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**The Effect of Training and Development on Employee Performance in the Buffalo City
Municipality in the Eastern Cape of South Africa**

Dissertation Submitted



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To

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In Fulfillment of the Requirements for The Degree of

Master of Public Administration

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DECLARATION

I **Richard Adom**, do hereby declare that this dissertation is the result of my investigation and research and that it has not been submitted in part or full for any other degree to any other university.



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ABSTRACT

Training and development are regarded as significant tools for any organisation to achieve the target goals and objectives. These goals and objectives are heavily and highly dependent on its workforce. In the literature, it is well documented that many organisations invest in employees' training and development to enhance their performance and the growth of the organisation. Many organisations, however, including the Buffalo City Municipality, regard training and staff development as needless expenditure, and always do little, or make no effort to improve employees' technical know-how. Such actions incapacitate staff to adapt to the ever-changing working environment and rapid technological innovation. This study employed purposive sampling technique to draw a sample of 70 employees from a total of 150, through structured interviews and a self-administered questionnaire, to examine the effect of training and development on employees' performance in the Buffalo City Municipality, situated in the Eastern Cape of South Africa. The findings of the study generally revealed that training and development does not only increase employees' performance, but assists in developing the overall personality of employees by making them more productive through building their senses of teamwork, boosting the attitude of staff which is the most critical component in attaining profit, and developing a cordial relationship and connectivity between management and the workforce. The study, therefore, recommended that the municipality, as a matter of urgency, earmarks a certain percentage of its resources for employees training and development, based on identified skills gaps to sharpen employees' skills, competencies, capabilities and technical know-how, to capacitate them to cope with the ever-changing working environment and innovations, and to enhance their motivation, satisfaction and performance.

Keywords: Training, development, employees, performance, Buffalo City Municipality

LISTS OF ACRONYMS

AIA	American International Assurance
ANC	African National Congress
ASTD	American Society for Training and Development
AVONA	Analysis of Variance
BCM	Buffalo City Municipality
CoGTA	Corporative Government and Traditional Affairs
DHET	Department of Higher Education and Training
DPA	Department of Public Administration
ECSESS	Eastern Cape Socio-Economic Consultative Council
HET	Higher Educational Training  University of Fort Hare <i>Education in Excellence</i>
HRM	Human Resource Management
IAT&D	Integrated Approach to Training and Development
ICT	Information Computer Technology
IDAM	Institute for Development Assistance Management
IDP	Integrated Development Programmes
IGA	Internally Generated Funds
ILGS	Institute of Local Government Studies
ILPM	Integrated Learning Process Model
IPM	Institute of Personnel Management

LGSETA	Local Government Sector Education Training Authority
MANCOSA	Management College of South Africa
MLGRD	Department of Local Government and Rural Development
MSG	Management and Study Guide
NGOs	Non-Governmental Organisations
NQF	National Qualification Framework
NTB	National Training Board
OSB	Occupational-Based System Model
RII	Relative Important Index
ROI	Return on Investment
SAQA	South African Qualification Authority
SDA	Skills Development Act
SDLA	Skills Development Levies Act
SETA	Sector Education and Training Authority
SPSS	Statistical Package of Social Sciences
StatsSA	Statistics of South Africa
UNCTD	United Nations Council for Training and Development
US	United States
VET	Vocational Educational Training

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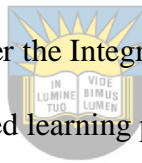
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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Training has become an integral component of most organisations, as training has been identified as a tool for performance enhancement among the workforce, and is crucial to human resource development as it contributes significantly to the success of an organisation. Khan, Furqan and Muhammad (2016) believed that training is an intentional intervention that is designed to promote job performance. Training must do with the acquisition of skills to improve productivity, and to achieve organisational goals and objectives. Training can also be seen as capacitating personnel to give their best (Barron, Kenny and Aragon, 2014). To attract and sustain highly capable human resource in an organisation, the leadership of organisations must focus on employee training and development (Rothwell, Benkowaski and Kunasegaran, 2015).

Development, on the other hand, is the process through which organisations endow their staff, or workers, with ingenuity, techniques, skills, competencies and knowledge to the level that they can have reliable and substantial gain, and can operate any task required by the organisation (Abdus, 2016). “Development, is any learning endeavour aimed towards the future, demands instead of the current desires, and which is concerned more with professional development than current performance” (Masad, 2015: 17). Salau, Abeguki, Olumuyiwa and Ugochukwu (2014), indicate that in development, employees are empowered with expertise and know-how to be able to develop a theoretical framework, and routine operations of the organisation.

Performance, on the other hand, is a systematic and uninterrupted procedure of enhancing an organisations output by expanding the capabilities and capacities of individuals and groups. Performance can also be defined as design and structure, consisting of interlacing components aim at achieving a goal, that of developing an individual, or a groups, organisational performance. These components include;

- the techniques of divising and outlining for performance enhancement and individual advancement,
- goal setting and monitoring and evaluating performance, supplying, feedbacks and scrutinising (Bohlander, Snell and Sherman, 2012).

Performance management is the structure through which public institutions set out goals, adjudicate performance standard, align and examine the output, provide performance outcome, assess training and development requirements, and allocate rewards (Brisco and Hall, 2012). Performance management contributes significantly, not only in developing specific individual and collective performance, but also spurs fundamental roles in human resource management through engagements such as human capital management, improving levels of undertakings, skills monitoring and administration, and learning enhancement remunerations. Nevertheless, leadership in many public sectors in South Africa, including Buffalo City Metropolitan Municipality, just takes training and performance as conventional. Leadership fails to realise the essence of training programmes and the performance of employees in organisational development. Also, they are not enthused about the selection of training programmes as well as organisational requirements. Neither is there proper follow-up, nor any concrete feedback from the trainees. This study examined the role of training and development on employees' performance, and its impact on services provision in the BCMM.

