



**UNIVERSITY OF KWAZULU-NATAL**

**Human capital development and service delivery in local government:  
Employees' perceptions from Ray Nkonyeni Local Municipality in  
KwaZulu-Natal**

**Submitted by**

**Siyabonga Prosperity Mbili**

**208530391**

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degree of**

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**Supervisor: Dr BR Qwabe**

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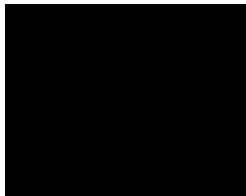
## DECLARATION

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\_\_\_\_\_ Date: 30 November 2020

## **DEDICATION**

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I dedicate this dissertation to my wife, my parents, my siblings and my four kids who were with me throughout my studies and who constantly encouraged me.

## ACKNOWLEDGEMENTS

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I would like to express my genuine appreciation and gratitude to the following persons, without whose assistance this study would not have been possible:

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## **GLOSSARY OF ACRONYMS**

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ANC	African National Congress
HCD	Human Capital Development
HCT	Human Capital Theory
KZN	KwaZulu-Natal
OJT	On-the-job training
SAQA	South African Qualification Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETAs	Sector Education Training Authorities

## ABSTRACT

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Municipal service delivery protests in South Africa have been increasing due to inadequate service delivery perceptions among communities. Chief among other common challenges stem from lack of capacity and necessary skills to deliver services. As such, the need to reinforce human resource capacity to assist municipalities to deliver services cannot be overlooked. From this challenge the objective of the study was to examine the extent of human capital development (HCD) within Ray Nkonyeni Local Municipality. This study adopted a quantitative approach using surveys to collect data among municipal employees within the identified municipality. A total of 375 questionnaires were distributed and 147 were returned. Raw data were analysed using Microsoft Excel and Chi-Square statistical tools. In the main, the study revealed that there is a positive relationship between HCD, organisational performance and service delivery within Nkonyeni Local Municipality. From that perspective, the findings of the study further reveal that there is skills mismatch which contribute adversely to service delivery within the municipality. In its final analysis the study recommends that municipalities in general and Nkonyeni Local Municipality in particular must prioritise HCD. As such, the study concludes that HCD is a significant contributing factor to municipal organisational performance and good governance.

**Key words:** Human capital development, human capital resources, organisational performance, service delivery and good governance

## TABLE OF CONTENTS

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DECLARATION .....	i
DEDICATION .....	ii
ACKNOWLEDGEMENTS .....	iii
GLOSSARY OF ACRONYMS.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF APPENDICES.....	x
LIST OF FIGURES .....	xi
LIST OF MAPS .....	xii
LIST OF TABLES.....	xiii
<b>CHAPTER 1: INTRODUCTION AND CONTEXT OF THE STUDY</b>	
1.1 Chapter Introduction.....	1
1.2 Background of the Study .....	1
1.3 Research Problem Statement.....	2
1.4 Research Questions .....	2
1.5 Research Objectives .....	2
1.6 Significance of the Study .....	3
1.7 Research Design and Methods .....	3
1.7.1 Research design.....	3
1.7.2 Research strategy.....	4
1.7.3 Study site and participants.....	5
1.7.4 Target population .....	6
1.7.5 Sample size.....	7
1.7.6 Sampling strategy .....	7
1.7.7 Data collection methods .....	7
1.7.8 Data quality control .....	7
1.7.9 Data reduction and analysis.....	8
1.7.10 Ethical considerations.....	9
1.8 Limitations of the Study .....	9
1.9 Chapter Summary.....	10

## **CHAPTER 2: HUMAN CAPITAL DEVELOPMENT: A CONCEPTUAL PERSPECTIVE**

2.1 Chapter Introduction.....	11
2.2 Human Capital: A Conceptual Perspective .....	11
2.2.1 Objectives of human capital development .....	11
2.3 What Is Human Capital Development? .....	12
2.4 Human Capital Development Strategies .....	13
2.4.1 On-the-job training (OJT).....	13
2.4.2 Off-the-job training .....	14
2.4.3 Job rotation .....	15
2.4.4 Mentoring .....	15
2.5 Success Factors of Human Capital Development .....	16
2.5.1 Role of human resource departments .....	16
2.5.2 Financial resources .....	16
2.5.3 Organisational policies .....	17
2.5.4 Collaboration among the universities, industry, and government.....	17
2.6 Human Capital in South Africa: A Legislative Framework.....	17
2.6.1 Skills Development Act No. 97 of 1998 .....	18
2.6.2 Skills Development Levies Act No. 9 of 1999.....	19
2.6.3 South African Qualifications Act No. 58 of 1995.....	20
2.6.4 The National Qualifications Framework No. 67 of 2008.....	21
2.7 State of Local Government in South Africa.....	21
2.8 Challenges to Human Capital Development .....	26
2.9 Human Capital Development in Relation to Soft Skills vs Hard Skills.....	26
2.10 Human Capital Theory: Critical Views and Perspective.....	27
2.11 Technical and Non-Technical Skills Required by the Organisations.....	30
2.12 Skills Mismatch in Organisations.....	33
2.13 Chapter Summary.....	34

## **CHAPTER 3: CONCEPTUAL FRAMEWORK UNDERPINNING THE STUDY**

3.1 Chapter Introduction.....	35
3.2 Conceptual Framework .....	35
3.3 Chapter Summary.....	41

## **CHAPTER 4: RESEARCH DESIGN AND METHODOLOGY**

4.1 Chapter Introduction.....	42
4.2 Research Philosophical Worldviews .....	42

4.3	Research Design and Methods .....	43
4.3.1	Quantitative research design .....	43
4.3.2	Qualitative research design .....	43
4.3.3	Mixed methods research design .....	43
4.4	Research Strategy .....	44
4.5	Data Collection.....	44
4.6	Sampling Process .....	45
4.6.1	Target population .....	45
4.6.2	Sample size.....	45
4.7	Data Quality Control .....	45
4.8	Data Analysis .....	46
4.9	Ethical Considerations.....	46
4.10	Limitations of the Study .....	47
4.11	Chapter Summary .....	48
<b>CHAPTER 5: DATA PRESENTATION, ANALYSIS AND INTERPRETATION</b>		
5.1	Chapter Introduction.....	49
5.2	Recapitulation of Research Objectives and Research Questions .....	49
5.3	Data Presentation.....	49
5.3.1	Response rate.....	50
5.3.2	Graphical statistics .....	50
5.3.3	Correlation.....	68
5.4	Summary of the Correlation Test .....	84
5.5	Chapter Summary .....	88
<b>CHAPTER 6: FINDINGS, RECOMMENDATIONS AND CONCLUSION</b>		
6.1	Chapter Introduction.....	89
6.2	Recapitulation of Research Questions and Objectives .....	89
6.3	Summary of the Chapters .....	89
6.4	The Main Research Findings and Conclusions .....	91
6.4.1	Research Objective 1 and Research Question 1 .....	91
6.4.2	Research Objective 2 and Research Question 2 .....	92
6.4.3	Research Objective 3 and Research Question 3 .....	92
6.4.4	Research Objective 4 and Research Question 4 .....	93
6.4.5	Research Objective 5 and Research Question 5 .....	94
6.5	Significance of the Study to the Human Resource Management Body of Knowledge	94

6.6	Overarching Recommendations of the Dissertation.....	95
6.6.1	Recommendation 1: Workshop and awareness about HCD in the workplace.....	95
6.6.2	Recommendation 2: Attraction and retention strategy.....	95
6.6.3	Recommendation 3: Increase the employment of people with local government qualifications .....	95
6.6.4	Recommendation 4: Improve internal and external training, sponsorship and mentorship.....	95
6.6.5	Recommendation 5: Capitalising on the relationship between HCD and organisational performance.....	96
6.6.6	Recommendation 6: Monitoring and evaluation .....	96
6.7	Recommendations for Further Research .....	96
6.8	Chapter Summary.....	97
	<b>REFERENCES.....</b>	<b>98</b>

## LIST OF APPENDICES

---

APPENDIX A: INFORMED CONSENT .....	112
APPENDIX B: ETHICAL CLEARANCE APPROVAL.....	113
APPENDIX C: SAMPLE OF QUESTIONNAIRES.....	114
APPENDIX D: ENGLISH EDITING CERTIFICATE.....	115

## LIST OF FIGURES

---

Figure 3-1: Conceptual framework and guidelines to achieve organisational financial and non-financial performance .....	36
Figure 3-2: Human Capital Model.....	40
Figure 3-3: More illustrated models for human capital .....	41
Figure 5-1: Summary graph of age and gender .....	50
Figure 5-2: Racial distribution .....	51
Figure 5-3: Qualification split.....	52
Figure 5-4: Service or tenure split .....	53
Figure 5-5: Respondents' understanding of HCD .....	54
Figure 5-6: Internal, external training and financial sponsorship .....	56
Figure 5-7: HCD relating to daily tasks.....	57
Figure 5-8: Work performed individually and departmental work in relation to service delivery .....	58
Figure 5-9: To train, mentor and develop to improve service delivery in relation to importance of investment in HCD .....	59
Figure 5-10: Organisations have made it a priority to improve HCD in order for the organisation to meet its obligations .....	60
Figure 5-11: Higher education plays an important role in the improvement of the performance of the municipality .....	61
Figure 5-12: Training, education and knowledge-based organisation influences performance vs views on whether there is a relationship between HCD and service delivery .....	62
Figure 5-13: Job-related skills developed from training provided and/or from enrolled studies .....	63
Figure 5-14: Service delivery improves if training and development when aligned to daily tasks.....	64
Figure 5-15: Skills mismatch and its negative effects on service delivery .....	65
Figure 5-16: Lack of HCD may lead to poor service delivery .....	66
Figure 5-17: Knowledge of legislative framework.....	67
Figure 5-18: Rating of HCD strategies adopted by Ray Nkonyeni Local Municipality .....	67



## LIST OF MAPS

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Map 1-1: Boundaries of Ray Nkonyeni Local Municipality .....	6
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## LIST OF TABLES

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Table 2-1: Types of non-technical skills.....	31
Table 2-2: More types of non-technical skills .....	32
Table 2-3: Type of skills mismatch .....	34
Table 5-1: Recapitulation of research questions and research objectives.....	49
Table 5-2: Correlation between respondents' qualifications and their knowledge of HCD....	68
Table 5-3: Correlation between years of employment with the employer and knowledge of HCD .....	69
Table 5-4: Years of employment and work performed relates to service delivery.....	70
Table 5-5: Years of employment and does training, development and mentorship contribute towards improved service .....	71
Table 5-6: Qualifications of respondents and whether training, development and mentorship assist in offering improved services.....	71
Table 5-7: Years of experience and whether it is fundamental for the municipality to value and invest in HCD.....	72
Table 5-8: Years of experience and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills.....	73
Table 5-9: Qualifications of respondents and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills ....	74
Table 5-10: Qualifications and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality.....	75
Table 5-11: Years of experience and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality .....	76
Table 5-12: Knowledge of HCD and whether the respondents see a relationship between HCD and service delivery.....	77
Table 5-13: Qualifications and whether the respondents see a relationship between HCD and service delivery .....	78
Table 5-14: Years of experience and whether the respondents see a relationship between HCD and service delivery.....	79
Table 5-15: Knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance .....	80
Table 5-16: Qualifications and whether respondents see a relationship between HCD and municipal performance .....	81

Table 5-17: Years of experience and whether respondents see a relationship between HCD and municipal performance.....	82
Table 5-18: Knowledge of HCD and whether skills mismatch plays a negative role in the delivery of basic services within Ray Nkonyeni Local Municipality.....	83
Table 5-19: Years of employment and work performed in relation to service delivery.....	85
Table 6-1: Recapitulation of research questions and research objectives.....	89

# CHAPTER 1

## INTRODUCTION AND CONTEXT OF THE STUDY

---

### 1.1 Chapter Introduction

The study intended to discover the importance of Human Capital Development (HCD) in the local government context and to understand employees' perception of HCD. The Ray Nkonyeni Local Municipality in KwaZulu-Natal (KZN) was used as a local case study.

This chapter will provide an overview of the study and elaborate on the background of the research, while also looking at the relationship between HCD and service delivery. The problem statement, significance and limitations of the study, research strategy, and research questions and objectives are also discussed in this chapter. The chapter also reviews the adopted research approach and research design. Finally, the ethical considerations will be discussed before giving a summary of each chapter in the study.

### 1.2 Background of the Study

Nleya (2011:3) states that it is generally recognised that service delivery protests have been increasing since 2014, and people in townships, urban areas and other areas have been protesting over poor or lack of service delivery in housing, water, sanitation and electricity. Coupled with service delivery, municipal councillors' lack of administrative skills and governance issues such as nepotism and corruption are causes for concern, resulting in community protests.

More than 20 years after the start of democracy, South Africa's inability to deliver public services and lack of good governance remain a concern. Chapter 2 of the Constitution of South Africa (Republic of South Africa [RSA] 1996) gives everyone the state-protected right to access basic services. Local government's challenges stem from its lack of institutional capacity as municipalities lack the necessary technical skills to deliver amenities to the people. While budgets are a challenge in some cases, the lack of skills among municipal officials affects a number of municipalities' ability to deliver on their promises. Therefore, there is an urgent need to bolster human resource capacity to enable municipalities to deliver on their constitutional mandate (Managa 2012:3). Kevin and Heese (2014) confirm that the lack of a lack of capacity and skills among municipal official are a fundamental challenge to local governments' ability to deliver public services

### **1.3 Research Problem Statement**

Municipalities are currently under pressure to improve their service delivery, creating the need for HCD to improve local government service delivery and good governance (Mpofu and Hlatywayo 2015:133). Cloete (2016:2) highlights that HCD is one of the major challenges in South African local government. Another challenge is municipalities' inability to ensure skills improvement in areas such as Strategic Planning, Community Services, Financial Management and Accounting, and Human Resource Management to improve service delivery to citizens.

### **1.4 Research Questions**

- To what extent does the existing level of human capital help Ray Nkonyeni Local Municipality achieve its strategic goals?
- What is the extent of skills mismatch in Ray Nkonyeni Local Municipality?
- What impact has the existing skills mismatch had on service delivery in Ray Nkonyeni Local Municipality?
- What HCD strategies are used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?
- What recommendations can be made to help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?

### **1.5 Research Objectives**

- To examine the existing level of human capital helping Ray Nkonyeni Local Municipality achieve its strategic goals.
- To assess the skills mismatch in Ray Nkonyeni Local Municipality.
- To establish the impact of the existing skills mismatch on service delivery in Ray Nkonyeni Local Municipality.
- To examine the HCD strategies used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.
- To make recommendations that can help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.

## **1.6 Significance of the Study**

This study investigated the importance of HCD in local government. According to the American Psychological Association (2017:6), employees who are well trained and developed are more likely to produce desired results, thus improving organisation performance. At local government level, municipalities are responsible for service delivery, thus the need for HCD. There is little literature detailing the relationship between HCD and service delivery that focus exclusively on local government; therefore, this study sought to determine the existing relationship between HCD and local government service delivery.

## **1.7 Research Design and Methods**

The following subsections present the available research designs, and eventually, the adopted research design. It also looks at the research strategies, population and sample size for this study. Data collection and data quality control are also discussed.

### **1.7.1 Research design**

Creswell (2014:41) describes research design as a form of investigation within qualitative, quantitative and mixed methods approaches that seeks to guide the researcher in relation to the study objectives. Similarly, Kothari (2004:31) describes research design as an arrangement of settings for collecting and analysing data that seek to combine relevance to the research purpose. Babbie, Mouton, Vosrter and Prozesky (2001:74) affirm that research design is a strategic plan for how the researcher intends to undertake the study and that it also helps to manage the logic of the research sequence and critical elements that fall into the design flow of the research.

#### **1.7.1.1 Quantitative research design**

Quantitative research design focuses on multiple variables of the study, such as the experimental, non-experimental and survey variables. Information is gathered from a sample of the population. The research design uses surveys and observation to collect data and generalise from the sample (Creswell 2014:41). Kothari (2004:3) defines quantitative research as research that measures quantity, for instance, numeric, scientific and statistical analyses. A quantitative research design makes effective use of inferential, experimental, and simulation approaches to analyse the relationship among variables. According to Saunders, Lewis and

Thornhill (2012:472), quantitative design refers to primary and secondary data, which ranges from counts and frequencies of occurrence to price- and cost-related aspects.

### **1.7.1.2 Qualitative research design**

Kothari (2004:5) defines qualitative research design as a research design that concentrates on the subjectivity of behaviours, attitudes and opinions, allowing the researcher to gain in-depth insights into impressions related to the study. According to Creswell (2014:42), qualitative research design relies mostly on imagery data that deals with open-ended questions. The qualitative design approach collects data through interviews, focus groups, and describing data. A qualitative study focuses on the narrative, ground theory, ethnography, and effective use of case studies.

### **1.7.1.3 Mixed research design**

According to Jonhson (2014:5), in a mixed methods research design, a researcher combines qualitative and quantitative research design during the enquiry and places special focus on collecting and analysing data using both approaches. Creswell (2003:35) notes that a mixed methods approach is an intergrative approach where qualitative and quantitative data are applied in a single programme of enquiry. Harwell (2011:149) suggests that it is an option for the the study that seeks objectivity, replicability, generalisation of findings and leans more towards a quantitative study.

This study adopted a quantitative research approach to find the relationship between multiple variables, such as HCD and local government performance. The study used surveys and observations to collect data, generalising the results from the study sample. Harwell (2011:149) confirms that a key feature of a quantitative study is the use of instruments such as surveys.

## **1.7.2 Research strategy**

Rahi (2017:2) defines research strategy as a process that illustrates the process of gathering and constructing data with clear objectives. It is also a general plan of how the researcher intends to structure the research in order to address the research questions. A research strategy involves five key research strategies, namely surveys, experiments, archival analysis, case studies, and histories.

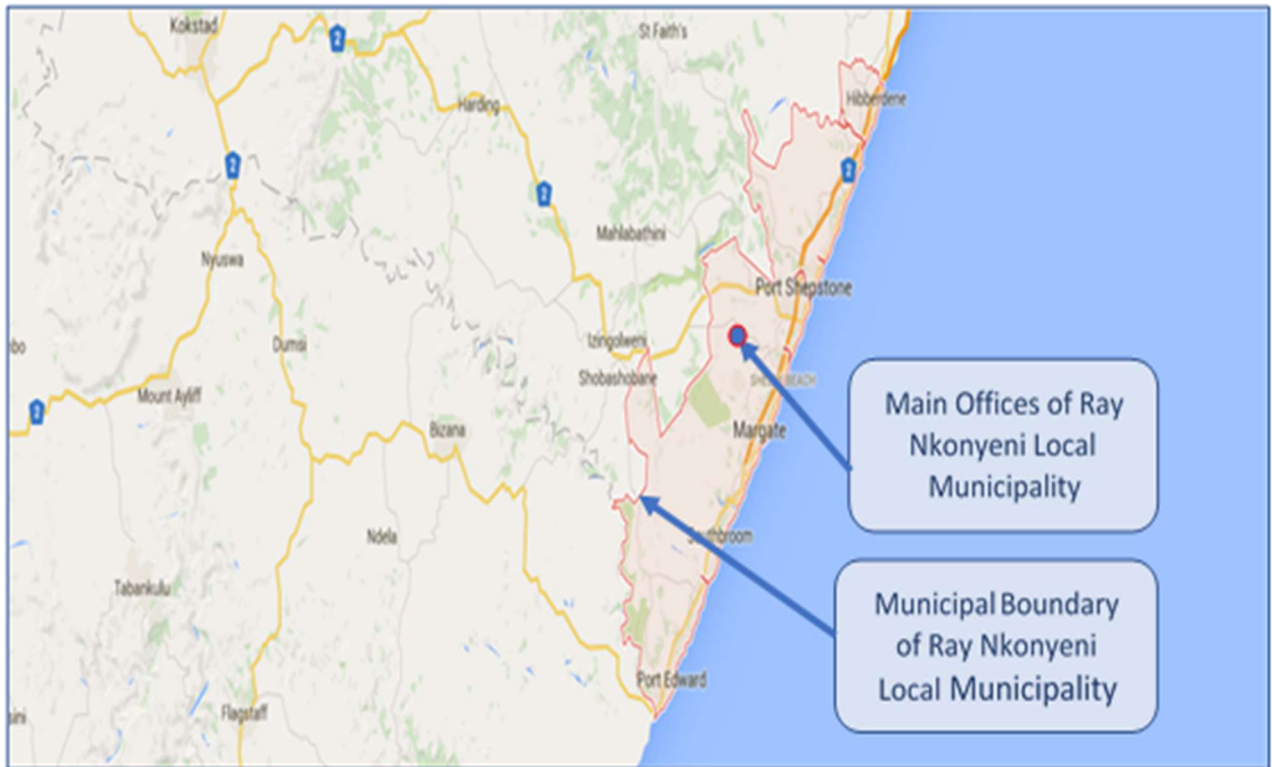
According to Creswell (2014:81), quantitative research can use either an experimental or non-experimental research strategy. Frolich, Landmann, Olapade and Poppe (2014) view non-experimental research as an approach in which the researcher attempts to estimate the randomised experiments by using statistical approaches to arrive at the solution. It does not manipulate data, its settings, or the experiences of participants. Experimental research operationalise variables and is seen as very effective in creating cause-and-effect suppositions.

This study used a survey strategy. The survey strategy is concerned with hypothesis building and formulation and plays a significant role in determining results between variables (Kothari 2004:121). According to Babbie *et al.* (2001:232), a survey strategy is the best method to use when the unit of analysis is individual people. This strategy is appropriate for either descriptive, explanatory or exploratory study types.

### **1.7.3 Study site and participants**

Study site refers to the location to which the study is limited and where data collection will take place. It also refers to the study area's geographical dimensions and other measures that limit the study (National Park Service 2011:2). The study site was the Ray Nkonyeni Local Municipality in KZN. Map 1-1 shows the study site and the boundaries of Ray Nkonyeni Local Municipality.





**Map 1-1: Boundaries of Ray Nkonyeni Local Municipality**

**Source: Ray Nkonyeni Local Municipality ([www.rnm.gov.za](http://www.rnm.gov.za))**

Ray Nkonyeni Local Municipality is one of six local municipalities that fall within Ugu District Municipality, one of ten District Municipalities in the KZN province. Ray Nkonyeni Local Municipality falls along the South Coast of KZN. It serves urban and rural areas and townships. It is known for its blue flag beaches that are major tourism attractions (Tourism South Coast 2016).

#### **1.7.4 Target population**

According to Sekaran and Bougie (2013:397), study population refers to the entire group that the researcher seeks to investigate or include in the study. Saunders *et al.* (2012:260) refer to population as a full set from which the sample is derived. In this study, the target population includes all employees of the Ray Nkonyeni Local Municipality responsible for service delivery activities from all the service units, including Community Services, Human Settlement and Infrastructure, Economic Development, and Strategic Planning and Governance Departments.

### **1.7.5 Sample size**

Saunders *et al.* (2012:258-259, 681) define a sample as the subgroups of the population made up of population elements or cases. Sekaran and Bougie (2013:241) also consider a sample as the subset of a population selected from the entire population. According to Sekaran and Bougie (2009:294), a sample size of 150 is appropriate for a population of 1000. The researcher, therefore, ensured that a minimum of 150 questionnaires were hand-distributed to the respondents from which the researcher wished to collect quantitative data.

### **1.7.6 Sampling strategy**

According to Sekaran and Bougie (2013:245), the two main sampling strategies are probability and non-probability sampling. Probability sampling uses random selection, giving the whole population the same chance of being selected, and non-probability uses only a selected part of the population. According to Saunders *et al.* (2012:261), probability sampling includes simple random, stratified, systematic and cluster sampling and non-probability involves quota, purposive, volunteer and haphazard sampling.

This study used simple random probability sampling. This gives every member of the population the same chance to participate in the study (Sekaran and Bougie 2013:249). This means that the whole target population in Ray Nkonyeni Local Municipality had an equal opportunity to participate and contribute to the study.

### **1.7.7 Data collection methods**

According to Sekaran and Bougie (2013:113), there are two types of data, primary data and secondary data. Primary data uses first-hand data collection and secondary data uses information gathered from other various, existing sources. This study collected data from the employees of the Ray Nkonyeni Local Municipality using questionnaires. Questionnaires is a data collection method where participants are given the same sets of questions in a predetermined order, and one can use either structured or telephonic questionnaires (Saunders *et al.* 2012:416). This study used structured questionnaires to collect empirical data.

### **1.7.8 Data quality control**

Kothari (2004:173) refers to data quality control as the ability of the research to demonstrate sound measurement of the outcomes. There are two quality tests for quantitative research,

reliability and validity. According to Sekaran and Bougie (2009:292), reliability tests the consistency and stability of the results. Zohrabi (2013:258) states that validity means the research is believable and the results can be applied to related studies. Zohrabi (2013:259) states that reliability tests the consistency and replicability of the research results. Zohrabi (2013:259) adds that using a quantitative approach gets more positive results because the data is numerically driven, providing a reliable dimension in the replication and consistency of data. Drost (2010:106) states that reliability tests whether the instruments and data can be measured repeatedly and whether the results will be consistent when attempted by another researcher or in another area. Validity is supported by the following four pillars:

- Statistical validity
- Internal validity
- Construct validity and
- Translation and face validity

The researcher used reliability and validity tests to ensure that the information received from the respondents is consistent and replicable. This is directly related to the correct structuring of the questionnaires and how well the information was analysed.

