained immediately; the study conducted by Nzeru (2014) suggests that, organisations need to give employees an opportunity to apply the knowledge gained from the training very quickly after the preparation mediation. This can be joined as a major aspect of the preparation program continuation or down to earth introduction. This would help with guaranteeing that aptitudes are cleaned up while it is still crisp with the workers (Nzeru, 2014).

This was showed in the investigation directed by Nabutto (2014), whereby workers were offered chances to incorporate their training. This was done in the accompanying ways: putting staff where they could hone the new aptitudes, preparing staff to head divisions and preparing staff to educate other staff who did not attend a training and development programme. The staff members who attended a training and development programme were given assignments or duties to decide if they comprehended the training. They were offered chances to clarify the new learning and its importance to the college as an address or viable sessions as the need emerged. In connection to the Cybernetic Open Systems Model, this further demonstrated training and development was urged and prompted the enhanced abilities and learning which would prompt enhanced staff execution (Nabutto, 2014). This implies that training and development programme needs to be relevant in order to enhance performance. Once an employee is trained and developed performance appraisal is conducted as discussed in the next paragraph.

2.6.3 Peer review (performance appraisal)

Performance appraisal is a formal and deliberate process by methods for which the occupation applicable qualities and shortcomings of workers are distinguished, watched, measured, recorded and created. (Swanepoel, Erasmus & Schenk, 2010). Since it is the performance of individual workers, that fundamentally decides the fulfilment of the objectives and targets of an organisation, the estimation or appraisal of performance legitimately merits a focal position in any HRM program. Performance appraisal additionally alluded to as performance assessment, justify rating, staff appraisal, performance audit is

likewise the human asset work regularly criticised and whose frameworks convey the most serious danger of either coming up short, falling into neglect or declining towards a useless, paperwork exercise (Swanepoel, *et al.* 2010).

According to Chetty (2009), performance management is conducted in order to determine the strength and weaknesses of the employee. Once the weaknesses are identified, that is where; you can come up with a solution of providing a training and development programme if the problem is a lack of academics.

The developmental appraisal prepare looks to guarantee that the individual being assessed is a part of the appraisal procedure and the last scores are chosen in meeting with an appraisal team or improvement bolster gathering. The development support group is a gathering of educators inside an organization in charge of direction and support of a teacher (the appraisee) during the evaluation procedure (Chetty, 2009).

The study conducted by Morris and Hiebert (2017), when they researched whether the substance pre-benefit educators considered in rudimentary teacher training and development on arithmetic courses was identified with their performance on a lesson plan for Mathematics task 2 and 3 years after graduation. The applicable arithmetic information was examined when the educators were freshmen, 5 to 6 years prior. The report demonstrated that when there were contrasts in how totally graduates taken care of the key Mathematics ideas when arranging lessons, the distinctions supported the themes examined in the courses, particularly subjects underscored generally vigorously. We guess that educator's readiness can matter for lesson arranging, a critical task for educating, if more opportunities are given to get the pertinent substance learning for instructing. From this study, it was concluded that there is an impact of training and development on employee's performance, although the results can be seen after some time, not immediately after the training and development programme.

To measure the effectiveness of the training and development programme, researchers rely on the feedback, which is provided by the participants (Kenned, 2009). In this study, the impact of training and development on lecturer's performance is determined through the performance appraisal and through the observation of lecturer's performance. Lecturers attend a training and development programmes beginning of the semester and they are expected to perform their duties as a lecturer, and to apply what they have learned. The

process of the performance appraisal is conducted by a faculty programme manager, where he or she observe the lecturer while lecturing, see the attached document a performance appraisal annexure. If the performance is satisfactory, lecturers are encouraged to continue to be innovative. If the performance is not good, a training need is identified to retrain that individual lecturer.

2.6.4 The reasons why performance appraisal failed

Figure 2.3: Reasons why performance appraisals fail (Adapted from Bohlander & Snell, 2004)

The developmental purposes of performance appraisal include providing performance feedback, identifying individual strengths and weaknesses, recognizing individual performance, assisting in goal identification, evaluating goal achievement and identifying individual training needs. Figure 2.3 above shows possible reasons for the causes of performance appraisal failure and they are as follows: Manager not taking appraisal

seriously, manager not prepared, employees not receiving ongoing feedback, manager not being honest and sincere, ineffective discussion of employee, unclear language, insufficient reward for performance, manager lacks information and lack of appraisal skills.

In cases where the performance appraisal is connected accurately, it can distinguish poor performance. Where there is an agreement between the manager and the employee that there is a performance problem. The problem might be inadequate or conflicting execution as far as the concurred targets and benchmarks. The manager needs to guarantee that the person's performance has been evaluated and that there is adequate proof of a performance problem (Amos, *et al.,* 2016). Feedback about how well individuals are meeting the training destinations. To be viable, criticism should concentrate on particular practices and be given as quickly as time permits after the learners' conduct (Noe, 2017). The next paragraph discusses government intervention on training and development.

2.7   GOVERNMENT INTERVENTION ON STAFF TRAINING AND DEVELOPMENT
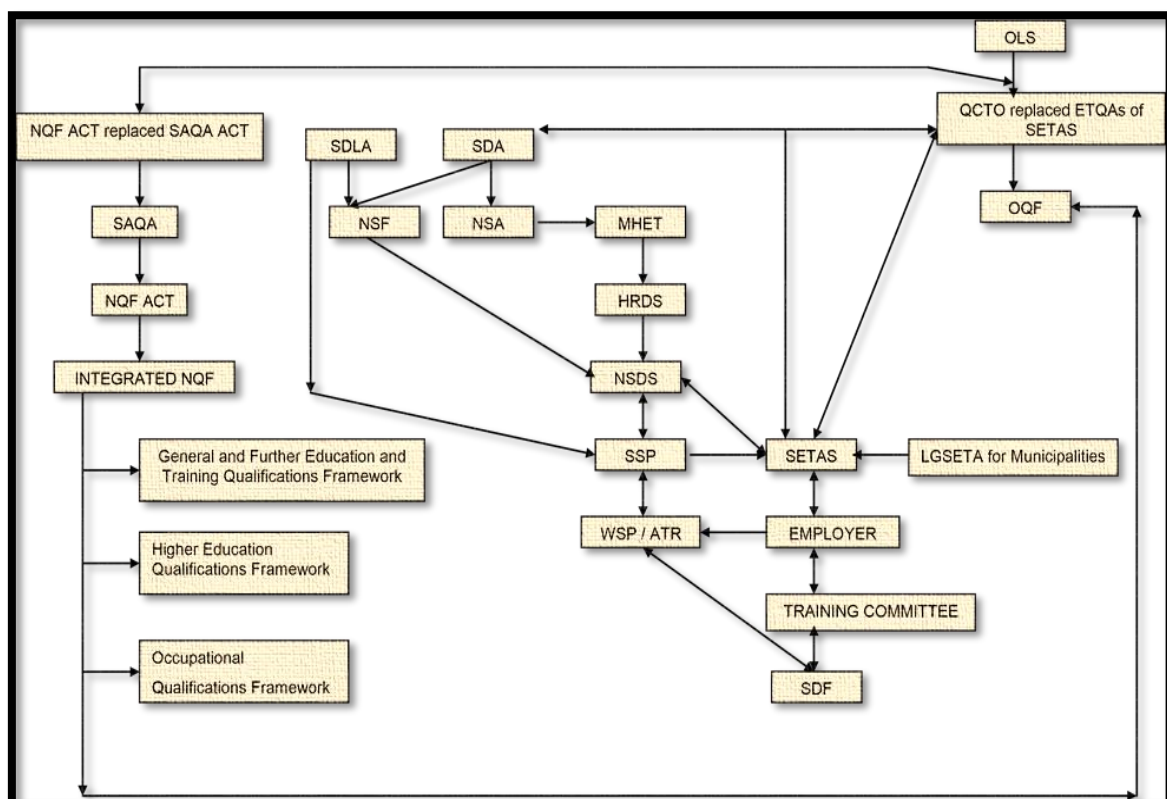
Figure 2.4: New skills development landscape and legislative framework in South Africa (Adapted from Dowd-Krause, 2009)

Organisations are expected to comply with the laws and regulations set by government and to demonstrate that workers have finished training programs as well as are applying their

new information at work (Noe, 2017). Government intervention on staff training and development is depicted in the Figure 2.4, quoted from Dowd-Krause 2009.

Government is intervening in resolving the issue of training and development of employees in South Africa, by issuing the legislative related to skills development such as Skills Development Act and National Skills Development Strategies. According to the National Skills Development strategy, one of the goals of the NSDS 111 is to "Encouraging better use of workplace-based skills development". South Africa is tested by low productivity in the work environment, and in addition moderate change of the work showcase and an absence of portability of the workforce, largely subsequently of inadequate training for those as of now in the work place. The New Growth Path embraced by government calls for expanded working environment training of labourers as of now in the work place to enhance efficiency and the general development and improvement of our economy (Dowd Krause, 2009).

2.7.1 The National Skills Authority

At a national level, the fundamental body that empowers national abilities arranging is the National Skills Authority. In 1998, the National Skills Authority was built up as per the Skills Development Act, 1998 (Dowd- Krause, 2009).

2.7.2 The Skills Development Act

The aim of a Skills Development Act is to:

- give an institutional system to devise and execute national, part and work environment procedures to create and enhance the abilities of the South African workforce; to incorporate those techniques inside the National Qualifications Framework mulled over in the South African Qualifications Authority Act, 1995;
- accommodate learnerships that prompt perceived word related capabilities;
- accommodate the financing of aptitudes improvement by methods for a demand financing plan and a National Skills Fund;
- accommodate and manage business benefits; and
- accommodate matters associated therewith (Skills Development Act).

New skills development landscape and legislative framework in South Africa, adapted from Dowd-Krause (2009) shows the relationships among stakeholders with an aim of achieving the purpose of the Skills Development Act of 1998 as stipulated above.

The Skills Development Act was passed in 1998 as one of a progression of acts and directions that shape some portion of the National Skills Development Strategy, which is gone for tending to key social and financial issues in South Africa, for example, high unemployment and low aptitudes levels. The reason for the demonstration is to advance the improvement of the abilities of the South African workforce, in this manner enhancing prospects of looking for some kind of employment or winning a standard wage, additionally contributing towards building the economy and enhancing the personal satisfaction for South Africans by and large (Dowd-Krause, 2009).

2.7.3   The purposes of the Skills Development Act

The purposes of the Skills Development Act are as follows:

- To build up the abilities of the South African workforce;
- To enhance the personal satisfaction of specialists, their prospects of work and work versatility;
- To enhance efficiency in the working environment and the intensity of managers;
- To energize businesses
- To utilize the working environment as a dynamic learning condition;
- To give workers the chances to gain new aptitudes;
- To give chances to new contestants to the work market to pick up work understanding; and
- To utilize people who think that it's hard to be utilized;
- To urge labourers to take an interest in learning programs;
- To guarantee the nature of learning in and for the working environment;
- Encouraging associations between the general population and private areas of the economy to give learning in and to the work environment; and
- Co-working with the South African Qualifications Authority (Skills Development Act).

The act intends to build levels of investment in education and training in the workplace. Managers are urged to give employees chances to obtain new aptitudes. Employees then

again are additionally urged to partake in learnership and other training programs. The act looked to do this through the creation of the National skills authority, among different techniques (Van Aswegen, Gobind, Havenga, Kleynhans & Markham, 2012).

In the study conducted by Nzeru (2014), Training and development have been found to have a critical effect and part to play in comparing employee performance in the work environment. It is consequently critical that training and development ought to shape some portion of an organisations vital drive to pick up a practical upper hand in the commercial centre. This has been required by the approach of globalization and innovative progressions. To support organisations compelling performance and monetary development, it is basic to advance the commitment of a worker to the objectives of the organisation. Hence why government decided to introduce the Skills development act, for the benefit of employees.

2.7.4 Skills Development Levy Act

The Skills Development Levies Act, 1999, serves to support the Skills development initiative in the nation. The goal is to energize an arranged and organized way to deal with learning, and to build business prospects for work searchers. Taking an interest completely in the plan will enable organisations to profit by motivators and to receive the rewards of a superior talented and more productive workforce (Swanepoel, *et al.,* 2013).

2.7.5 Workplace Skills Plan

The Workplace Skills Plan serves to structure the sort and measure of training for the year ahead, and depends on the skills needs of the organisation.

A decent WSP ought to consider present and future needs, considering crevices recognized through a skills review, the performance management system, progression arranging activities, and any new procedure or innovation changes gotten ready for the year. Management talks about the organization's objectives with representatives who thus focus on the way toward accomplishing these objectives. Management gets the chance to find ability and additionally aptitudes that they knew that they had.