1.2 Background and context of the study

The competitive business environment in recent years has made the concept of training and development an integral aspect of organisational survival. Training and development play a crucial role in enhancing, thriving, controlling, supervising and keeping employees at work. The technological advancement has outdated the old ingenuity and intuition. Consequently, the need for training and upgrading of employees, if they are to be effective in dealing with the current

challenges of providing services to the population, is essential (Olumuyiwa Abeguki, Odunayo and Ugochukwu, 2014).

Furthermore, the training seeks to empower the workforce with the prerequisite prowess, expertise and ingenuity that are needed to perform tasks. Since the collapse of the colonial and the apartheid system which gave birth to a new and democratic South Africa more than two decades ago, much effort has been placed on public service transformation to render the sector effective and efficient (Khan et al., 2011). To ensure a productive, efficient public service sector, the role of training and development is inevitable. The creation of adequate policy frameworks, modernising the managerial and technological aspects, and enhancing the administrative practices and culture of the Public servants, are some of the ways of improving the public sector in South Africa.

Training and development is a steady and continual process; it is not an event. Kearney (2015), indicates that training and development is a procedure of obtaining distinct aptitude and techniques by employees, to achieve the predetermined goals and objectives for the betterment of organisations. In line with the same argument, Wanous and Reichers (2010), concur that training and development reshape behaviour, cognitive skills, or attitudes, to attain effective performance in an organisation. Mafika (2015), perceives training and development in twofold-institutional and employee perspectives. From the institutional point of view, training ensures organisational operations and organisational advancement, while the employee perspective assumes training and development as being vital for both skills development and career advancement. In the same vein, Huselid (2015), also argues that training procedures serve as a channel to promote the attainment of the desired service performance goals in the public-sector environment. However, in most public organisations and municipalities in South Africa, minimal investment is geared towards training and development regarding human capital development. As a result, there is a noticeable scarcity of available skilled employees, which has often resulted in the poor-quality services in the public sectors. The public sector in the country is confronted with the challenge of providing the requisite

training and development to enable the sector to function effectively. This difficulty is often ascribed to factors such as insufficient resources, imperfect and inefficient procurement processes, inconsistencies, and mismanagement on the part of leadership in the municipalities. Other constraints include pressure over which training to prioritise, and the non-existence of unanimity and agreement with labour unions (Salau et al., 2014).

Post-independence in 1994, several studies and reports have analysed the impact of training and development on employees performance in South Africa. Munzhedzi, (2017); Mafini (2015); Cloete, Eigelaar, Fortuin and Sewell (2016) and Kamara, Leonard and Haines (2017: 28), all indicate that “lack of practical training and development among employees in municipalities in South Africa is impacting negatively in delivering effective and efficient services to the population”. Nevertheless, none of these studies analyses the structural and systematic constraints restricting practical training and development of employees in the Buffalo City Municipality. This study, therefore, filled this knowledge-gap and contributed significantly to the debate about effective and efficient training of employees. It further contributed to understanding the governance and legislative framework that governed the training and development of employees at local government level.

1.3 Problem statement

The recognition of training and development in the municipal sector in South Africa, in recent decades, is informed by escalations of complaints by the population, incessant mistakes by employees while performing their tasks and successful outcomes in organisations where investment in human labour enhancement is substantially high (Kulkarni, 2015). Training is therefore imperative in ensuring a sufficient supply of a labour force that is technically and socially proficient, and efficient in occupational development, or in specialised components in administrative positions.

Nevertheless, despite strong indications that training and development have a significant influence on the output of employees in terms of effectiveness, achievement orientation, performance management and resource management, training and development programmes in the Buffalo City Metropolitan Municipality, and most municipalities in South Africa, are haphazard, unplanned, unsystematic and not well coordinated (Cloete et al., 2016). According to the Cloete Report of 2016, more than 65% of the entire employees in the municipal sector, from junior to top management levels, are either professionally unqualified, or underqualified, or both. To support this argument, Kamara et al., (2017), revealed that the BCMM does not have human resource development strategies, nor do they have training and development policies. Besides this, the progression policies of the municipal sector is outdated and complicated. Training programmes are spontaneous, unsystematic and unstructured. Managers and leadership of the sector are uninformed and misguided on the value and significance of training and upgrading of the workforce in the municipality.



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Mpofu and Hlatywayo (2014) revealed that there are gaps between employees' operational demands and existing training programs making it extremely challenging to enhance the performance of the workers in the municipality. Mpofu (2017) further argued that the success, or failure, of any organisation hinges on the quality of its human capital and while it is widely acknowledged that training and development play a significant role, there are still many concerns as to which kinds of training and development programmes bring higher productivity. More importantly which training programmes have to be immediate and applicable to the job requirement of the employees. Furthermore there are “gaps in the current training programmes and performance outputs such as quantity, quality, time of production, effectiveness efficiency” (Salah, 2016:4). Aghimien et al., (2019) and Cloete et al., (2016: 19) were unequivocal that “the inability of the Buffalo City Municipality to provide excellent services to the population is attributed mainly to poor training and development policies and programmes available”. Based on this assumption, this

study analysed the relationship between training, development, employee performance and productivity and to formulate alternative models that will improve training and development programmes in the Buffalo City Metropolitan Municipality in the Eastern Cape of South Africa.

1.4 The primary objective of the study

The primary goal of this research is to explore the effects of training programmes on employees' productivities in the Buffalo City Municipality. To achieve this, the following specific objectives were pursued.