### **1.7.9 Data reduction and analysis**

Data analysis is the process of making effective use of the data gathered to draw conclusions or get results. The process of analysis takes all the gathered information in relation to the relationships stated through collection (Kothari 2004:122). Before data is analysed, it has to be processed to make analysis easier (Kothari 2004:122). Saunders *et al.* (2012:474) state that during the process of analysis, the following must be considered:

- Type of data (numerical or categorical)
- Coding
- Entering data
- Weighting of cases
- Checking data for errors

Greasley (2008:1) states that Coding is the first step in the data analysis process. It is followed by the frequency analysis then the by measuring and correlating data. Measuring the relationship between variables are suitable for a quantitative study and helps identify correlations between variables and whether a cause-and-effect relationship exists (Kothari

2004:122-123). This was applied to this study where HCD and service delivery were examined. Microsoft Excel was used to enter and analyse the data, presenting it as tables and figures for ease of interpretation.

#### **1.7.10 Ethical considerations**

The study complied with the ethical requirements of the University of KwaZulu-Natal and received approval from the Research Ethics Committee (HSSREC/00000356/2019). Three elements were taken into consideration when designing the research. These were subject matter, participation, and confidentiality. The subject matter related to the fact that the environment (municipalities) where the study was conducted is sensitive. Careful consideration was given to how the information was to be circulated and managed so that it did not affect the image of the municipality. The second element was to ensure that respondents knew they had an option to participate or not. Those who did not participate were not victimised or seen as counter progressive. The third element ensured that participants were guaranteed confidentiality, and that their participation in the study did not harm their wellbeing at home or at work.

Fouka and Mantzorou (2011:4-6) state that informed consent is a critical ethical element that must be considered. Respondents must be fully informed about what the study is about and have the option to withdraw at anytime. In addition, anonymity must be safeguarded so that respondents' identity cannot be traced.

Pillay (2014:197) questions the necessity of taking culture and gender into consideration in the research process, suggesting that such studies are interpreted as sensitive and requires careful consideration. Scales (2012:8) further states that the researcher's ethical duty is to build enough trust to probe participants for critical information while also trying to discuss the subject without personalising it.

### **1.8 Limitations of the Study**

Simon (2011:2) defines the limitations of a study as potential flaws that are mostly out of the researcher's control. These include budget, time, location, and spread of the study site, which is the area aimed for the research. This study sought to examine the HCD within the working environment of the selected municipality, and the management was reluctant to give the researcher free access to the employees. This may have been because any identified lack of HCD may reflect negatively on the manager and the municipality as a whole, while others may

associate existing problems with the negative results. Another limitation was the cost and time it took to conduct the study. The researcher could not reach all the offices in the municipality that are not part of the main office because some were as far as 15 km apart. The distance made the travel logistics difficult without any funding. The researcher had a budget for research assistance and used public transport to access the various offices. Another limitation was that the study could only be undertaken in one municipality in KZN. It would have been better to conduct the study in all the municipalities in the province or even the entire country. However, the results of a reliable study within the context of South Africa should be replicable in other municipalities.

## **1.9 Chapter Summary**

This chapter presented an overall summary of the study. It provided a detailed background to the study and also discussed the problem statement, research questions and objectives, and the significance of the study. It also outlined the research methodology and ethical considerations. The next chapter presents a conceptual perspective of HCD.

## CHAPTER 2

### HUMAN CAPITAL DEVELOPMENT: A CONCEPTUAL PERSPECTIVE

---

#### 2.1 Chapter Introduction

This chapter uses relevant literature such as applicable legislative frameworks, relevant books and journals and related internet material to review the notion of HCD and its applicable strategies that can be adopted to develop the required human capital in organisations such as local government. The chapter further provides success factors that organisations may consider and the role of a human resources department in achieving organisational objectives such as a motivated and developed workforce providing improved basic services. In addition, the chapter also touches on the state of local government and human capital theoretical perspectives applicable to the study.

#### 2.2 Human Capital: A Conceptual Perspective

The concept human capital was articulated by Theodore Schultz early in the 60s to explain the benefits of advancing towards education and training with the intention of aligning training with economics (Afiouni 2013:18). Ali, Egbetokun and Memon (2017:1) define human capital as knowledge, attitudes, skills, and other related traits that play a role in the production of the organisation. Ali *et al.* (2017:1) assert that such traits are beyond mere educational attainment, and that it includes the productivity, skills and capabilities of the individuals to perform their tasks effectively. The authors add that human capital covers various forms of investment aimed at improving human skills, including schooling, education and on-the-job training (OJT).

Alika and Stan (2014:56) refer to human capital as a strategic process that includes investment in and training of individuals. The authors suggest that the abilities of the individuals can be enhanced through training and education, which will bring about effective change to the performance of their tasks. Goldin (2014:1) agrees with Alika and Stan (2014) and Ali *et al.* (2017) that human capital is about investing in people's skills and abilities to enable them to do their work effectively. Goldin (2014:1) adds that human capital comprises skills that the labour force possesses, regarded as assets or resources for the organisation.

##### 2.2.1 Objectives of human capital development

Building human capital remains necessary as developed countries have found that skills and education increases innovation and the adoption of new technologies (Acemoglu, 2013). A

trained workforce that is always learning helps to boost investor confidence, and thus, job creation (Lamotte, 2012). In order for organisations to perform effectively, they must create systems that generate skilled, knowledgeable and devoted personnel. From the socio-economic, technological and legal perspective, organisations need to support their workforce to accomplish organisational goals.

There are certain challenges that affect the modern labour force, such as new technologies, managing changes, flexibility, and the continuous improvement of employees. Organisations are resorting to developing long- and short-term plans to deal with increasing responsibilities and challenges. Therefore, HCD is critical in providing the necessary skills to achieve set objectives.

### **2.3 What Is Human Capital Development?**

Human Capital Development involves training, education, and development plans and initiatives aimed at augmenting the levels of knowledge, abilities, and skills of individuals or employees. In essence, HCD seeks to improve employee performance and satisfaction (Manzini, 2016:728). The author adds that HCD plays a critical role in the continuous development of employees' skills, knowledge, and personal abilities.

Similarly, Afrah (2016:120) asserts that HCD is the ability to improve the knowledge and skills of people. Afrah (2016:120) further notes that people are the greatest assets in any organisation. People in organisations provide intellectual capacity and allow organisations to differentiate themselves while adding value to those they serve. The author further elaborates that human capital is the wealth of knowledge and skills represented in people as a result of education, training, and development, aimed at improving productivity.

Adeyemi and Ogunsol (2016:1) suggest that HCD is the process of acquiring and increasing the number of resources that have knowledge, skills, and education critical and relevant to the improvement of the economy. Moreover, HCD is associated with direct investment in people to improve productivity and performance. In turn, it impacts the socio-economic development of the entire nation (Adeyemi and Ogunsol 2016:1). According to Grigorescu and Neculau (2016:80), human capital contributes to the following three critical areas:

- **Employers:** From an employer's perspective, HCD infers the employee wellness and the economic value of skills that employees possess through education and experience derived from the OJT (Grigorescu and Neculau 2016:80).

- **Society:** At a societal level, HCD can potentially result in decisions and policies that may positively impact future generations. HCD may help future employees in matters pertaining to productivity and job focus.
- **Individual employees:** The development of human capital activates the labour market and is aimed at achieving professionalism through training, development, and the education of staff. Developed employees can attract better remuneration.

The next section discusses HCD strategies that organisations may consider to effectively implement HCD programme in their organisations.

## **2.4 Human Capital Development Strategies**

Words like training and development are used interchangeably. This may cause confusion as the two concepts mean different things. Training predominantly refers to educating employees on how to perform their jobs with skills, knowledge, and attitude to enhance their current performance (Jones, George and Hill 2000). Development connotes the process of preparing employees for future duties and problems (Ezigbo 2011). If organisations have to adopt HCD programmes, they need strategies to sustain themselves. Organisations that seek to develop their human capital must use their human resources to its maximum potential to establish applicable strategies that will positively affect the organisation.

The next subsections discuss various strategies that organisations use for HCD.

### **2.4.1 On-the-job training (OJT)**

According to Kulkarni (2013:139), on-the-job training is when training and development occurs within the working environment. The learner or candidate and the instructor or mentor engage regularly on the selected subject that enhances the learner's ability and develop within the scope of their work. On-the-job training is regarded as important within organisations because of the internal aspects it offers. These include the development of internships, apprenticeships, and job-related instructions that learners or employees receive internally. Ongori and Nzonzo (2011:189) suggest that the regular practice of on-the-job training has the advantage of continual escalation of performance culture from one person to another. Obisi (2011:83) views on-the-job training as a capacity-development tool used to develop managerial, technical, and administrative skills required by an organisation. On-the-job training develops skills and expertise the employees perform their work. Obisi (2011:83) states that during on-the-job training, line managers should be as close as possible to ensure that the



content of the training can be transferred. The author further states that OJT must be carefully selected and monitored to ensure that the training meets the objectives of the organisation.

Vasanthi and Basariyab (2019:671) assert that because on-the-job training trains employees during their workday, it is considered the most cost-effective method. According to the authors, this method develops the skills of employees through hands-on experience. It allows employees to work on the workstation and use the equipment that are part of their job requirement. On-the-job training is also considered cost effective because there is no need for an external trainer. The disadvantage is that employees will not learn the theoretical aspect of the training as the focus will be solely on reaching the set outcomes (Vasanthi and Basariyab 2019:672).

#### **2.4.2 Off-the-job training**

Off-the-job training means learners are moved from their working environment to a classroom set-up (Kulkarni 2013:139). It can involve lectures, case-study methodology, attending workshops, conferences, and any other training that transfers learners from their normal work environment to an outside learning set-up. Ongori and Nzonzo (2011:190) state that off-the-job training involves a classroom-type training approach, such as audio, role playing, and simulation, which are conducted outside the normal work environment.

Off-the-job training is the type of learning that is normally taken outside the normal working hours of the employees, it still forms part of the day to day work (Kingsland and Ward 2017:1). The authors state that off-the-job training can include the following types of training:

- Lectures—theory teaching
- Work-related simulations
- New technology and equipment lessons
- Practical training
- Working in other departments outside workplace
- Work-related assessments and assignment
- Industry secondment or periodic visits

Mahadevan and Yap (2019:9) assert that during off-the-job training, employees can focus when functioning outside their normal work environment and employees can explore and be exposed to related work that is outside their normal work. They suggest that such training must be well planned, structured and monitored. Trainers skilled in the particular field is critical to ensure that the training improves the skills and productivity of employees. Mahadevan and Yap

(2019:10) warn that off-the-job training may mean employees have more work after the training and may find it difficult to catch-up or find time to implement the training, which can lead to a loss of quality work and result in losing trust in the training.

Vasanthi and Basariyab (2019:672) are of the opinion that generally off-the-job training should be provided as induction to new employees, especially if there are many new entrants. This allows supervisors to save time by training a large number of people. They agree with Mahadevan and Yap (2019) that the training should be conducted by skilled persons, be organised systematically, and be well monitored. Vasanthi and Basariyab (2019:673) agrees that off-the-job training allows the organisational culture and new skills to be imparted to new employees; however, they warn that it is not cost effective, and if not well organised, may not be customised to the actual tasks of employees.

### **2.4.3 Job rotation**

Job rotation is defined as involving employees in various tasks or letting them assume different responsibilities for reasonable periods in a structured approach to increase their knowledge and skills through exposure to various sections of the organisation (Kaymaz 2010:71). Adjei (2012:23) states that job rotation is a model in which staff is moved from their normal work setting to a new, arranged workspace where they can develop skills and improve the quality of their work.

According to Tarus (2014:139), there is an increasing number of organisations that use job rotation to achieve and sustain their operating industries. Job rotation, the author further argues, is critical to interpreting the needs of the employees within the organisation in order to effectively use employees' experience, which may result in increased performance.

### **2.4.4 Mentoring**

Mentoring is a considerable investment in the personal growth of mentees. The benefit of mentoring is that employees are helped to reach greater heights and it improves motivation (Ramirez 2012:56). White (2014:4) defines a mentor as a person who is both experienced and trustworthy. According to White (2014:4), mentoring is a critical tool that organisations can use to improve the performance and motivation of employees, especially young employees.

## **2.5 Success Factors of Human Capital Development**

Organisations are responsible for motivating and coaching employees and defining essential behaviours that support organisational success. Each organisation must ensure the integration of all role players into their organisation, facilitated by the human resource department. The next subsections discuss success factors that streamline human capital activities and possible strategies that can ensure the success of the organisation.

### **2.5.1 Role of human resource departments**

Manzini (2016:726) suggests that the success of HCD starts in the human resource department, which should play a leading role in the development of human capital. From a HCD perspective, the human resource department is responsible for the betterment and job satisfaction of employees. Du Plessis (2016:31) reasons that local government has a major part to play in the delivery of services, and this mandate requires the effective use and correct placement of competent employees. According to Du Plessis (2016:31), these three success factors are necessary for human capital utilisation including:

- **Person to job fit** – this refers to the combination between person’s ability and what the job demands.
- **Person to group fit** – this refers to person’s ability to have an acceptable working relationship with other employees.
- **Person to organisation fit** - this refers to person’s ability to match the values, norms and cultures of the organisation.

The next subsection discusses the significance of financial resources as a one of the success factors of HCD.

### **2.5.2 Financial resources**

Deku (2014:14) states that a lack of financial resources is often an obstacle to developing human capital within organisations. This prevents organisations from providing training and other development. Organisations must secure funding to be able to develop and train staff for organisational efficiency.

### **2.5.3 Organisational policies**

Msweli (2015:9) suggests that organisations develop policies that will facilitate training and staff development aimed at retaining a skilled workforce.

### **2.5.4 Collaboration among the universities, industry, and government**

From a HCD perspective, collaboration among universities, industries, and government ensures that activities are coordinated, and that funding is made available.

## **2.6 Human Capital in South Africa: A Legislative Framework**

South Africa is a multi-cultured society and has the world's most progressive constitution. Parliament has developed various legislative frameworks that impact human capital. During the apartheid era, education and training systems were disjointed, negatively impacting the arrangement and form of the labour market. The previous system of education was characterised by, among other things, low levels of skills, knowledge and abilities, skills mismatch, absence of career guidance, no appreciation of prior education, and career progression. Fundamentally, the apartheid system denied most people access to information, skills, and experience needed for personal growth as a requisite for service delivery, negatively impacting the country's economic growth. The next section discusses the skills shortage in the South African public sector.

The new democratic dispensation inherited an underfunded apartheid skills system. This resulted in the introduction of the National Skills Development Strategy and Sector Education Training Authorities (SETAs) by the Department of Labour (South African Bulletin 1996). A study conducted by PSETA (2012:14) highlights that the public sector must improve the level of skills development. The educational profile of the public sector shows that 0.8% of personnel have a PhD or master's degree and 11.8% have postgraduate qualifications. Some 32% of government personnel have school-leaver or post matric education, and the general level of qualification of 46% of personnel are unknown. It is believed that these personnel do not have any formal education (PSETA 2012). This leads to individuals not receiving internal job promotions.

Human Capital Development in South Africa is regulated by the following laws and frameworks: Constitution of South Africa of 1996 (RSA 1996), Skills Development Act (SDA) No. 97 of 1998 (RSA 1998), Skills Development Levies Act (SDLA) No.9 of 1999 (RSA

1999), National Qualification Framework No. 68 of 2008 (RSA 2008), and South African Qualifications Act (SAQA) No. 59 of 1995 (RSA 1995). The identified legislation is briefly discussed in the following subsections.

### **2.6.1 Skills Development Act No. 97 of 1998**

Skills Development Act indicated that, it was proven post-apartheid that South Africa was technically bankrupt, and therefore, a salient goal of the new dispensation was to grow the economy for the wellbeing of all citizens. The aim of the SDA No. 97 of 1998 (RSA 1998) is to develop policies and strategies to improve the skills of the labour force in the country. SAQA No. 58 of 1995 (RSA 1995) focuses on the quality of learning, while the SDA highlights the importance and relevance of training in the workplace for the country's social, economic and employment progression (Nieman & Nieuwehuizen 2009:147).

According to Mohlala (2011:38-39), skills development resulting from training and development has been an influential tool for improving individuals' opportunities and organisational competitiveness. The author further states that government and employers should recognise the role that skilled and well-informed staff plays in achieving organisational competitiveness within the labour market. Thus, skills development should be addressed against an extensive social, economic, and political background (Mohlala 2011:38-39).

According to Grawitzky (2007:1), this realisation and the realisation that the economy was constrained by a shortage of skilled workers led to the introduction of the SDA. Following the 1994 democratic elections and subsequent legislation, such as the SDA, the South African government took a conscious decision to redress unfair practices in training and development within the employment sector, including local government. The SDA was also introduced to realise Section 23 of the Constitution (Grawitzky 2007:1; RSA 1996). The Constitution provides a framework for developing, planning, and implementing national workplace strategies that help to improve and develop the skills of the South African labour force. Grawitzky (2007:1) further states that the SDA aims to provide for learnerships that will eventually lead to real occupations.

Aigbavboa, Oke and Mokasha (2016:54) assert that skills development is a priority for every nation because it is an essential part of increasing employment, reducing poverty, increasing economic growth, and improving global competitiveness. The increasing demands for innovation and improved levels of competence dictate that organisations must make effective use of skills development programmes. The growth of skills by training and development has

always been perceived as instrumental in improving individual opportunities and institutional competitiveness. Government (as the developer of the Act) in collaboration with employers realises the impact of skilled and well-informed staff for competitive advantage (Aigbavboa *et al.* 2016:54).

Mokhethi and Oladele (2013:98) emphasise that the SDA is meant to facilitate skills acquisition in the workplace. The Act provides for the establishment of a national skills development authority to strategically facilitate the creation of SETAs, which are aimed at developing and implementing sectors' skill plans with qualifications that will eventually lead to creating occupational qualifications. Mokhethi and Oladele (2013:98) further highlight that there are several constraints experienced in the implementation of the SDA because of the failure by organisational representatives, such as managers, to recognise the role played by the SDA in the development of employees' skills. Such oversight eventually results in the poor delivery of basic services by a number of government institutions.

Ngobese (2017:1) indicates that the promulgation of the SDA has positively obliged organisations to finance the skills development of employees in South Africa. This ensures that those acquired skills help both the organisation and employees perform their duties competently and to service communities with necessary information and pride. Ngobese (2017:1) adds that SETAs, according to the SDA, should assist in the form of internships and learnerships by providing support to employers in the monitoring of the development of workplace skills plans and necessary reports. Ngobese (2017:1) believes that SETAs is not fully achieving its mandate.

Cloete (2016:119) suggests that any form of skills development in an organisation should be governed by the SDA, which is mandated to compel employers to appoint a skills development facilitator to manage human resource development within organisations. The SDA requires employers (depending on the category) to contribute about 1% of the salary budget towards a Skills Development Levy Fund. This contribution is normally reimbursed to employers after they submit their workplace skills plan and evidence that certain employees have undergone training (Cloete 2016:119).

## **2.6.2 Skills Development Levies Act No. 9 of 1999**

Pre-democracy, government allocated inadequate funds to skills development (Nieman & Nieuwehuizen 2009). The SDLA No. 9 of 1999 (RSA 1999) aims to encourage employers to

invest in the development of human capital. Thus, the Act describes how funds should be collected through levies paid by organisations.

The SDLA stipulates that employers are obliged to register to contribute to the levy. SETAs are therefore required to work out and also implement sector skills plans that ensure the promotion of learnerships within organisations. SETAs are also mandated to strategically view all issues pertaining to funds management (RSA 1999).

Ngobese (2017:24) highlights that the SDLA was introduced to act as a motivation and incentive to organisations that invest in training for their employees. This is related to and focus on the National Skills Development Strategy.

### **2.6.3 South African Qualifications Act No. 58 of 1995**

The SAQA No. 58 of 1995 (RSA 1995) seeks to reform education, training, and development through increasing quality and promoting equity and redress, which will result in organisational productivity and economic competitiveness. According to the South African Bulletin (1996), the need to improve and prioritise training and development was influenced by the following:

- Significant changes in society that required innovative ways of organising all institutions to work towards a functioning democracy.
- The escalating realisation of economic failure, inefficient education, training and development.
- The necessity to generate the competencies required in a technologically demanding and competitive global economy.
- Identification of bottlenecks generated by a complex arrangement of certification that creates a glass ceiling for progress in learning and the work environment.
- Learning programmes that were pointing in the wrong direction and as a result failed to arrange for essential benefits for learners.

Although it has not been openly admitted, local government is weighed down by the warning signs mentioned above. Local government executives and senior personnel should support the idea of enhancing service delivery through investing in continuous learning, integrating training and education, acknowledging learning acquired outside formal tertiary institutions, and tolerating flexible credits and relevant qualifications.

This is enormously important to change the emphasis of the historically paternalistic approach. This new approach is required to clearly define and contextualise the outcomes of learning in

order to ameliorate the situation of masses of functionally illiterate and innumerate, under-educated, uneducated and semi-skilled citizens in the country. Government and the private sector cannot afford to be reactive when managing their education, training, and development initiatives. Rapid revolutions in education, training, and development has created tension between strategy and structure. The immediate response to the legislative requirements that affect learning is to put the necessary structures in place to comply with such legislation.

#### **2.6.4 The National Qualifications Framework No. 67 of 2008**

The National Qualification Framework No. 67 of 2008 (RSA, 2008) presents a new learning dimension in the country. The Act has changed how organisations and industries develop, design, implement, facilitate, manage and assess learning. The Framework brings together a disjointed education system and allows it to endure the new prescripts of transformation.

Before the Framework was developed and implemented, the focus of learning was input-based. This meant that individual learning and training could either be held back or motivated, creating a situation where those with a privileged education would enjoy a lifetime of advantages of doing their work. To rectify some of the challenges faced by the department of education, government adopted an Outcomes-Based Education which provided the opportunity for growth and creativity for education and training. (SAQA Bulletin 1997).

A fundamental aspect of different legislation discussed in this section is to ensure that local government takes full advantage of the benefits associated with these legislations. Government must ensure that the legislations helps government structures improve service delivery and reach all communities that require services. Such mechanisms may result in the reduction of perpetual protests and may help create community satisfaction through trained and developed staff. Cloete (2016:119) emphasises that the effective use of the legislations will help enforce what the Act stipulates and will ensure that the government sector conforms to the standards and procedures stipulated.

#### **2.7 State of Local Government in South Africa**

Recently, it has been noticed that local government is under pressure to improve service delivery to the public. Service delivery, in the context of local government, is defined as the provision of municipal goods and services, benefits and rights to the public that are intended to enhance the quality of life of locals within the particular jurisdiction. Globally, service delivery is a well-known phrase used to denote the distribution of basic services to the local



communities, which includes housing, water and sanitation, land provision for various use, electricity, and infrastructure. Local communities have however become dependent on these services and in the South African context, the delivery of these basic services have proved to be unreliable at times, resulted in great inconveniencing and endangering local communities (Reddy 2016:1-2). Pretorius and Schuring (2007:26) define service delivery as the mechanism to activate the communication strategy for the delivery of basic services by facilitating the integrated regional development plan aimed at improving the quality of life of local residents.

In the South African context, municipalities are statutorily obliged to heed legislative requirements in as far as service delivery and development issues are concerned. This pertains to the articulation and implementation of Integrated Development Plans (IDPs) which are undertaken in consultation with immediate local communities (Tshiyoyo and Koma 2011:123).

There were 458 service delivery protests between 2010 and 2014 in South African Municipalities (SABC 2014). These protests indicates a huge demand from people for basic services. The employment of people who are perceived to be unfit for their position has been at the centre of discussions about the provision of services (Daniels 2007).

According to Koma (2010:113), municipalities are the sphere of government that is located in communities, and they were established to respond to the needs of communities and to provide service delivery for the wellbeing of the people. Koma (2010:113) further states that local municipalities are at the coalface of public service delivery, making them the first point of contact between the people and government institutions. Koma (2012:105) asserts that there is no doubt that apartheid negatively affected South Africa and that fixing it requires transformation that incorporates a fundamental understanding of the historical mandate of municipalities or local government in the creation and development of local government initiatives. This philosophy, according to Koma (2012), should be supported by the understanding that, for the country to develop a sustainable local government, it should pay more attention to how it structures its municipalities and whether it meets the set objectives, which include reducing unemployment, poverty, and inequality.

Mdlongwa (2014:39) points out that while the ANC (African National Congress), the ruling party, won the majority of the municipalities in 2014, the quality of basic services delivery (potable water, housing, electricity and sanitation) remains an enormous challenge. This has been the major cause of the escalation in service delivery protests across the nation: People are

unsatisfied at the rate at which local governments deliver services. Mdlongwa (2014:39) highlights five key challenges that hamper service delivery:

- **Human resources:** Lack of technical skills to render services to society
- **Maladministration and corruption:** It has become prevalent and is supported by the lack of good governance
- **Financial challenges:** Some municipalities are facing bankruptcy, hindering the progress of delivering services to the people
- **Limited knowledge of communities:** Communities do not know whom to contact about service delivery problems
- **Slow roll out of services:** Municipalities' inability to render services at the required and expected pace.