A worker and organisational training needs investigation must be directed for ideal outcomes. Training guarantees a satisfactory supply of in fact and socially skilful employees equipped for vocation improvement into specific fields or administration positions (Nzeru, 2014). Organisations submit the workplace skills plan on yearly bases to the relevant Seta's, of which in return they receive a mandatory grant. Transnet's Durban Container Terminal, receives large number of rands yearly to train and build up its workers and is receiving the rewards thereof (Nzeru, 2014).

2.7.6 Annual Training Report (ATR)

Annual training report is submitted to the relevant seta, together with the WSP report. Annual training report comprises of all participation registers, verification of consumption, training supplier utilised as a part of this report the SETA can build up whether training was done or is being finished. Organisations submit the ATR and WSP, in order to claim for the mandatory grant. The next paragraph is talking about the impact of training and development on employee's performance.

2.8 THE EXTENT TO WHICH TRAINING AND DEVELOPMENT ENHANCES LECTURER PERFORMANCE

The literature reveals that if the training and development process is followed accordingly, there is an impact of training and development on employee's performance. However, if there is a stage is not followed, the training and development will not have any impact or will have less impact on the employee's performance. In other words, the degree of the impact of the training and development will rely on the process applied in conducting the training and development programme. This is confirmed by the studies conducted by Sohail, Ahmad, Iqbal, Haider, and Hamad (2014), and the study conducted by Degraft-Otoo, (2012), as well as the study conducted by Kenned (2009).

The evidence from the research conducted showed a positive relationship between the training and development and employees performance. The study conducted by Sohail, Ahmad, Iqbal, Haider, and Hamad (2014) on the impact of training and development on employee performance. The research findings showed that, there is positive relationship between training and development and employee performance. The survey was conducted on 100 employees of 11 banks from the banking Sector of northern Punjab and information

was gathered through a questionnaire. Regression analysis was utilized through "SPSS" for information examination. The two determinants on the job training and delivery style determinants of training and development were used. The results demonstrated a Positive connection between on the job training and employee performance and a positive connection between delivery style and employee performance (Sohail, Ahmad, Iqbal, Haider & Hamad (2014).

While the study undertaken by Degraft-Otoo (2012), at Accra Polytechnic, a public tertiary education sector organisation on the point "The impact of training and development on worker execution at Accra Polytechnic". The investigation uncovered that there were management issues, for example, absence of management support for training and development programs, which affect training and development negatively. It was additionally discovered that training and development had positive effect on workers of the Polytechnic. The study suggested that all together for Accra Polytechnic to be effective as the main decision Polytechnic in Africa, management must enable all offices to participate in the training and development of workers to manufacture potential and reinforce representatives' skills.

The study conducted by Kenned (2009), was aimed at measuring the impact of training and development of judicial staff performance. Both primary and secondary methods of collecting data were utilised. The study findings revealed that the training and development attended by the judicial employees of Ghana was exceptionally immaterial. The study additionally prescribes that the recurrence of training given by the Judicial Service of Ghana ought to be enhanced to guarantee that more workers approach training and development. Once more, training and development offered by the Judicial service of Ghana ought to guarantee a superior comprehension of the mission and vision explanation of the Judicial service of Ghana so that, workers can recognize themselves with the hierarchical esteems in the release of the obligations.

2.9 THE RESEARCH GAP

A lot of research has been attempted on staff training and development in public sector, Schools and private organisations yet none of these reviews has concentrated on Rosebank College specifically, which then supported the doing of this study.

2.10 CONCLUSION

The chapter was about reviewing a literature on the impact of training and development on lecturing staff performance. The researcher started by highlighting the importance of training and development, the steps to be followed in conducting the training and development programme, and then we looked at the performance management and performance appraisal as well as government intervention. And lastly, the chapter concluded with the discussion about the impact of training and development on employee's performance.

The conclusion is that if all the process of training and development and the performance management is administered accordingly, the results will show a positive impact of training and development on employee's performance. However, if the process is not followed according the results will show less or no impact of training and development on employee's performance. The next chapter is about research methodology applied in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the research and methodology used. The sequence used in this chapter begin with the first paragraph explains the aim of the study, followed by research design and methods, research paradigm, the research site, population and sample of the study, sampling method, construction of the instrument, data collection, data analysis, reliability and validity of the study, bias, ethical consideration and lastly ends with the chapter summary.

3.2 AIM OF THE STUDY

The research is conducted for various reasons such as the research is conducted to get new knowledge about the subject, or to evaluate a current system or policy or a strategy used by an organisation. For this research, the aim is to investigate the extent to which training and development enhances lecturer performance of Rosebank College. The study will also discover relevant training required by lecturers.

3.3 RESEARCH DESIGN AND METHODS

Research design is the general plan of how you will go about answering your research questions (Saunders, *et al.,* 2016). The research methods include mixed research method, quantitative research method and qualitative research method, which is used in this study. The below paragraph will explain the different research methods.

3.3.1 Mixed method research

Mixed methods are defined as an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks (Creswell, 2014). However, this method is not used for this study.

3.3.2 Quantitative methods research

According to Saunders, *et al*. (2016), one way of differentiating the quantitative research from qualitative research is to distinguish between numeric data (numbers) and non-numeric data (words, images, video clips and other similar material). In this way, quantitative is often used as a synonym for any data collection technique such as a questionnaire or data analysis procedure such as graphs or statistics that generates or uses numerical data. In contrast, qualitative is often used as a synonym for any data collection technique such as interview or data analysis procedure such as categorising data that generates or uses non-numerical data. In this study a qualitative method is used, hence the next paragraph is explaining the qualitative research method.

3.3.3 Qualitative method research

Qualitative researchers gather information as composed or talked dialect, or as perception that are recorded in dialect and investigate the information by distinguishing and classifying topics. Qualitative methods enable the researcher to study issues inside and out, transparency, and detail as they recognize and endeavour to comprehend the classes of data that rise up out of the information (Blanche, Durrheim & Painter, 2006). For this study, the researcher observed the participants and conducted semi-structured interviews to determine the impact of training and development on lecturing staff performance of Rosebank College.

3.3.3.1 *Semi-structured interview*

As the researcher was interviewing the lecturers, the researcher gained more insights with follow up questions and open-ended questions, to allow participants to share their experiences and recommendations about training and development programmes.

3.3.3.2 *Qualitative observation*

A qualitative observation is when the researcher takes field notes on the behaviour and activities of individuals at the research site (Creswell, 2014). The researcher was observing the behaviour of lecturers before and after training and development to determine if there is any improvement in lecturer's performance. When the researcher was observing the

behaviour of lecturers after attending the marking and moderation workshops. The findings reveal that, lecturers marking was consistent. The scripts submitted for moderation, the feedback from the moderator's report was positive. Lecturers were submitting the marks within the specified period.

Another method used by the researcher to determine the impact of training and development on lecturing staff performance it was through conducting a peer review, which is also called performance appraisal. Where twelve lecturers were observed while lecturing for a period of one hour each. The feedback session on the following day, where a researcher and the lecturer were discussing the findings of the peer review process, were conducted.

3.4 RESEARCH STRATEGY

Qualitative research consists of a number of strategies such as narrative research, action research, ethnography, case study research, and grounded theory (Saunders, *et al.,* 2016). For the purposes of this study, a case study research is selected, as it is discussed on the next paragraph.

3.4.1 Case study

One of the advantages in utilizing case studies is the examination of the information is frequently led inside the setting of its utilization (Zainal, 2007), that is, inside the circumstance in which the action happens. Case study method empowers a researcher to nearly look at the information inside a particular setting. As a rule, a contextual analysis strategy chooses a little land region or an extremely set number of people as the subjects of study. Contextual analyses, in their actual substance, investigate and explore contemporary genuine marvel through itemized logical examination of a predetermined number of occasions or conditions, and their connections (Zainal, 2007). In this study, Rosebank College was chosen to be a case study method and it was more applicable because it enabled the researcher to acquire the lecturer's views about the impact of training and development on lecturing performance in a private college.

3.5   RESEARCH PARADIGM

Research paradigm is defined as a bunch of convictions and directs which for researchers in a specific teach impact what ought to be examined, how research ought to be done, and how results ought to be deciphered (Cilliers, *et al.,* 2014). The five major philosophies are positivism, critical realism, postmodernism, pragmatism and interpretivism, which is used in this study.

3.5.1   Positivism

As indicated by Saunders, *et al.* (2016), positivism identifies with the philosophical position of the normal researcher and involves working with a perceptible social reality to deliver law like speculations. However, this philosophy is not suitable for this study.

3.5.2   Critical realism

Saunders, *et al.* (2016), additionally clarified the basic authenticity as the theory which concentrates on clarifying what we see and involvement as far as the basic structures of reality that shape the perceptible occasions This philosophy is not selected for this study as it is not relevant to the study.

3.5.3   Postmodernism

Accentuates the part of dialect and of energy relations, trying to address acknowledged methods for considering and offer voice to elective minimized perspectives (Saunders, *et al.,* 2016). This philosophy is not suitable for this research study.

3.5.4   Pragmatism

According to Saunders, *et al.* (2016), pragmatism affirms that ideas are just important where they bolster activity. It endeavours to accommodate both objectivism and subjectivism, actualities and qualities, exact and thorough information and distinctive contextualized encounters this philosophy is not the most suitable philosophy for this study, hence it was not selected to be applied to this study.

3.5.5   Interpretivism

Interpretivism created as a response to the deficiencies and constraints of positivism, particularly in its application to the sociologies. The principle thought on which this worldview rests is that individuals are on a very basic level unique in relation to objects (Cilliers, *et al.* 2014). This philosophy is more relevant to this study, hence it is the one selected for this study, because it talks about the behaviour of human beings. And this study is for lecturers at a private college with different experiences, some who are recently graduated from Universities, some lecturers have experienced from high school level, some lecturers have an experience of working in a public college and some lecturers do not have any lecturing experience only industry experience. The next paragraph explains the research site where the study as taking place.

3.6   THE RESEARCH SITE

The study was conducted at Rosebank College Durban Campus, which is one of the brands of "The Independent Institute of Education (The IIE) which is one of the main private advanced education foundations in the nation enrolled with the Department of Higher Education and Training. The IIE has more licensed advanced education programs than whatever other – at present very nearly 80. It is an entirely claimed backup of AdvTech Ltd, an open organization recorded on the Johannesburg Stock Exchange (Pty) Ltd.

3.6.1   The Independent Institute of Education (The IIE)

The Independent Institute of Education (The IIE) is committed to improvement, excellence, and transformation in education. The IIE's Quality Assurance (QA) Policy stipulates the setting of quality standards, the promotion of those standards within The IIE, and the associated systems of verification and audit, and continuous improvement. In a multi-brand, multi-site provider such as The IIE, ensuring the equity of quality delivery is an additional dimension to this system. The IIE has an "embedded" view of quality – that achieving quality is a responsibility invested in each person and process rather than an adjunct activity. The process of audit, verification and quality improvement capacity building, however, can be viewed as "external" to the process to the extent that they are intended to reflect the success of the activities that are embedded in the normal spheres of activity. The standards for the quality system are embedded in the Vision and Mission of The IIE.

3.6.2   The Vision

To be the leader in providing, through various private educational institutions, high quality career-focused higher and further education programmes.

3.6.3   The Mission (Intended impact)

It is our aim that those who study with us will:

i.   Be employable;
ii.   Have a broad range of analytical and generic skills including work readiness skills;
iii. Value diversity;
iv. Have high ethical values; and
v.   Be innovative, entrepreneurial and creative. Based on the vision and the mission of the organisation, that it's why the study was conducted in order to obtain information that can keep lecturing staff, the core business at a competitive advantage" The IIE Institutional prospectus 2017.

There is both a direct and indirect link between training and business strategy and goals. Training that helps employees develop the skills needed to perform their jobs directly affects the business. Giving employees opportunities to learn and develop creates a positive work environment, which supports the business strategy by attracting talented employees as well as motivating and retaining current employees (Noe, 2017).

3.7   POPULATION AND SAMPLE OF THE STUDY

Population is defined as the full set of cases or elements from which a sample is taken (Saunders, *et al.,* 2016). In the study the lectures of Rosebank College Durban Campus are thirty (30) in total, for the purpose of this study twelve lecturers were observed and interviewed. According to Blanche, *et al.* (2006), an in-depth interview was conducted with various ladies in their first year of college, rather than attempting to choose a huge irregular example from all colleges, technikons, and schools in South Africa, which would have created piles of interview information, she chose to concentrate on the experiences of 11 such ladies dictated by testing to repetition on a solitary college grounds (Blanche, *et al.,* 2006). According to Saunders, Phillip & Thornhill, (2016) in order to meet the objectives of

the study and to answer the research questions, a researcher needs to target a small group of people chosen for a specific reason for an interview. The targeted group will provide valuable information. It is with the very same reason this study is conducted on a group of nine lecturers from different faculties, in order to gain the overall impression and full representation of lecturing staff.