1.4.1. Specific objectives

- to evaluate the training and development policies and strategies in the Buffalo City Metropolitan Municipality
- to investigate the impact of training and development on staff performance in the provision of services in the municipality,
- to analyse the systematic and structural constraints that hinder training and development programmes in the municipality and,
- to suggest alternatives models that could be used to enhance the training and development programmes to improve employees performance in the municipality



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1.5 Research questions

To address the objectives of this research, some research questions were pursued. The study answered the questions below:

- What are the training and development programmes available to employees in the Buffalo City Municipality?
- How does training and development affect staff performance in the Buffalo City Municipality?

- What are the systematic and structural problems hindering practical training and development of employees in the Buffalo City Municipality?
- What are the possible alternative models that could be adopted to improve the culture of training and development in the municipality?

1.6 Significance of the study

It is often argued that trained, enlightened, expert and qualified employees are the pre-conditions for a positive outcome in both private and public organisations (Mpofu, 2015). The study, therefore, aims at providing management of municipalities the opportunity to assess whether the existing training and development programmes are effective in improving their employees' performance and in executing their functions. Also, the findings of the study will assist management in identifying areas within the municipality set-up that need training and development, and cut back on programmes that have not delivered significant benefits. The research will contribute and add to the already existing literature and knowledge on the functions of training and development in South Africa. Also, this study will serve as a guide for policy-makers in the human resource sector to appreciate the significance of training and upgrading of staff. The study will further unearth the appropriate training model and varieties of training required for the workforce regarding their status, jurisdiction, divisions and speciality.

1.7 Preliminary literature review

Many scholars have defined training and development in different ways, based on their professional or occupational backgrounds. Gupta and Sinha (2016), define training as the method of enhancing the knowledge and expertise of employees. Armstrong (2008), described training as a formal and methodical transformation of mind-set through learning which transpires as a result of education, training, development and premeditated practice. The training comprises orderly processes of transmitting technical knowledge and know-how to the staff to increase their expertise,

proficiencies and capabilities of carrying out their tasks with propensity (Halawi and Haydar, 2018).

Warithaka and Marina (2017), opine that training and development are the fundamental core of shaping performance, as well as sustenance of any organisation. Adam (2016), further highlight that not only does training and employees development transform and develop organisations, but it also assists in obtaining developing aptitudes that can enhance the outputs and sustenance of an organisation. Ensour, Zeglat and Shrafat (2018), further argues that training is a critical asset which require the resources designed to bring up-to-date the knowledge and skills required by employees to increase their outputs. In this contemporary, competitive and technological world, the need for training of employees is extensively acknowledged to keep the staff abreast with innovative, scientific and administrative advancement (Heevy, 2015). Furthermore, training is imperative, not only for organisational growth, but also for employees as it ensures better job security and, also, professional and occupational enhancement (Jahanzeb and Bashir, 2013). Karim, Choudhury and Latif (2019), further argues that employees training and development comes as a result of any circumstances which is comprised of modification and transformation in knowledge, expertise, precision in productivity, advances in human needs and wants, and induction of innovative and invention of modern-day, or sophisticated working devices.

In the background of this study, it is well-defined that staff accomplishment is subject to appropriate, effective and continuous training programmes, without which an ill-equipped employee will be produced, which will result in the unfortunate, deplorable and inevitable provision of services (Manyisa and Aswegen, 2017). Pretorious, (2007), opine that staff at public institutions and organisations are valuable capital, equal to the capital or resources of any other product, in any organisation, that deserve training and upgrading as a measure to boost production. Ramia and Bank (2015), further argue that, when personnel, or workforce, are regarded as variable costs, there is an unimportant acknowledgement of an organisation, or institution input, towards

their upgrading, or the budgets of conscripting of training their replacements. Similarly, there is little motivation to offer training, or allocate resources for their development. Swanepoel (2016), concurs that investment in training, and staff development, is the core, and the foundation, on which the establishment of human capital sustenance of the organisation is, in the contemporary world. In the view of Swanepoel (2016), training must be regarded as an incessant progression to update, upskill and reskill employees in innovative procedures and processes.

Shane (2010), posit that employee performance and outputs are the result of investment in training and development. Shirley and Reybuck (2012), further argue that, in no small extent, discrepancy levels of training programmes are often mentioned as fundamental in determining the excellent performance of staff. Additionally, Odela, Daviva, Jolanta and Railiene (2018), indicate that the rise of innovative working mechanisms, together with several constraints and modifications, strengthen the interest in employees' knowledge and capabilities which require training while, Singh and Numbers (2017), believes that training is essential in providing a workforce with expertise that is pertinent to their tasks, and overall improvement in the organisation's outlook and performance.



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Training and development are further regarded as a critical tool for human resource management (HRM). Kraak et al., (2013), highlight that training is an indispensable constituent and a strategic learning tool. To manage employees without effective training programmes, leadership will lack the ability to manage employees efficiently and give their best. This is because training facilitates flexible working conditions and speedy acclimatisation and adjustment to new roles and responsibilities in an organisation (Heevy, 2015). Janssen, Nehles and Benkema (2017), concur that organisational results, such as employees commitment and outcomes, are the consequence of well designed and coordinated training, development plans and instructions given to employees.

Torrington, Hall and Taylor (2005), further argue that training and development are a stimulus for employees performance, because they are the focal instruments for transforming the labour force

in organisations and institutions. Truitt (2011), also argues that it is significant to train and develop the administrators and supervisors of organisations and institutions. According to Truitt (2011), several administrators and facilitators are appointed due their knowledge, know-how and expertise in their job functions; however, they lack the skills and knowledge to manage employees. They are often classified as non-managers, and McDonald (2012), indicates that non-managers should be developed in the administrative problem-solving procedures. McDonald (2012: 36), enumerated the training process as identifying, setting goals and objectives, developing the alternatives programmes, appraising diverse causes, choosing a course, and assessing and executing courses. One of the fundamental causes of errors in organisations and institutions, is an absence of discipline in the non-manager's strategy in solving problems .