Matibane (2010:9) supports Mdlongwa's (2014:39) statement that communities must take part in decisions made about service delivery. Matibane (2010:9) asserts that communities seem to be left out when decisions are made that will affect them. The author adds that the White Paper on Local Government makes it clear that government, the private sector and communities must form strategic partnerships to ensure service delivery activities include all partners. Matibane (2010:9) further asserts that the Municipal Structures Act provides councillors with a clear direction to recognise and prioritise the basic needs of communities. Councillors must develop the necessary strategies to address community needs through the analysis of the economic and financial implications of the proposed service delivery.

Scheepers (2015:127) is of the view that the fundamental question local government structures should be asking is how local government can improve the current state. This is reflected in 2016/2017 report by the Auditor-General, which suggests that a number of municipalities lack sufficient capacity to deliver services to the people and that KZN is on a downward path, noticed in the 2015/2016 financial year. Scheepers (2015:127) identifies the following nine challenges, consistent with those raised by Mdlongwa (2014), that confront local government:

- **Over-regulation of municipalities:** Over-regulated institutions find it difficult to enforce and implement measures because of contradictory regulations.
- **Financial constraints of the municipality:** Inability of the municipality to source adequate funds is a challenge in delivering basic services.
- **Support for local government:** Integration of local government with other government structures sometimes poses challenges to municipalities.

- **Corruption:** Corruption has recently become all too prevalent and is predominantly supported by the lack of accountability and transparency.
- **Management and technical capacity:** Inability of the municipality to perform necessary tasks affects the ability of the municipality to deliver basic services.

Scheepers (2015:127) further states that a strategic approach is necessary to address the above challenges. The author suggests that the following solutions may help to address problems encountered at local government level:

- To deal with political interference, decisions of administrators should not be influenced by political decisions.
- The public sector and local government should be marketed as employers of choice.
- Technical skills should be strategically developed within local government.
- A strategic link should be created between the three spheres of government.

Sebola (2015:4) states that local government consists of community engagement and administration, which means it is close to its constituency and involved in rendering a wide variety of basic services. This improves the lives of ordinary citizens who live within the particular jurisdiction. Sebola (2015:4) also emphasises that local government operates in the presence of both a political and bureaucratic system, which together play a significant role to develop, regulate, and encourage accountability and transparency. Sebola (2015:4) points out that one of the challenges confronting local government is training. The author maintains that the Local Government Training and Education Board for Local Government entities used to be the functioning bodies responsible for training. According to Sebola (2015:4), the Local Government Training and Education Board replaced the two training bodies, which eventually affected and limited the focus. Sebola also emphasises that South Africa needs to give careful thought to creating, identifying, or resuscitating institutes that provide training in local government and that were a knowledge base of politics of South African local government to councillors and related members. Sebola (2015:13) states that only three institutions of higher learning in South Africa (University of Witwatersrand, University of Fore Hare, and University of Limpopo) offer accredited degrees and relevant certificates in local government. The author concludes by arguing that local government education in South Africa does not receive sufficient and practical attention and that this has a negative implication for the training of councillors and on related organs of local government.

Cloete (2016:113) asserts that it should be a requirement for municipalities to employ committed, competent employees in order to successfully deliver basic services to the communities. Cloete (2016:113) further states that South Africa is rich in policies and programmes, but lacks the ability to source skilled personnel for municipal positions who will be capacitated to implement the policies. Cloete (2016:113) finds that about 61% of municipalities are performing 50% or less of their constitutionally mandated responsibilities. Some 37% of municipalities have the capacity to prepare and finalise their integrated development plan, and 32% do not have professional staff, like civil engineers, technologists, and technicians, working for the municipality.

Madumo (2015:154) asserts that municipalities in South Africa play a crucial role because they propel the strategic development agenda of national level government, which ensures the deepening of a democratic culture through the municipalities. The author further insists that South Africa remains an unequal society and that the gap between rich and poor have increased since 1994. Madumo (2015:154) highlights that local government exists to ensure the wellbeing of citizens and to deliver services to communities within a particular jurisdiction. Madumo (2015:154) agrees with Mdlongwa (2014:39) and Scheepers (2015:127) on the challenges that face local government. Madumo (2015:154) summarises these challenges as follows:

- Inability and incapability of some municipal entities to financially self-sustain
- Lacking capacity to deliver services to the communities
- Need for most municipal officials to comply with municipal regulations and policies

Madumo (2015:163) suggests the following solutions to these challenges:

- Clear separation of roles and responsibilities between politicians and administrators.
- Strategic use of knowledge and technology to grow the economy and national development.
- Consequences for actions of wasteful and fruitless expenditure to discourage any unethical behaviour.

The next section presents challenges related to human capital development and how well organisations should better prepare themselves during undertaking the programme.

## **2.8 Challenges to Human Capital Development**

Oluwasanya (2014:3) avers that some of the common challenges faced by HCD are associated with failing to integrate the three aspects of universities or academic institutions, the workplace, and society, where human capital is expected to play a meaningful role. Oluwatobi and Ogunrinola (2011:73) highlight that some human challenges are the low numbers of tertiary education intake, poor education funding, poor alignment of education institutions with working environments, and the inability of organisations to retain trained staff in their organisations and in the country.

Deku (2014:14) suggests that a fundamental challenge is limiting financial resources to provide training and development to those who need it the most. This can be a challenge for organisations and government when they wish to absorb more students. Deku (2014:14) adds that overlooking the department of human resources' role in developing staff always results in challenges to reap benefits from HCD. Deku (2014:14) maintains that the staff turnover and staff mobility within organisations pose a serious challenge and threat to the notion of developing people because of fear that they will leave the organisation.

Walsh, Sturman and Longstreet (2010:3) argue that one of the biggest challenges pertaining to human capital is measuring it. The authors believe that it is difficult to predict the upcoming performance of an employee and that it is also challenging to measure performance through the training and development provided by the organisation. They add that it is difficult to know whether the financial investment will eventually result in improved performance. The authors believe that while organisations may know how much they have contributed to the individual, it is difficult to know exactly what that investment will buy for the organisation.

## **2.9 Human Capital Development in Relation to Soft Skills vs Hard Skills**

According to Niazi, Rehman and Ali (2016:15), owing to constantly growing competition in the job market, employees' acquisition of a variety of skills (hard and soft) must also improve. Babić and Slavković (2014:409) state that unceasing development of knowledge and skills of employees is critical in a knowledge-based economy. Organisations have started making significant changes in how they view the development of their staff in relation to their organisational development.

Babić and Slavković (2014:409) define hard skills as skills linked to precise technical capabilities and knowledge essential for achieving a task; these skills are “what the employee

knows”. The authors further elaborate that hard skills are the type of skills that include specific programming and operating-system skills and all communication- and networking-procedure skills. They define soft skills as a set of skills aimed at completing the growth and development of human capital through intellectual, emotional and spiritual means. Babić and Slavković (2014:409) further define soft skills as those skills critical for creative-thinking skills, problem-solving skills, communication skills, and group-work skills that are crucial for employees to learn and master. Ismail, Ahmad and Awang (2017:296) agree that soft skills are essential for the real work setting and environment and that they empower employees to play an effective role in the work environment. Pereira (2013:105) agrees that the effective use of knowledge, cognition, the application of practical skills and acceptable behaviour, which involves attitudes, values and emotions, are imperative to achieve organisational performance.

Taylor (2016:3) is of the view that soft skills are different in nature but have a joint purpose, which is to advance personal skills. Taylor (2016:3) also states that hard skills, by nature, are mainly the technical expertise and knowledge required for the task, while soft skills are mainly the interpersonal skills referred to as people skills. Taylor (2016:3) further asserts that hard skills are also the organisational understanding of processes, techniques, and tools, as opposed to soft skills that are regarded as skills and abilities for dealing with human-related issues (2016:3). Wright and Hribar (2016:17) present another picture, maintaining that soft skills can be acquired in various areas and can be improved over time. They state that it takes training and behavioural adjustments to master soft skills. Wright and Hribar (2016:17) are of the view that soft skills development helps to build strong teams. By making soft skills a priority, small and large organisations can be successful, receive better return on investment, and improve market share.

## **2.10 Human Capital Theory: Critical Views and Perspective**

McCracken, McIvor, Treacy and Wall (2017:12) indicate that the human capital theory (HCT) suggests that personnel who invest in training and education may increase employee skills levels and eventually become more productive than those who possess fewer skills. McCracken *et al.* (2017:12) also indicate that human capital helps to justify higher earnings by undertaking training and development. This theory, therefore, supports the idea that employees’ skills and knowledge are enhanced through strategic investment in training and development.

Adelakun (2011:31) believes that as the global economy seems to be shifting towards knowledge-based sectors, HCD should become central to those formulating policies. Adelakun

(2011:31) suggests that the impact of education, training and development is not explained and analysed enough for effective use. According to Adelakun (2011:31), the HCT points to education and training as a strategic investment in the attainment of skills and capabilities. The HCT argues that educated and skilled personnel make it easier for an organisation to adopt and implement modern technology, which helps to reinforce the returns on education, training, and development. Adelakun (2011:31) further elaborates that the HCT demonstrates how education, development and training may increase the productivity and organisational efficiency of staff through the increase of their cognitive skills. It has been established that literacy plays an important role in enhancing the productivity of employees, even in low level occupations. Adelakun (2011:31) further states that the HCT suggests that the better society is educated, the greater the chances are of improving a country's economic growth and productivity.

Marimuthu, Arokiasamy, and Ismail (2009:266) highlight that the HCT is deeply rooted in the theory of macro-economic development because of the effective use and importance of capital. They indicate that there are various capitals involved in HCD, including schooling or education, specific training courses, mentorship, and other job-related activities. Marimuthu *et al.* (2009:266) justifies this argument by affirming that expenditure on training and development is an investment in capital that has valuable future returns for both the individual and the organisation, such as productivity and improved capital gains through skilled staff. In the model that Marimuthu *et al.* (2009) refer to, the following three key assumptions on HCT have been proposed:

- **Assumption 1:** Direct investment in education, training and development results in increased learning.
- **Assumption 2:** Increased learning will eventually result in increase in productivity.
- **Assumption 3:** Greater productivity results in higher earnings for employees and the organisation.

Marimuthu *et al.* (2009) conclude that human capital significantly contributes to organisational development and improved profits.

Tumwine, Nasiima and Kamukama (2014:20) point out that the HCT aims to explain that formal schooling is both helpful and necessary to improve the capacity of staff productivity through knowledge and education. This increases the efficiency and productivity of employees. Tumwine *et al.* (2014:20) add that the use and application of the theory should increase the

learning efforts undertaken by workers and requires organisations to attract and recruit highly qualified workers. Tumwine *et al.* (2014:20) further elaborate that the theory aims to clarify that trained and educated staff are productive, but that the major challenge is the application of training and education received in relation to output at the place of work.

Acemoglu (2013) provides the unique view that HCT outlines the roles and prospects of both employees and employers. Acemoglu (2013) suggests that the theory assumes that employers invest large sums of money to develop employees, and in return, they reap benefits from effective employees through improved productivity and efficiency. On the other hand, employees make a variety of personal investments towards their human capital. Such investments are marketable skills allowing organisations to absorb them, and eventually, to improve their earnings through wages and market recognition.

McLean and Kuo (2014) critiques four areas pertaining to the HCT. (i) Firstly, the researchers believe that the term ‘capital’ somehow suggests that human beings are treated as without souls and used solely for the benefit of organisational advancement through investment returns and gains. (ii) Secondly, the researchers argue that the theory is based on a neoclassic framework where within capitalist enterprises demand and supply takes place in a perfectly competitive market. McLean and Kuo (2014) highlight that, especially during tough economic times, many employees who already acquired the necessary skills required by the organisations exceeded the range of available jobs. In their analysis, they suggest that the HCT is positive yet maybe naive in the sense that the acquirement of necessary skills suggested by HCT is insufficient to provide opportunities should there be a shift in the market. The theory does not take into consideration critical societal factors such as gender, language, and ethnicity but simply provides a positive approach: When an employee has the necessary skills, organisations will absorb them and they will be paid competitively. (iii) Thirdly, McLean and Kuo (2014) argue that there are flaws in the application and conceptualisation of the theory. On the surface, the theory suggests that economic growth is stimulated by education levels within the country. However, the researchers believe that there are many factors other than human capital playing a critical role in the stimulation of economic growth. McLean and Kuo (2014) remark that the health care of society and the theory of reproduction and social reproduction also play critical roles. They elaborate that the theory fails to provide an illustration. Education does indeed play a role in the stimulation of economic growth, together with other important factors such as health, housing, and societal development. (iv) Lastly, McLean and Kuo (2014) highlight that the theory focuses on returns, increased wages and financial rewards. However, the theory fails



to recognise that intentions are driven by financial returns. Some people admittedly undergo training and development to better themselves and develop their communities. McLean and Kuo (2014) extended the argument that some acquire PhDs because they want to contribute to the education and learning environment, not because of the possible financial gains.

Kolomiets and Petrushenko (2017:79) criticised the HCT on the basis that the citizens of a country should not be viewed as the wealth of the country. They suggest that wealth exists only for the people's sake and that spending on the training and development of people is regarded as a huge cost by both government and organisations, which in their view does not form part of the production cost of the organisation, and hence, is done as compliance rather than out of organisational necessity. Kolomiets and Petrushenko (2017:79) further indicate that the idea of capital is not practical or appropriate. It cannot be regarded and treated in any practical analysis. The authors do not recognise human capital as part of production cost, while agreeing that human beings play a noteworthy role in the economic growth and economics of the nation.

## **2.11 Technical and Non-Technical Skills Required by the Organisations**

There is a growing awareness that technical and non-technical skills remain essential for competent personnel. Some tasks in organisations are undertaken by team members, and it is necessary for all team members to possess problem-solving, communication and decision-making skills (Kodate, Ross, Anderson and Flin 2012:360). Nasir, Ali, Noordin and Nordin (2014:9) state that technical skills are a set of skills, expertise, or technical competency related to the field of the particular employee. Nasir *et al.* (2014:9) regard technical skills as hard skills often associated with tools or equipment necessary to perform work effectively. They add that technical skills are a combination of knowledge and hard skills necessary for an employee to complete tasks. In most cases, technical skills are referred to as procedure and practical related and involve the tangible aspects, teachable (and maybe sought) in both formal (academic) and non-formal ways.

Kodate *et al.* (2012:361) state that technical and non-technical skills can be imparted through training. Employees need training to acquire non-technical skills because some of these skills are not easily and directly observable as they are associated with behaviour. Kodate *et al.* (2012:361) suggest that organisational leaders identify the skills their staff need in order to properly analyse the situation within the organisation.

The core non-technical skills necessary for organisational members to have that Kodate *et al.* (2012) highlight are summarised in Table 2-1.

**Table 2-1: Types of non-technical skills**

Non-technical skill	Components of the skill
Situation and conceptual analysis	This skill helps to gather, understand and recognise information, and it enables analysing and modelling future projections.
Decision-making and problem-solving skills	These skills help to properly define a problem, seek viable options, manage risks, and review the outcomes, which addresses the problem and continual monitor the results.
Communication skills	These skills examine how well, clearly and concisely information is conveyed. It also focuses on the content and on dealing with barriers in the communication cycle.
Teamwork and collaboration	These skills assist in recognising other team members, supporting others, managing conflicts, and the ability to coordinate activities.
Leadership	This is the ability to use authority in a constructive way, which is critical to the development of non-technical skills within organisations. This skill also develops leaders to plan, prioritise, manage workload, and make efficient use of organisational resources.

**Source: Kodate *et al.* (2012:361)**

Krage *et al.* (2016:1-4) suggest that both technical and non-technical skills are crucial to the performance and survival of organisations. Krage *et al.* (2016:1-4) assert that non-technical skills such as leadership, decision making and problem solving contribute to safe and efficient organisational performance. They further state that it is rare to have a leader with a good combination of technical and non-technical skills. The authors identify an inverse relationship between stress and non-technical skills, asserting that stress affects cognitive functions such as memory and decision making. Stress also affects technical skills and contributes to avoidable errors within organisations.

Hagen and Bouchard (2016:3) define non-technical skills as skills with interpersonal attributes fundamental to the development and productive performance of organisations. They state that it is critical to ensure that such skills are developed and monitored against the performance of the organisation. The non-technical skills that Hagen and Bouchard (2016:4) consider necessary are outlined in Table 2-2.

**Table 2-2: More types of non-technical skills**

Type of Non-Technical Skill	Description of the Skill
Communication skills	These skills contribute significantly to the exchange of thoughts, ideas and communicated messages. Improving these skills helps to solve problems.
Listening	This skill helps in communication, which involves conceptual understanding, feedback and confirmation of the decoding of the message conveyed.
Critical Thinking	This skill is the ability to test assumptions, notions and statements. It helps the evaluation process, the critical review of systems and processes, and the ability to make an overall analysis before adopting a viable approach. The use of this skill helps innovative processes and the ability of organisations to build a competitive advantage.
Problem solving	This skill plays a role in the diagnosis process, rationale behind the problem, testing of problem-solving models and techniques, the ability to integrate information for multiple analysis strategies, and the ability to use the latest models and technology to solve problems.
Collaboration and teamwork	These skills are the ability to develop and foster work-related relationships and teamwork that is of mutual benefit, together with risk-sharing. This skill breaks silos and improves working relationships and teamwork to achieve organisational objectives.
Interpersonal relations and management	These skills ensure that relationships are established, managed and applied in a manner that contributes to the organisational objectives.

**Source: Hagen and Bouchard (2016:3)**

Hagen and Bouchard (2016:7) conclude by stating that successfully achieving these skills needs the following:

- Top-management support
- Governance
- Team motivation
- Proper technological infrastructure
- Effective human resource management practices

Armitage-Chan (2014:221) agrees with Hagen and Bouchard (2016) and Kodate *et al.* (2012) that is its essential for employees to have non-technical skills. Armitage-Chan (2014:221) identifies the following sets of skills:

- **Situation awareness:** This skill plays a critical role in the ability to gather information, understanding and anticipating problems.
- **Decision making:** This skill helps to identify options, balance risks, and evaluate ability.
- **Teamwork:** This set of skills is involved in coordinating teams, the ability to exchange information, assessing capabilities among team members, and supporting one another.
- **Communication:** This skill helps to deal with conflicts, to involve others in decision making, and to convey messages in a professional and acceptable manner.

The next section discusses the nature and effects of skills mismatch and how organisations can better deal with the skills mismatch confronting their organisations.

## 2.12 Skills Mismatch in Organisations

Brunello and Wruuck (2019:4) define skills mismatch as a gap between supply and demand for required skills, and more specifically, they regard skills mismatch as a situation where employees have a particular level of skills that is deemed different from the set of skills that are required for that position or job. This can be assessed by comparing vacancies by position requirements (qualifications or education level). According to Brunello and Wruuck (2019:4) skills mismatch can lead to employing less qualified people into positions requiring more skills than they possess, which affects productivity; may again result to an increased rate of over skilled and equipped resources than tasks available due to improper employment sequence adopted; mismatch may also result to skilled and educated people settling for lower earnings because of a lack of lucrative employment offers; and reduced productivity.

Gambin *et al.* (2016:1-8) regard skills mismatch as the inability of the skills supply to meet the required skills demand, and they view this as an indication of organisations not meeting their objectives of productivity and continuous growth. They also refer to it as an imbalance between positions available or vacancies and an increase in levels of unemployment. Gambin *et al.* (2016:13) provide the following general causes of skills mismatch:

- Economic phases (demand not meeting supply)
- Lack of diligent human resource management
- Financial constraints preventing employers to employ suitable candidates
- Systematic strategy of managing staff turnover, meaning trained employees are most likely to leave

- Skills obsolescence within organisations where employees are not supported to adapt to necessary change

Stoevska (2017:15) is of the view that there are the following four skills categories:

- Level of education (high or lower)
- Mismatch by field of study (different from the field of work)
- Mismatch by years on the job (years spent on the specific task)
- Mismatch by years of experience (years spent on the specific field)

Palmer (2017:10) agrees with Stoevska (2017) and Gambin *et al.* (2016) and adds that skills mismatch occurs when organisations cannot attract the right skills, train employees and retain them. They indicate that there are various types of skills mismatch that are common within the skills sector and organisations (Table 2-3).

**Table 2-3: Type of skills mismatch**

Type of Skill Mismatch	Description of the Mismatch
Skills Shortage	Skills demand exceeds skills supply
Skills surplus	Supply of a particular skill exceeds the demand of people possessing the skill
Skills gap	Type of skill different from the required skill to perform the task
Horizontal mismatch	The type of education or skill not appropriate for the job
Over/under skilled	Employee has more or less skills than required by the job
Over/under education or qualification	Employee has more or less education or qualifications than required by the job

**Source: Adapted from Palmer (2017:11)**

### 2.13 Chapter Summary

This chapter offered the literature review on numerous subjects, including HCD conceptual perspective and various, similar definitions of HCD. The chapter also provided recommended success factors that organisations may consider and how the human resource department can contribute to the development and nurturing of HCD. The chapter also touched on relevant legislative frameworks using relevant books and journals and other related internet material. Lastly, the chapter touched on the state of local government and applicable human capital theoretical perspectives that can be applied to the study. The following chapter deals with the conceptual framework that supports the study.

## CHAPTER 3

### CONCEPTUAL FRAMEWORK UNDERPINNING THE STUDY

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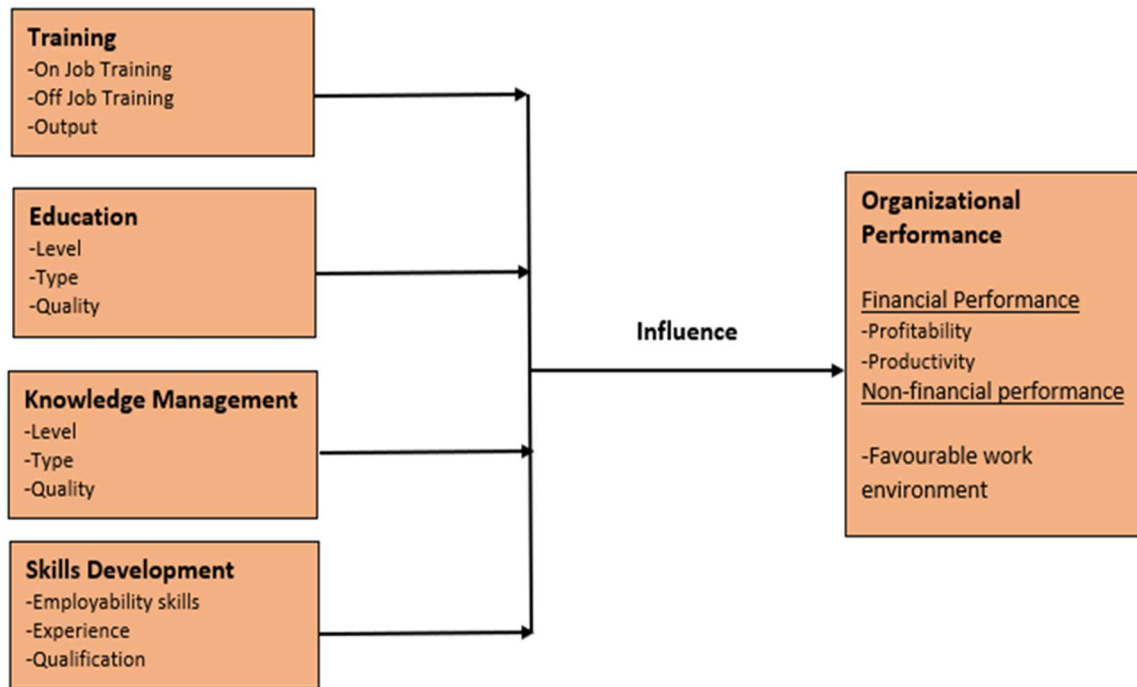
#### 3.1 Chapter Introduction

This chapter provides the conceptual framework that supports the study. It commences by listing critical aspects that act as a building blocks for achieving HCD that influences organisations' performance. This chapter concludes by investigating how the listed concepts contribute to HCD and how organisations can benefit from adopting HCD.

#### 3.2 Conceptual Framework

According to Adom, Hussein and Agyem (2018:439), a conceptual framework assists in the creation of a structure that the researcher can use to explain the progression of the phenomena to be examined. Adom *et al.* (2018:439) assert that the conceptual framework describes the relationships between various concepts of the study, indicating how they integrate with one another in an attempt to create a clear direction for the study. Odhion'g and Omolo (2015:10) support Adom *et al.*'s (2018:439) assertion that a conceptual framework is a diagrammatical representation that shows the existing relationship between various variables aimed at creating an understanding of the subject matter.

Figure 3-1 below presents a conceptual framework that may be applied to see how HCD influences the performance of the organisational.



**Figure 3-1: Conceptual framework and guidelines to achieve organisational financial and non-financial performance**

**Source: Odhon’g and Omolo (2015:10)**

Figure 3-1 shows how Odhon’g and Omolo (2015:10) relate human capital to organisational performance. They suggest that training, education, knowledge management and skills development are strategic building blocks in achieving organisational performance. This is not consistent with Awan and Sarfraz’s (2013:81) finding that employee satisfaction is a critical element to realise organisational performance.

Nzuve and Bundi (2012) conducted a study to establish the relationship between human capital management practices and organisational performance. The study revealed that newly educated professionals who recently entered the market were well equipped with the necessary skills to perform their tasks, contributing to the performance of organisations. Nzuve and Bundi (2012) assert that organisations must have a well-structured mentorship programme that integrates school education and the workplace so that organisations get positive results. Nzuve and Bundi (2012) add that a fundamental aspect of training new entrants is to create an understanding of how their tasks affect customer satisfaction, which has some relationship with organisational financial performance. They identify that a reward system and accountability positively correlates with the financial performance of an organisation.