The meeting with targeted lecturers was arranged with an aim to explain the purpose of the study and to explain to lecturers that to participate in the study is volunteered and at any point in time if the lecturer feels or wants to withdraw from the study, it will be their choice. Twelve lecturers agreed and volunteered to participate on the study, others saying that the findings will be to the benefit of their training and development.

3.8 SAMPLING METHOD

Sampling is the determination of research members from a whole populace and includes choices about which individuals, settings, occasions, practices, and social procedures to watch. The unit of investigation (Blanche, Durrheim & Painter, 2006) affects precisely whom or what will be inspected in a specific review. Non- probability sampling alludes to any sort of testing where the choice of components is not dictated by measurable standard of haphazardness. As indicated by Cilliers, Davis and Bezuidenhout (2014) with purposive sampling, we deliberately pick the components that we wish to incorporate into the study, in view of a set rundown of qualities. We would take a gander at our populace and our examination address, and figure out what qualities from the populace are essential for the study, we would then carefully choose a specimen from the populace that have these attributes, and we would neglect those that do not have. As a result, purposive sampling was chosen to be used in this study, which implies that testing depends on accessibility and readiness to take an interest, as well as that cases that are ordinary of the populace are chosen. In this case, the study is about the impact of training and development on lecturing staff performance of Rosebank College and the sampling are lecturers from Rosebank College, in order to fulfil the aims and objectives of the study.

3.9 CONSTRUCTION OF THE INSTRUMENT

The instrument used in collecting data is an interview schedule questionnaire, qualitative observation and performance appraisal, observation checklist.

The construction of the instrument was based on the research objectives, which are as follows:

i. To assess if the Training and Development offered enhances lecturer performance at Rosebank college;
ii. To identify benefits of training and development at Rosebank College; and
iii. To make recommendations to Rosebank College management on relevant training and development programmes for employees.

The interview schedule, which is the instrument for data collection consist of 13 questions. The schedule was adopted from Mokone (2011). The questions were constructed with an aim to achieve the objectives of the research. The performance appraisal checklist was used to observe the lecturers performing their lecturing duties. The observation checklist used is for Rosebank College.

Like all research methods, the key to a successful interview is careful preparation. When using non-structured interviews, the five Ps are a useful mantra: prior planning prevents poor performance.

3.10 RESEARCH PROCEDURE

Like all research methods, the key to a successful interview is careful preparation. When using non-structured interviews prior planning prevents poor performance (Saunders, *et al.,* 2009). The researcher started the process by requesting permission to conduct a study at the college and at the university the permission was granted. The next step was for the researcher to plan in advance, by issuing letters to request participation from participants, and then schedule the time and venue where participants were available for an interview. The venue for the interview was at Rosebank College Durban campus during the time when the lecturer does not have lectures. The interview meeting was taking between 30 minutes to 45 minutes depending on the participant. The interviews were conducted over a period of three weeks due to the availability of lecturers. The peer review was conducted over a period of three months, from 01 February 2017 to 30 April 2017, where each lecturer was observed, for a minimum period of one hour while lecturing and the processes of observing is called peer review at Rosebank College. The researcher was also observing the behaviour

of lecturers before training and development programme and after training and development programme, as a participant observer.

3.11   DATA COLLECTION

The method of collecting data is an interview schedule, which is characterized as a deliberate discussion between at least two individuals, requiring the interviewer to build up compatibility and ask compact and unambiguous inquiries, to which the interviewee will react, and to listen mindfully (Saunders, *et al.,* 2016). The reasons for choosing to use the interviews, is that the interviews assist in gathering reliable and valid information and you can also be able to ask follow up questions to get clarity in order to answer your research questions.

As per Cilliers, *et al.* (2014) Interviews are profitable wellsprings of data and if directed effectively, they enable you to interpret and comprehend the significance of members' responses to particular inquiries. In- depth interviews likewise enable you to request that a member clarify a point she or he is making and give a more nitty gritty clarification of, for instance, her or his perspective of a particular question that you have inquired. As a researcher, you are in a position to get some information about the viewpoints that intrigue you, which takes into consideration greater adaptability in the exploration procedure. Since you can watch the non-verbal responses of members while they are noting your inquiries, it is an extra wellspring of information that you can use in your investigation and interpretation.

The type of interview used is the standardised, open – ended interviews, which focuses on asking the same set of open- ended questions to all the participants. The information obtained is analysed more easily and this format allows me to compare notes on the views and opinions of the participants in a more organised manner (Cilliers, *et al.,* 2014). The interviews were scheduled during the time when participants were available to participate on the interview.

3.12   DATA ANALYSIS PROCEDURES

Inductive approach was used in this study. The data analysis used is an interpretive data analysis. The study consists of a interview schedule , which was used, in the interviews,

with research questions. The participant was asked questions and answers to those questions was recorded. The analysis feedback was based on the responses of each question.

The process of analysing qualitative data began with the arrangement, which incorporated the writing up of interview notes and interpreting the taped interviews. On the interview process, the interview was audio-recorded and transcribed, that is, reproduced as a written (word-processed) account using the actual words. The researcher was interested in participant's responses not only in what participants said, but in the way they said it, the tone in which it was said and the participants' non-verbal communications (Saunders *et al.* 2009). After that the information was arranged, checked and cleaned, and prepared for investigation. The transcripts were printed with expansive edges and expanded line-dispersing keeping in mind the end goal to leave spaces to add notes and dole out codes to various segments of content in the archive (Rule & John, 2011). Distinctive shaded pens, highlighters and stickers were utilized as part of this process. Data cleaning is a process to transcribe the data, by making sure that the transcription is accurate by correcting any transcription errors. Once this has been done, the researcher sends a copy of the transcript to the participant for final checking (Saunders, *et al.,* 2009).

An interpretive data analysis was used. According to Blanche, *et al.* (2006), an interpretive data analysis is discussed as a process, which involved four steps, which the first step is familiarisation, and immersion, the second step is inducing themes, third step is elaboration, and the last step is interpretation and checking.

The first step to the third step form part of this chapter, and the last step is the data presentation and discussion, which is part of the next chapter. The first step is about taking the material interview notes and immerse in it by reading it over and over again to get a clear understanding, then you draw diagrams, write notes and brainstorming.

The second step is about acceptance, which implies surmising general guidelines or classes from particular examples, by utilizing the language used by the interviewees. Then the last step is about elaboration. When gathering material for interpretive investigation, one encounters occasions or the things individuals say in a direct, sequential request. When one then drenches oneself in the field notes or transcripts, the material is again seen in a direct grouping. What the enlistment of topics to separate this arrangement, so that occasions or comments that were far from each other are currently united close. This gives a new view

on the information and permits you precisely to contrast segments of content that show up with have a place together. Investigating subjects even more intently is called elaboration (Blanche, *et al.,* 2006).

3.13   TRUSTWORTHINESS

If the researcher is conducting a study, the researcher has an extreme enthusiasm for the individual encounters and perspectives of the participants (Shandu, 2016). That is why it is important to take into consideration the trustworthiness. Lincoln and Guba evaluative criteria show place that trustworthiness of a research study is imperative to assessing its value (Shandu, 2016). The model includes credibility, transferability, reliability and confirmability.

3.13.1   Credibility

Emphasis is set on guaranteeing that the representatives of the examination members socially built substances really coordinate what the members intended (Saunders, *et al.,* 2016). This was done through checking information, examination and elucidations with participants. The majority of participants endorsed the interpretation and affirmed that the photo painted about training and development is a true reflection of the study. Another method to check credibility it was when the researcher was asking follow up questions when conducting interviews, to get clarity on the points of discussion.

3.13.2   Transferability

By giving a full portrayal of the examination questions, outline, setting, discoveries and elucidations, the researcher furnishes the reader with the chance to judge the transferability of the review to some other setting in which the reader is intrigued to research (Saunders, *et al.,* 2016). Research methods were used in conducting this study as presented in different chapters. The findings of this study are available to be used by private colleges, government departments and can be used by other researchers as well.

3.13.3 Reliability

Reliability is concerned with whether alternative researchers would reveal similar information (Saunders, *et al.,* 2009). The findings from the interview reveal, that the training and development programmes contribute to the individual performance provided all the steps are followed for conducting the training and development. These findings were confirmed by the researcher's findings when observing the behaviour of lecturers after the training and development programmes, lecturers marking was consistent after attending marking and moderation workshop and the observation through the peer review process, lecturers were using different methods of teaching after attending teaching methods training and development programmes.

Some of the findings are similar to the findings of other research work, conducted in a similar organisation. The study conducted by Sohail, Ahmad, Iqbal, Haider and Hamad (2014) on the impact of training and development on employee performance. Their research findings showed that, there was a positive relationship between training and development and employee performance.

Steadfastness in this setting implies recording the greater part of the progressions to create a solid reliable record of the developing research focus that might be comprehended and assessed by others (Saunders, *et al.,* 2016). From the begin, the researcher clarified the scholastic arrangement of the study and furthermore directed autonomous appraisals to clear up how the information was created and investigated, and performed crystallization with a specific end goal to acquire an expansive comprehension of the marvel (Shandu, 2016).

3.13.4 Confirmability

Confirmability is offered as a method for tending to worries about the researchers' impacts and predispositions on the review. This idea is reaction to the perfect of objectivity embraced in the positivist convention (Rule, *et al.,* 2011). Full disclosure of research process in this study including constraints, researchers' positionality and moral necessities, guarantees the reliability and confirmability of a contextual analysis.

3.14 BIAS

Observer bias is when the observer utilises his or her own particular subjective view or aura to decipher occasions in the setting being watched (Saunders, *et al.,* 2016). When observing lecturers, while conducting performance appraisal, the researcher was interpreting the observation the way she understands. However, this was eliminated on the performance appraisal feedback session, when the lecturer was explaining in details the reasons, why the behaviour was in the particular manner. Follow up questions were also asked from the lecturer to get clarity.

When conducting the interview, the interviewer bias is where the comments, tone or non-verbal behaviour of the interviewer creates bias in the way that interviewees respond to the questions being asked. This may be where you attempt to impose your own beliefs and frame of reference through the questions that you ask. It is also possible that you will demonstrate bias in the way you interpret responses (Saunders *et al.* 2009). The technique used by the researcher to resolve response bias, was to check by reaching few non-respondents and decide whether their reactions contrast significantly from respondents. This constitutes a respondent-non respondent check.

3.15 ETHICAL CONSIDERATION

The ethics are your good or expert set of accepted rules that sets a standard for your dispositions and conduct. In research, ethics are important, because they possibly affect every one of the partners in research (Cilliers, *et al.,* 2014).

3.15.1 University ethical clearance approval

Researchers need their arrangements assessed by an institutional audit board (IRB) on their school and college grounds. The IRB panels exist on grounds because of government directions that give insurance against human rights infringement. The IRB advisory group requires the researcher to evaluate the potential for hazard to members in a review, for example, physical, mental, social, monetary, or lawful damage. Additionally, the researcher needs to consider the unique needs of powerless populaces, for example, a minor which is less than 19 years old, rationally awkward members, casualties, people with neurological debilitations, pregnant women or embryos, detainees and people with AIDS (Creswell,

2014). In this study, an application was submitted to the university research committee for approval to conduct the study. The application was containing the points of interest as far as the systems and data about members so that the university committee can audit the degree to which members at hazard for the review. The feedback was received from the committee where by the approval was given to conduct the research. The approval letter to conduct the researcher is attached (cf. Annexure A).

3.15.2   Informed consent letter

In addition to the application submitted to the research committee of the university, there was a need for members to sign informed consent form consenting to the arrangements of the study before they give information. This informed consent form contains a standard arrangement of components that recognize security of human rights. They incorporate the accompanying, recognizable proof of the researcher, distinguishing proof of the motivation behind the review. The advantages for taking an interest, the level and kind of member inclusion, documentation of dangers to the member, certification of privacy to the member, affirmation that the member can pull back whenever and the arrangements of name of people to contact if questions emerge (Creswell, 2014). The informed consent letter is attached (cf. Annexure C).

The participants were guaranteed of the secrecy of the data that they gave and they were ensured that, their genuine names would not be uncovered when composing the thesis. They were additionally informed that nom de plumes be utilized and that their support was deliberately, implying that on the off chance that they wished to pull back inside the time of study, they would be permitted to do as such with no outcome. No cash was paid to them either. The recordings were made as per their authorization, and it was disclosed to them that the recorded tapes would be annihilated a short time later the review had been finished (Shandu, 2016).

3.15.3   Gate Keepers letter

Before the study begin, researchers need to acquire endorsement of individual in senior management to access locales and to study members (Creswell, 2014). In this study, this was done by sending a letter to request to conduct the research study at Rosebank College Durban Campus, the letter of request was consisting of the details in terms of the research

study topic, and how the organisation will benefit from the study, who are the participants? The approval was granted, and the college management issued a gatekeeper's letter (cf. Annexure C).