South Africa has made substantial advancement in coming up with mandatory, normative, statutory and legislative programmes in building human capacity. There are legislative actions taken that ensure that governmental institutions advance training and employee development as a matter of urgency (Nkomo, 2000). Public organisations have been mandated to spend a specific range of their budget on training and development programmes. Nevertheless, the Public Service Commission (PSC) report of 2008 highlights that the lack of skills and expertise knowledge remained significant in public organisation, and is a hindrance to effective and efficient service provision in the country. Mpfu et al., (2008), are of the view that despite massive investments in terms of financial resources and other capital assets in building capacity for the state, there is considerable indistinctness as to the appropriateness and the right direction of training of employees. Pretorius et al., (2007), and Cloete et al., (2016), all argue that the South African training and development programmes lack correlation to market demands and needs of societies; they are engulfed in traditional, rigid and bureaucratic procedures and not responding to the changing world. Pretorius et al., (2007), is of the view that the municipal sector is entangled in the predicament of growing their significance, efficacy, proficiency, excellence and sustainability

of their training and development programmes to catch-up with the innovative technologies and changing needs of the population. Training and development courses are frequently exploited to enhance weak and poor performance. Nevertheless, these phenomena persist in almost all the municipalities in South Africa, notwithstanding the numerous training courses offered to employees to improve their skills and expertise which could improve the overall service provision (Cloete et al., 2016).

1.7.1 Legislative framework for training and development

“The municipal sector is committed to the structured and systematic training and development of all its staff on an unending basis, to enable them to carry out their responsibilities effectively and efficiently” (Pretorious, 2016: 34). “Training and development programmes assist employees in acquiring the relevant skills, knowledge and other qualities, and developing their potential to meet the municipalities present and future human resource needs” (Cloete et al., 2008: 108). Moreover, the Constitution of South Africa 1996, Section 195(1) specifies that state institutions ought to be developmental concerned, and must focus and be geared towards an upright and professional standard of human resource, must seek occupational and career advancement, and encourage intensification of human capabilities. For the public to attain its developmental agenda, its workforce must to be sufficiently trained and capacitated to perform their mandate.

Based on these commitments, and the desire to provide efficient and quality service to the population, the South African government, post-independence, promoted training and development policies in three main pieces of legislations: “the Skills Development Act (SDA) of 1998, the Skills Development Levies Act (SDLA) of 1999, and the South African Qualifications Authority Act (SAQA) of 1995” (Cloete et al., 2008). These legislations and policies pioneered innovative funding plans, agendas and establishments that were formulated with the view of growing investment in training programmes, and ensuring the provision of excellence and quality training of employees in South Africa as a whole. Furthermore, the “legislation required that the

municipality be fully dedicated to educating, training and developing all personnel within the financial sector, human resource division and management and operation division. These objectives could be achieved by;

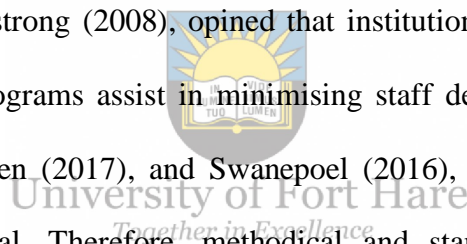
- “formulating and implementing training and skills development approach in line with the stipulated requirements of Skills Development Act (SDA) as revised, and other applicable legislation,
- introducing just and practical purposive values, standards and principles in education, training and development of staffs in the employed of departments,
- driving and promoting all-inclusive education, training and upgrading courses with emphasis on knowledge, skill, practical proficiencies and management and development programmes about Employment Equity” (Cloete, 2008: 65).

1.7.2 The rationale of training and development in the public sector institutions

The primary goal of training and staff development is to enhance the skills and expertise, and to modify the attitude and behaviour of employees (Kraiger and Aguinis, 2009). Adams et al., (2016), is of the view that employees feel a part of, or asset to, an organisational set-up, or they belong through training. Training builds a culture of wealth in the workforce, professionalism and improves the knowledge and expertise of the workforce. Furthermore, training produces discerning, well-informed and well-rounded staff that commit fewer errors while carrying out their duties. Based on the view of Karim et al., (2019), training increases job satisfaction and staff morality, develops staff motivation, enhances the efficiency and effectiveness in processes and financial gains, improves the capability to acquire new and improved technologies, develops creativity and innovative strategies, and reduces staff turnover in public organisations. Ganesh and Indradevi (2015), further highlight that training prepares employees towards the attainment of the organisational long and short terms goals and objectives. Furthermore, Ganesh et al., (2015),

opined that the trained workforce could meet the challenges of change and innovation in satisfying consumers interest, and provide quality services in public institutions.

According to Prasad (2016), appropriate training can enhance morale and demeanour among the staff, self-confidence and attitude, due to the increase in proceeds and job security of staff. Elnaga and Imran (2013), further indicate that training and staff development assists in preparing staff for higher positions through promotion. A vibrant and sturdy training program assists in improving the working environment of an institution, working alliance and relationships, while promoting regulations and discipline. Delegation of powers, collaborative and inclusive management, decentralisation of tasks and activities and division of labour are the attributes of organisations with practical and robust training programs (Cloete et al., 2016). Shafiq and Hamza (2017), also indicate that obstinacy and disinclination to reforms, are low in organisations with constant training. To support this argument, Armstrong (2008), opined that institutional cohesiveness and balance is boosted because training programs assist in minimising staff debacles, turnover, upheaval and truancy. According to Janssen (2017), and Swanepoel (2016), training must be viewed as an investment in human capital. Therefore, methodical and standardised training is effectual organisational expenditure. To this extent, institutions and organisations, both public and private, cannot decide “either-or not” to invest in employees through training.