Hecht, Waldhart, Maier and Seeber (2011) provide an analysis of how knowledge management can be used to achieve organisational performance. Hecht *et al.* (2011) suggest that the successful implementation of knowledge management should consist of the following three stages:

- **Adoption:** This requires the organisation to adopt methods and theories that will contribute to the performance of the organisation, such as the decision to use information technology that will complement the organisation's vision.
- **Acceptance:** It is up to an organisation to decide to adopt critical components that will play a pivotal role in the development of organisational performance, such as IT solutions and knowledge-management systems. The theory of reasoned action, the theory of planned behaviour, the motivational model, and the cognitive theory are some of the models organisations can adopt to implement the adoption strategy.
- **Assimilation:** This plays a vital role in integrating activities necessary to attain organisational performance and involves targeted organisational processes integrated with corresponding daily activities.

Hecht *et al.* (2011) conclude by stating that knowledge management is an important process aimed at transferring individual knowledge to the entire organisational knowledge base, which eventually yields organisational performance.

Thomas and Feldman (2009) establish how education contributes to job performance by suggesting that education level is directly related to the creativity and behaviour of employees. Thomas and Feldman (2009) assert that the effects of education spread beyond core task performance. They benchmark issues pertaining to citizenship and level of education against activities undertaken at the organisation. Thomas and Feldman (2009) find that very well-educated workers are likely to contribute effectively to the core activities at the workplace. Furthermore, at times when performance requires the demonstration of skills and innovation, the effect of an employee's human capital, which includes education and other training, becomes evident. They also claim that well-educated employees tend to display much more creativity and demonstrate more acceptable behaviour than less educated workers. Moreover, some educated employees may appear to participate in fewer counterproductive activities such as workplace aggression and other hostile workplace activities.

Josan (2013:42) asserts that organisational performance is characterised by the three critical elements of competitiveness, excellence and innovation. Josan (2013:42) is of the opinion that



competitiveness relies on skills and human capital investment. Josan (2013:42) also asserts that investment in human capital is directly proportional to both organisational productivity and profitability. The author concludes by stating that human capital strategies must be implemented in the following stages: Talent, leadership, culture, and the organisation itself. All four elements must be integrated to the same degree to lead to organisational performance. Sutia, Sudarna, Djumahir and Rofiaty (2013:28) agree that there is a close relationship between the development of human capital, organisational performance, decrease in staff turnover, and increase in company productivity. Sutia *et al.* (2013:28) conclude their analysis by stating that the performance of the organisation through the implementation and acknowledgement of HCD is also evident in the public sector. In local government, the use of human capital strategies such as education, competence levels and experience is a primary consideration. Leadership, however, is one of the critical drivers for the realisation of performance of organisations. Leadership helps to maximise efficiency and ensure that organisational objectives are met. Poor leadership can fail to fully use the human capital of an organisation (Sutia *et al.*, 2013:28).

According to Deku (2014:34), HCD pays attention to individuals/employees and organisations: Employees' capabilities and skills must be developed to improve organisational performance, the integration of HCD improves performance and organisations' ability to sustain its competitive advantage. In essence, human capital within organisations plays a critical role in strategic planning on how the organisation sets itself apart, in other words, its uniqueness and the value it adds to the market. Hence, there is a direct relationship between human capital and organisational performance (Deku 2014:34). Awan and Sarfraz (2013:78) accentuate that organisations must consider employee satisfaction if they want to augment the performance of the organisation. The authors opine that following three variables can be used to achieve organisational performance:

- **Independent variable:** This is human capital investment for training and staff development.
- **Mediating variable:** this is the effective use of training to further develop employees, allowing them to achieve professional development over and above the training received. This links training to professional development.
- **Dependent variable:** This is about organisational performance that should reflect the result of the relationship between training and development, ensuring that employees are satisfied by integrating training into their professional development.

Awan and Sarfraz (2013:81) remark that there is a strong link and relationship between HCD and organisational performance. In this regard, organisations must have a strong organisational focus that advocates for human capital and employee satisfaction. Combined, these elements should fully maximise organisational performance.

Relating to this, Josan (2013:43) notes the relationships between human capital, organisational performance and effectiveness. Josan (2013:43) names the following three elements involved in achieving performance through human capital:

- The improvement towards employee education and training
- Ability to ensure employees have good health
- Promoting an effective approach to motivate employees to their satisfaction.

Emmanuel, Oluwayemisi and Abosede (2015:9) further advance that it is critical for organisations to identify the performance outcome that could be reaped through the strategic investment in human capital. They list the following three areas that can be used to measure the performance of the organisation:

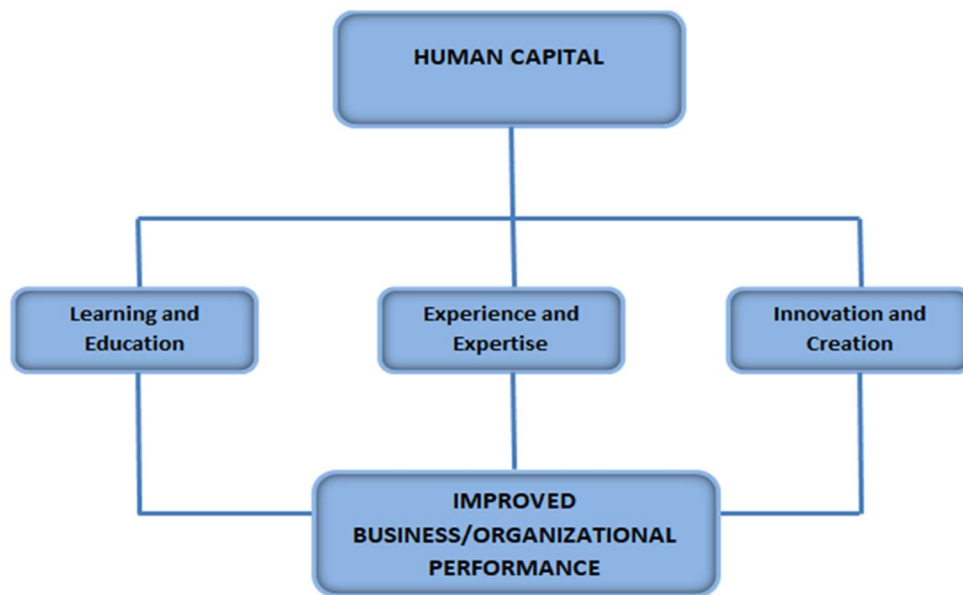
- **Financial performance:** This includes organisational profits and possible returns on investments.
- **Product market performance:** This has a direct relationship with the increase in market share.
- **Shareholder return:** The ability of shareholders to get a return in their investment.

Emmanuel *et al.* (2015:9) conclude that the above-mentioned areas can be used to assess the existing relationship between human capital and organisational performance. They state that human capital plays a significant role in the increase of organisational performance, productivity and competitiveness by ensuring that employees are trained and developed.

Eletu, Ukoha and Nwuche (2017:67) further assert that while there is a direct relationship between human capital and organisational performance, performance should include the analysis of how well the client satisfaction is progressing so that the organisation can make reasonable findings about the outcomes of the development of human capital. Sharabati and Nour (2013:104) suggest that people are organisational assets that provide intellectual capacity aimed at driving the organisation towards differentiation and added value. In an attempt to address strategic human capital planning, they suggest that two critical aspects need to be considered, the alignment of organisations' human capital programme and developing a long-term strategy aimed at attracting, developing and retaining employees in order to achieve the

strategic goals. Human capital leads to a positive impact on earnings and economic growth, and with the appropriate use of human resource management, organisations can improve their performance and chances of achieving their objectives (Sharabati and Nour 2013:105).

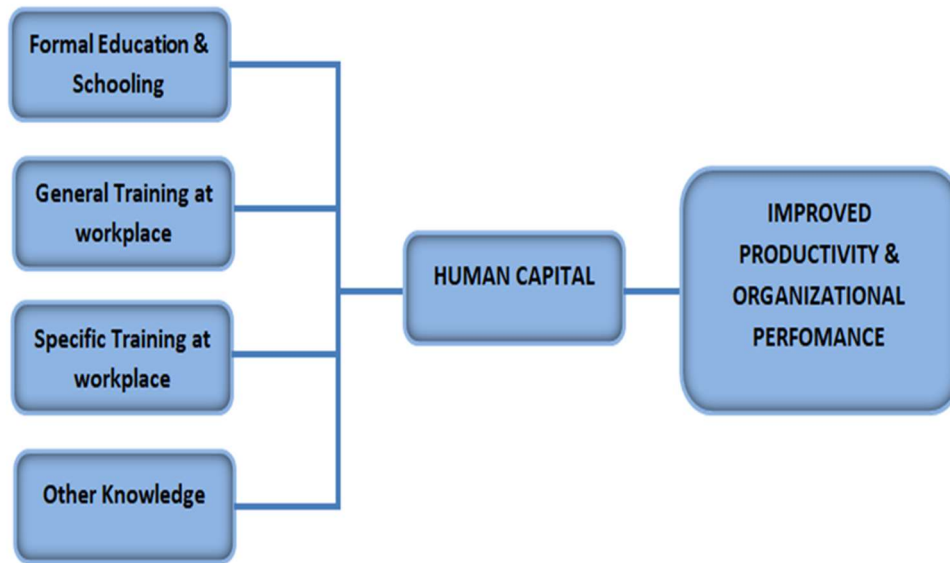
Sharabati and Nour (2013) are convinced that there is a direct association between HCD and improved organisational performance, and they developed a model that organisations can use to make improved organisational performance a competitive advantage. Figure 3-2 shows how business or organisational performance can be improved.



**Figure 3-2: Human Capital Model**

**Source: Sharabati and Nour (2013:105)**

Tessema (2014:83) highlights four human capital qualities that can be applied when seeking to achieve organisational performance. These are flexibility and adaptability, enhancement of individual capabilities, development of organisational capabilities, and individual employability. The author indicates that the four attributes are crucial in achieving improved individual and organisational performance and outcomes. Tessema (2014) further indicates that organisational resources, like employees, can prove to be valuable when they are given an opportunity to improve effectiveness, exploit available opportunities and eliminate threats. When this is done, and employees can express themselves accordingly, organisations' human capital can appear to add value and improve performance and productivity.



**Figure 3-3: More illustrated models for human capital**

**Source: Clifford and Obaro (2017:8)**

Figure 3-3 shows how education, training and the development of resources in an organisation contribute towards improving productivity in the organisation. Clifford and Obaro (2017:8) provide a model on how improved productivity and organisational performance can be achieved. Figure 3-3 clearly shows that human capital is key to achieving improved performance and productivity, however, there are fundamental elements that are needed to support human capital.

### **3.3 Chapter Summary**

The chapter provided the conceptual frameworks that support the study. It listed critical aspects that act as a building block to achieving HCD. The building blocks included training, education, knowledge management and skills development, which all affect and influence organisations' performance. This chapter concluded by exploring how the elements of the framework contribute to HCD and how organisations can benefit by adopting HCD. Chapter 4 will present the research design and methods of the research.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

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#### 4.1 Chapter Introduction

This chapter details the research methodology that was applied to this study. It touches on critical elements like research design, research strategy, the sampling technique and sample size, the strategy adopted for data collection, the presentation and analysis of data, and applicable quality data control. The chapter ends with considering the study's limitations and a review of ethical considerations.

#### 4.2 Research Philosophical Worldviews

Philosophical worldviews or paradigms are sets of beliefs, opinions or philosophies that the researcher brings to the study that guide the researcher's actions and direct the study (Creswell 2014). Saunders *et al.* (2012:667) regard philosophical worldviews as paradigms that help the researcher to examine social phenomena and develop a detailed understanding of the study.

Creswell (2014) refers to four philosophical worldviews, namely postpositivism, constructivism, pragmatism and transformativism. According to Ihuah and Eaton (2013:941), a pragmatic philosophical worldview helps guide research toward truth and reality, which may be instinctively interesting, instead of insignificant but engaging subjects. Ihuah and Eaton (2013:941) further state that pragmatic study observes issues contrarily in different events and allows for opposing views and analysis to be taken into consideration. Carlo and Gelo (2012:119) opine that constructivism is aimed at understanding the abductive approach, which is aligned with a qualitative study because it is associated with subjectivity and socially constructed. On the other hand, Carlo and Gelo (2012:119) states that postpositivism seeks to adopt hypotheses, objectivity and inferential statistics, whose quality criteria is reliability and the internal and external validity of the study.

This study adopted a quantitative approach that aligns with postpositivism, the worldview most concerned with the numeric and scientific. The quantitative approach may operate as a cause-and-effect approach, seeking to generalise the findings and use deductive reasoning (Sekaran and Bougie 2013:29). Saunders *et al.* (2012:135:678) agree that postpositivism supports a scientific and numeric approach that supports the observable social reality. Such a philosophy looks at cause and effect, and therefore, works well with the quantitative approach (Carlo and Gelo 2012:119; Saunders *et al.* 2012:135:678).

### **4.3 Research Design and Methods**

Creswell (2014:41) describes research design as a form of investigation within quantitative, qualitative and mixed methods research that guides the researcher on how to approach the objectives of the study. Similarly, Kothari (2004:31) defines research design as an arrangement of settings for data collection and analysis that combines relevance and research objectives. Babbie *et al.* (2001:74) affirm that research design is the strategic plan of how the researcher intends to undertake the research and that it manages the logic of the research sequence and critical elements of the design flow of the research.

#### **4.3.1 Quantitative research design**

Quantitative research design focuses on the multiple variables of the study, which can be experimental, non-experimental and surveys. Information is gathered from a sample of the population using surveys and observation and generalising from the sample (Creswell 2014:41). According to Kothari (2004:3), a quantitative study measures quantity, for instance, numeric, scientific, and statistics analyses. Quantitative research design makes effective use of inferential, experimental, and simulation approaches to analyse the relationship among variables. Saunders *et al.* (2012:472) states that it uses primary and secondary data, which ranges from counts and frequencies of occurrences to price- and cost-related aspects.

#### **4.3.2 Qualitative research design**

According to Kothari (2004:5), qualitative research design concentrates on the subjectivity of behaviours, attitudes and opinions, which allows the researcher to gain in-depth insights into impressions concerned with the study. Creswell (2014:42) states that qualitative research design relies mostly on imagery data and deals with open-ended questions. The qualitative design approach collects data through interviews, focus groups, and documentation and focuses on the narrative, ground theory, ethnography, and effective use of case studies.

#### **4.3.3 Mixed methods research design**

According to Jonhson (2014:5), in mixed methods research design a researcher uses a combination of quantitative and qualitative research during the enquiry, ensuring that the data collection and analysis uses both approaches. Relatedly, Creswell (2003:35) notes that mixed

methods is an integrative approach in which quantitative and qualitative data are applied in a single programme of enquiry.

Harwell (2011:149) suggests that a study that seeks objectivity, replicability and generalisation of findings will find a quantitative approach most useful. This study adopted a quantitative research approach to find the relationship between multiple variables such as HCD and local government performance. The study used surveys to collect data, generalising results from the study sample. Harwell (2011:149) confirms that a key feature of a quantitative study is the use of instruments such as surveys.

#### **4.4 Research Strategy**

Rahi (2017:2) describes research strategy as the process that illustrates the process of gathering and interpreting data with clear objectives. It is a general plan of how the researcher intends to structure the research to address the study's research questions. There are five key research strategies: Experiments, archival analysis, surveys, case studies and histories.

According to Creswell (2014:81), quantitative research uses experimental and non-experimental research strategies. Frolich *et al.* (2014) view non-experimental research as an approach in which the researcher attempts to estimate the randomised experiments using statistical approaches to arrive at the solution. This type of research does not contain any manipulation of data, settings or experiences of participants. Experimental research operationalises variables and is very influential in generating cause-and-effect suppositions.

This study used a survey strategy. The survey strategy is concerned with hypothesis building and formulation and plays a significant role in determining results between variables (Kothari 2004:121). According to Babbie *et al.* (2001:232), a survey strategy is the best method to use when the unit of analysis is individual people. This strategy is appropriate for either descriptive, explanatory, or exploratory studies.

#### **4.5 Data Collection**

According to Sekaran and Bougie (2013:113), there are two data sources, primary data and secondary data. Primary data uses first-hand data, and secondary data uses information gathered from various sources such as government and organisational reports or available databases. This study gathered primary data from employees of Ray Nkonyeni Local

Municipality. Survey questionnaires were distributed to all municipal employees at Ray Nkonyeni Local Municipality.

## **4.6 Sampling Process**

This process identifies the target population. Once the population is identified, the sampling frame is identified to draw out the final sample.

### **4.6.1 Target population**

According to Sekaran and Bougie (2013:397), the study population is the entire group the researcher wants to investigate or include in the study. Saunders *et al.* (2012:260) refers to population as the full set from which the sample is derived. This study's target population were all employees responsible for service delivery activities in the different service units (Community Services, Human Settlement and Infrastructure, Economic Development, and Strategic Planning and Governance) in Ray Nkonyeni Local Municipality.

### **4.6.2 Sample size**

Saunders *et al.* (2012:258-259; 681) define sample as the subgroups of the population made up of population elements or cases. Sekaran and Bougie (2013:241) also consider a sample as a subset of the population selected from the entire population. According to Sekaran and Bougie (2009:294), a sample size of 150 is suitable for a population of about 1000. Therefore, 397 questionnaires were hand-delivered to the respondents.

## **4.7 Data Quality Control**

Kothari (2004:173) states that data quality control is the ability of the research to demonstrate sound measurements of the outcomes. There are two tests associated with quantitative research, reliability and validity. Sekaran and Bougie (2009:292) defines reliability as one of the measures that tests the consistency and stability of the results, and Zohrabi (2013:259) describes reliability as testing the consistency and replicability of research results. Zohrabi (2013:258) defines validity as ensuring the research is believable and that the results will be equally applicable to related studies. Zohrabi (2013:259) adds that a quantitative study gives more positive results since the data is numerically driven, providing a reliable dimension for the replication and consistency of the data.



Drost (2010:106) states that reliability is the test of whether the data and instruments can be repeated and whether the results will be consistent when attempted by another researcher or in another area. Validity is strongly supported by the following four pillars, which indicate that validity works well to test quantitative studies:

- Statistical validity
- Internal validity
- Construct validity
- Translation and face validity

The researcher used the reliability and validity tests in this study to test the information gathered from the respondents for consistency and replicability. This is directly related to the accurate structuring of the questionnaires and how well the gathered information is analysed.

#### **4.8 Data Analysis**

Data analysis is the process of making effective use of the collected data to draw conclusions or results for the study. The analysis finds relationships between all the collected data (Kothari 2004:122). According to Kothari (2004:122), data must be processed before it can be analysed. Saunders *et al.* (2012:474) list the following things to consider before analysing data:

- Type of data (numerical or categorical)
- Coding
- Entering data
- Weighting of cases
- Checking data for errors

Kothari (2004:122-123) claims there is a relationship between variables suitable for a quantitative study, which allows the study to identify the correlation between variables to show whether a cause-and-effect relationship exists. Microsoft Excel was used to analyse the quantitative data for this study and to present the data in tables and figures for ease of interpretation.

#### **4.9 Ethical Considerations**

The study complied with the ethical requirements of the University of KwaZulu-Natal and received approval from the Research Ethics Committee (HSSREC/00000356/2019). Subject matter, participation, and confidentiality were taken into consideration in the design of the

research. Subject matter relates to the environment (Ray Nkonyeni Local Municipality) in which the study was conducted. This is a sensitive environment and careful consideration was given to how the information was going to be circulated and managed in order not to affect the image of the municipality. The second element that was considered ensured that respondents were made aware that their participation was voluntary. Those who did not participate were not victimised or viewed as counter progressive. Fouka and Mantzourou (2011:4-6) state that informed consent is a critical ethical element that must be considered. Respondents must participate knowing that their participation is completely voluntary. The third element ensured that participants were guaranteed confidentiality and that their participation would not harm their wellbeing at home or at work. Their anonymity must also be protected so that responses cannot be traced to a respondent.

Pillay (2014:197) questions the necessity of taking culture and gender into consideration in the research process, suggesting that such studies are interpreted as sensitive and requires careful consideration. Scales (2012:8) further states that it is the researcher's ethical duty to build enough trust to probe participants for critical information while also trying to discuss the subject without personalising it.

#### **4.10 Limitations of the Study**

Simon (2011:2) defines limitations of a study as potential flaws in a study that are out of the researcher's control, such as budget, time, location, and spread of the study site. One of the limitations of this study was that not all respondents completed the questionnaires because of a lack of time. This study sought to test the HCD within the working environment of the selected municipality, and the management was reluctant to give the researcher free access to the employees. This may have been because any identified lack of HCD may reflect negatively on the manager and the municipality as a whole, while others may associate existing problems with the negative results. Another limitation was the cost and time it took the researcher to conduct the study. The researcher could not reach all the municipal offices because they are not centralised and some were as far as 15 km apart. This made the logistics difficult to manage without any funding. The researcher had a budget for research assistance and used public transport to access various offices. Another limitation was that the study was only conducted in one municipality in KZN. It would have been better to conduct it in all the province's municipalities or even those of the entire country. However, a reliable study within the context of South Africa should afford results that can be replicated within other municipalities.

#### **4.11 Chapter Summary**

This chapter looked at the research approach adopted by the researcher in order to produce reliable information. Other aspects covered by this chapter include a discussion about the different types of research design (qualitative, quantitative and mixed methods approach). This study adopted a quantitative approach. It also discussed the research strategy which used surveys in the form of a questionnaire as the data collection method. The chapter also touched on the target population, which was estimated to be around 1000 and the adopted sample size of 150. The limitations for the study were also highlighted. The chapter also confirmed that the study received ethical clearance and considered the ethical issues pertaining to subject matter, participation, and confidentiality. The following chapter looks at the data presentation, data analysis and data interpretation.

**CHAPTER 5**  
**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

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**5.1 Chapter Introduction**

The previous chapters presented the background to the research, the literature review of the study, and the research approach adopted. This chapter looks at the arrangement and presentation of data in the context of the Ray Nkonyeni Local Municipality study participants. This chapter, therefore, seeks to reflect the collected data in an attempt to explain the information gathered through questionnaires. The results were coded, checked for errors, evaluated and described in relation to the research objectives and research question. Microsoft Excel was used to generate graphs to present the findings.

**5.2 Recapitulation of Research Objectives and Research Questions**

Table 5-1 recaps the research objectives and questions set out in Chapter 1.

**Table 5-1: Recapitulation of research questions and research objectives**

<b>Research Questions</b>	<b>Research Objectives</b>
To what extent does the existing level of human capital help Ray Nkonyeni Local Municipality achieve its strategic goals?	To examine the existing level of human capital helping Ray Nkonyeni Local Municipality achieve its strategic goals.
What is the extent of skills mismatch in Ray Nkonyeni Local Municipality?	To assess the skills mismatch in Ray Nkonyeni Local Municipality.
What impact has the existing skills mismatch had on service delivery in Ray Nkonyeni Local Municipality?	To establish the impact of the existing skills mismatch on service delivery in Ray Nkonyeni Local Municipality.
What HCD strategies are used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?	To examine the HCD strategies used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.
What recommendations can be made to help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?	To make recommendations that can help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.

**5.3 Data Presentation**

The data presentation will be done with graphs, histograms and tables. The data was captured, coded, and analysed with Microsoft Excel.

### 5.3.1 Response rate

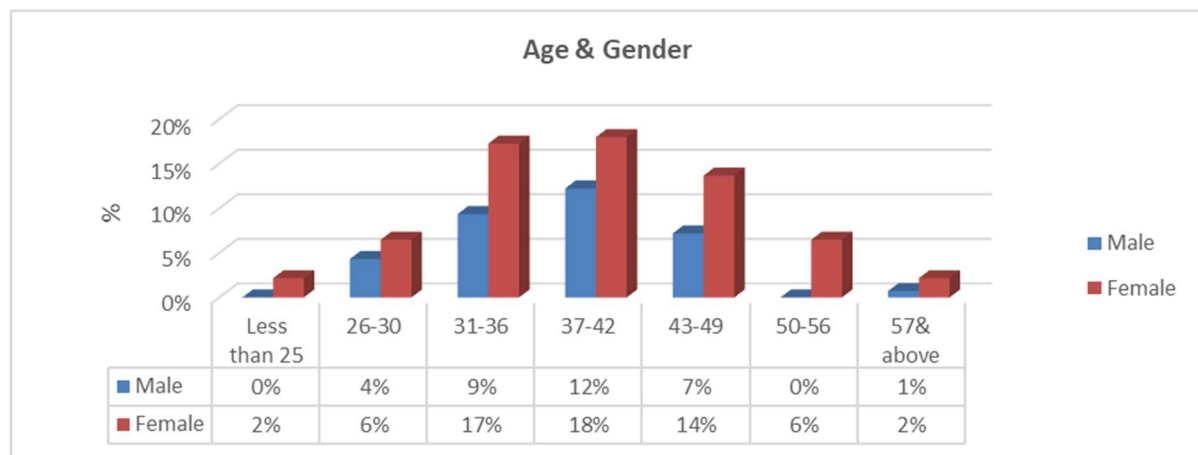
The researcher received 147 responses from a total of 375 respondents. Eight questionnaires were spoiled, and 139 questionnaires were completed accurately. This provided a 95% usability.