3.16 SUMMARY

In this chapter what was discussed, is the research design and methodology, which grasped the interpretivism paradigm, qualitative research method, a case study approach, research site, and how the participants were selected. The methods used to collect data and how data was analysed discussed. Ethical consideration, limitations of the study was part of this discussion. The next chapter will present the findings, which was generated in the form of conducting interviews, observing lecturers' behaviour and conducting peer review to the lecturers.

CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION

4.1   INTRODUCTION

This chapter provides presentation and discussion about the findings, the study objectives, themes derived from the interview schedule, findings from the observation of the lecturer's behaviour and the peer review process. The three objectives of the study are as follows:

i.   To assess if the training and development offered enhances lecturer performance at Rosebank College;
ii. To identify benefits of training and development at Rosebank College; and
iii. To make recommendations to Rosebank College management on relevant training and development programmes for employees.

The data was collected using a questionnaire, qualitative interview schedule instrument and second part of the chapter will present the findings from the observation peer review process of lecturers. The first part of this chapter will present the research problem, profile of participants table and participants demographics.

4.1.1   The research problem

The research problem as identified in chapter one is grounded in the development that Rosebank College embarked on training and development of lecturers to enhance their teaching competencies. The impact of these training and development programmes is not known, hence the need to investigate the extent to which training and development enhances lecturer performance at Rosebank College.

Another problem identified was about the non-attendance of lecturers on the training and development programme. The findings revealed that a non- attendance problem could be because of two factors, one being the short notice of the training and development programme. In addition, the other factor is where a lecturer does not see a need to attend a training and development programme. A recommendation for the first factor is for the college to have a training calendar, which will consist of the dates of the training and

development programme, so that lecturers can be notified in advance and plan to attend the training and development programme. For a second factor about a lecture not seeing a need to attend a training and development programme, it goes back to the recommendation made about the training need analysis. Meaning if the lecturer does not have a gap about the particular training and development programme, there is no need to expect that particular lecturer to attend a training and development programme.

This is confirmed by Noe, (2017) when he explaining the process which need to take place before the training and development take place. Activities before the training and development includes informing learners about the date of the program, the place it will be held, the name of a contact persons that they can contact, if they need more information. Books, speakers, and tapes should be readied. Any fundamental courses of action to secure rooms and hardware, (for example, DVD players) ought to be made. The physical plan of the preparation room should supplement the preparation procedure. For instance, it would be troublesome for a group building session to be viable if the seats could not be moved for assemble exercises. On the off chance that visual guides will be utilized, all students ought to have the capacity to see them. Ensure that the room is physically comfortable with sufficient lighting and ventilation. Learners ought to be educated of beginning and completing circumstances, break times, and area of lavatories. Limit diversions, for example, telephone messages; learners can be requested to switch off their cell phones. If the learners will be requested to assess the program or take tests to figure out what they have learned, distribute time for this movement toward the finish of the program (Noe, 2017).

4.2 PROFILE OF PARTICIPANTS

The problem encountered by the college is the shortage of lecturing staff with teaching qualification. Ninety percent of lecturers have industry experience and professional qualification in their area of specialisation such as Masters in Marketing but they do not have methods of teaching. In table 4.1, out of twelve participants' only one lecturer with a teaching qualification.   These lecturers they need training and development programmes to equip them to perform the duties of a lecturer. These findings are supported by the findings from the study conducted by Shandu (2016). As it is shown in Table 4.1 above, it presents the qualifications of participants together with the modules they are lecturing. The policy of the college, requires a lecturer to have one level up qualification before you can

lecture a module, for example if you have a degree qualification, you can only be able to lecturer at a diploma level or at a higher certificate level, not at a degree level, since it is equivalent to the lecture's qualification.

Table 4.1: Profile of (lecturers) participants (qualification and lecturing modules)

PARTICIPANTS	HIGHEST QUALIFICATION	LECTURING MODULES/ SUBJECTS
Participant 1	Honours degree in Public Relations	Diplomas Public Relations modules
Participant 2	B. Tech degree in IT	Higher certificates in IT
Participant 3	Bachelor of Education (English major)	Business Communication modules in Higher certificates qualification
Participant 4	Honours degree in Humanities studies	Media studies, diploma modules
Participant 5	B. Tech in Relations	Diploma Public relations modules
Participant 6	Bachelor degree in Computer Programming and Information Technology	Higher certificates modules in IT
Participant 7	B.A. Honours	Diploma modules in Communication science
Participant 8	Bachelor of Commerce Honours (Marketing)	Diploma modules in Marketing
Participant 9	Honours in Stats and Mathematics	Diploma Business calculations modules
Participant 10	Honours in Marketing	Diploma modules in Marketing
Participant 11	Bachelor of Commerce (Accounting)	Diploma modules in accounting
Participant 12	Bachelor degree in Civil Engineering	Higher certificate modules in Drawing and construction

4.3   DEMOGRAPHICS OF PARTICIPANTS

The participant's demographics is indicated under the following groups: gender, race, marital status and period of employment.

4.3.1   Gender of participants

The gender of participants as indicated in table 4.2 above consists of seven male participants and five female participants. According to Saunders, *et al.* (2016), male or female employees or those from various ethnic or social foundations, may encounter working environments administrations or occasions in various ways. Hence, the researcher is showing the gender of participants in the study.

Table 4.2: Gender of participants

MALES	FEMALES
7	5

4.3.2   Race of participants

The race of participants consists of eight Africans, one Whites and three Indians. Due to the geographic location of the study being KwaZulu Natal province (KZN), the Africans are more in KZN hence the African participants are more as compared to other race groups.

Table 4.3: The race of the study participants

AFRICANS	WHITES	INDIANS
8	1	3

4.3.3   The marital status of participants

The marital status of participants consists of six singles and six married people.

Table 4.4: The marital status of participants

SINGLE	MARRIED
6	6

4.3.4   Period of employment

Table 4.5: Participants period of employment

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
12	36	24	6	12	24	24	12	24	12	6	6

The above table nine depicts the period of employment of participants expressed in months, as it ranges from six months to 36-months, which gives a good impression as to, what is the impact of training and development to newly employed lecturers, medium and long term. According to Shandu (2016) lecturers who have a period of less than five years' experience in teaching fall under the definition of novice lecturers who still need guidance, training and development in lecturing profession.

4.4 RESULTS BASED ON OBJECTIVE ONE: TO ASSESS IF THE TRAINING AND DEVELOPMENT OFFERED ENHANCES LECTURER PERFOMANCE AT ROSEBANK COLLEGE

The aim of using a qualitative method was to gain more insights information. In this section, we present the findings from the interview, which was conducted, to 12 participants. The interview was consisting of the total of twelve questions, six questions for objective one and the other six questions for objective two, which will be summarized as themes related to the objectives of the study.

4.4.1 Results based on interview question 1: Have you attended training and development programmes offered by Rosebank College?

The aim of this question was to determine if the participant qualifies to participate in this study. Only lecturers who attended training and development offered by Rosebank College qualifies to be participants. From the selected participants all participant attended the training and development in the academic year 2016 and 2017.

4.4.2 Results based on interview question 2: Can you outline the training and development programmes you attended since you join the Rosebank College?

The aim of this question was for participants to outline the training and development programmes they attended. A participant who did not attend any programmes is disqualified to participate on the study. The data collected is presented below.

Table 4.6: Training and development programmes attended

THEMES - TRAINING AND DEVELOPMENT PROGRAMMES ATTENDED
• Orientation • Marking and moderation • RC Learn • Teaching methods • Lecturer forums • Safe Assign and Turnitin • At risk students • Lecturer training and development forums

4.4.2.1 *Orientation*

The workshop was scheduled for three days in each semester of the academic years 2016 and 2017. Day one was scheduled for new lecturers day two for returning lecturers and day three for lecturers with RC Learn modules. Participant one confirmed the attendance of training and development programmes as follows: *"I started with an orientation / induction programme which was scheduled for three days, there after I've done the following RC Learn workshop, Marking and moderation workshop, teaching methods training and development programme, Classroom Management, VARK training and development"* (Participant one). Not all lecturers attended as they were invited. In conclusion for the orientation, the suggestion is for the college to continue conduct orientation programmes for new and existing lecturers in order to keep them informed about all the developments.

4.4.2.2 *Marking and moderation*

The marking and moderation training and development programme was conducted before test week one and before examination week in each semester of the academic years 2016 and 2017. The aim of the marking and moderation training and development workshops was to equip lecturers with a marking skill before they can engage in marking. The marking training and development programme included subtopics such as, the marking process, effective marking, feedback to students, importance of marking deadlines and basic marking guidelines. Participant 8 confirmed by stating that, *"I attended workshops, Assessment tools, RC learn, Library, every aspect of teaching we were taught, marking and moderation, the benefits of that, it's an added advantage to teach students with confidence"*. The researcher's observation of the behaviour of lecturers after attending the training and development workshop. There was a positive impact of the marking and moderation workshop. Lecturers marking were consistence. If the scripts were submitted for moderation, the feedback from the moderator's report was positive. Lecturers were submitting the marks within the specified period. In conclusion, the recommendation to the college is to offer this marking and moderation training and development programme only to new lecturers before test week 1 of the academic calendar and to remind senior lecturer only if there are changes or new updates.

4.4.2.3 *RC Learn training and development workshop*

RC Learn is practical setting, for students to utilise RC Learn they should be in a computer room. RC Learn It is a practical setting, which gives energizing prospects of various and inventive methods for learning through action based learning material and intelligent online exercises. As lecturers connect with the Blackboard condition, they get the chance to encounter different components like the discussion board, content-related downloads and uploads, working cooperatively (websites, wiki and setting up group work), tests, reviews and many more. RC Learn training and development workshop was conducted during orientation and there after another RC Learn workshop was conducted every semester to assist lecturers. Participant eleven highlighted, "*I attended RC Learn, Classroom management, tutorials workshop, these forums helped me to become a better lecturer in class*". Attendance registers shows that not all lecturers who are supposed to attend are attending. The RC Learn usage report for both students and lecturers shows that there is less students who are using the RC Learn platform. In conclusion it is suggested for the college to continue to offer training and development programmes for RC Learn.

4.4.2.4 *Turnitin and Safe Assign training and development workshop*

Turnitin and Safe Assign workshops were conducted. Attendance register shows that not all lecturers attended as they were invited, but participants for the study who have RC Learn modules attended the workshops. The observation on the impact of Turnitin and safe assign workshops before and after workshop reveals that, there is a positive impact since more lecturers are training their students on safe assign and Turnitin. As a result, students are submitting assignments with Turnitin and safe assign. Before Turnitin and Safe Assign training and development workshop, some students were submitting their assignments with no Turnitin report. In conclusion it is recommended for the college to continue offering training and development programmes for turnitin and safe assign, since all assignments for students requires either Turnitin or Safea Assign.

4.4.2.5 *Classroom management training and development workshop*

Classroom management workshop was conducted in each semester. Participant one highlighted, "*Students, don't cooperate, they don't attend classes, and they don't submit assignments in time*". The possible cause according to participant one, is that he is very

lenient with students, hence it was also identified in his peer review that he lacks classroom management. However, from the observation, when conducting performance peer review, there is still a need to conduct classroom management especially to new lecturers to improve in using different teaching methods and managing the classroom.

4.4.2.6   *Teaching methods training and development workshop*

Teaching methods training and development workshops were conducted. After the workshops, a performance peer review was conducted from the first of March 2017 to the end of September 2017, where lecturers were visited in their classes by the researcher and the findings reveal that lecturers who have more lecturing experience they use different styles teaching methods, whereas new lecturers only use power point slide presentation and the textbook. In conclusion the suggestion is for the college to continue to offer training and development programmes about teaching methods.

4.4.2.7   *Identifying students at-risk training and development workshop*

Attendance register shows that lecturers attended this workshop. After the training, lecturers are able to identify student at risk and refer them to the student relations manager those who are social at risk. Academic at-risk students are referred to programme managers and attendance at risk is also identified by lecturers and referred the students to programme coordinators. There is a positive impact of this workshop, since lecturers are doing what they are expected to do, hence the recommendation is for the college to continue offering this training and development programme especially to new lecturers.

4.4.2.8   *Lecturer training and development forums*

In these forums, it is when lecturers are given a platform to share best practice like sharing different styles of teaching. The forum assists lecturers to learn from one another. These workshops are conducted in each semester. In conclusion it is recommended for the college to continue to offer lecturer forum training and development.