1.7.3 Training and development types programmes within institutions

Training is among the programmes that many institutions, including municipalities in South Africa, consider when looking to advance people and improve performance. The development provides not only improved prowess, it provides additional benefits of connecting and driving experiences. It is, therefore, a common phenomenon to identify employees who are executing their tasks below expectation because they have not been trained or upgraded (Coetzer Susormrith and Ampofo, 2019).

Training, either in public institutions, or private organisations, are of two categories; internal and external. The internal programmes are structured and organised within the department of human resource, or sectors responsible for training, utilising high-ranking members, or experts within the organisation as a facilitator (Huselid, 2005). On the contrary, external training are programmes organised beyond the premises of an organisation, and are arranged and controlled by independent institutions or specialists. Nevertheless, whatever form it might be, training is essential for all employees and management to actively participate in building capacities, and in empowering the workforce for more demanding tasks (Kraiger et al., 2015). The common types of training in most organisations include the following: technical training, training for sales, ICT training, public relation training, organisational enhancement training, professional enhancement training, and leadership enhancement training (Guiney, 2015). To support this argument, Fost and Seidel (2019) highlight that for an employee to function excellently and efficiently, there must be consistent training and upgrading programmes. Training is regarded as a strategy for modifying and increasing the existing expertise, knowledge, exposure, and capabilities of an individual.



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Mohammed (2016), further argues that training and development primarily deal with the acquiring of comprehension, technical abilities, expertise and mastery needed to perform better on the job. Training and development are among the vibrant and dynamic components of the strategies available to human resource development, to improve the performance of an individual's institutional and administrative skills. Laing (2015), argues that training is a tool to enhance thinking skills, improve cognitive and outlook of employees. Tahir Yousafzai, Jan and Hashim (2014), further indicate that training is a productive strategy that assists an employee in utilising his potential, and in developing strategies necessary to do a job.

Development, on the other hand, is a procedure that seeks to develop the potential of individuals to attain and seek new strategies for doing things that will benefit the organisation, society and the global environment (Schwab, 2016). Skills upgrading in the form of training are, therefore, the

conventional and casual processes carried out in the municipal sector to strengthen the competencies and ingenuity of staff, to provide better and quality service delivery, plus other functions to the communities. As indicated by Cloete (2016), a well-equipped workforce performs better in delivering services in contrast to an ill-equipped labour force. It is, therefore, prudent for the leadership of municipalities in the country to give their employees the training and upgrading needed, to achieve the overall aims and objectives of providing quality services to the population.

1.7.4 The general impediments to training and development of labourforce

Halawi et al., (2018), indicates that a lot of companies are indifferent to training programmes, because they are of the view that the obligation of training individuals to be employees falls on the educational system, not on organisations, or companies. Furthermore, they argue that it is the duty of the individuals to learn how to carry out their task so that they become efficient. In addition, they regard training and development courses as too costly and difficult to persuade stakeholders to accept (Deiber, 2010). Ensour et al., (2017: 19) opined that “if training programmes are aligned with the aims, visions and purpose of the organisation, and supported by both the management and the workforce, training and development programmes will offer substantial returns for employers and organisations in terms of improved productivity, knowledge, loyalty and profit”.

Despite the immeasurable explanations and gains obtained from training, in most situations, training programmes have failed. However, whether the programmes are organised in the best institutions, or delivered by the most competent instructors (Gupta et al., 2016). Helawi et al., (2017), indicate why training and development programmes fail notably among them are the lack of motivation by employees and poor correlation between the training and employees needs. This analysis was supported by Janssen et al., (2015), who enumerated the failures of training programmes in more detail. These scholars mentioned the primary condition for the absmal of training programmes is lack of consistencies between training objectives the organisational needs. Janssen et al., (2017: 33), highlights that “if the fundamental problem for weak outputs, for

example, is connected to conditions of remuneration systems, job design and motivation, which are not related to training, training will be meaningless and worthless”.

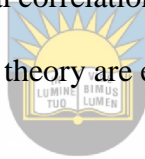
Furthermore, if the lack of objectives to not offer direction and focus, training will undoubtedly fail. Training and development programmes must include a focused procedure that grants the staff reason to contemplate anticipated outcomes. Goals and objectives provide vital direction and motivation for learning, which will change and improve performance.

Jehanzeb et al., (2013: 105), argue that “when training is too costly if measured by its short-term return on investment, then organisations may regard it a failure and, therefore, undesirable. Nevertheless, the long-term pay-off may be gratifying. Training will be valueless if the employees view the training programme as a mere formality without any modification to their attitude. Whenever training is considered as a single event, the chances of behaviour change are slim. Training is also likely to fail if the employee is not held accountable for the outcome. Usually, staff are unaccountable for the use of the contents of their course in the workplace”. Unless they are held answerable, no transformation will occur in their attitude (Karim et al., 2016). If the circumstances are not favourable to learning, the training programmes will have been in vain. Furthermore, without the backing and funding from leadership, training activities will not succeed. According to Manyisa et al., (2017), if there is no funding and backing from managers, administrators and leadership, the workers will resist executing the innovative expertise and know-how attained during the training programmes. Management involvement is critical to the training procedure. Another contributing factor for the failure of training and development programmes is when the organisations fail to enumerate the impacts of training and development. Nevertheless, other circumstances beside, training may affect performance. For the accomplishment of a training programme, commitment by leadership to training is crucial. Management must not only allocate resources for the training and development to succeed, but must also participate in the training programmes themselves. Finally, “training and development will be unproductive if there is a

failure to provide a response, and use the information about results productively. If the organisation fails to appraise training by providing feedback, the staff will not be able to measure their progress, nor will instructors be able to comprehend the success or failure of the programmes” (Cloete et al., 2008: 54)

1.8 Theoretical framework

A theory can be described as an assumption, or principle, used to clarify or explicate something, or how an event works. Swanepoel (2016), is of the view that theories are articulated for the determination of justifying, forecasting, and understanding events. A theoretical framework is, therefore, conceptualised as a structure that holds or defends a research theory (Creswell, 2003). A theoretical framework is said to be one that initiates and rationalises the theory that clarifies why a phenomenon is being researched. It serves as a benchmark to the research, and regulates the variables to be assessed and their statistical correlation. For this research, human capital theory, the resource-based theory and constructivism theory are exploited. These are explained in detail in the literature review of the dissertation.