### 5.3.2 Graphical statistics

This section provides a graphical presentation of the collected data collected, which was coded and analysed with Microsoft Excel. The graphs show the proportions or percentages from the respondents about the questions asked. Explanations and analysis are presented after the graphical presentation of the results.

#### 5.3.2.1 Summary of gender and age

Figure 5-1 illustrates the proportions of variables between age and gender. The results indicate that most participants were female (66%), 34% were male. Most respondents were 31–42 years of age (57%), and 40% of respondents were younger than 36 years while only 3% were older than 57 years.



**Figure 5-1: Summary graph of age and gender**

The results show that 66% of respondents were woman and 34% were male; however, this differs from the general employment statistics of the country. According to Statistics South Africa (2018), there are more men in the labour market than women, and men are most likely being paid more, regardless of race. In the second quarter of 2018, women accounted for 43,8% all the employed; only 32% of them were managers and most did domestic work or clerk and administrative work. The actual gender split in the municipality is not known, however, it is

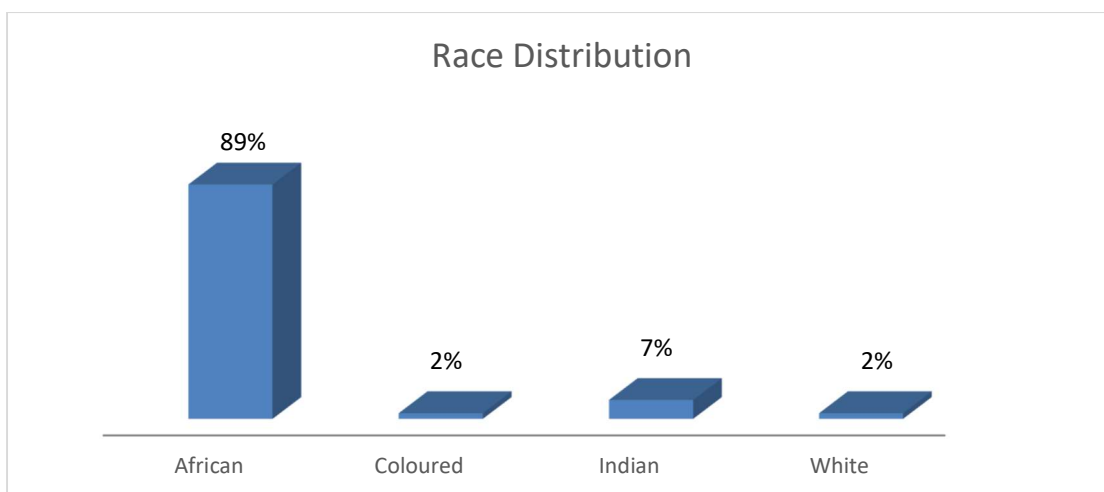
likely that the fact that most respondents were women indicate women’s attitude towards responding to similar research activities.

Ackermann and Velelo (2013:156) recognise that South African women are not the majority of the labour force and that their participation is often influenced by ethnicity, race and social class. The issue of women in the workforce has been observed in most countries as women do not participate in labour force to the same extent as men for multiple reasons. It has, however, been observed that South African women have been entering the labour force in increasing numbers during the last decade.

Sinden (2017:37) confirms that when most respondents in a study are women it creates the idea that most employees are women. She states that women have been subjected to discrimination for many years and their access to the workplace has been limited, and where they have been employed, they often occupied lower positions in organisations.

### 5.3.2.2 Racial distribution

Figure 5-2 provides the racial distribution of the respondents. Most respondents were African (89%), followed by Indians (7%), Coloureds (2%) and whites (2%). These results are consistent with the country’s population distribution. The actual racial split in the municipality has not been verified, but the results indicate that Africans are in the majority.



**Figure 5-2: Racial distribution**

According to Statistics South Africa (2019), Africans form 80% of the workforce, Whites form 8%, Coloured 9%, and Indians 3%. The results of this study are consistent with these statistics.

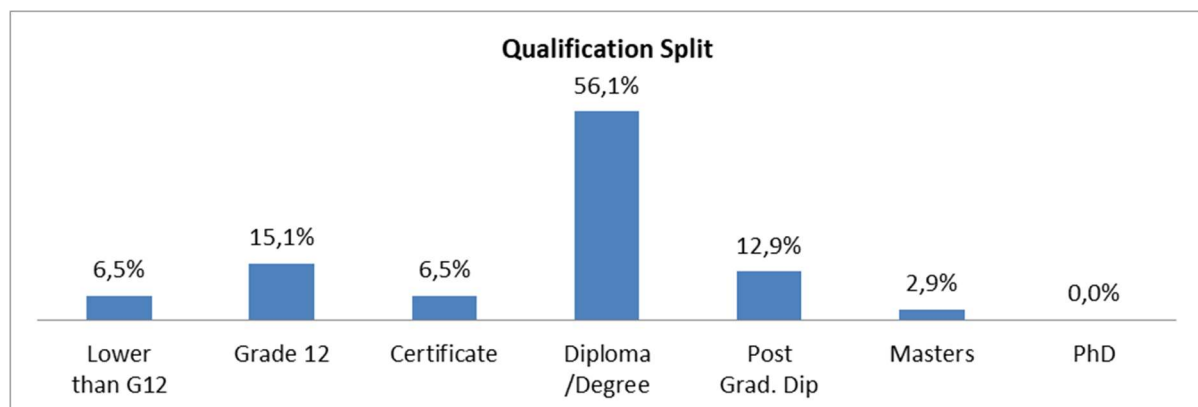
Writer (2016:3) states that while Africans (public and private sector) appear to be most of the workforce, it is critical to zoom in on the employment levels to get an accurate picture. The author states that whites are still dominating managerial levels in the private sector, which is known to pay high salaries. Africans occupy about 10% of managerial positions, Whites occupy 72%, Indians about 9%, and Coloureds 4%. Writer (2016:3) also mentions three aspects worth noting in order to understand what is happening in the workplace:

- White males get promoted more than anyone else in the workplace;
- White males are more sought after (get recruited) than anyone else; and
- White people dominate the private sector in general.

The following section presents the findings on how the education of participants are split.

### 5.3.2.3 Qualification split

Figure 5-3 demonstrates the distribution of the education variable. The graph shows that most respondents have diploma or degree qualifications (56%), followed by those who have Grade 12 (15%). The qualification split reflects positively on the employer. While this is a small fraction of the entire population, it is vital to note the constructive direction the municipality is moving in. The results indicate that 71% of respondents have qualifications higher than Grade 12 (diploma, degree, postgraduate diploma, master's or PhD).



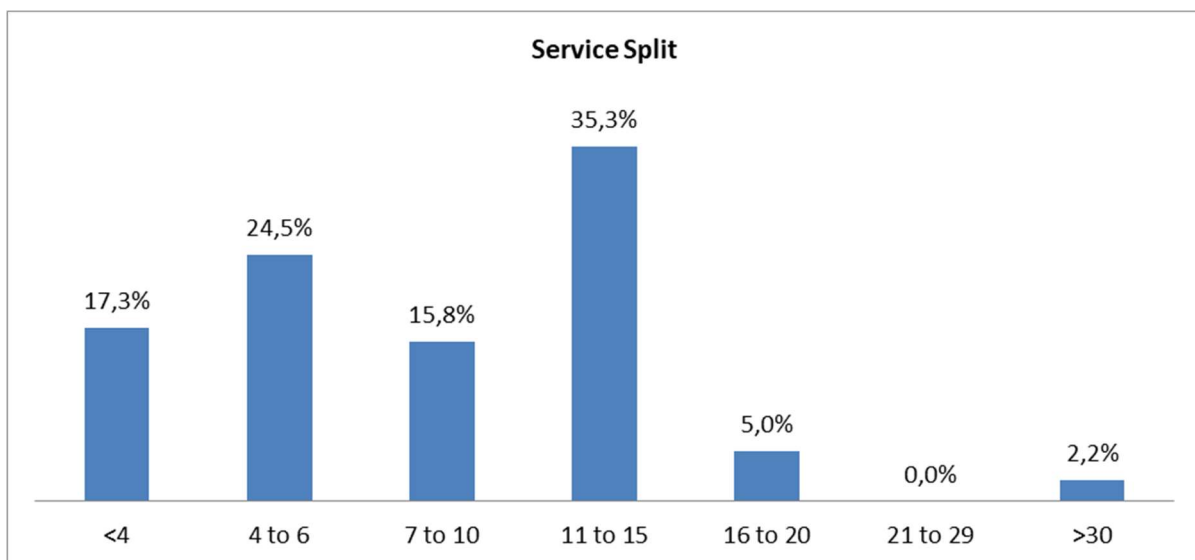
**Figure 5-3: Qualification split**

Sharabati and Nour (2013:104) highlight that a fundamental aspect of human capital is people's knowledge and skills to undertake work and employees' education plays a critical role in improving the knowledge and skills of staff. Tessema (2014:81) states that educated employees contribute to the organisation and help improve the performance and growth of the organisation. The author, however, adds that education must be combined with experience and

skills to achieve the best results in organisations. Odhon’g and Omolo (2015:10) agree with Tessema (2014) that education is an important part of organisational performance and that it is fundamental for organisations to ensure that education is central in their HCD. Therefore, the results suggest that the municipality could be on the right track to improve their HCD.

### 5.3.2.4 Service split

Figure 5-4 demonstrates the distribution for the variable years of service with the employer. The graph shows that most of the respondents (51%) have been with the employer for 7–15 years and 24.5% have been there for 5 years. It is concerning that only 2% of respondents have been there for more than 20 years, because this may suggest that there may be few participants with institutional memory which could assist in improved productivity due to utilisation of past knowledge. The results show that only 7% of the respondents have been with the employer for more than 15 years, and 93% have been there 15 years or less.



**Figure 5-4: Service or tenure split**

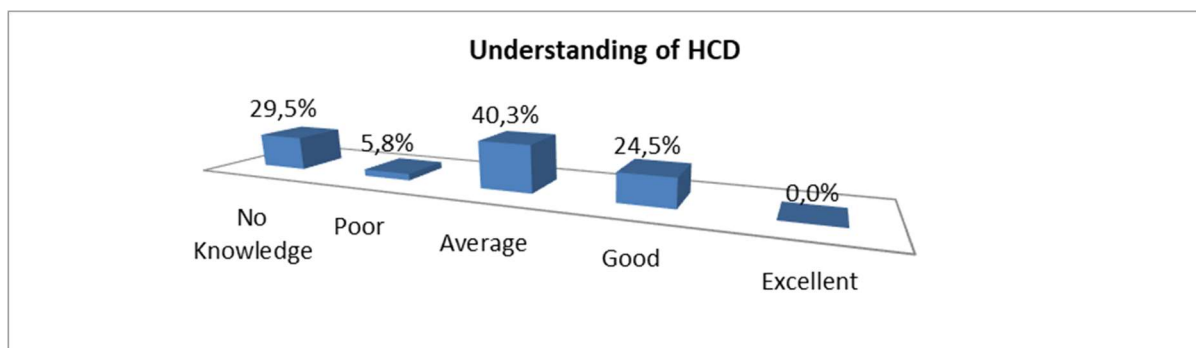
If the results are a true reflection of the overall employee tenure, then it is safe to regard the municipality as a growing municipality occupied by employees that have recently joined and who are fresh and ready to contribute. However, the results also indicate that 42% of the respondents have been with the employer 6 years or less. This is a significant proportion and raises questions about job continuity. However, it can also be seen as positive for the organisation since it may suggest that in the last 6 years the employer focussed on recruiting new, energetic and effective employees.



Ng and Feldman (2013:305) assert that there are two opposing theoretical perceptions on how job tenure affects performance at work. They suggest that as knowledge and skills increase with tenure, performance is likely to improve too. The other opinion is that as tenure increases, workers are more likely to become bored and less motivated. Lui, Ge and Peng (2016:8) are of the view that tenure has been shown to have a slight positive effect on employee performance, innovation and positive behaviour. They state that longer tenure and other related measurements may directly influence the relationship between the tenure and effectiveness and positive performance. Employees with longer tenure in an organisation may react negatively to innovative behaviour, regardless of their position in the organisation.

### 5.3.2.5 Understanding of HCD

Figure 5-5 highlights the critical aspect of understanding of the concept of HCD. According to the results, 30% of respondents indicated no knowledge of HCD. Further analysis showed that 63% of those with no knowledge of HCD has an education level of matric or under and 66% has 11–15 years of experience, suggesting that they did not come across the concept during their tenure. Only 25% of respondents were confident about the concept, and further analysis showed that they hold a diploma or degree and have less than 4 years tenure with the employer.



**Figure 5-5: Respondents' understanding of HCD**

Most respondents (65%) declared some (*average, good and excellent*) understanding of HCD. It would be helpful to know what all the municipality's employees' knowledge is. However, this proportion shows that the knowledge of HCD is becoming more widespread, which is important to receive the commitment and support of all stakeholders. Widespread, extensive implementation of HCD is fundamental because it involves training, education and development plans and initiatives targeted at developing the knowledge, abilities and skills of employees (Manzini 2016:728).

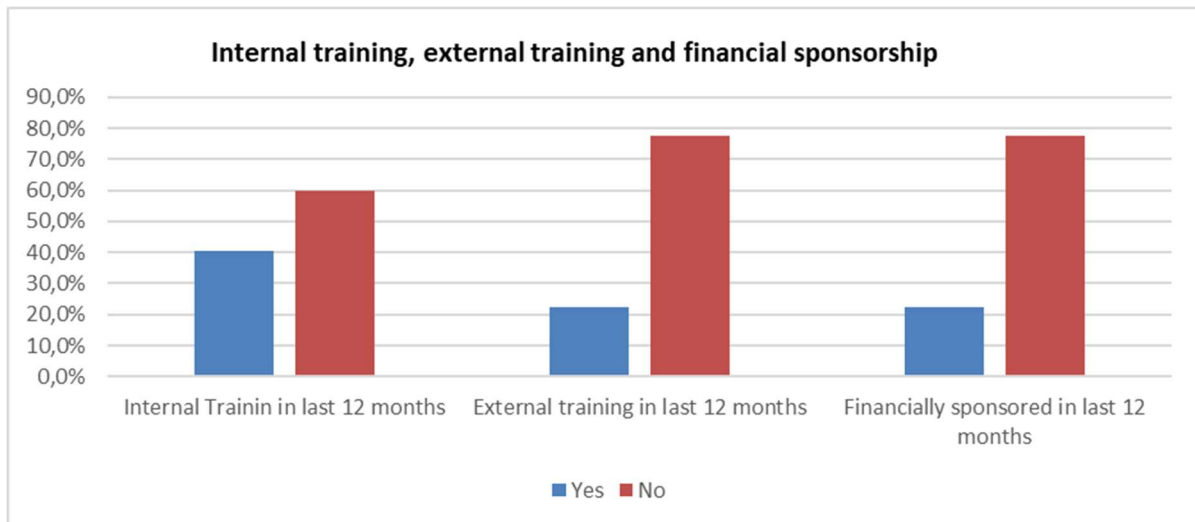
Du Plessis (2016:32) states that it is critical for an organisation to maximise the performance outcomes through optimal use of trained, skilled and knowledgeable employees, an important aspect of human capital. She further states that the public and private sector should make concerted efforts to attract suitably talented employees and create an environment that promotes investment in human resources. The author also suggests that it may be important to consider the local government environment and specifically ensure that they become an employer of choice by upholding HCD. Employees' understanding of HCD is, therefore, critical and can bring sustainable results for the employer if more employees understand it. Akhtar, Renyong, Khaskheli and Ali (2015:47) are of the opinion that the development and growth of HCD in an organisation can be hindered by the following obstacles, preventing the organisation to improve and grow to its full potential:

- Financial constraints;
- Poor prioritisation of education and training;
- Governance and administrative matters;
- Political instability and broken legacy of training and development policies; and
- Corruption and nepotism.

The following presentation looks at various types of trainings and support provided to participants in the last 12 months with the employer.

#### **5.3.2.6 Internal training, external training and financial sponsorship**

Figure 5-6 shows that, most participants in all three areas have not either had internal training, external training or sponsored by the municipality. Majority (60%) of these respondents in these three areas are employees with either diploma/degree, 61% of them have been with the employer for 10 years or less, while 58% of them strongly believe that work that they do in their departments directly contribute to improving service delivery.



**Figure 5-6: Internal, external training and financial sponsorship**

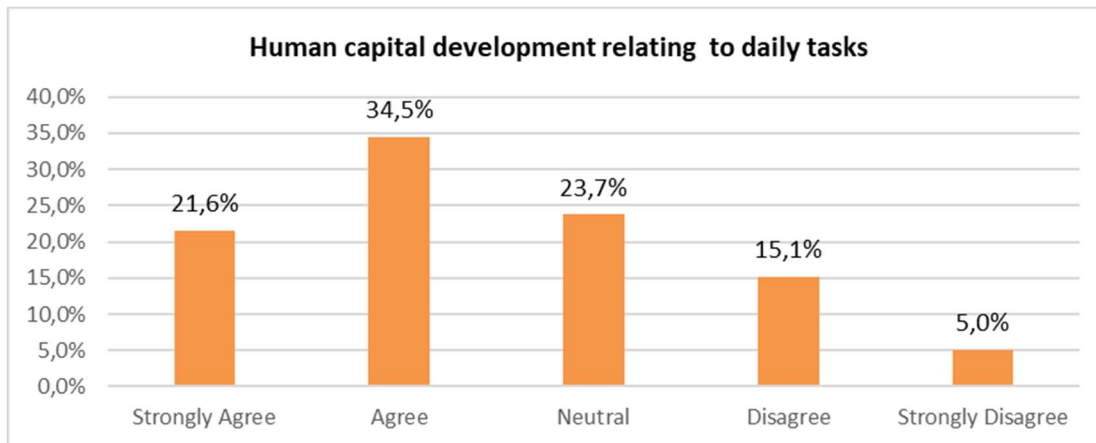
While the figures presented above may not reflect the perception of the entire population of the employee, however, this could be an indication what the greatest population of respondents view the training of employees.

Results above indicate about 60% and 78% of respondents indicated that they never had either internal or external training respectively and with about 79% of respondents who indicated that they have not be sponsored in the last 12 months. Sharabati and Nour (2013:105) and Odhon'g and Omolo (2015:10) both are of the same opinion through their human capital model, that when an organisation seeks to achieve great results and improvement through HCD, job training, skills development and education of employees should be at the centre. So If the result shown above are a true reflection of what is transpiring with the employer, than the assertion made Sharabati and Nour (2013) and Odhon'g and Omolo (2015) will seem defeated since a significant proportion of respondents either have not had internal, external training, and educational sponsorship in the last 12 months.

According to Kulkarni (2013:139), internal training can be regarded as OJT since training and development occurs within the working environment and where the employee and engage on continuous basis about the subject matter that enhances the learner's ability to improve his work. He states that off-the-job training is regarded type of training where the employee receives training outside the comfort of his work station or office.

### 5.3.2.7 HCD and relationship with daily tasks

Figure 5-7 below evaluates the perception of respondents about the strategies adopted by the employer in relation to their daily tasks. 56% respondents indicated that there is a direct relationship between HCD activities and strategies adopted by the employer 44% either is neutral or disagrees. Analysis further reveals that of that 56% who agreed of the relationship, 46% had initially declared that they had poor or no knowledge of HCD.



**Figure 5-7: HCD relating to daily tasks**

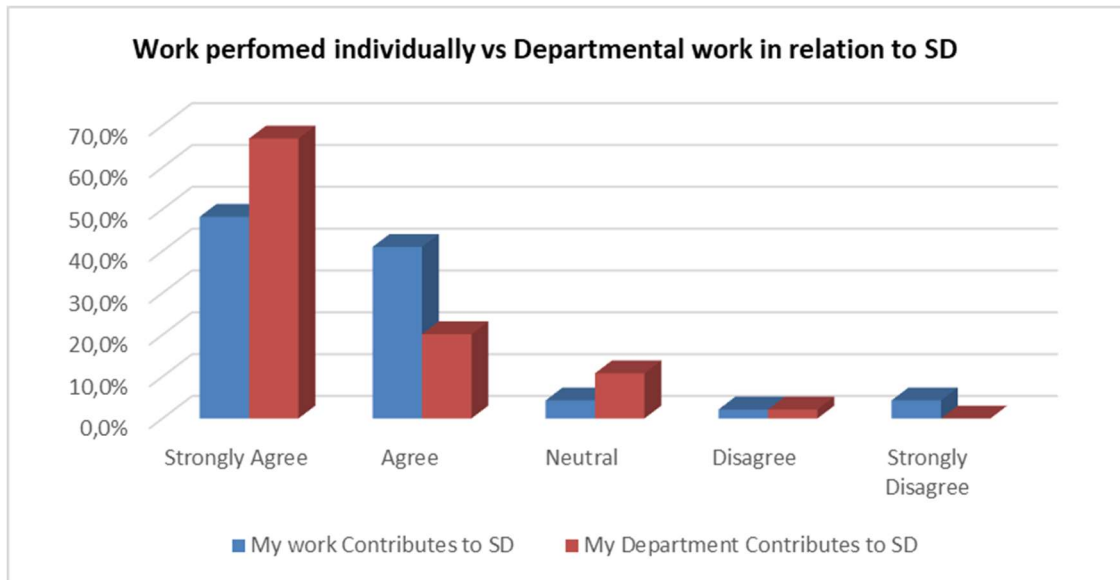
The results appear to be associated with goals of HCD. If HCD refers to the development of employees' skills, training, knowledge and education, then associating that with daily tasks may prove to work to the advantage of the employer. Table above indicates that about 56% of respondents are of the view that there is a direct link between HCD and daily tasks.

Vasanthi and Basariyab (2019:672) assert that strategic alignment towards developing skills of employees with their day to day tasks may be considered cost-effective method of training and may contribute towards the improvement of organisational performance.

### 5.3.2.8 Work performed by respondents and that performed by their departments in relation to service delivery

Figure 5-8 illustrates perceptions between work undertaken by respondents in relation to that performed by their department. The results reveal that 89% of participants *agree* or *strongly agree* that the work they do directly contributes to service delivery. This is a significant proportion, suggesting that the respondents have a clear understanding of what service delivery is and how they contribute to it. The results also show that 87% of respondents *agree* or *strongly agree* that the department they work for contribute directly to service delivery. The two results

agree with each other and may indicate that the respondents are certain about their service delivery responsibilities. Only 7% of participants *disagreed* or *strongly disagreed* that their work contributes to service delivery. These results appear to indicate that most respondents understand their role in relation to service delivery, and it suggests that their work can be improved in an attempt to improve service delivery.

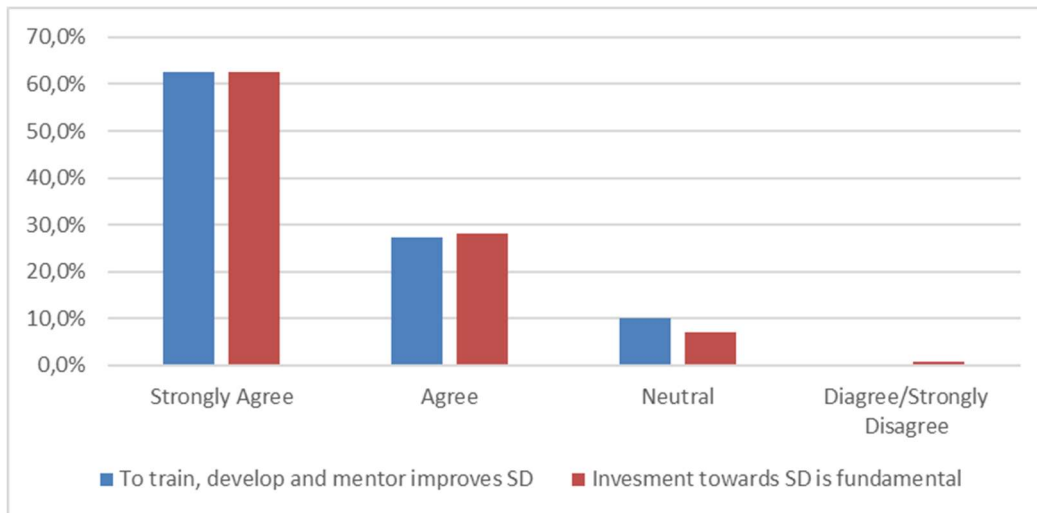


**Figure 5-8: Work performed individually and departmental work in relation to service delivery**

Ndevu and Muller (2017:15) state that a fundamental objective in achieving service delivery in local government is ensuring that communication is improved, which allows all relevant employees to understand their role in service delivery. Other critical aspects are establishing mechanisms that reward the required and acceptable behaviour to improve service delivery; employers must improve careers and develop employees for future growth; and creating an environment that encourages and supports performance.

### **5.3.2.9 To train, mentor and develop to improve service delivery and importance of investment in HCD**

Figure 5-9 illustrates the respondents' perceptions of training, mentoring and development. The results reveal that most respondents (90%) are convinced that if they are trained, mentored and developed in their tasks, service delivery will improve. This is a positive response that suggests that respondents are positive about the improvement of service delivery. The results also indicate that 91% of respondents agree that investing in HCD is fundamental and should be undertaken by the municipality. The two results are consistent with each other.