In conclusion, all participants attended more or less the same training and development programmes, as they were all invited to attend, and it is the procedure of the college to develop lecturers from time to time. The lecturers indicated the training and development

programmes they attended such as orientation programme, marking and moderation, RC Learn, teaching strategies, one hundred percent pass model (VARK), presentation skills, identifying students at risk, Safe Assign and turnitin training and development programmes.

4.4.3 Results based on interview question 3: Did the training and development programme you attended assisted you? And to what extent does training and development enhances your lecturing performance?

The responses about the question of whether the training and development enhances lecturer performance. The findings from new lecturers is different from tenure lecturers. New lecturers believe the training and development enhances lecturer performance, while lecturers who have a period of 12 months to 24 months responded by saying they agree that training and development enhances lecturer performance. A lecturer who was with the college for a period of three years responded by saying disagreeing to the statement that training and development enhances lecturer performance. From the discussion with lecturers, they indicated that there is a repetition in terms of training and development programmes. They are very helpful to new lecturers, but to senior lecturers, it is a repetition. Participant 2, highlighted, "*the training and development programmes are very helpful if you are a new lecturer joining the Rosebank College, but once you familiar with the systems and the processes, they are no longer helpful, because of the repetition*".

While participants seven elaborated by saying, "*the training and development programmes helped me to understand the student's different learning styles (VARK)"; "the only challenge is that these training and development programmes are repeated every semester every year. I believe they are helpful if you attend for the first time, but if you are a senior lecturer it becomes a repetition, hence why I also suggested that the college should do a training analyses, so that the training and development programmes can be of assistance to lecturing staff.*"

The findings of this study were supported by the study directed by Nassazi (2013), which recommend that training and development affect the execution of employees as to their occupations. The study was concentrating on employee's investment in training, choice for training, strategies for training and importance of training to the work of the respondents, comprehension of the preparation hone in the organizations under review. The outcomes from the study on employees support in training and choice for training. It showed that,

organisations have great and maybe clear approaches, seeing training and development as a large portion of the respondents demonstrated that they have partaken in training and that the majority of them were given chances to be trained under the obligatory routine about the organization for all workers as well as on joining the organization. In looking at the question identifying with the training program quality, the outcomes show that the projects attempted by the example organisations are important as considered by the respondents' assessments (Nassazi, 2013).

The lecturers who participated on the research and those who did not participate on the research, confirmed that training and development programme assist them in performing their duties more confidently, as highlighted in the discussion with non-participant one: "*The training and development programme, I attended about teaching strategies, helped me a lot to understand the learning styles of students".* In conclusion, from this discussion training and development programmes enhances lecturer performance, but college need to update their training and development programmes from time to time, to meet the needs of lecturers.

4.4.4   Results based on question 5: What are the training and development programmes that can assist you in your lecturing performance?

The aim of the question is to determine areas of development, in order to make recommendations to the management, the following themes were identified in the question.

Table 4.7: Recommended Training and Development programmes

RECOMMENDED TRAINING AND DEVELOPMENT PROGRAMMES THEMES
• Classroom Management • Content/ Subject related training

4.4.4.1 *Classroom management*

Participant one and participant four suggested classroom management as it was identified for both of them on the peer review. "*I suggest classroom management training, since it was also identified as a training need on the peer review process"* (Participant one and Participant four)*. While participant six suggested that, "Information is coming from head office to conduct training and development programmes, like classroom management, but I suggest that, each campus can manipulate the presentation to meet their training needs".*

While Participant eight said, *"I recommend a training and development programme about lecturing styles, and classroom management. A style of teaching to suit the class or group, transition from big classes to small classes"*.

Possible reasons for experiencing challenges in the classroom

The highlights of the possible reasons for causes of the classroom challenges are as follows: *"The problem is as a result of the type of students that we have, we get students who were rejected from the public Universities, some because they don't meet the entry requirements. Some students they studied in rural areas and they battle with English language"* (Participant seven). While participant eleven highlighted, *"The reason for experiencing challenges in the classroom, is the joint classes which result in big classes as a result of two or more groups, especially calculations subjects and economics"*.

These findings about classroom management is also supported by the study conducted by Shandu (2016) which revealed the importance of classroom management. In conclusion, the recommendation is for the college to continue to conduct the classroom management, but there is a need to identify the area of focus, since classroom management is very broad. As suggested by participant six, each campus need to conduct the classroom management training and development to suit their needs.

4.4.4.2 *Content / subject related trainings*

Participant one and participant two, they recommend training and development programmes about the content / subject related training, where participant one says, *"Subjects related training such as Municipal Finance programmes for Public Administration lecturers"*, while participant two says, *"I prefer training and development programmes, which are more specific to the area of specialization"*. Participants nine stated, *Modules keep on changing every year, the recommendation is to get an academic person to train lecturers on the new changes, before the semester begins. Lecturers with no teaching qualification need to be assisted with teaching strategies. The refresher course for senior lecturers is required"*. Participant nine further elaborated by saying, *"Quarterly subject development programmes, with follow ups to check the impact of the training and development programme is suggested"*. The recommendation about subject related meeting to assist lecturers was supported by the study conducted by Moosa (2011), as

follows: "*For lecturers to have module meeting where lecturers who are teaching the subjects, can sit and have a discussion and share good practice. That can also assist lecturers to share best practice with the college*".

The findings of this study about subject related training and development programmes is also supported by the study conducted by Shandu (2016), when highlighted as follows: "It is additionally prescribed that it ought not to be underestimated that once a new lecturer has been utilized he/she realizes what to do. They should be educated of what is anticipated from them. The college consists of the number of subjects' expert some who are employed part time as moderators and examiners by the Department of Higher education and Training. The college should make use of those experts to equip new lecturers and to comprehend what is anticipated from them concerning their work. Thusly, new lecturers must be given finished aides with respect to what the college anticipates from them as far as the teaching and learning is concerned" (Shandu, 2016).

In conclusion the recommendation is for the college to conduct specific subject related training and development programmes, in order to resolve content subject related queries.

4.4.5 Results based on the question: What was your level of involvement in the development of academic training and development programme that you participated in?

The aim of this question is to find out if the lecturers are involved in the planning of their training and development programmes.

Table 4.8: Lecturer involvement and training need identification

LECTURER INVOLVEMENT AND TRAINING NEED IDENTIFICATION
• Lecturer involvement • Training need identification

4.4.5.1 *Lecturer involvement*

Participants highlighted that there is no lecturer involvement prior training and development programmes as follows: "*The only lecturer involvement was at the end of the training and development session, where a lecturer was given an opportunity to evaluate the programme*" (Participant one). Participant two agrees with participant one, when stating

that, "*There is no lecturer involvement prior training and development programme*". While participant six stated, "*Lecturers get an invitation to attend a training, and on the invitation a lecturer is expected to reply if he or she will be available to attend the training. There is no involvement in terms of the content, whether is there a training need in that area or not*".

In conclusion, the findings reveal that the lecturer involvement prior to the training and development programmes is very minimal, it is only about invitation and not the involvement in terms of their input about the training and development programmes. The recommendation to the college is to involve lecturer prior conducting training and development programme.

Training need identification

A gap is identified with regard to the training need identification. The findings reveal that the process of identifying a training need is not followed. Participants seven, eight and nine agree that training and development programmes, yes are conducted, but training need analysis is not conducted. The feedback received with regard to the training need identification before the training and development programme can be conducted is as follows:

Participant seven highlighted that "*Training need was not identified, it is compulsory to attend a training, regardless whether you need a training or not*". I did not attend any training and development programme identified from the training need, only workshops, where every lecturer was invited to attend. While participant eight stated "*No list of training need identified, is submitted to programme coordinators or programme managers by lecturers*". And participant nine stated, "*I was not involved in any planning of the academic development programme. Training need is sometimes identified informal, while lecturers are discussing the issues which affects them, and then a training gap is identified*".

Effective training starts with a training needs assessment to figure out which workers should be trained and what they should be trained to do (Swanepoel, *et al.,* 2008). The majority of participants suggested to have a training need analyses to identify the training need of individual lecturers before a training can be organised. Participant seven highlighted as follows: "*Lecturers training needs should be identified first, not a blanket approach, once*

the gap is identified than the next step will be to organise a training and development programme only to those individuals who need a particular training". While Participant six suggested, *"Do a training need analysis before a training is organized in order to identify the training need".* Moreover, Participant nine suggested, "*Get input from lecturers as to what they need, as their training need*".

From the researcher's observation, the researcher observed that all lecturers received invitation to attend the training and development programme, whether there is a need for it or, not all lecturers are invited to attend. The only reason for not attending is because a particular lecturer has a commitment and cannot be available to attend the training and development programme. The majority of participants, emphasis the importance of identifying a training need, so that the training and development programme can be more meaningful and beneficiary to lecturers. These findings are also supported by the study conducted by conducted by Nabutto (2014) revealed that a training needs analysis should be done to establish the training needs required.

Kenned (2009) agrees to Nabutto (2014), by saying a training analysis is directed at last to recognize training objectives, that is, the thing that zones of information or abilities that training needs to finish with learners all together that learners can meet organisational objectives.

The study conducted by Nzeru (2014) proposes that organisations must guarantee that it directs a necessities examination by doing a job–task analysis, individual analysis and organisational analysis before training happens. The emphases are that training needs should be distinguished through a formal performance appraisal process. This guarantees that there is no waste in assets by organising a training that will not increase the value of the business or the person (Nzeru, 2014).

The findings from this study, it is recommended for the organisation to conduct a training and development needs analysis, prior to the training and development programme. Identifying training and development needs can be conducted at an individual level and at an organisational level. Through using instruments such as questionnaires, interviews and most preferable performance appraisal (Amos, *et al.,* 2016). The recommendation is to conduct the peer review in different phases, where the first phase it's where you give lecturers an opportunity beginning of the semester to complete questionnaires, where they

can identify training and development needs. This will assist the organisation in prioritising the type of training and development programmes to be organised for lecturers. For example, if a lecturer at the beginning of the semester identify a training need for a PowerPoint presentation and the make use of videos and other latest technologies. That training and development programme can be arranged within the first and second week of academic week. Whereas, if you wait and only conduct the peer review (performance appraisal) at a later stage, it will be late for the particular lecturer to get assistance. However, this process of issuing questionnaires at the beginning of the semester will form part of phase one of the performance appraisal process, where the lecturer is doing a self-reflection. The second phase of the peer review process will follow, where the lecturer will be evaluated based on the performance. On the study conducted by Kennedy, 2009, The Judicial Service of Ghana was additionally prescribed to lead proper training needs analysis to guarantee that, training content for workers would bring about proficient information administration and enhanced relational relationship (Kennedy, 2009)

This recommendation is supported by the study conducted by Salas, Tannenbaum, Kraiger, and Smith-Jentsch (2012), where their findings says, the initial phase in any training and development programme should be a training needs analysis (TNA) directing an appropriate conclusion of what should be trained, for whom, and inside what kind of hierarchical framework. The results of this progression are normal learning results, direction for training plan and conveyance, thoughts for preparing assessment, and data about the hierarchical variables that will probably encourage or thwart preparing adequacy.

In conclusion, the recommendation to the organisation is to conduct a training need analysis before organising a training and development programme in order to enhance lecturer performance.

4.4.6 Additional suggestions or recommendations

The following recommendations about training and development programmes and processes to be implemented in future are as follows:

Table 4.9: Suggestions or recommendations

THEMES ABOUT SUGGESTIONS OR RECOMMENDATIONS
• Conduct in-house training and development programmes • Assessor, Moderator and Facilitator Courses

> - To continue to provide training and development programmes
> - Challenges in the classroom

4.4.6.1 *Conduct in-house training*

The findings reveal that the training and development programmes can be conducted in house as highlighted by participant eight, *"In-house training and development programmes can be conducted by lecturers who are more experienced and knowledgeable. The college cannot spend a lot of money with such interventions".* The recommendation is to get other facilitators from other campuses of Rosebank College to conduct training and development programmes to enhance lecturer performance.

4.4.6.2 *Assessor, moderator and facilitator courses*

There is a recommendation for lecturers to be trained on accredited short courses such as assessor, moderator and facilitator courses participant one suggested as follows: *"Since the majority of lecturers in the college, do not have a teaching qualification like Bachelor of Education, they only have qualifications in their areas of specialization, this simple means they lack methods of teaching. I suggest the college can organize the short courses such as assessor, moderator and facilitator to close the gap of teaching methods"* (Participant one).

The recommendation is for the college to conduct assessor, moderator and facilitator courses in order to equip lecturers with the assessment, moderation and facilitation skills.

4.4.6.3 *To continue to provide training and development programmes*

Participant eight stated that, "*Intervention workshops are taking place, like RC Learn, Marking and moderation, the team can continue on providing those workshops".* The recommendation is for the college to continue to develop and conduct training and development programmes about RC Learn as well as marking and moderation workshop to enhance lecturer performance.