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1.9 Summary of research methodology

A research method is the “methodical and rational study of the philosophies directing the research, and is concerned with how the investigator, or the researcher, ascertains the social knowledge, and how he/she can influence others that his/her knowledge or views are truthful” (Meridith et al., 2018: 4). Cohen et al., (2016) also defines research methodology as “ a skill of discovery.” Babbie (2010: 238) also defined a research method as, “a subset of epistemology - the science of knowing, therefore, like all social sciences, research method has its strengths and weaknesses, and certain concepts are more relevant and suitable to study with some methods than through others”

This research exploited the two primary research method techniques; the qualitative and the quantitative. Both of these techniques were employed to examine the role of training and development on employees performance in the Buffalo City Municipality. Saunders (2016), concur

that each of these research techniques has its purpose, the approach of investigation, style of collecting data, analysis tactics and procedures of evaluating the data.

Qualitative research is often applied when responding to queries about events or phenomenon to explain and comprehend views from the respondents' standpoint and position. On the other hand, quantitative research is exploited when dealing with issues about connectivity between variables being appraised to explicate, forecast and regulate phenomena (Vogt, 2007). Based on the context, the researcher utilised interviews, observation and content analysis as a qualitative instrument, and a questionnaire as a quantitative strategy to obtain data. The research methodology is expansively dealt with in chapter 3 of this study.

1.10 Ethical consideration

The researcher sought permission to carry out the study in the designated organisations, which is Buffalo City Municipality, and the University Research Ethics Committee. Informed consent was ensured by presenting the consent form to the respondents to be read, understood and signed. In addition, the information sheet was presented to participants so that they could read and understand what the research is all about, and the role they have to play in the research. The consent forms and information participation sheets were also submitted to the University Research Ethics Committee. The researcher informed the respondents of their right to accept or withdraw from participation in the research at any point during the research, without any penalty. The researcher obtained an ethics clearance certificate from the Ethics Committee at the University of Fort Hare prior to collecting data for this study (See Appendix A).

1.11 Definition of concepts and terms

Allen (2009), indicate that concepts and their definitions are critical in academic writing. Amoah-Mensa (2016), is of the view that concepts are defined as abstract ideas or general notions that occur in the mind, in speech, or in thought. They are understood to be the fundamental building blocks of thoughts and beliefs. They play an important role in all aspects of cognition. Kulkarni

(2013), are of the view that definitions and concepts are made, designed and utilised to suit the context of the study. Based on their significance, this study defined and interpreted some of the keywords and concepts used in the study.

1.11.1 Training

Amstrong (2008), defined training as methodically transforming talents, dexterities and attitudes of the employee to enable them to perform at their best to achieve the organisational goals. This procedure is generally aimed at enhancing the employee's outputs within the organisation, particularly when there is low performance as a result of poor attitudes amongst staff, or a deficiency of prerequisite knowledge, expertise and experience (Warithaka et al., 2017). Therefore, training can be seen as a premeditated and deliberate intercession to unravel deficiencies in competences, knowledge and attitudes. Kraak et al., (2013) also defined training as the transmission of expertise to the workforce so that they can perform a job effectively. Bashir and Jehanzeb (2013), and Armstrong, 2008), describe training as an arranged and procedural change of attitude through experiencing new happenings, engagements and events, the outcome of which leads to participants attaining a high degree of competency, expertise, proficiency, aptitude and an efficient workforce.

This description reveals the relationship between the job description and current staff provisions. Training is, therefore, conscientious steps of upgrading the cognitive and expertise of the workforce to undertake a specific assignment through instructions and experience. These definitions imply that, for any institution to succeed, it needs to achieve the goals of training and development programmes designed. Armstrong (2008), argues that well-coordinated and structured training programmes give the employees, or trainees, the needed expertise, technical knowledge and abilities required to carry out his or her task competently or, in other words, training develops employees to meet the required standard for senior positions which comes with more and complicated obligations.

1.11.2 Development

Development refers to a broader, multifaceted and continuing set of happenings, including training that is sought at improving individual output in an organisation (Kraak et al., 2013). Elnaga et al., (2014), also defined the employee development as organised education, job experiences, correlations, and evaluation of individuals and aptitudes that assist the workforce operating at the administrative position, or preparing for an administrative or managerial position in an organisation, or institutions. Amoah-Mensa (2016), is of the view that employee development and training are comparable. Nevertheless, development is more inclined to be a long-term goal due the fact that it formulates and prepares the workforce, or individuals, for impending tasks, or trade rank, within an organisation. However, many scholars (Amstrong, 2001, Coetzee et., 2019, Bohlander et al., 2012), indicate that differentiating the two terms, or concepts, ‘training’ and ‘development’, is just for academic purpose, as the terms are interchangeable and mean the same.

Based on this analysis and assumption this study referred to training and development as a similar concept.



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1.11.3 Performance

Performance is the act of performing, or accomplishing a task, to meet set objectives. It can be defined by using its opposites, high and low. Where high performance entails the provision of high quality, cost-effective and accessible services to the community, and low performance entails the opposite.