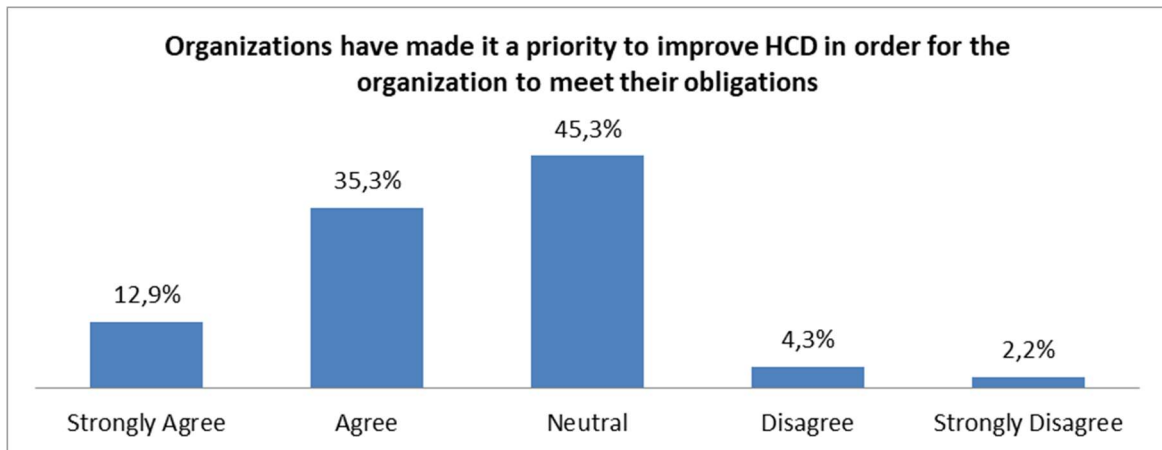


**Figure 5-9: To train, mentor and develop to improve service delivery in relation to importance of investment in HCD**

It can be presumed that respondents believe training, developing and mentoring employees play a critical role in service delivery, and therefore, it is fundamental for the employer to ensure that such activities receive funding. Kucharcikova (2014:33) suggests that investing in HCD results in educated and trained resources. Investment in human capital can be formal and informal education, courses, workshops and special education. Ngobese (2017:24) highlights the skills development levy that was introduced to provide an incentive to employers to invest in the training of their employees, suggesting that employers have few reasons not to invest in HCD.

#### **5.3.2.10 Organisations have made it a priority to improve HCD in order to meet their obligations.**

Figure 5-10 illustrates respondents' perceptions about their employer making improved HCD a priority in order for the organisation to meet its obligations. The results show that 48% *agrees* or *strongly agrees* that the employer is making improving HCD a priority in order to improve service delivery. The majority (52%) is *neutral*, *disagrees* or *strongly disagrees*. It is a concern that 45% is *neutral* because it suggests that they cannot decide whether the municipality is committed to HCD or not.



**Figure 5-10: Organisations have made it a priority to improve HCD in order for the organisation to meet its obligations**

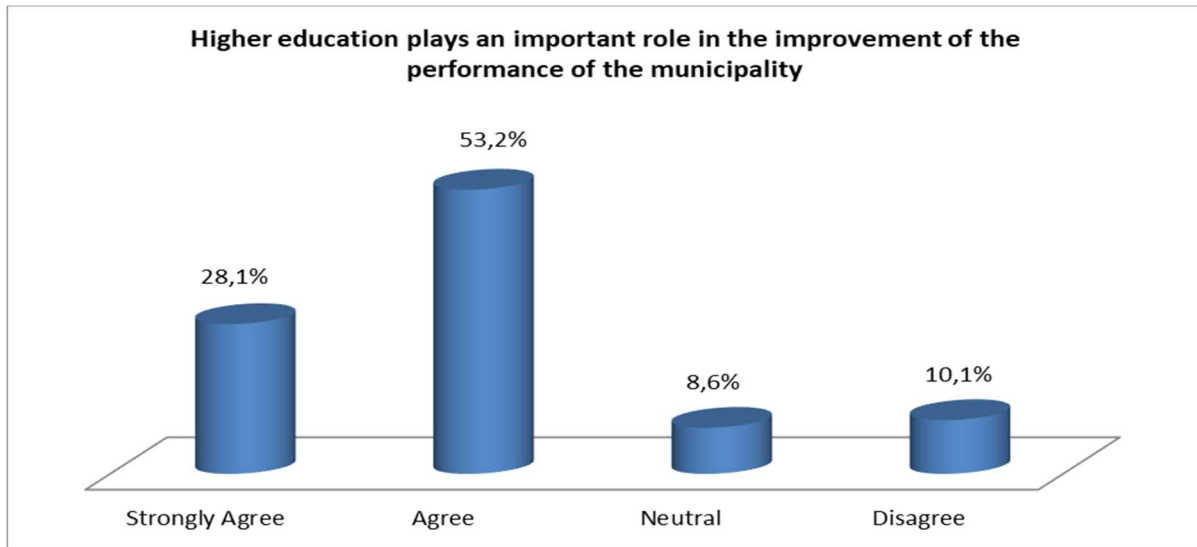
Subsection 5.3.2.9 showed that respondents feel that training, developing and mentoring employees improve service delivery and that investing in HCD is fundamental. However, 52% of respondents are not of the opinion that the organisation makes improving HCD a priority. This suggests that employers are seen as hindering the progress of HCD within the organisation. It is, however, not clear what evidence would be sufficient to prove that the employer makes HCD a priority, but the perception of respondents cannot be ignored.

Aigbavboa *et al.* (2016:54) assert that developing employees' skills should be an essential part of increasing employment, reducing poverty, increasing economic growth and improving global competitiveness for every country. The increase in demand for innovation and improved competence command that organisations make effective use of skills development programmes. Wright and Hribar (2016:17) highlight that skilling employees is critical in ensuring that soft skills are a priority because then organisations can be successful and get return on their investment and improved market share.

### **5.3.2.11 Higher education plays an important role in the improvement of the performance of the municipality**

Figure 5-11 illustrates that 81% of respondents *agree* or *strongly agree* that higher education plays an important role in the improved performance of the municipality. While this was intended to understand the core perceptions of the staff about education, the results suggest that most fully agree that educated staff is important. Looking closer at the 10.1% that *disagreed*, 79% of them have been at the municipality for 11 to 15 years, all have matric or lower education, and they also declared no knowledge of HCD. Furthermore, 100% of them never

received external training and did not receive any sponsorship from the employer in the last 12 months.



**Figure 5-11: Higher education plays an important role in the improvement of the performance of the municipality**

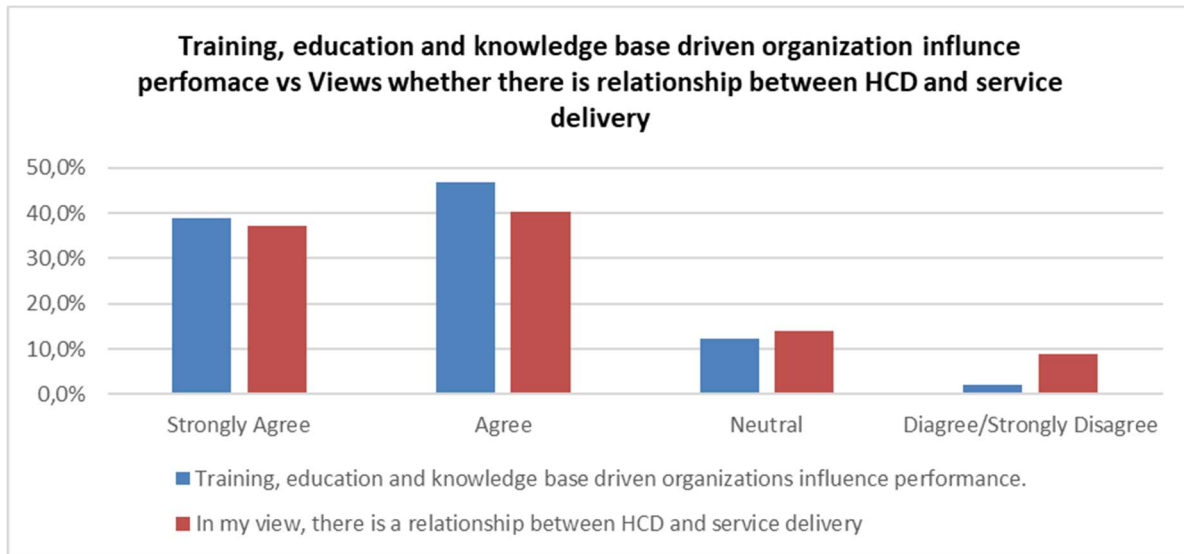
These results are skewed toward the assertion that people with higher education play a critical role in improving the performance of the municipality. While this only reflects a sample of the population, it gives an idea of what employees think in general. Tessema (2014:81), states that educated resources contribute positively to organisational performance, and that both education and experience is important to achieve the desired results.

### **5.3.2.12 Training, education and knowledge-based organisations influence organisational performance and views on whether there is a relationship between HCD and service delivery**

Figure 5-12 illustrates respondents' perceptions of training, education and knowledge-based organisations influencing organisational performance in relation to their views about the relationship between HCD and service delivery. The results show that the majority (86%) *agrees* or *strongly agrees* that training, education and knowledge-based organisations influence the performance of the organisation positively. The results also show that 77% of respondents *agree* or *strongly agree* that there is indeed a relationship between service delivery and HCD. It is interesting to find that 9% of respondents *disagree* or *strongly disagree* that there is a relationship between HCD and service delivery, meaning they believe the variables are independent from each other. Analysis revealed that most respondents that *disagree* or *strongly*



*disagree* that there is a relationship between HCD and service delivery have a matric or lower education and have been with the employer for 11 to 15 years.



**Figure 5-12: Training, education and knowledge-based organisation influences performance vs views on whether there is a relationship between HCD and service delivery**

These results do not represent the entire population but they are indicative of employees’ perceptions. This also indicates that this is an organisation that strongly believes in training its resources and also believes in the associated outcomes. Alnachef and Alhajjar (2015:1156) also agree that training, education and knowledge directly influence the performance of organisations. Du Plessis (2016:36) is of the opinion that organisation performance should be referred to a strategic human resource department to ensure that human resource placements and related activities that are intended to help the organisation achieve its goals are well planned and that service delivery is achieved.

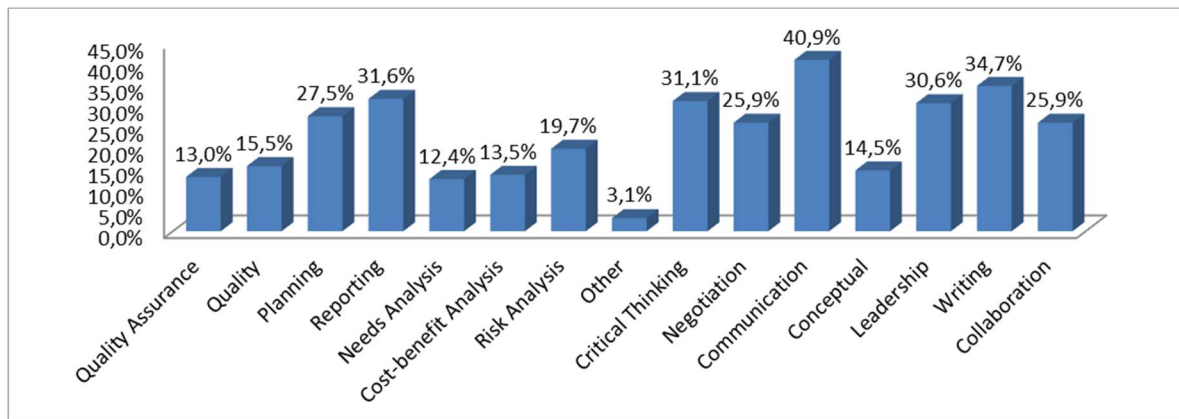
### 5.3.2.13 Job-related skills developed from training provided and/or from your enrolled studies

Figure 5-13 illustrates skills developed and acquired by respondents on either training or courses enrolled in while with the employer. The graph shows a wide spread set of skills acquired, but the top five skills should receive particular attention. These are:

- Communication skills;
- Writing skills;
- Reporting skills;

- Critical thinking skills;
- Leadership skills; and
- Leadership skills.

Other notable skills include negotiation, risk analysis, collaboration and planning.

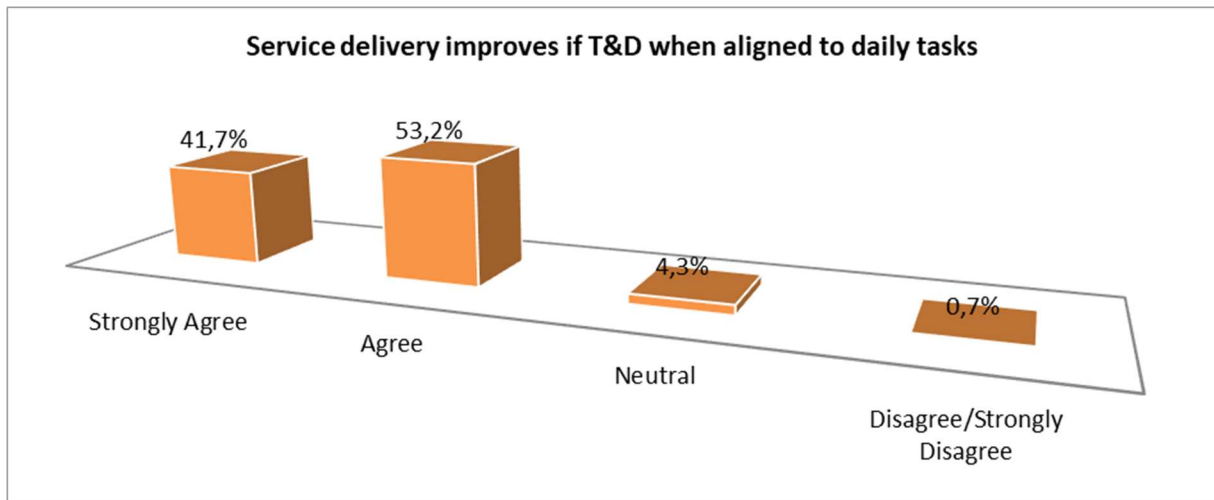


**Figure 5-13: Job-related skills developed from training provided and/or from enrolled studies**

Kodate *et al.* (2012:360) suggest that there is a growing awareness that technical and non-technical skills are essential for competent personnel. They add that some duties in organisations are undertaken by team members who need problem-solving, communication, and decision-making skills, and it has become necessary for all team members to possess these skills to achieve desired output from employees. Armitage-Chan (2014:221) identifies situation awareness, decision making, teamwork, and communication as sets of skills that employees should poses. Communication is the most important skills and plays an important role in dealing with conflict.

#### 5.3.2.14 Training and development aligned with daily tasks for improved service delivery

Figure 5-14 shows respondents' perceptions of the influence of training and development that is aligned to daily task on the improvement of service delivery in the municipality. The results reveal that 95% of respondents are of the view that the training of employees can be aligned to the daily tasks of employees to improve service delivery within the municipality. This is a significant proportion of the respondents, indicating that almost all respondents are convinced that service delivery improvement is possible through aligned training and development. These results are consistent with the responses when assessing whether to train, mentor and develop improves service delivery and its importance in investment in HCD.

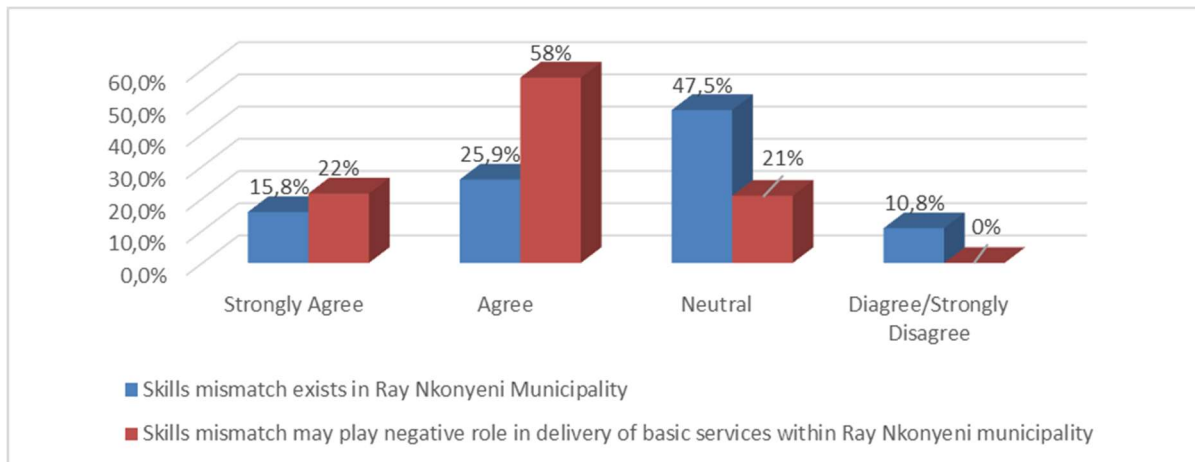


**Figure 5-14: Service delivery improves if training and development when aligned to daily tasks**

Mahadevan and Yap (2019:8) confirm that training aligned to tasks is a beneficial method of transferring knowledge and that by so doing employees can perfect their work and contribute to the improved delivery of services. Vasanthi and Basariyab (2019:672) suggest that training employees on the job is a cost-effective method of training and contributes to ensuring that improved service delivery and the development of a skilled workforce are realised.

### 5.3.2.15 Skills mismatch and its negative effects on service delivery

Figure 5-15 illustrates results for the perceptions around skills mismatch. About 58% of respondents were *neutral* or *disagreed* about skills mismatch within the municipality. Respondents who remained *neutral* are a significant proportion (48%), and it is unclear why they remained neutral. However, when asked about the negative effect of skills mismatch in the municipality, 80% of participants *agreed* or *strongly agreed* that skills mismatch in the municipality may have a negative effect on the municipality's ability to deliver basic services. The combination of the results indicate that respondents may be reserved about whether there is a skills mismatch within the municipality but they have opinions about whether skills mismatch have negative effects on service delivery.



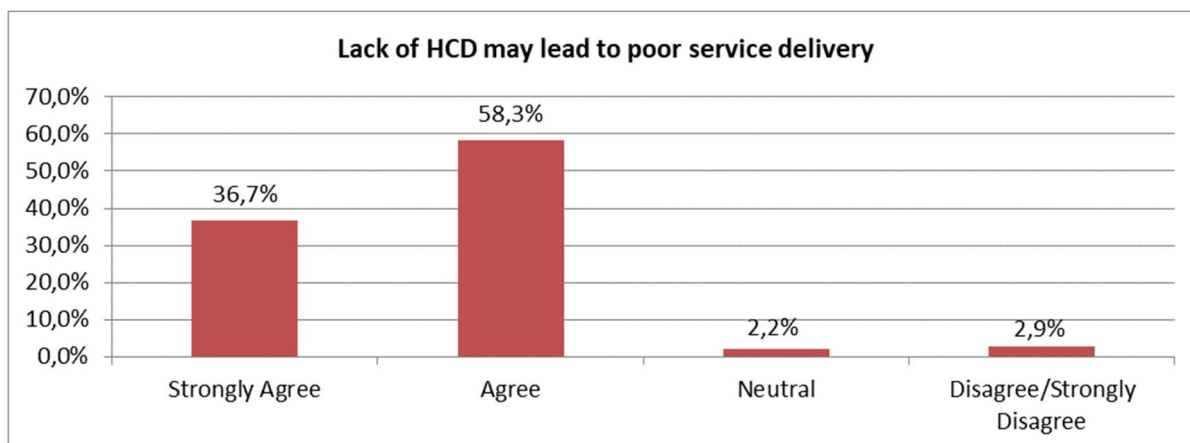
**Figure 5-15: Skills mismatch and its negative effects on service delivery**

These results indicate respondents' views about skills mismatch in the organisation. About 42% *agree* that a skills mismatch exists, while 80% is convinced that a skills mismatch may have negative impact on service delivery. The 42% and 80% agreement response on the two questions may indicate that the respondents have an understanding of what skills mismatch means. The result of 48% of respondents who chose *neutral* raised questions about whether they do not understand the concept or whether they chose to remain neutral to avoid stating their view.

Brunello and Wruuck (2019:4) state that skills mismatch is a gap between supply and demand for required skills and happens when employees have a particular level of skill that does not fit the set of skills required for that position. Brunello and Wruuck (2019:18-20) warn that skills mismatch result in skilled, educated employees accepting lower salaries because there are no suitable employment opportunities, and it can also result in lower productivity. This confirms that skills mismatch can have a negative effect on service delivery. Kim and Choi (2018:12) state that skills mismatch can have a negative effect on the level of wages and job satisfaction of employees. They also state that there is a relationship between job satisfaction and job performance, and therefore low job satisfaction can influence an organisation's performance.

### 5.3.2.16 Lack of HCD in relation to poor service delivery

Figure 5-16 illustrates the views of the respondents about the lack of HCD in relation to service delivery. About 95% of respondents either *agreed* or *strongly agreed* that a lack of HCD may lead to poor service delivery, suggesting that putting HCD first may improve how the municipality deals with issues of service delivery. Only 3% *disagreed* with the relationship between the two variables.



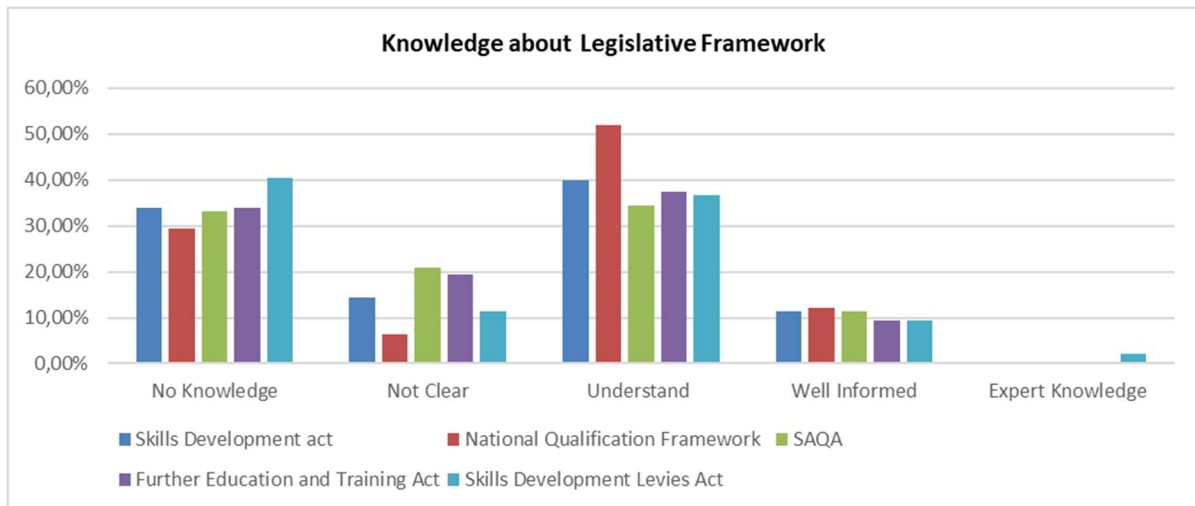
**Figure 5-16: Lack of HCD may lead to poor service delivery**

These results reveal a relationship between a lack of HCD leading to poor service delivery and the assessment of aligning training and development to daily tasks to improve service delivery. While these results only represent a sample of the population of the municipality, it can be concluded that respondents agree that when there is a lack of training, skills development, mentorship and other HCD activities, poor service delivery will take place.

### 5.3.2.17 Knowledge about legislative framework

Figure 5-17 illustrates respondents' responses about their understanding of the legislative frameworks applicable to HCD and training in general. The participants were expected to indicate their understanding of each listed frameworks including Skills Development Act, Skills Development Levies Act, National Qualification Framework and others. The results show that an average of 35% of respondents indicated that they have *no knowledge* of any of the listed frameworks. Among those who indicated *no knowledge*, the majority have matric as their highest qualification, followed by those with a diploma or degree, and they have been at the municipality for 11 to 15 years.

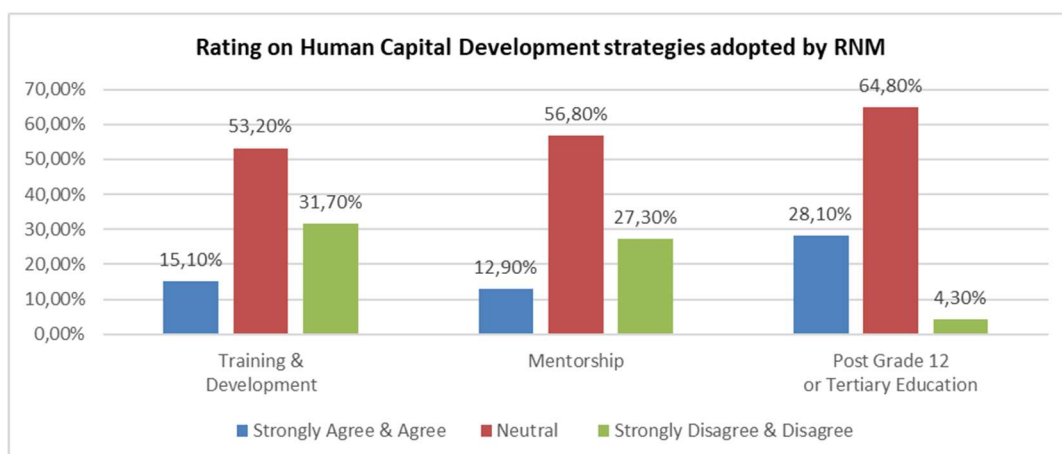
The graph also indicates that an average of 15% of respondents were *not clear* about the listed frameworks. About 40% of respondents indicated that they *understand* the frameworks. Those who *understand* are mostly between 31 and 46 years old and have been with the municipality for 4 to 6 years. An average of 10% of respondents indicated that they are *well informed* about the frameworks, while only 2% regarded themselves as *expert* on the frameworks. The respondents who indicated that they are *experts* have certificates in local government and have been with the municipality for 4 to 6 years.