4.4.6.4 *Challenges in the classroom*

Lecturers face different challenges from time to time, some of the challenges faced by the participants includes language barrier, student discipline, faulty or damaged equipment and

lack of motivation, as highlighted by participants below.

"The challenges I face, is the understanding of students. As a result, when conducting my lectures, I try to break it down to make sure that I am at their level, incorporating things, which they see in social media. Our students they need a reading and writing center that will be mandatory for all students, these centers will assist them with good grammar and confidence when they speak " (Participant seven).

"The cooperation of the students, some of the students they do not attend classes; they do not submit their work like assignments in time (Participant one). *"Students are lazy; they lack motivation*" (Participant four).

"Absenteeism of students is a challenge for me. Students do not take full responsibility of their learning. There is no policy which enforces students to attend classes, like in high schools, students they are expected to attend classes all the time and it affect teaching and learning" (Participant nine).

"Students are allowed to make use of their cell phones in the classroom, sometimes while you are teaching students are busy chatting on Facebook etc. I am not against the use of technology; technology is an advantage, but sometimes students use computers to check their emails and other internet applications, instead of using it for study purposes" (Participant eight).

"One challenge that come to my mind is for an example, I have a large group of students, two groups are grouped together, you have like 60 students in one class, as a result, you don't have an individual attention. But it is also a challenge to me as a lecturer, I need to give one hundred and ten percentage, and try to make sure that I accommodate everyone in class" (Participant eleven).

The findings revealed that lecturers faced different challenges in the classroom, hence it is important to conduct classroom management, with specific objectives in order to enhance lecturer performance. The key in this process will be to identify exactly as to what is the need of individual lecturers, when it comes to classroom management, from identifying the need, then a specific classroom management programme can be designs to close the identified gap.

4.5   OBJECTIVE TWO: TO IDENTFY BENEFITS OF TRAINING AND DEVELOPMENT PROGRAMMES AT ROSEBANK COLLEGE

4.5.1   Results based on the question: What are the benefits of training and development programmes you attended to the lecturer? Please explain

Table 4.10: Benefits of training and Development programmes

BENEFITS OF TRAINING AND DEVELOPMENT PROGRAMMES
• Improve performance

4.5.1.1   *Improve performance*

Participant seven responded by saying, *"Training and development assisted, me a lot, as I am coming from the industry with no teaching experience, but as a result of these trainings, I was able to do my job"*.

The training and development programme is to the benefits, if it meets the needs of employees and improves performance. Moreover, if there is an improvement in employee performance, that is a benefit to the organisation. Participant four highlighted, *"The orientation I attended together with all other training and development programmes such as one hundred percent pass model (VARK), marking and moderation workshop, helped me a lot, especially because, I've only started this year 2017. I was able to apply in class all that I have learnt in the training and development programmes"* (Participant four). All the participants responded by saying yes, the training and development have assisted them to improved performance. These findings were confirmed by the observation conducted by the researcher, when observing the behavior of lecturers after attending the marking and moderation workshop. There was a positive impact of the marking and moderation workshop. Lecturers marking was consistence. If the scripts are submitted for moderation, the feedback from the moderator's report was positive.

These findings are also supported by the literature when Swanepoel, *et al.* (2008), defines the on the job training, that it is directed at the work site and concentrates on the real employment problem.

In conclusion, managers need to identify and develop a training and development programme to resolve the problem identified on the site. For the college all the training and

development programmes were designed in order to equip lecturers with teaching techniques.

4.5.2 Results based on the question: What are the benefits of training and development programmes you attended to the college? Please explain.

The findings in this study are similar to the findings of Reddy (2012), about the benefits of training and development programme. According to Reddy (2012), the benefits of conducting training and development in the workplace expressed in percentages are as follows:

Table 4.11: Benefits of Training and development programmes

BENEFITS OF TRAINING AND DEVELOPMENT PROGRAMMES
• The organisation can develop skills to meet the needs of employees and the organisation. • Workplace skills development is more practical. • It provides a quick solution to the skills shortage. • Most employees learn better informally at the workplace rather than in formal training Centre's. • It is cheaper.

4.5.2.1 *The organization can develop skills to meet the needs of employees and the organisation*

Participant seven confirmed that training and development was of benefit to the lecturer as well to the students and the organization, when highlighted as follows: "*I attended an RC Learn workshop as well as a workshop in referencing Harvard style, this assisted me in guiding students as to how to do a referencing correctly following a Harvard style of referencing*".

These findings are supported by the findings from the study conducted by Kennedy (2009), when suggested that, for any organisation to succeed, training and development of all staff in type of workshops, meetings and courses ought to be energetically sought after and made necessary. Likewise, when organisations embrace this learning society, they make an assortment of preparing open doors for all workers and create execution desires that impart in all representatives the requirement for and estimation of training and development on a persistent premise. Training content and delivery methodologies ought to be significant to the occupation elements of workers (Kennedy, 2009). In conclusion, there are benefits for the organisation to conduct training and development, since the performance of

employees improved because of the training and development programmes conducted.

4.5.2.2 *Workplace skills development is more practical*

The findings show that training and development programmes are practical. Participants confirmed that they attended an RC Learn training and development programme. Participant three and six quoted. *"An RC Learn workshop helped me to understand the Rosebank College IT systems and I was able to lecture RC Learn modules"* (Participant six). Whereas participant three says, *"RC Learn programmes helped me understand the RC Learn system and I was confident to lecture RC Learn modules".* RC Learn is practical setting, for students to utilise RC Learn they should be in a computer room. RC Learn It is a down to earth setting, which gives energizing prospects of various and inventive methods for learning through action based learning material and intelligent online exercises. As lecturers connect with the Blackboard condition, they get the chance to encounter different components like the discussion board, content-related downloads and uploads, working cooperatively (websites, wiki and setting up group work), tests, reviews and many more. The researcher's findings about the RC Learn usage is very low. It is recommended for the college to organise more training and development workshop for RC Learn to equip both lecturers and students so that they can have confidence in using RC Learn.

4.5.2.3 *It provides a quick solution to the skills shortage*

Feedback received from participants confirmed that training and development programmes provides a quick solution to skills shortage. Participant three stated as follows: "*The training and development programme, I attended about design website, where you can upload your questions and everybody can be on the same website at the same time. The training was very helpful, the things I've learnt in the training, and I was able to teach my students".*

On the job, training is directed at the work site and concentrates on the real employment problem (Swanepoel *et al.* 2008). Managers need to identify and develop a training and development programme to resolve the problem identified on the site. In conclusion the recommendation to the college is to design and conduct training and development programmes in order to equip lecturers to enhance their performance.

4.5.2.4 *Most employees learn better informally at the workplace rather than in formal training centres*

The lecturer forum where lecturers are given a platform to share best practice, it is a platform where lecturers learn from one another this includes on the job training. Grobler, *et al.* (2011), defines on the job training and development as a procedure, which include work guideline given by employee manager or an employee who is an expert in that particular field. This finding is also supported by the findings in the study conducted by Moosa (2011), where the study revealed the importance of networking with other lecturers to share knowledge. Part of the educational programs that requirements illumination can be additionally talked about in these gatherings. This likewise advances a sort of long lasting learning for college lecturers. The thought is to make subject particular in-benefit training programs which may turn out to be practical. It is conceivable that with master direction and ceaseless organisation from others, the college lecturer will have the capacity to enhance the classroom instructional method (Moosa, 2011). In conclusion, lecturers also learn from one another. It is important for an organisation to create an environment, which allows lecturers to share best practice.

4.5.2.5 *It is cheaper*

It is cheaper in the sense that, to conduct training and development, you can use expert within the organisation. Unlike the formal training provided by high institution of learning which is expensive. In was suggested by participant eight that, "*In-house training and development programmes can be conducted by lecturers who are more experienced and knowledgeable. The college cannot spend a lot of money with such interventions*". It is to the benefit of the organisation to achieve the targets and goals while spending less in terms of the costs.

4.5.3 Results based on the question: What was your pass rate? Did training and development programmes assisted you to increase your pass rate?

Table 4.12: Training and development improve pass rate

TRAINING AND DEVELOPMENT IMPROVE PASS RATE
• Improve performance (increase pass rate)

Participant three confirmed that the pass rate improved as a result of the training and development. *"In the academic year 2016 my pass rate was seventy percent, this year first semester my pass rate was eight five percent".* The findings of this study were also supported by the study conducted by Sohail, Ahmad, Iqbal, Haider and Hamad (2014) on the impact of training and development on employee performance. Their research findings showed that, there was a positive relationship between training and development and employee performance. The survey was conducted on one hundred employees of eleven banks from the banking Sector of northern Punjab and information was gathered through a questionnaire. The two determinants on the job training and delivery style determinants of training and development were used. The results demonstrated a Positive connection between on the job training and employee performance and a positive connection between delivery style and employee performance (Sohail, Ahmad, Iqbal, Haider & Hamad, 2014). The findings from the interview schedule of this study is also supported by the findings of the researcher's observation on the peer review process.

4.5.4 Results based on the question: What strategies or activities you used in your classroom lecturing learned from the training and development programmes

Table 4.13: Strategies or activities used in the classroom

STRATEGIES OR ACTIVITIES USED IN THE CLASSROOM
• Teaching methods

The training and development programme about teaching methods helped lecturers. Participant seven and nine confirmed. *"The training and development programme, I attended about teaching methods, helped me a lot to understand the learning styles of students"* (Participant seven), while participant nine confirmed that, "*Strategies learned in the training and development programmes like, how to deal with students at risk? It can be academic at risk, or social at risk".* Participant eight says, "*The presentation about ICE, where you get a background of students, student profiling, so that when you conduct your lecture you can make use of relevant examples which they understand. This workshop helped me a lot to understand as to how to involve students. Like when I teach Business Management I used an example of a student in class who is a businessperson".*

In conclusion participants confirmed that they use the strategies and activities learn from the training and development programmes in their classroom.

4.5.5 Results based on the question: In your own view, how we can improve training and development programmes for the college? Elaborate

Table 4.14: How we can improve training and development programmes

HOW WE CAN IMPROVE TRAINING AND DEVELOPMENT PROGRAMMES
• Analyses of training need should be conducted • Link peer review with training and development programmes

4.5.5.1 *Analysis of training need should be conducted*

The majority of participants six, seven and nine suggested to have a training need analyses to identify the training need of individual lecturers before a training can be organised.

"Lecturers training needs should be identified first, not a blanket approach, once the gap is identified than the next step will be to organise a training and development programme only to those individuals who need a particular training" (Participant seven), while participant six suggested, *"Do a training need analysis before a training is organized in order to identify the training need".* Participant nine says: *"Get input from lecturers as to what they need, as their training need".*

The majority of participants, emphasis the importance of identifying a training need, so that the training and development programme can be more meaningful and beneficiary to lecturers.

4.5.5.2 *Link peer review with training and development programmes*

The recommendations from participants was to link the peer review with the training and development programme, *"Link peer review with training and development programmes so that training and development can resolve the gaps identified on the peer review"* (Participant seven).

According to Chetty (2009), performance management is conducted in order to determine the strength and weaknesses of the employee. Once the weaknesses are identified, that is where; you can come up with a solution of providing a training and development

programme if the problem is about the lack of academics' development.

From the observation of a researcher, the college link peer review with training and development programme, the only challenge is that, sometimes the peer review is conducted towards the end of the semester for other lecturers, since only programme managers who conduct peer review at the campus level. The semester consists of six months, by the time, other lecturers are peer reviewed, it is too late to organise training and development programmes to intervene on the identified training need. The recommendation will be to equip programme coordinators to conduct peer reviews, so that the process can be quick, and training needs can be identified early and intervention strategies can be implemented quickly.

4.6   FINDINGS FROM THE PEER REVIEW CONDUCTED BY THE RESEARCHER

Peer review was conducted to twelve lecturers from the first of March 2017 to end of September 2017, the researcher spent one hour in the lecturing venue observing each lecturer. The scope or the area of focus was consisting of the following: lesson preparation, subject knowledge, classroom management, time management, teaching methods. The ratings are as follows poor, average, good and excellent. The summary of the findings is as follows:

4.6.1   Lesson plan

The lesson plan finding from the peer review conducted by the researcher, reveals that participants, were rated excellent, and some were rated as good. This shows that there is a positive impact of training and development programmes, since the item of how to conduct a lesson plan is covered on the training and development programmes conducted on the site. None of the lecturers were rated poor or very poor; this shows that all lecturers have an understanding of how to do a lesson plan.

4.6.2   Structure of the lesson

The structure of the lesson findings reveals that more participants were rated as excellent, and some participants were rated as good. These findings confirm that training and development programmes enhances lecturer performance, as the structure of the lesson

plan was part of the training and development programmes conducted. These findings are also supported by the findings collected on the interview of lecturers.