1.11.4 Knowledge

Training and development programmes seek to increase employee’s job awareness, skills, competences and understanding of task expected of him. An increase in job awareness means that the employee will feel more confidence in undertaking the tasks allocated and will perform at a high level

1.10.5 Innovation

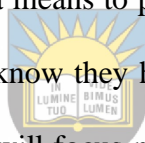
Brown et al., (2019: 48) described innovation in training as, “employees as workforce fitting into an organisation and how the organisation fits into its overall industry, creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term”

1.11.6 Satisfaction

Satisfaction is described by Razig et al., (2015: 56) as, “feeling contentment within the job set-up, based on their expertise and knowledge of the employee, and believing that by working harder, he or she can be promoted. Training programmes can contribute to all of these factors, and can result in a more satisfied employee who can execute at an exceptional level”

1.11.7 Career Orientation

“When training programs are offered as a means to progress in one's career, they also affect how an employee performs. Employees who know they have a future with the organisation are more likely to be high performers. This study will focus more on performance variables of employees job knowledge and career orientation” (Draaisma et al., 2018).



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1.12 Delimitation of the study

This section expresses how the research will be confined. In this regard, the researcher narrowed the scope of the study to the Buffalo City Municipality. The scope was further restricted to the training and development concerns.

1.13 Organization of study

The research is grouped into five main chapters. The first chapter dealt with the introduction, the background to the study, a statement of the problem, the primary, as well as the secondary objectives of the study. Other elements, such as research questions, the justification of the study, as well as the preliminary methodology, was dealt with. The chapter also gave a clear definition and explanation of the concepts used in the study. Chapter two emphasises reviewing literature. It

will contain a conceptualisation, theoretical framework, legislative instrument and empirical literature on staff training and development. Chapter three focusses on the methodology of the study; the chapter expanded on the design of the research, sampling techniques, sample size, collection of data strategies as well as data analysis techniques. The fourth chapter dealt with the presentation of the data and interpretation of the findings. Finally, the fifth will summarise the study outcomes, conclusions from the findings, and present suggestions based on the outcomes.

1.15 Summary and conclusion for chapter one

The chapter examines the role of training and staff development on performance in terms of service provision in the Buffalo City Municipality. Empirical evidence suggests that organisations and institutions that seek growth and perform better in delivering quality services to their consumers, view training and development as a prospect to improve and prolong outputs of employees. Investment in training and staff development are essential for any organisational growth and sustainability. Organisations and institutions will undoubtedly reap a dividend for investing in training and upgrading of their staff. Employees are of essential value to the public, private institutions and organisations and must, therefore, be regarded as human capital. The more they are invested in terms of training and development, the more efficient they will execute their tasks to give the organisation a competitive edge over others. The more qualified the staff, the simpler it will be for the whole institution to adjust to innovations that may arise in the local and international environment in the pursuit of services. Often, staff in public institutions, are resistant to adapt to innovation due to the unpredictability and unreliability that often comes with them. However, one of the objectives of the Skills Development Act 97 of 1998 is to enhance the expertise of the workforce in South Africa, deepening the rates of funding in education and upgrading in the labour market.

Moreover, active training schedules assist institutions in sustaining staff, or employees, which can sufficiently replace staff that may leave the institutions, or who are transferred to another

department. On a personal level, training enables employees to undertake self-appraisal, to identify where their strengths and weaknesses are, and areas where they require improvement. This study will exploit empirical evidence, as well as field studies, to identify and analyse the correlation between training and staff development on the performance of employees in some selected municipalities in the Republic of South Africa, since evidence suggests that both public and private sectors in South Africa are experiencing high levels of public discontent, complaints and lower confidence in terms of service provisions.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the appropriate materials and publications relevant to the study. The literature review dealt with background and philosophies behind training and development globally, and in South Africa. The theoretical framework, conceptual framework and legislative framework underpinning training and development, as well as empirical literature, were extensively reviewed in this section.

2.2. Background to training and development of employees development globally

The genesis of staff development could be traced back to the industrial revolution in Britain in the 18th century (Torraco, 2016). However, it was redefined and inculcated into the domain of economic, social and political setups post the second world war in 1939-45 (Armsrong, 2008). The war heightened the propensity and urgency for highly skilled and professional labour, and in 1946, specialists and skilful employees founded the Institute of Personnel Management (IPM). Between 1960 and 1970, new legislation was established to boost the growth of staff function and laws that promote gender parity and employment standards. In London specifically, the industrial relations were the limelight for fierce and protracted political disputes and contestation, over the purported unendurable degree of labour unrests. These regulations, policies and other interventions by the government, assisted in improving the working environment. The period between 1980 and 1990 was also noted for a radical transformation in both the nature and magnitude of staff development. European economies witnessed a massive growth in their economies. This was based on a reliable assumption that economic development does not perform well in organisations and countries where there is robust state control and government interference. Instead, economies thrive in organisations with laissez-fair and democratic practices (Kuttner, 2000 and Bratton et al., 2013). These theories and beliefs resulted in significant shifts and changes regarding managerial styles and principles. In the United State of America for example, Price et al., (2004), argue that staff

management became a necessary component, and a critical function, from the 1890 and Non-Conformance Report (NCR) established offices for personnel. The NCR leadership carried out their tasks as an autonomous, or unitarist body, with the conventional agenda of the organisation. Nassazi (2013), opined that “unitarian is a leadership style with a presumption that every employee in an organisation is a team member with the same agenda”. Lewisohn (2017), indicate that the primary concern of unitarian leadership is a human resource (HR). In the view of Lewisohn (2017), employees are the most critical assets in any organisation. In addition, employees in every stage of an organisation, from the lower level to senior management, must drive the same goal and objectives, and must carry out their tasks in a harmonious, collaborative and a corroborative manner. Opposing views, as well as objectives, are regarded as counterproductive, and set-backs to the objectives of the organisation in terms of progress.