**Figure 5-17: Knowledge of legislative framework**

### 5.3.2.18 Rating of HCD strategies adopted by Ray Nkonyeni Local Municipality

Figure 5-18 shows how the respondents rated their employer's strategies in three critical HCD areas, namely training and development of staff; allocation of mentorship; and assistance with post-matric or tertiary education. The results show that only 19% of respondents *agree* or *strongly agree* that the employer is applying the three strategies. It is evident, yet intriguing, that most respondents remained *neutral* on their employer's use of all three strategies. An average of 21% *strongly agrees* or *agrees* that the municipality uses these three approaches as HCD strategies. Most of those that *strongly agrees* or *agrees* are between 37 and 42 years old, hold a diploma or degree, followed by postgraduate diploma holders, and have been with the municipality for 11 to 15 years.



**Figure 5-18: Rating of HCD strategies adopted by Ray Nkonyeni Local Municipality**

### 5.3.3 Correlation

This correlation section will review and calculate various variables to detect any relationship between identified variables. Chi-square statistical analysis was used with a confidence level of 95%. The tests will indicate if there are any relationships between identified variables.

#### 5.3.3.1 Qualifications and knowledge of HCD

This correlation looks at the two variables including the qualifications of respondents and their knowledge about HCD. The correlation checks whether there is a considerable change in employees' understanding or developing knowledge of HCD as they become more educated.

**Table 5-2: Correlation between respondents' qualifications and their knowledge of HCD**

<i>Qualifications and Knowledge of HCD</i>	No Knowledge	Poor & Average	Good & Excellent	TOTAL
Less than Grade 12, Grade 12 & Certificate	26	7	6	39
	19%	5%	4%	28%
Diploma or Degree	14	45	19	78
	10%	32%	14%	56%
Post Grad. Diploma and Master's	1	12	9	22
	1%	9%	6%	16%
<b>TOTAL (No.)</b>	<b>41</b>	<b>64</b>	<b>34</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>29%</b>	<b>46%</b>	<b>24%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) on this correlation is that there is no significant relationship between the qualifications of respondents and their knowledge of HCD and hypothesis one ( $H_1$ ) states that there is a relationship between the two variables. The results in Table 5-2 show that the chi-square statistics is 39.5 and is greater than 9.488 probability with degrees of freedom of 4, resulting in a level of significance of less than 0.05. The significance level of less than 0.05 and the calculated probability of 39.5 that is greater than the standard probability of 9.488 means that the null hypothesis is rejected. Therefore, there is a relationship between respondents' qualifications and their knowledge of HCD.

#### 5.3.3.2 Years of employment and knowledge of HCD

This correlation looks at the two variables years of employment with the municipality and employees' knowledge of HCD. Table 5-3 shows the statistical analysis for the two variables.

The correlation test was done to critically establish whether the years with the employer influence employees' understanding of HCD.

**Table 5-3: Correlation between years of employment with the employer and knowledge of HCD**

<i>Years of employment and Knowledge of HCD</i>	<b>No Knowledge</b>	<b>Poor &amp; Average</b>	<b>Good &amp; Excellent</b>	<b>TOTAL</b>
Less than 4–6	9	34	15	58
	6%	24%	11%	42%
7–15	31	26	14	71
	22%	19%	10%	51%
16–29	1	4	2	7
	1%	3%	1%	5%
30 and More	0	0	3	3
	0%	0%	2%	2%
<b>TOTAL (No.)</b>	<b>41</b>	<b>64</b>	<b>34</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>29%</b>	<b>46%</b>	<b>24%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that no significant relationship exists between years of employment and employees' knowledge of HCD, while the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables. The results in Table 5-3 shows that the chi-square statistics is 22.8, which is greater than a 12.592 probability with degrees of freedom of 6, resulting in a level of significance of 0.001, which is less than 0.05. A significance level less than 0.05 and the calculated probability of 22.8 that is greater than the standard probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between years of employment with the employer and employees' knowledge of HCD.

### **5.3.3.3 Years of employment and work performed relates to service delivery**

The correlation test in Table 5-4 reviews relationship between the two variables, the years of employment with the employer and whether respondents' work relate to service delivery. The null hypothesis ( $H_0$ ) for this correlation is that there is no significant existing relationship between years of employment and work performed relates to service delivery, while the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.



**Table 5-4: Years of employment and work performed relates to service delivery**

<i>Years of employment and Work I perform plays a role in service delivery</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4 to 6	49	3	6	58
	35%	2%	4%	42%
7–15	68	0	3	71
	49%	0%	2%	51%
16–29	7	0	0	7
	5%	0%	0%	5%
30 and More	0	3	0	3
	0%	2%	0%	2%
<b>TOTAL (No.)</b>	<b>124</b>	<b>6</b>	<b>9</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>89%</b>	<b>4%</b>	<b>7%</b>	<b>100%</b>

The results for this correlation show that the chi-square statistics is 72.9, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and probability of 72.9 that is greater than the critical chi-square probability of 12.592 mean the null hypothesis is rejected. Therefore, there is a relationship between years of employment and work performed relates to service delivery.

**5.3.3.4 Years of employment and whether training, development and mentorship assist in offering improved service**

The correlation test shown in Table 5-5 reviews the relationship between the two variables, years of employment and does training, development and mentorship contribute towards improved service.

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant existing relationship between respondents’ years of employment with the employer and whether training, development and mentorship assists in offering improved services, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results in Table 5-5 show the chi-square statistics is 163, which is greater than a 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 163 greater than the critical chi-square probability of 12.592 mean the null hypothesis is rejected. Therefore,

there is a relationship between years of employment and does training, development and mentorship contribute towards improved service.

**Table 5-5: Years of employment and does training, development and mentorship contribute towards improved service**

<i>Years of Employment and To offer improved services, I need to be trained, mentored and be developed</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4 to 6	55	3	0	24
	40%	2%	0%	42%
7 to 15	67	4	0	22
	48%	3%	0%	51%
16 to 29	3	4	0	7
	2%	3%	0%	5%
30 and More	0	0	3	3
	0%	0%	2%	2%
<b>TOTAL (No.)</b>	<b>125</b>	<b>11</b>	<b>3</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>90%</b>	<b>8%</b>	<b>2%</b>	<b>100%</b>

**5.3.3.5 Qualifications of respondents and whether training, development and mentorship assist in offering improved services**

The correlation test shown in Table 5-6 reviews the relationship between the two variables, the qualification of respondents and whether training, development and mentorship contribute towards improved service.

**Table 5-6: Qualifications of respondents and whether training, development and mentorship assist in offering improved services**

<i>Qualifications and To offer improved services, I need to be trained, mentored and be developed</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>TOTAL</b>
Less than Grade 12, Grade 12 & Certificate	17	12	10	39
	12%	9%	7%	28%
Diploma or Degree	51	23	4	78
	37%	17%	3%	56%
Post Grad. Dip and Master's	19	3	0	22
	14%	2%	0%	16%
<b>TOTAL (No.)</b>	<b>87</b>	<b>38</b>	<b>14</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>63%</b>	<b>27%</b>	<b>10%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant existing relationship between qualifications and whether training, development and mentorship assists in offering improved services, while the alternative hypothesis ( $H_1$ ) is that there is a relationship between the two variables.

The results from this correlation in Table 5-6 are that the chi-square statistics is 19.6, which is greater than a 9.488 probability with degrees of freedom of 4, resulting in a level of significance of 0.001, which is less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 163 that greater than the critical chi-square probability of 9.488 mean that the null hypothesis is rejected. Therefore, there is a relationship between qualifications of respondents and whether training, development and mentorship assist in offering improved services.

### 5.3.3.6 Years of experience and whether it is fundamental for the municipality to value and invest in HCD

The correlation test shown in Table 5-7 reviews the relationship between the two variables, years of experience and whether it is fundamental for the municipality to value and invest in HCD.

**Table 5-7: Years of experience and whether it is fundamental for the municipality to value and invest in HCD**

<i>Years of Experience and It is fundamental for the municipality to value and invest in HCD</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>TOTAL</b>
Less than 4–6	33	21	4	58
	24%	15%	3%	42%
7–15	51	17	3	71
	37%	12%	2%	51%
16–29	3	4	0	7
	2%	3%	0%	5%
More than 30	0	0	3	3
	0%	0%	2%	2%
<b>TOTAL (No.)</b>	<b>87</b>	<b>42</b>	<b>10</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>63%</b>	<b>30%</b>	<b>7%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between years of employment of the respondents with the employer and whether it is fundamental for

the municipality to value and invest in HCD, while the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from this correlation in Table 5-7 are that the chi-square statistics is 45.1, which is greater than a 12.592 probability with degrees of freedom of 6, resulting a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 45.1 greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between years of experience and whether it is fundamental for the municipality to value and invest in HCD.

### 5.3.3.7 Years of experience and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills

The correlation test shown in Table 5-8 reviews the relationship between the two variables, years of experience and whether respondents are of the opinion that some protests within the municipality are caused by employing staff that is not adequately qualified and lacks necessary skills.

**Table 5-8: Years of experience and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills**

<i>Years of Experience and I am of the opinion that some protests within municipality are caused by employing unqualified staff lacking skills</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4–6	24	21	13	58
	17%	15%	9%	42%
7–15	39	16	16	71
	28%	12%	12%	51%
16–29	3	3	1	7
	2%	2%	1%	5%
More than 30	0	3	0	3
	0%	2%	0%	2%
<b>TOTAL (No.)</b>	<b>66</b>	<b>43</b>	<b>30</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>47%</b>	<b>31%</b>	<b>22%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between years of experience and the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from this correlation in Table 5-8 are that the chi-square statistics is 10.7, which is less than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance of 0.098 that is greater than 0.05. The result of a significance level greater than 0.05 and the calculated probability of 10.7 less than the critical chi-square probability of 12.592 mean that the null hypothesis cannot be rejected. The failure of the test to reject the relationship between the two variables is supported by noting that most respondents who *agreed* or *strongly agreed* that some protests within the municipality are caused by employing unqualified staff lacking skills have been with the municipality 15 or less years. If this number changed, the result would become elastic, meaning the change in numbers affect the supposition of the correlation. A general assumption can be that most participants who have joined the employer in the last 15 years are of the opinion that the appointment of skilled workers are important, which will play a critical role in the improvement of delivery of service.

**5.3.3.8 Qualifications of respondents and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills**

The correlation test shown in Table 5-9 reviews the relationship between the two variables, qualifications of respondents and whether respondents are of the opinion that some protests are caused by employing unqualified staff.

**Table 5-9: Qualifications of respondents and whether they are of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills**

<i>Education and I am of the opinion that some protests within municipality are caused by employing unqualified staff lacking skills</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than Grade 12, Grade 12 & Certificate	16	22	1	39
	12%	16%	1%	28%
Diploma or Degree	35	21	22	78
	25%	15%	16%	56%
Post Grad. Dip and Master's	15	0	7	22
	11%	0%	5%	16%
<b>TOTAL (No.)</b>	<b>66</b>	<b>43</b>	<b>30</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>47%</b>	<b>31%</b>	<b>22%</b>	<b>100%</b>

The null hypothesis (H<sub>0</sub>) for this correlation is that there is no significant relationship between the qualifications of respondents and whether respondents are of the opinion that some protests

within the municipality are caused by employing unqualified staff lacking skills, while the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from this correlation in Table 5-9 are that the chi-square statistics is 27, which is greater than the 9.488 probability with degrees of freedom of 4, resulting in a level of significance of 0.001 that is less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 27 that is greater than the critical chi-square probability of 9.488 means that the null hypothesis is rejected. Therefore, there is a relationship between years of experience and whether respondents are of the opinion that some protests are caused by employing unqualified staff.

### 5.3.3.9 Qualifications and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality

The correlation test shown in Table 5-10 reviews the relationship between the two variables, qualifications of respondents and whether respondents are of the opinion that people with higher education are more competitive and play an important role in the improvement of the performance of the municipality.

**Table 5-10: Qualifications and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality**

<i>Qualifications and People with higher education are competitive and play an important role in the improvement of the performance of the municipality</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than Grade 12, Grade 12 & Certificate	22	6	11	39
	16%	4%	8%	28%
Diploma/Degree	72	3	3	78
	52%	2%	2%	56%
Post Grad. Dip and Master's	19	3	0	22
	14%	2%	0%	16%
<b>TOTAL (No.)</b>	<b>113</b>	<b>12</b>	<b>14</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>81%</b>	<b>9%</b>	<b>10%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between qualifications and whether people with higher education are competitive and play an important

role in the improvement of the performance of the municipality, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-10 are that the chi-square statistics is 26.7, which is greater than a 9.488 probability with degrees of freedom of 4, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 26.7 greater than the critical chi-square probability of 9.488 mean that the null hypothesis is rejected. Therefore, there is a relationship between qualifications of respondents and whether respondents are of the opinion that people with higher education are more competitive and play an important role in the improvement of the performance of the municipality.

### 5.3.3.10 Years of experience and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality

The correlation test shown in Table 5-11 reviews the relationship between the two variables, years of experience with the employer and whether respondents are of the opinion that people with higher education are competitive and can play an important role in the improvement of the performance of the municipality.

**Table 5-11: Years of experience and whether people with higher education are competitive and play an important role in the improvement of the performance of the municipality**

<i>Years of Experience and People with higher education are competitive and play an important role in the improvement of the performance of the municipality</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4–6	49	6	3	58
	35%	4%	2%	42%
7–15	57	3	11	71
	41%	2%	8%	51%
16–29	7	0	0	7
	5%	0%	0%	5%
30 & More	0	3	0	3
	0%	2%	0%	2%
<b>TOTAL (No.)</b>	<b>113</b>	<b>12</b>	<b>14</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>46%</b>	<b>4%</b>	<b>8%</b>	<b>100%</b>

The null hypothesis (H<sub>0</sub>) for this correlation is that there is no significant relationship between years of experience and whether people with higher education are competitive and play a vital role in the improvement of the performance of the municipality, and the alternative hypothesis (H<sub>1</sub>) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-11 are that the chi-square statistics is 38.7, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 38.7 that is greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between years of experience with the employer and whether respondents are of the opinion that people with higher education are competitive and can play an important role in the improvement of the performance of the municipality.

### 5.3.3.11 Knowledge of HCD and whether the respondents see a relationship between HCD and service delivery

The correlation test shown in Table 5-12 reviews the relationship between the two variables, knowledge of HCD and whether respondents are of the view that there is an existing relationship between HCD and service delivery.

**Table 5-12: Knowledge of HCD and whether the respondents see a relationship between HCD and service delivery**

<i>Knowledge of HCD and In my view, there is a relationship between HCD and service delivery</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
No Knowledge	15	15	11	41
	11%	11%	8%	29%
Poor	7	0	1	8
	5%	0%	1%	6%
Average	53	3	0	56
	38%	2%	0%	40%
Good	34	0	0	34
	24%	0%	0%	24%
<b>TOTAL (No.)</b>	<b>109</b>	<b>18</b>	<b>12</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>68%</b>	<b>2%</b>	<b>1%</b>	<b>100%</b>



The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between knowledge of HCD and whether the respondents are of the view that there is a relationship between HCD and service delivery, and the alternative hypothesis ( $H_1$ ) is that there is a relationship between the two variables.

The results from the correlation in Table 5-12 are that the chi-square statistics is 62.4, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 62.4 that is greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between knowledge of HCD and whether respondents are of the view that there is an existing relationship between HCD and service delivery.

### 5.3.3.12 Qualifications and whether the respondents see a relationship between HCD and service delivery

The correlation test shown in Table 5-13 reviews the relationship between the two variables, qualifications and whether the respondents are of the view that there is a relationship between HCD and service delivery.

**Table 5-13: Qualifications and whether the respondents see a relationship between HCD and service delivery**

<i>Qualifications and In my view, there is a relationship between HCD and service delivery</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than Grade 12, Grade 12 & Certificate	10	18	11	39
	7%	13%	8%	28%
Diploma/Degree	71	6	1	78
	51%	4%	1%	56%
Post Grad. Dip and Master's	22	0	0	22
	16%	0%	0%	16%
<b>TOTAL (No.)</b>	<b>103</b>	<b>24</b>	<b>12</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>74%</b>	<b>17%</b>	<b>9%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between qualifications and whether in respondents' view there is a relationship between HCD and service delivery, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-13 are that the chi-square statistics is 68.2, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 68.2 that is greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between qualifications and whether the respondents are of the view that there is a relationship between HCD and service delivery.

### 5.3.3.13 Years of experience and whether the respondents see a relationship between HCD and service delivery

The correlation test shown in Table 5-14 reviews the relationship between the two variables, years of experience and whether the respondents are of the view that there is an existing relationship between HCD and service delivery.

**Table 5-14: Years of experience and whether the respondents see a relationship between HCD and service delivery**

<i>Years of experience and In my view, there is a relationship between HCD and service delivery</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4 to 6	51	6	1	58
	37%	4%	1%	42%
7 to 15	48	12	11	71
	35%	9%	8%	51%
16 to 29	7	0	0	7
	5%	0%	0%	5%
30 & More	3	0	0	3
	2%	0%	0%	2%
<b>TOTAL (No.)</b>	<b>109</b>	<b>18</b>	<b>12</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>42%</b>	<b>9%</b>	<b>8%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between years of experience and whether in the respondents' view there is a relationship between HCD and service delivery, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-14 are that the chi-square statistics is 12.7, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of

significance of 0.048 that is less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 12.7 greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between years of experience and whether the respondents are of the view that there is an existing relationship between HCD and service delivery.

### 5.3.3.14 Knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance

The correlation test shown in Table 5-15 reviews the relationship between the two variables, knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance.

**Table 5-15: Knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance**

<i>Knowledge of HCD and In my view, there is a relationship between HCD and municipal performance</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
No Knowledge	17	13	11	41
	12%	9%	8%	29%
Poor	7	0	1	8
	5%	0%	1%	6%
Average	53	3	0	56
	38%	2%	0%	40%
Good	31	3	0	34
	22%	2%	0%	24%
<b>TOTAL (No.)</b>	<b>108</b>	<b>19</b>	<b>12</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>65%</b>	<b>4%</b>	<b>1%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-15 are that the chi-square statistics is 47.8, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated

probability of 12.7 greater than the critical chi-square probability of 12.592 mean the null hypothesis is rejected. Therefore, there is a relationship between knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance.

### 5.3.3.15 Qualifications and whether respondents see a relationship between HCD and municipal performance

The correlation test shown in Table 5-16 reviews the relationship between the two variables, qualifications and whether the respondents see a relationship between HCD and municipal performance.

**Table 5-16: Qualifications and whether respondents see a relationship between HCD and municipal performance**

<i>Qualifications and In my view, there is a relationship between HCD and municipal performance</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than Grade 12, Grade 12 & Certificate	10	15	14	39
	7%	11%	10%	28%
Diploma/Degree	73	4	1	78
	53%	3%	1%	56%
Post Grad. Dip and Master's	22	0	0	22
	16%	0%	0%	16%
<b>TOTAL (No.)</b>	<b>105</b>	<b>19</b>	<b>15</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>76%</b>	<b>14%</b>	<b>11%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between knowledge of HCD and whether the respondents see a relationship between HCD and municipal performance, and the alternative hypothesis ( $H_1$ ) is that there is a relationship between the two variables.

The results from the correlation in Table 5-16 are that the chi-square statistics is 74.4, which is greater than the 9.448 probability with degrees of freedom of 4, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 74.4 that is greater than the critical chi-square probability of 9.448 mean that the null hypothesis is rejected. Therefore, there is a relationship between qualifications and whether the respondents see a relationship between HCD and municipal performance.

### 5.3.3.16 Years of experience and whether respondents see a relationship between HCD and municipal performance

The correlation test shown in Table 5-17 reviews the relationship between the two variables, years of experience and whether respondents see a relationship between HCD and municipal performance.

**Table 5-17: Years of experience and whether respondents see a relationship between HCD and municipal performance**

<i>Years of experience and In my view, there is a relationship between HCD and municipal performance</i>	<b>Agree &amp; Strongly Agree</b>	<b>Neutral</b>	<b>Disagree &amp; Strongly Disagree</b>	<b>TOTAL</b>
Less than 4	51	6	1	58
	37%	4%	1%	42%
7-15	50	10	11	71
	36%	7%	8%	51%
16-29	7	0	0	7
	5%	0%	0%	5%
30 & more	0	3	0	3
	0%	2%	0%	2%
<b>TOTAL (No.)</b>	<b>108</b>	<b>19</b>	<b>12</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>78%</b>	<b>14%</b>	<b>9%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between years of experience and whether the respondents see a relationship between HCD and municipal performance, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-17 are that the chi-square statistics is 29.8, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 29.8 that is greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between years of experience and whether respondents see a relationship between HCD and municipal performance.

### 5.3.3.17 Knowledge of HCD and whether skills mismatch plays a negative role in the delivery of basic services within Ray Nkonyeni Local Municipality

The correlation test shown in Table 5-18 reviews the relationship between the two variables, knowledge of HCD and whether skills mismatch plays a negative role in the delivery of basic service within the municipality.

**Table 5-18: Knowledge of HCD and whether skills mismatch plays a negative role in the delivery of basic services within Ray Nkonyeni Local Municipality**

<i>Knowledge of HCD and Skills mismatch may play a negative role in the delivery of basic services within Ray Nkonyeni Local Municipality</i>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>TOTAL</b>
No Knowledge	7	24	10	41
	5%	17%	7%	29%
Poor	1	7	0	8
	1%	5%	0%	6%
Average	3	40	13	56
	2%	29%	9%	40%
Good	28	0	6	34
	20%	0%	4%	24%
<b>TOTAL (No.)</b>	<b>39</b>	<b>71</b>	<b>29</b>	<b>139</b>
<b>TOTAL (%)</b>	<b>28%</b>	<b>51%</b>	<b>21%</b>	<b>100%</b>

The null hypothesis ( $H_0$ ) for this correlation is that there is no significant relationship between knowledge of HCD and whether skills mismatch play a negative role in the delivery of basic services in Ray Nkonyeni Local Municipality, and the alternative hypothesis ( $H_1$ ) is that there is an existing relationship between the two variables.

The results from the correlation in Table 5-18 are that the chi-square statistics is 75.1, which is greater than the 12.592 probability with degrees of freedom of 6, resulting in a level of significance less than 0.05. The result of a significance level less than 0.05 and the calculated probability of 75.1 that is greater than the critical chi-square probability of 12.592 mean that the null hypothesis is rejected. Therefore, there is a relationship between knowledge of HCD and whether skills mismatch plays a negative role in the delivery of basic service within the municipality.

#### **5.4 Summary of the Correlation Test**

Table 5-19 provides a comprehensive summary of all correlation tests completed. The summary also states whether the relationship between applied or various variables exists or the test reveals that the relationship is non-existent and that variables tested are not related.