4.6.3   Subject knowledge

The subject knowledge findings from the peer review findings reveal that the majority of lecturers were rated as excellent and few lecturers were rated as good. This shows a good understanding of the content by lecturing staff, which indicate that training and development programmes enhances lecturer performance as the subject knowledge is also covered on the training and development programmes.

4.6.4   Time management

Time management findings reveal that few lecturers were rated as excellent, while the majority of lecturers were rated as good. This shows an impact of training and development programmes, since none of the lecturers are rated poor or very poor, however there is a need for a time management since very few were rated as excellent.

4.6.5   Classroom management

Classroom management, findings reveal that few participants were rated as excellent, and the majority of lecturers were rated as good. The recommendation is to conduct the classroom management training and development programmes to enhance performance, since there are very few lecturers who were rated as excellent. Participants on the interview also confirmed these findings.

4.6.6   Teaching methods

Teaching methods findings from peer review by the researcher's observation revealed that out of few participants were rated excellent, and the rest were rated good and average. None of the lecturers were rated poor or very poor. This shows that training and development programme enhances lecturer performance, as lecturers were applying what they learned. However there still a need to conduct training and development programmes on teaching methods to assist lecturers who fall in the average category.

4.7   DISCUSSION ABOUT PEER REVIEW AND TRAINING AND DEVELOPMENT

All participants were peer reviewed and areas of improvement were identified. Participant six and participant seven, the areas of improvement identified was on the lecturer presentation, to make their slides more visible and attracting students. While participant one and four, the identified area of improvement is classroom management. Their feedback is as follows: *"Yes, I was peer reviewed and the area of improvement identified is the classroom Management"* (Participant one). In addition, participant four agrees by saying, "*Yes, I was peer reviewed, and the area of improvement is on classroom management especially the student discipline, since student they arrive late for classes".* (Participant four). Participant four further elaborated, *I was also encouraged to incorporate learning objectives on my slides"* (Participant four).

The areas identified for improvement for participant six and seven, is on lecture presentation, the details are as follows: Participant six agrees by saying, *"Yes, I was peer reviewed and the area of improvement, I was encouraged to make use of video clips to accommodate learners with different learning styles"*, while participant seven says, *"Yes, I was peer reviewed this year, the area highlighted for improvement, was about my slide presentation when conducting class, to make sure that my slides draw the attention of students, by adding images and video clips* " (Participant seven).

Participant nine highlighted as follows, *" I was peer reviewed and the area of improvement identified was the integration of the VARK model, and to involve students in the delivering of the lesson, student engagement"*, while participant eight, mentioned that peer review was also conducted, *"Yes, I was peer reviewed, and my programme manager, encouraged me to continue to engage students, use of manuals, the area that I would like to learn is to learn Zulu language since the majority of our students are Zulu speaker".* Participant eleven confirmed as follows: *"I was peer reviewed this year. I am teaching Economics, I was advised to make use of slides, as well, as I used to write a lot on the board".*

In conclusion the findings of the peer review conducted confirms with the findings from the interview of participants.

4.8 CONCLUSION

This chapter was presenting and discussing the findings of the study. The findings were based on the three instruments of collecting qualitative data, which is interview schedule, observation of the behaviour of lecturers before and after training and development and observation through the performance peer review process. The discussion was based on the three objectives of the study; the conclusion of each objective is as follows:

Objective one: To assess if the training and development offered enhances lecturer performance at Rosebank College. The findings reveal that training and development enhances lecturer performance.

Objective two: To identify benefits of training and development at Rosebank College. The findings reveal that, yes there are benefits of conducting training and development programmes.

Objective three: To make recommendations to Rosebank College management on relevant training and development programmes for employees.

The findings reveal that training and development programmes offered at Rosebank College enhances lecturer performance, with a recommendation to improve by conducting the training needs analysis. The next chapter will discuss the recommendations in details.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter is presenting conclusions and recommendations. Conclusions will be presented under each research objectives, in order to see to it, if the research answered the identified problems of the study. The objectives of the study are as follows: To assess if the training and development offered enhances lecturer performance at Rosebank College, to identify benefits of training and development at Rosebank College. And to make recommendations to Rosebank College management on relevant training and development programmes for employees. The next paragraph presents the conclusion of the study.

5.2 CONCLUSION

The research problem about the shortage of lecturing staff with teaching qualification at the private colleges is an ongoing problem, which can be resolved by equipping the available graduates, industry expects with relevant training, and development programmes which includes, teaching methodologies in preparation for the lecturing position. It is important to consider training and development programmes as the most important tool, hence, it need to be applied and managed accordingly. Our discussion will begin with the first objective.

5.2.1 Conclusion Objective 1: To assess if the training and development offered enhances lecturer performance at Rosebank College

The findings from the study confirmed that the training and development programmes offered enhances lecturer performance at Rosebank College, provided all the steps are followed for conducting the training and development. The findings were also confirmed by the researcher's findings when observing the behaviour of lecturers after the training and development programmes, lecturers marking was consistent after attending marking and moderation workshop and the observation through the peer review process, lecturers were using different methods of teaching after attending teaching methods training and development programmes.

5.2.2 Conclusion Objective 2: The benefits of training and development programmes at Rosebank College

There are benefits for the college to conduct training and development programmes such as :

- the organisation can develop skills to meet the needs of employees and the organisation;
- workplace skills development is more practical;
- it provides a quick solution to the skills shortage;
- most employees learn better informally at the workplace rather than in formal training centres; and
- it is cheaper.

5.2.3 Conclusion Objective 3: Recommendations to the management of Rosebank College regarding training and development programmes for the employees

The following are recommendations to the Rosebank College management regarding training and development programmes for the employees.

5.2.3.1 *The training and development model*

Figure 5.1 shows that the recommended training and development model suggested for Rosebank College, consists of the four stages. First stage being the analysis at an organisational level, task analysis and individual's analysis. Once that stage is completed, the college will have an understanding as to what type of training and development programmes which need to be implemented. Then the next stage will be to plan and organise, by choosing relevant method of training, inviting the delegates, preparing training material, training venue. Once the second stage is completed the next stage will be to conduct the training and development programme to meet the needs of the individuals, organisation. Then the last stage will be to evaluate the training and development programme, in categorise, evaluation at the end of the programme, evaluate the extent to which training and development enhances lecturer performance through performance observation and peer review. Than lastly evaluate with an aim to find out if the organisation, and individuals are meeting the aims and objectives of conducting a training.
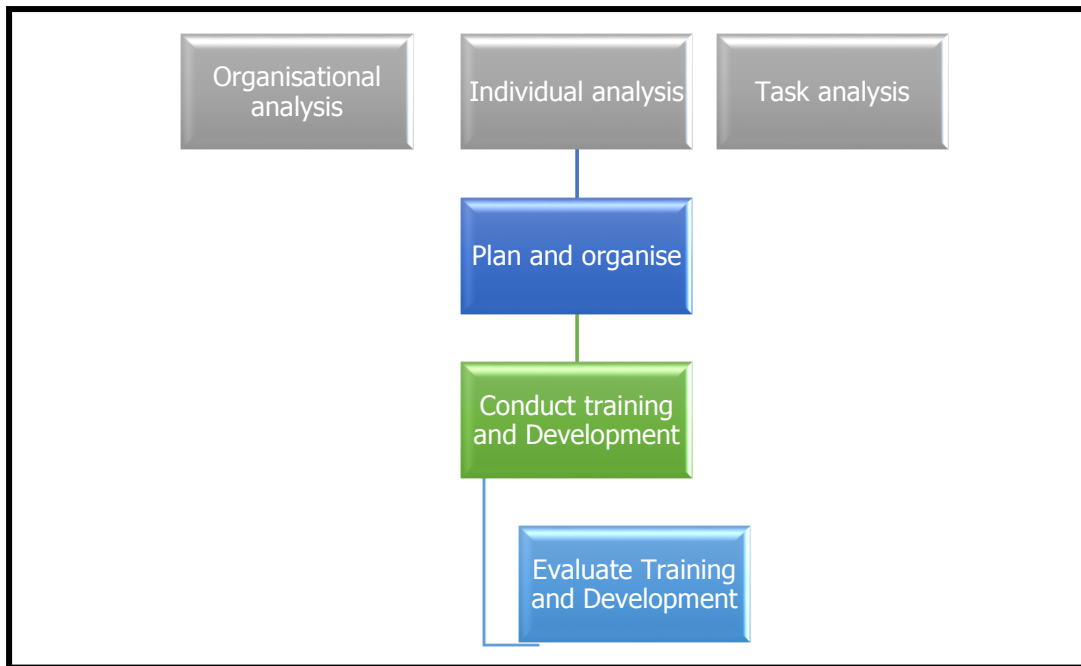
Figure 5.1: Training and development model (compiled by the researcher, Makhathini, 2017)

5.3 IMPLICATIONS OF THIS RESEARCH

A gap was identified about the training need analyses, that it is not conducted prior to the training and development programme. In order to assist the college lecturers to determine the training need, the researcher designed a questionnaire, which can be used in phase one of the peer review (cf. Appendix F). The questionnaire will be presented to the college management for adoption. Lecturers will be issued the staff training and development questionnaire phase one of the peer review process, where each lecturer will be expected to complete, by doing a self -reflection, identifying strength and weaknesses as well as training and development needs and submit to their programme managers in academic week one, beginning of the semester. The programme manager will, capture the questionnaire and identify the training need of a lecturer. Programme managers will prioritise training and development programme based on the training need identified by the lecturers. The next step will be for a programme manager to visit the lecturer in class and conduct a peer review. A programme manager will observe a lecturer while lecturing. The next step is when the lecturer will have a feedback session with the programme manager, where the discussion will be about the observation as well as the areas identified by the lecturer as areas of focus, and from the discussion recommendation from the two parties for further training and development can be suggested if there is a need.

Another gap was identified that the college do not have a training and development policy, that governs the policies and procedures which need to be followed when designing and conducting training and development programmes in order to enhance lecturer performance.

Another gap identified is that the college do not have a skills development facilitator responsible to ensure that training and development of employees is taking place accordingly. Hence the recommendation for the college is to appoint the Skills development facilitator to enhance lecturer performance.

5.4   LIMITATIONS OF THE STUDY

Limitations can be depicted as imperatives or points of confinement in your examination concentrate that are out of your control, for example, time, budgetary assets, access to data *et cetera* (Cilliers, *et al.,* 2014). The stipulated time for the MBA dissertation is six months; there is a point of confinement to the measure of data you can gather inside this given timeframe. The second limitation was with regard to the participants, lecturing staff who were currently busy with the end of the semester preparation, as a result, some participants ended up not participating on the study, due to the availability as some participants were also writing the exams for those who are currently studying. The study was conducted with the participants who were available for the study.

5.5   RECOMMENDATIONS TO SOLVE THE RESEARCH PROBLEM

Rosebank College embarked on training and development of lecturers to enhance their teaching competencies. The first problem was that the impact of these training and development programmes is not known, hence the study investigate the extent to which training and development enhances lecturer performance at Rosebank College. The other problem was the poor attendance on the training and development programmes organised for lecturers. The recommendations to resolve the problem is as follows:

5.5.1   Training needs analysis

Effective training starts with a training needs assessment to figure out which workers should be trained and what they should be trained to do (Swanepoel, *et al.,* 2008). The findings

from this study, it is recommended for the organisation to conduct a training and development needs analysis, prior to the training and development programme. Identifying training and development needs can be conducted at an individual level and at an organisational level. Through using instruments such as questionnaires, interviews and most preferable performance appraisal (Amos, *et al.,* 2016). The recommendation is to conduct the peer review in different phases, where the first phase it's where you give lecturers an opportunity beginning of the semester to complete questionnaires, where they can identify training and development needs. This will assist the organisation in prioritising the type of training and development programmes to be organised for lecturers. In conclusion, the recommendation to the organisation is to conduct a training need analysis before organising a training and development programme.

5.5.2   To continue to offer standard training and development programmes

The recommendation for the college is to continue to offer the standard training and development programmes, in order to equip new lecturers such as marking and moderation, classroom management, RC Learn, teaching strategies etc. The recommendation about the standard training and development programmes is that, only train lecturers who need that particular training. In addition, not to invite all the lecturers, since some of the lecturers they do not need the basic training, since they have attended already a they have required lecturing experience. This goes back to the literature review about formulating the training and development objectives, meaning the training and development should take place in order to close a gap, not to train for the sake of training (Amos, 2016) and complying. This simple means, there is no need for a lecturer to attend the training and development programme that he or she once attended, unless if there is additional new information. This brings to the second recommendation about conducting a training needs analysis.