**Table 5-19: Years of employment and work performed in relation to service delivery**

<b>Variables Tested for the Relationship</b>	<b>Degree of Freedom</b>	<b>Calculated Probability</b>	<b>Confidence Level Applied</b>	<b>Chi-square Value (Pearson)</b>	<b>Critical Chi-square Value</b>	<b>Conclusion of the Test</b>
<i>Qualifications and Knowledge of HCD</i>	4	<0.05	95%	39.5	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Years of employment and Knowledge of HCD</i>	6	0.001<0.05	95%	22.8	12,592	The null hypothesis of no relationship between the two variables was rejected
<i>Years of employment and Work I perform plays role in skills development</i>	6	<0.05	95%	72.9	12,592	The null hypothesis of no relationship between the two variables was rejected
<i>Years of employment and To offer improved services, I need to be trained, mentored and developed</i>	6	<0.05	95%	163	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Qualifications and To offer improved services, I need to be trained, mentored and developed</i>	4	0.001<0.05	95%	19.6	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Years of experience and It is fundamental for the municipality to value and invest in HCD</i>	6	<0.05	95%	45.1	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Qualifications and I am of the opinion that some protests within municipality are caused by employing unqualified staff lacking skills</i>	6	0.098>0.05	95%	10.7	12,952	The null hypothesis of no relationship between the two variables was rejected



<b>Variables Tested for the Relationship</b>	<b>Degree of Freedom</b>	<b>Calculated Probability</b>	<b>Confidence Level Applied</b>	<b>Chi-square Value (Pearson)</b>	<b>Critical Chi-square Value</b>	<b>Conclusion of the Test</b>
<i>Education and I am of the opinion that some protests within the municipality are caused by employing unqualified staff lacking skills</i>	4	<0.05	95%	27	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Qualifications and To offer improved services, I need to be trained, mentored and developed</i>	4	<0.05	95%	26.9	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Years of experience and To offer improved services, I need to be trained, mentored and developed</i>	6	<0.05	95%	38.7	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Knowledge of HCD and In my view, there is a relationship between HCD and service delivery</i>	6	<0.05	95%	62.4	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Knowledge of HCD and In my view, there is a relationship between HCD and service delivery</i>	4	<0.05	95%	68.2	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Years of experience and In my view, there is a relationship between HCD and service delivery</i>	6	0.048<0.05	95%	12.7	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Knowledge of HCD and In my view, there is a relationship between HCD and municipal performance</i>	6	<0.05	95%	47.8	12,952	The null hypothesis of no relationship between the two variables was rejected

<b>Variables Tested for the Relationship</b>	<b>Degree of Freedom</b>	<b>Calculated Probability</b>	<b>Confidence Level Applied</b>	<b>Chi-square Value (Pearson)</b>	<b>Critical Chi-square Value</b>	<b>Conclusion of the Test</b>
<i>Qualifications and In my view, there is a relationship between HCD and municipal performance</i>	4	<0.05	95%	74.4	9,488	The null hypothesis of no relationship between the two variables was rejected
<i>Years of experience and In my view, there is a relationship between HCD and municipal performance</i>	6	<0.05	95%	29.8	12,952	The null hypothesis of no relationship between the two variables was rejected
<i>Knowledge of HCD and Skills mismatch may play a negative role in the delivery of basic services within Ray Nkonyeni Local Municipality</i>	6	<0.05	95%	75.1	12,952	The null hypothesis of no relationship between the two variables was rejected

The results above provide an elaborative picture on how hypothesis between relationships have resulted. Results were able to indicate if the test of hypothesis between two variables does exist. Such results may be used by management to see what influence each variable may have on the expected or desired outcome, the example maybe between education and organisational performance, which the table above indicates that the null hypothesis of no relationship can be rejected.

## **5.5 Chapter Summary**

This chapter presented the primary data collected using questionnaires. The responses of participants were collected, captured and analysed with Microsoft Excel. This helped the researcher make statistical use of the collected information. The literature presented in Chapter 2 was also interrogated to analyse and discuss the results from the data. Correlation tests were done to recognise any relationships between the variables.

Chapter 6 details the study findings in relation to the study objectives and research questions, draw conclusions and makes recommendations.

**CHAPTER 6**  
**FINDINGS, RECOMMENDATIONS AND CONCLUSION**

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**6.1 Chapter Introduction**

The preceding chapter presented the quantitative data analysis for the data that was gathered using the survey questionnaires. This chapter reviews and compares the research objectives and research questions against the findings in Chapter 5. Conclusions are drawn from the findings and then recommendations.

**6.2 Recapitulation of Research Questions and Objectives**

**Table 6-1: Recapitulation of research questions and research objectives**

Research Questions	Research Objectives
To what extent does the existing level of human capital help Ray Nkonyeni Local Municipality achieve its strategic goals?	To examine the existing level of human capital helping Ray Nkonyeni Local Municipality achieve its strategic goals.
What is the extent of skills mismatch in Ray Nkonyeni Local Municipality?	To assess the skills mismatch in Ray Nkonyeni Local Municipality.
What impact has the existing skills mismatch had on service delivery in Ray Nkonyeni Local Municipality?	To establish the impact of the existing skills mismatch on service delivery in Ray Nkonyeni Local Municipality.
What HCD strategies are used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?	To examine the HCD strategies used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.
What recommendations can be made to help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?	To make recommendations that can help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality.

**6.3 Summary of the Chapters**

This section discusses the outcome of each chapter in relation to the research objectives and research questions in Table 6-1.

**Chapter 1:** This chapter summarised the research approach adopted by the researcher, and it included the types of research design and the selected quantitative research design. The chapter also discussed the research strategy and considered the use of the surveys instrument in the form of a questionnaire as the data collection method. A number of limitations were indicated,

including the time and cost to conduct the study and that the study was only conducted in a single municipality, which results in a skewed or single approached response. The final aspects discussed were the ethical matters pertaining to subject matter, participation, and confidentiality.

**Chapter 2:** This chapter broadly defined HCD, which were defined as the knowledge, attitudes and skills that contribute to the production of an organisation. The chapter further provided the advantages that human capital has and the roles it plays in the continual development of employees' skills, knowledge, and personal abilities. The chapter further provided clarity on how local government as the sphere of government closest to the people better respond to the needs of the communities they serve, such as ensuring that staff is well trained, developed and mentored and is equipped to deal with service delivery matters to avoid the regular negative perceptions about local government. This chapter also outlined the role of the legislative frameworks related to HCD, including the SDA, which is aimed at improving and fast-tracking the transfer of skills within organisations. The chapter also highlighted that both technical and non-technical skills are necessary for the performance and survival of organisations and that responsible managers must identify these skills to provide employees with the training they need to do their jobs.

**Chapter 3:** This chapter outlined in great length the critical HCD concepts and measured how these concepts contribute to the broader body of HCD, either for individuals or organisations. The chapter helped to develop an understanding of the critical elements necessary to achieve HCD and improve organisational performance.

**Chapter 4:** This chapter looked at the research approach adopted by the researcher in order to get reliable results. The chapter also looked at the adopted quantitative research design and the research strategy that used surveys in the form of a questionnaire as the data collection method. It reviewed the target population and the required sample size. It further discussed the limitations and ethical concerns.

**Chapter 5:** This chapter presented the primary data that was collected using a questionnaire. The responses of the respondents were collected, captured and analysed with Microsoft Excel. This helped the researcher to make statistical use of the gathered information. The literature presented in Chapter 2 was interrogated to analyse and discuss the results and correlation tests were done to identify any relationships between the variables.

**Chapter 6:** This chapter outlines the main research findings, recommendations and conclusions of the study.

## **6.4 The Main Research Findings and Conclusions**

### **6.4.1 Research Objective 1 and Research Question 1**

- **Research Objective 1:** To examine the existing level of human capital helping Ray Nkonyeni Local Municipality achieve its strategic goals.
- **Research Question 1:** To what extent does the existing level of human capital help Ray Nkonyeni Local Municipality achieve its strategic goals?

#### **6.4.1.1 Findings**

This objective intended to get a clear idea of the human capital of the municipality. It was not practical to examine all aspects of human capital, and therefore, the study focussed on education levels and internal and external sponsorship and mentorship used by the municipality to develop human capital.

The findings revealed that 28% of respondents' education level is lower than Grade 12, Grade 12 or a certificate and 56% of respondents have a diploma or degree. The final 16% of respondents have a postgraduate diploma or master's degree.

It was important to ensure that the respondents understand human capital before even engaging them further on HCD. The findings show that 30% of respondents have no knowledge of the concept, 46% indicated they have poor or average knowledge, and only 24% were confident of understanding HCD.

#### **6.4.1.2 Conclusion**

The respondents demonstrated a limited understanding of HCD, which could negatively affect the organisation. It is concerning that the biggest proportion of respondents do not have a good understanding of HCD. However, the municipality have many well-educated employees, which may indicate that the education aspect of human capital is positive even though the actual understanding of the concept is low.

## **6.4.2 Research Objective 2 and Research Question 2**

- **Research Objective 2:** To assess the skills mismatch in Ray Nkonyeni Local Municipality
- **Research Question 2:** What is the extent of skills mismatch in Ray Nkonyeni Local Municipality?

### **6.4.2.1 Findings**

This objective was to get a picture of the respondents' view of skills mismatch within the municipality. The findings revealed that 42% of the participants thought there is skills mismatch, 48% remained neutral, and 10% did not agree that there is a skills mismatch. Therefore, although a reasonable proportion of respondents agreed that there is a skills mismatch, a reasonable proportion also remained neutral.

### **6.4.2.2 Conclusion**

It can be concluded that a great proportion agrees there is a skills mismatch. The assumption the researcher made about the high proportion that remained neutral is that because a municipality is a highly politicised environment there is always the perception that some employees are less qualified or placed in jobs they are not trained for. This assumption was not proven, but the high proportion of respondents who decided to remain neutral makes it likely. Another likely reason is the fear of being seen as highlighting internal disparities and the improper placement of employees. It can, therefore, be concluded from the results that just under half of the respondents agree that there are skills mismatches in the municipality.

## **6.4.3 Research Objective 3 and Research Question 3**

- **Research Objective 3:** To establish the impact of the existing skills mismatch on service delivery in Ray Nkonyeni Local Municipality
- **Research Question 3:** What impact has the existing skills mismatch had on service delivery in Ray Nkonyeni Local Municipality?

### **6.4.3.1 Findings**

This objective was to establish the impact of a skills mismatch on service delivery in the municipality. The results indicated that 79% of respondents agreed that a skills mismatch may

contribute negatively to the delivery of basic services. This finding, however, contradicts the results on the question whether a mismatch exists in the Ray Nkonyeni Local Municipality. These findings showed that 42% agreed that there is mismatch, but 79% agreed that a skills mismatch will have negative impact on service delivery. This is consistent with the assumption that respondents felt uncomfortable addressing whether such a mismatch exists in the municipality.

#### **6.4.3.2 Conclusion**

The conclusion is that the respondents understand the concept mismatch and clearly understand the impact it can have on the provision of basic services. This is positive because the respondents are aware of fundamental aspects like skills mismatch that may result in their municipality being regarded as providing inadequate basic services.

#### **6.4.4 Research Objective 4 and Research Question 4**

- **Research Objective 4:** To examine the HCD strategies used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality
- **Research Question 4:** What HCD strategies are used to develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?

##### **6.4.4.1 Findings**

The objective was to examine HCD strategies employed by the municipality. The aspect of training, sponsorship and mentorship that is part of the examined human capital strategies was looked at. The results show that 40% of respondents has attended internal training arranged by the municipality to improve their work-related skills in the last 12 months, while 22% has attended external training like courses or workshops. Only 22% of the respondents are currently being sponsored by the municipality to further their studies at trade training institutions or institutions of higher learning. Only 10% of respondents indicated they are under some form of mentorship to help them work more efficiently.

##### **6.4.4.2 Conclusion**

It can be concluded that there is some human capital strategies pertaining to actual skills development at the municipality. These include internal and external courses, low levels of sponsorship and a poor proportion of mentorship. The poor level of mentorship suggests that



there might be poor transfer of skills, suggesting that when employees resign or retire, no skills are transferred and new employees may not be guided on how to do their job.

#### **6.4.5 Research Objective 5 and Research Question 5**

- **Research Objective 5:** To make recommendations that can help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality
- **Research Question 5:** What recommendations can be made to help develop and sustain the required level of human capital in Ray Nkonyeni Local Municipality?

##### **6.4.5.1 Findings**

Objective 5 intended to identify possible recommendations that can contribute to highlighting critical areas at the municipality and to propose more research to look closer at the areas of concern. The findings showed that most respondents are unfamiliar with HCD. It is assumed that understanding human capital will enable the employees to improve themselves.

##### **6.4.5.2 Conclusion**

It can be concluded that the employer is not perceived as being focussed on the roll out of internal training pertaining to work tasks, external training, mentorship or sponsorship. There are, however, other areas that are positive, such as the level of education of respondents and their general understanding of skills mismatch and its impact on service delivery. Another positive aspect is that the respondents understand their role in relation to service delivery and what increased human capital means for organisational performance.

#### **6.5 Significance of the Study to the Human Resource Management Body of Knowledge**

This human capital research will be important for the development of organisations and employees. If human resource departments implement sustainable HCD practices and procedures, it will allow the internal accumulation of skills and knowledge because human capital directly contributes to organisations' productivity. Therefore, doing more research on human capital will not only help the employees of organisations, but will also help organisations and society at large by creating more skilled and capable employees. The research will also contribute to the improvement of service delivery, since research is likely to find the root causes of poor service delivery and give organisations solutions ensuring that society receives essential basic service delivery.

## **6.6 Overarching Recommendations of the Dissertation**

This section provides the overall recommendations of the dissertation based on the findings of the study. These recommendations are closely aligned with the research objectives and questions.

### **6.6.1 Recommendation 1: Workshop and awareness about HCD in the workplace**

The municipality needs to rollout workshops on HCD to create awareness about the concept.

### **6.6.2 Recommendation 2: Attraction and retention strategy**

The municipality must take a close look at its staff and develop a suitable strategy to employ and retain staff. This is because there are very few staff older than 50 years, and 70% of staff is 42 years or younger. Another recommendation involves the strategic retention of staff, since 90% of the respondents have been with the employer for 15 years or less. It is, therefore, recommended that the municipality looks at increasing the number of mature staff over 50 and encourage employees to stay with the company for longer than 15 years.

### **6.6.3 Recommendation 3: Increase the employment of people with local government qualifications**

Local government qualifications may not offer comprehensive skills for all tasks at the municipality, but it is recommended that the municipality increase the number of employees who hold these certificates. This will complement the already positive proportion of educated employees.

### **6.6.4 Recommendation 4: Improve internal and external training, sponsorship and mentorship**

The results on various training aspects showed that training did not receive enough attention. It is recommended that the municipality take a critical look at this aspect, and where deemed appropriate, improve the negative status presented by the respondents. It is important to improve this aspect as it will help the employees complete their daily tasks better and eventually become more productive.

### **6.6.5 Recommendation 5: Capitalising on the relationship between HCD and organisational performance**

The results showed that respondents are convinced that there is a relationship between HCD and organisational performance. It is recommended that the municipality prioritises investments in improving HCD and reap the associated results. Organisational performance should be aligned to service delivery and the overall governance of the institution.

### **6.6.6 Recommendation 6: Monitoring and evaluation**

It is important for the organisation to ensure that once all these recommendations are implemented a process of monitoring and evaluation takes place to continuously monitor improvement and which areas need more work. Monitoring and evaluation can also include continuous analysis of employees and their tenure in the organisation; how their qualifications match the tasks they undertake; how improving human capital contributes to the overall performance of the municipality; and how human capital positively changes the perception of the communities and other relevant stakeholders.

### **6.7 Recommendations for Further Research**

There are various subject areas in this context where more research is necessary that will affect both the research community and the municipality at large. More research is needed about skills mismatch in the municipality. Future researchers can look at the extent of the skills mismatch in relation to the skills required and which sections or departments those employees work for. They can also look at the losses or gains in the municipality as a result of skills mismatch. It will also be interesting to identify the types of skills mismatch, such as over or under education, skills shortage, skills surplus or skills gaps.

Another recommendation for future research is to expand the research to other municipalities. This will allow future researchers to critically observe the disparities within municipalities, identify gaps within municipalities, propose recommendations that will help under-performing municipalities. Future research can also take a to critically look at how municipalities' human capital is influenced by external factors such as politics.

## **6.8 Chapter Summary**

This final chapter of the study commenced by reviewing the research objectives and research questions and further outlined the findings and conclusions from each research finding related to the Ray Nkonyeni Local Municipality. Recommendations for the municipality were made based on the findings and conclusions. If these are implemented, it could improve service delivery and performance through effective and skilled staff.

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<https://businesstech.co.za/news/wp-content/uploads/2014/06/Black-white-2.jpg>

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## APPENDIX A: INFORMED CONSENT

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# UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

## APPLICATION FOR ETHICS APPROVAL For research with human participants

### Information Sheet and Consent to Participate in Research

Date: 09 October 2019

Greetings,

My name is Siyabonga Prosperity Mbili, the Master of Public Administration student, from the School of Management, Information Technology and Governance, of the University of KwaZulu-Natal. My contact details are 076 962 7848, [siyambili37@gmail.com](mailto:siyambili37@gmail.com).

You are being invited to consider participating in a study that involves research about human capital development within the context of local government. The aim and purpose of this research is to examine the relationship between human capital development and delivery of basic services within Ray Nkonyeni Local Municipality, situated within Ugu District in KwaZulu-Natal. The study is expected to include 150 participants from all departments including Technical Services, Treasury Strategic Planning and Governance, Public Safety, Community and Corporate Services. It will involve the distribution of survey questionnaires to be filled and collected from all participants within three days after the distribution. The duration of your participation if you choose to participate and remain in the study is expected to be 20 minutes. The study is not funded.

The study will not involve any form of risks or discomforts. We hope that the study will create the sense of awareness about the required human capital in local government in general and within Ray Nkonyeni Municipality. The study results will assist the management Ray Nkonyeni Municipality to better understand how employees value and perceive human capital development strategies provided. There are no provided alternative procedures and treatment that seek to serve as possible alternate options to study participation.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number - HSSREC/00000356/2019).

In the event of any problems or concerns/questions you may contact the researcher at 076 962 7848 or [siyambili37@gmail.com](mailto:siyambili37@gmail.com) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**  
Research Office, Westville Campus  
Govan Mbeki Building  
Private Bag X 54001  
Durban 4000 KwaZulu-Natal, SOUTH AFRICA  
Tel: 27 31 2604557- Fax: 27 31 2604609  
Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)


Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Name: Mr Sivabonga Prosperity Mbili

Signature: 

09/10/2019



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**CONSENT TO PARTICIPATE**

I .....have been informed about the study entitled "*Human Capital Development and Service Delivery in Local Government: An Employee Perceptions from Ray Nkonyeni Municipality, KwaZulu-Natal*" by Siyabonga Mbili.

I understand the purpose of the study is to examine the relationship between human capital development and delivery of basic services within Ray Nkonyeni Municipality.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 076 962 7848 or [siyambili37@gmail.com](mailto:siyambili37@gmail.com).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

Research Office, Westville Campus  
Govan Mbeki Building  
Private Bag X 54001  
Durban  
4000  
KwaZulu-Natal, SOUTH AFRICA  
Tel: 27 31 2604557 - Fax: 27 31 2604609  
Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion	YES / NO
Video-record my interview / focus group discussion	YES / NO
Use of my photographs for research purposes	YES / NO

\_\_\_\_\_  
**Signature of Participant**

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

\_\_\_\_\_  
**Signature of Witness  
(Where applicable)**

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

\_\_\_\_\_  
**Signature of Translator  
(Where applicable)**

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

## APPENDIX B: ETHICAL CLEARANCE APPROVAL

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21 April 2021

**Mr Siyabonga Prosperity Mbili (208530391)**  
School of Management, IT & Governance  
Westville Campus

Dear Mr Mbili,

**Protocol reference number:** HSSREC/00000356/2019

**Project title:** Human Capital Development and Service Delivery in Local Government: An Employee Perceptions from Ray Nkonyeni Municipality in KwaZulu-Natal

**Amended title:** Human capital development and service delivery in local government: Employees' perceptions from Ray Nkonyeni Local Municipality in KwaZulu-Natal

### **Approval Notification – Amendment Application**

This letter serves to notify you that your application and request for an amendment received on 09 April 2021 has now been approved as follows:

- Change in title

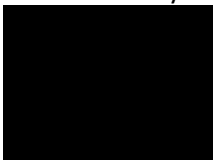
**Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the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

**PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.**

**All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.**

Best wishes for the successful completion of your research protocol.

Yours faithfully








.....  
**Professor Dipane Hlalele (Chair)**

/ms

---

Humanities & Social Sciences Research Ethics Committee  
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000  
Tel: +27 31 260 8350 / 4557 / 3587  
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville



## APPENDIX C: SAMPLE OF QUESTIONNAIRES

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Respondent no.

**Section A: Demographic Information**

1. **Gender**

Female

Male

2. **Race**

African

Coloured

Indian/  
Asian

White

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Other (please specify):

---

3. **Age**

Less than 25

26 to 30

31 to 36

37 to 42

43 to 49

50 to 56

57 &  
above

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

4. Please specify your highest Academic Qualification

Lower than Grade 12

Grade 12

Certificates

Diploma/Degree

Post Graduate Diploma or Honours Degree

Masters

PhD

Other (please specify):

---

5. Do you possess any specific qualification in Local Government (e.g. Certificate/Degree in Local Government and Governance)

Yes

No

If 'yes', please specify.....

6. Please indicate department/unit where you work

Office of the Municipal Manager

Treasury

Development Planning Services

Community Services

Technical Services

Strategic Planning and Governance

Public Safety

Other: (please specify):

---

7. What is your employment level?

Employee or Staff

Supervisor/Line Manager

Top Management (HOD or MM)

Other (please specify):

---

8. What is your length of service with Ray Nkonyeni Municipality?

<4

4 to 6

7 to 10

11 to 15

16 to 20

21 to 29

>30

**Section B: Government Mandate and Legislative Frameworks Consciousness**

**Do you have knowledge of the following (tick which ever appropriate)**

9.      **A=No knowledge**                      **B=Not clear**                      **C=Understand**                      **D=Well informed**                      **E=Expert**

<b>Knowledge Category</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
Skills Development Act					
National Qualifications Framework					
South African Qualifications Authority Act					
Further Education and Training College Act					
Skills Development levies Act					

### Section C: Human Capital Development

10. Please rate your understanding of Human Capital Development (HCD)

No knowledge	<input type="text"/>
--------------	----------------------

Poor	<input type="text"/>
------	----------------------

Average	<input type="text"/>
---------	----------------------

Good	<input type="text"/>
------	----------------------

Excellent	<input type="text"/>
-----------	----------------------

11. Have you in the last twelve (12) months attended any Internal training relating to your daily tasks?

Yes	No
<input type="text"/>	<input type="text"/>

12. Have you in the last twelve (12) months attended any External training relating to your daily tasks?

Yes	No
<input type="text"/>	<input type="text"/>

13. Have you in the last twelve (12) months been sponsored or financially supported by this Municipality for academic studying (eg. Diploma, Degree, Masters etc.)?

Yes	No
<input type="text"/>	<input type="text"/>

If 'yes' please specify: \_\_\_\_\_

14. Have you in the last twelve (12) months been allocation a Mentor (internal or external) to assist, guide and develop you on your tasks?

Yes	No
<input type="text"/>	<input type="text"/>

15. Please rate human capital development strategies employed by Ray Nkonyeni Municipality. (please mark X)

	Training and Development (i.e. Courses, task related training etc.)	Mentorship	Supported Post Grade 12 or Tertiary Education
Strongly Agree			
Agree			
Uncertain/Neutral			
Disagree			
Strongly Disagree			

16. Human capital development activities and programmes have a direct relationship with daily tasks that I perform.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Work that I performed in the municipality plays a role in the delivery of basic service delivery in Ray Nkonyeni Municipality.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. The department/unit I work for plays an important role in the delivery of the basic service delivery within Ray Nkonyeni Municipality.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. For me to offer improved service delivery, I need to be trained, mentored and be developed.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. It is fundamental for the municipality to value and invest in HCD in order to improve service delivery.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. I am of the opinion that some of the protests within municipalities are caused by employing unqualified staff that lack necessary skills.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. I am of the opinion that there is lack of integration between universities and workplace which result in challenges in dealing with problems facing the society within municipalities.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Low level tertiary education intake (acceptance) contributes to lack of skills in municipalities and that makes it difficult for the employer to retain skilled workforce due to demand of skills required nation and global wise.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 24 I am of the opinion that organizations have started making it their priorities to improve HCD in order for the organization to meet their obligations.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. People with higher education are competitive and play an important role in the improvement of the performance of the municipality.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Training, education and knowledge base driven organizations influence the performance of the organization in a positive way.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. In my view, there is a relationship between HCD and service delivery.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. In my view, there is a relationship between HCD and municipal performance.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Section D: Developed abilities, skills and competencies**

29. What job-related skills have you developed from training provided and/or from your enrolled studies?

<b>Technical skills</b>		<b>Non-technical skills</b>	
Quality assurance	<input type="text"/>	Critical thinking	<input type="text"/>
Quality	<input type="text"/>	Negotiation	<input type="text"/>
Planning	<input type="text"/>	Communication	<input type="text"/>
Reporting	<input type="text"/>	Conceptual	<input type="text"/>
Needs analysis	<input type="text"/>	Leadership	<input type="text"/>
Cost-benefit analysis	<input type="text"/>	Writing	<input type="text"/>
Risk analysis	<input type="text"/>	Collaboration	<input type="text"/>
Other (specify)	<input type="text"/>	Creativity	<input type="text"/>
		Problem-solving	<input type="text"/>
		Other (please specify)	<input type="text"/>

30. With the skills and training acquired above, are you of the view that you are now adequately equipped to develop and manage municipal related challenges which inhibit service delivery?

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**Section E: Skills and Service Delivery**

31. I am of the view that service delivery improves if training and development becomes aligned to employee's daily tasks.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

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32. Skills mismatch exists in Ray Nkonyeni Municipality.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

--	--	--	--	--

33. Skills mismatch may play a negative role in the delivery of basic services within Ray Nkonyeni municipality.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

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34. Lack of human capital development may lead to poor service delivery.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

--	--	--	--	--



**APPENDIX D: ENGLISH EDITING CERTIFICATE**

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WORDPLAY EDITING

Copy Editor and Proofreader

Email: [karien.hurter@gmail.com](mailto:karien.hurter@gmail.com)

Tel: 071 104 9484

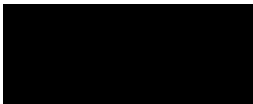
Website: <http://wordplayediting.net/>

28 July 2020

To Whom It May Concern:

This letter is to confirm that a professional language practitioner did the language editing for *Human Capital Development and Service Delivery in Local Government: An Employee Perception from Ray Nkonyeni Local Municipality in Kwazulu-Natal* by Siyabonga Mbili. I returned it to the author on 28 July, and it requires further work by the author in response to my suggested edits.

Regards,



Karien Hurter