5.5.3   To conduct the peer review in different phases

The recommendation is to conduct the peer review in different phases, where the first phase its where you give lecturers an opportunity beginning of the semester to complete questionnaires, where lecturers can do a self-reflection by identifying their strength and weaknesses, where they can identify training and development needs. This will assist the organisation in prioritising the type of training and development programmes to be organised for lecturers. For example, if a lecturer at the beginning of the semester identify

a training need for a PowerPoint presentation and the make use of videos and other latest technologies. That training and development programme can be arranged within the first and second week of academic week. Whereas, if you wait and only conduct the peer review (performance appraisal) at a later stage, it will be late for the particular lecturer to get assistance. However, this process of issuing questionnaires at the beginning of the semester will form part of phase one of the performance appraisal process, where the lecturer is doing a self-reflection. The second phase of the peer review process will follow, where the lecturer will be evaluated based on the performance.

5.5.4 To conduct content/subject related training and development programmes

It is recommended for the college to conduct Content/ Subject related training and development programmes, so that even new lecturers can learn from senior lecturers. The facilitator who will conduct these training and development programmes should be someone with industry experience. Facilitators can be subject expert within Durban campus or they can come from other campuses.

5.5.5 Recommendation for lecturers to be trained on the short courses such as assessor, moderator and facilitator courses

The recommendation is for lecturers to be trained on the short courses such as assessor, moderator and facilitator courses since the majority of lecturers do not have the teaching qualification.

5.5.6 Recommendation to the college to draw a training and development policy

It was identified that there is no training and development policy. The recommendation is for the college to draw up a training and development policy, in order to guide campuses as to how to conduct training and development programmes to enhance lecturer performance.

5.5.7 Recommendation to the college to appoint a skills development facilitator / training coordinator

The gap was identified that the college do not have a skills development facilitator responsible for the staff training and development as recommended by the skills development act.

5.5.8 Recommendation for the college to organise more training and development workshop for RC Learn

Another recommendation is based on the researcher's findings about the RC Learn usage is very low. It is recommended for the college to organise more training and development workshop for RC Learn to equip both lecturers and students so that they can have confidence in using RC Learn.

5.5.9 A recommendation for the college to draw a training and development calendar for the semester

About the problem of poor attendance on training and development programmes scheduled for lecturers.

The findings revealed that a non-attendance problem could be as a result of a short notice of the training and development programme. A recommendation is for the college to have a training calendar, which will consist of the dates of the training and development programme, so that lecturers can be notified in advance and plan to attend the training and development programme.

Another factor where by a lecturer does not see a need to attend a training and development programme, it goes back to the recommendation made about the training need analysis. Meaning if the lecturer does not have a training need about the particular training and development programme, there is no need to expect that particular lecturer to attend a training and development programme.

5.6 RECOMMENDATIONS FOR FUTURE STUDIES

The study was conducted at Rosebank College Durban Campus. To have an overall picture of the extent to which training and development enhances lecturer performance of Rosebank College, further research can be conducted to all campuses of Rosebank College such as Braamfontein, Polokwane, Sunnyside and Pretoria and this will give a researcher a good understanding as the campuses are located in different provinces, participants are from different backgrounds. And the volume will allow good representatives.

A lot of research has been attempted on staff training and development in public sector, Schools and private organisations yet none of these reviews has concentrated on Rosebank College specifically, which then supported the doing of this review. Recommendations for future study will be to conduct a research for different private colleges, in order to have an overall understanding of the extent to which training and development enhances lecturer performance for private colleges.

The period of six months was one of the limitations for the study. The implications for further research is to allow the researcher to conduct a study for an extended period, like two or three years.

5.7 SUMMARY

The study was conducted to investigate the extent to which training and development enhances lecturer performance at Rosebank College Durban Campus. The problem encountered by the college was that despite the provision of training and development programmes given to lecturers their performance seems to be poor, hence the need to investigate the extent to which training and development enhances lecturer performance at Rosebank College. The other challenges encountered by the organisation is poor attendance of training and development programmes by lecturers. The plan of the study was to come up with recommendations through the three objectives of the study which are to assess if the training and development offered enhances lecturer performance at Rosebank College, to identify benefits of training and development at Rosebank College. And to make recommendations to Rosebank College management on relevant training and development programmes for employees.

The method used to collect data was a qualitative method with interview schedule instrument and observation, where the researcher was observing the behaviour of lecturers before and after training and development programme, and observing lecturers by conducting a performance peer review.

The study was able to come up with recommendations to resolve the problems encountered by the college. The recommendation from the findings is for the organisation to conduct a training need analysis for employees prior to the arrangement of training and development programme, so that employees can be developed accordingly. Organisations must ensure that it conducts a needs analysis by doing a job–task analysis, person analysis and organisational analysis before training takes place. Training needs must be identified through a formal performance appraisal mechanism. This ensures that there is no waste in resources by embarking on training that will not add value to the business or the individual (Nzeru, 2014)

Once the training need analysis is conducted, lecturers will be trained in order to close the identified gaps, and that will result in the increase in pass rate and throughput rate. The challenge about the non- attendance of training and development programmes, once the training need analysis is conducted correctly the lecturers will attend the training for their own benefits so that they can be more effective and more efficient in class.

In conclusion, the findings of the study reveal that there is a positive impact of training and development on lecturing staff performance. However, the college needs to conduct a training need analysis, before conducting a training and development programme, so that it can aim at achieving measurable goals. And after the training and development programme evaluations needs to take place, in order to check the extent to which training and development enhances lecturer performance.

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APPENDIX A:

ETHICAL CLEARANCE (APPROVAL LETTER)

18 September 2017

Mrs Brightness Sithembile Makhathini (214581663)
Graduate School of Business & Leadership
Westville Campus

Dear Mrs Makhathini

Protocol reference number: HSS/0488/017M
New Project Title: Investigating the extent to which training and development enhances lecturer performance of Rosebank College

Approval notification – Amendment Application

This letter serves to notify you that your application for an amendment dated 15 September 2017 has now been granted **Full Approval**.

- Change in Supervisor
- Change in Title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years

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

Best wishes for the successful completion of your research protocol.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Emmanuel Mutambara
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

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

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APPENDIX B:

LETTER TO REQUEST PARTICIPATION OF PARTICIPANTS
UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

LETTER TO REQUEST PARTICIPATION OF PARTICIPANTS UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Dear Respondent,

<div align="center">

MBA Research Project
Researcher: Brightness Sithembile Makhathini (Cell No.: 0786709799)
Supervisor: Emanuel Mutambara (Office Tel. No. 031 2608129)
Research Office: Ms P Ximba 031-2603587

</div>

I, **Brightness Sithembile Makhathini,** an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled "**Investigating the extent to which Training and Development enhances lecturer performance at Rosebank College "**The aim of this study is to: **investigate the extent to which Training and Development enhances lecturer performance at Rosebank College**

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this survey/focus group. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about ten minutes to complete. I hope you will take the time to complete this survey.

Yours Sincerely

Brightness Sithembile Makhathini

Investigator's signature_____   Date_____

APPENDIX C:

INFORMED CONSENT FOR THE PARTICIPANTS
UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

INFORMED CONSENT FOR THE PARTICIPANTS UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

MBA Research Project
Researcher: Brightness Sithembile Makhathini (Cell No.: 0786709799)
Supervisor: Emmanuel Mutambara (Office Tel. No. 031 2608129)
Research Office: Ms. P Simba 031-2603587

<u>CONSENT</u>

I…………………………………………………………………… (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   DATE

…………………………………………………………………………………………..

APPENDIX D:

PERMISSION TO CONDUCT RESEARCH

PERMISSION TO CONDUCT RESEARCH

20 April 2017

BRAAMFONTEIN

46 Juta and Station Roads
Braamfontein

23 Jorissen Street
Braamfontein

Tel: 011 403 2437
Fax: 011 403 8488
www.rosebankcollege.co.za

P.O. Box 142
Wits, 2050

PRETORIA

Southern Life Building
239 Pretorius Street
Pretoria

Tel: 012 320 7270
Fax: 012 320 7288
www.rosebankcollege.co.za

P.O. Box 12550
The Tramshed, 0126

SUNNYSIDE

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Johnston Streets
Pretoria, 0001

Tel: 012 343 2504
Fax: 012 343 2507
www.rosebankcollege.co.za

P.O. Box 40187
Arcadia, 0007

DURBAN

4TH Floor
West Towers
331 Dr Pixley
KaSeme Street
(formerly West Street)
Durban

Tel: 031 301 5212
www.rosebankcollege.co.za

P.O. Box 4275
Durban, 4000

POLOKWANE

54 Church Street
Polokwane

Tel: 015 295 4311
Fax: 015 295 9930
www.rosebankcollege.co.za

Dear Mrs B.S. Makhathini

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct independent study at the Rosebank College Durban Campus, provided Ethical clearance has been obtained. We note the title of your study is:

"The Impact of training and development on lecturing staff performance of Rosebank College"

Please note that the data collected must be treated with due confidentiality and anonymity.

Yours sincerely

Cheryl Baxter (Principal)

APPENDIX E:

INTERVIEW SCHEDULE TO LECTURERS

INTERVIEW SCHEDULE TO LECTURERS

<div style="border:1px solid black; padding:10px;">

INVESTIGATING THE EXTENT TO WHICH TRAINING AND DEVELOPMENT ENHANCES LECTURER PERFORMANCE AT ROSEBANK COLLEGE

</div>

This questionnaire is designed to investigate the extent to which training and development enhances lecturer performance at Rosebank College Durban Campus. Your responses will be summarized with the responses of others to create an overall picture and areas of improvement. The results will be shared with management and staff.

QUESTIONNAIRE INSTRUCTIONS

This questionnaire is divided into 3 sections, section A -biographic information, section B- interview questions based on objective one, section C- interview questions based on objective 3.Your opinion is important and you are requested to answer the questions honestly and carefully. Your responses shall remain totally anonymous.

SECTION A: BIOGRAPHIC INFORMATION

Questions	**Responses to the questions**
1. Gender	(a) Male (b) Female
2. Age	(a) 21-30 (b) 31-40 (c) 41-50 (d) 50+
3. Marital Status	(a) Single (b) Married (c) Divorced (d) Separated
4. Lecturing experience	(a) Less than one year (b) 1yr – 2yrs (c) 3 yrs. to 4yrs (d) 5yrs +
5. Educational qualifications	(a) Diploma (b) B. Tech / degree (c) Honours degree (d) Master's degree (e) PHD
6. Faculty	(a) Commerce (b) Humanities (c) ICT

Questions	Responses to the questions
1. Have you attended training and development programmes offered by Rosebank College for the academic years 2016 & 2017?	
2. Can you outline the training and development programmes you attended since you join the Rosebank College?	
3. Did the training and development programme you attended assisted you in your training need? And to what extent does training and development enhances your lecturing performance? Please explain.	
4. What are the relevant training and development programmes that can assist you in your lecturing performance?	
5. What was your level of involvement in the development of academic training and development programme that you participated in?	
6. Any suggestions or recommendations	

SECTION C: INTERVIEW QUESTIONS BASED ON OBJECTIVE TWO

TO IDENTIFY BENEFITS OF TRAINING AND DEVELOPMENT PROGRAMMES AT ROSEBANK COLLEGE

Questions	Responses to the questions
1. What are the benefits of training and development programmes you attended to the lecturer? Please explain.	
2. What are the benefits of training and development programmes you attended to the college? Please explain.	
3. What was your pass rate? Did training and development programmes assisted you to increase your pass rate?	
4. What strategies or activities you used in your classroom lecturing learned from the training and development programmes?	
5. In your own view, how we can improve training and development programmes for the college? Elaborate.	
6. Any suggestions or recommendations	

Thank you for interest in completing the staff training and development questionnaire. Your time, effort and thoughtfulness is greatly appreciated.

APPENDIX F:

SUGGESTED TRAINING AND DEVELOPMENT QUESTIONNAIRE

APPENDIX F: SUGGESTED TRAINING AND DEVELOPMENT QUESTIONNAIRE

STAFF TRAINING AND DEVELOPMENT QUESTIONNAIRE

This questionnaire is phase one of the peer review process. It is designed for lecturer to do a self-review. The aim of the questionnaire is to determine the training and development programme required by lecturers to perform their duties more effectively and efficiently.

1. Lecturers: Self-evaluation form

1.1	Details of the employee
Surname and Initials:	
First Name/ s:	
Position	
Employee Number (if relevant):	
ID Number:	

2.2	**List your strength**

2.2	**List your Achievements**

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2.2	**List your Constraints**

2.2	**List your Difficulties**

2. Focus area	

2.1	Indicate your focus area and state the reason why you have chosen this focus area.
Focus Area	Why have you chosen this focus area?

Thank you for your time in completing the staff training and development questionnaire.

APPENDIX G:

TURNITIN REPORT

MBA Dissertation

2% SIMILARITY INDEX **3**% INTERNET SOURCES **1**% PUBLICATIONS **1**% STUDENT PAPERS

PRIMARY SOURCES

| 1 | serverlib.moe.gov.ir
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