In the view of Deibert (2010) and Abbott (2006), unitarist ideology is in sharp contrast to pluralism. Pluralism, according to Abbott (2006), accommodates different views, alternative strategies, passions and goals in the same organisation, or institution. Muller (1999) and Heevy (2015), both argue that unitarian ideology conceivably epitomised American practices and attitudes in the area of human resource management (HRM), directly in contrast to pluralism, which is mostly associated with European tradition towards human management. Personnel management concentrates its strength and capabilities to execute and minimise scepticism among employees and labour unions, whereas HRM focusses extensively on internal competitiveness towards growth (Bingham, 2016).

Gill (2013) and Truss (2014), are of the view that there is a global debate around the “hard” and “soft” translation and interpretation of human resource management (HRM). McGoven, Bailey, Haillet-Hope and Gratton (2018), argue that the “hard” accession of the HRM, emphasised on the statistical, mathematical and strategic business component of administering and operating headcount on resources, as being a “critical” strategy of handling employees. Their analysis

suggests that employees in an organisation are regarded as economic value, and an asset that must be managed. The “soft” version of HRM relates to the human relationships and interaction within an organisation which is based on communication, incentive, interest, administration and management (Trevo, Ristow and Pearse, 2009). Armstrong (2008), summarised the “soft” philosophy of human resource management, arguing that the “soft” version is linked directly to training and development of employees, and a strategy to develop their human capital, skills and expertise that can cope with twenty-first-century organisational innovation and its technology. Therefore, the “soft” version theory must be supported with investment (Ihuah, 2014).

2.3. Philosophies of training and development on employees development

Armstrong (2008), is of the view that the training doctrine and ideology of an organisation communicates the level of relevance it attaches to staff development. Specific organisations rely on a laissez-faire strategy, with the view that employees will identify their roles and functions within the organisational set-up voluntarily (Ensour et al., 2015). Carter (2016), indicates that if the philosophy of training is encouraged and practised, organisations will be able to recruit from within in case there is a skill shortage. The main issue here is by recruiting from the organisation that invests in employees development. However, many organisations seldom train their employees, and often relocate their training budget to the “so-called” important issues (Spurgeon, Clark and Ham, 2014).

Nevertheless, organisations with a clear and concrete training culture and plan, and an understanding that they operate in an internationally rivalrous business environment, where an organisation can strive ahead only by having effective and efficient staff, realize that this goal cannot be achieved without adequate investment in knowledge, ingenuity and technical know-how of employees. Furthermore, organisations such as these recognise that lack of skilled and efficient employees constitutes a significant threat to the future prosperity and growth of the organisation. In such an organisation, therefore, capacitating employees is an investment and expenditure that

will bring a positive reward. According to Armstrong (2008), although it is often challenging to estimate the outcome, or reward on the expenditure of employee development through training, he is of the view that the concrete and abstract gains of training equate to the cost of investment. To support this argument Gault (2016), contends that the technology and innovation in the workplace are rapidly changing, and public institutions, or organisations, that do not keep up with training and upgrading of their staff, will fail to exist in this globally competitive environment.

A study by a skill development office (SDO) in Ontario, Canada, revealed that 63 percent the business organisations have programmed to usher innovative technology into their operation of business which will necessitate employees training. More than 75 percent of the participants disclosed that training enhances expertise and assist in retaining the most competent staffs were their most prioritised commitment (Torrington et al., 2015). Another study by Schuler et al., (2005), The American Society for training and development (ASTD), revealed that more than \$1500 was spent on skills and knowledge upgrade of employees in 1996 (Truitt, 2011). The most significant aspect of this was that more than 56% of the amount went to technical, competent and professional development alone (Harmmond, Maria and Gardener, 2017) Based on this analysis, Jehanzeb et al., (2013), questioned the roles and functions of the educational system in training people to be efficient, effective and professional workers, and what the responsibility of learners and students to prepare themselves for work is? Nevertheless, Odeta et al., (2018), argue that relying on the educational program alone to adequately and sufficiently equip and prepare people for work, is misjudgement and delusional. In the view of Waithaka et al., (2017), although a significant number of job-seekers endeavour to equip themselves with the skills, knowledge and expertise required for an assignment knowingly, the majority of employees, however, acquire, or improve, on their knowledge and competencies practically. To support this argument Bodla et al., (2017), in a study on an American insurance company (AIA), a certified insurance company, highlights that training programs given to their staff enhanced and upgraded their knowledge, attitude, know-how and

expertise, and that these are the basis for its persistent, effective, and efficient services, and the basis for its super-normal profit associated to the agency. Based on these assumptions, many human resource professionals even suggest that public institutions and organisations should make training a stand-alone responsibility, and must be separated from the human resource segment.

2.4 The theoretical framework of training and development

The theory is a term that originated from the Greek word *theōria*, and is defined as a supposition, or a gathering of thoughts, used to explicate a phenomenon, based on some principles which are autonomous of the theories being described or examined (Hoagwood, 2015). Swanso and Lynham (2013), highlights that theories are connected with the determinations of clarifying, forecasting, and comprehending an event, or an occurrence. A theoretical framework is therefore a conceptualised arrangement that embraces or collaborates the research theory (Maxwell, 2013). It presents and clarifies the philosophies and communicates, or exposes, the existence of a problem. Shafiq and Hamza (2017), indicates that theoretical framework serves as a manual to the research, and regulates variables to be assessed and their numerical connections. Kraiger and Aguinis (2008), further highlights that a theoretical framework manifests the bearing that will be espoused by the investigator in carrying out the research. For this research, the human resource development theory, human capital and constructivism theories, were deemed relevant and exploited to support the topic.

2.4.1 Human resource development theory (HRDT)

“A theoretical framework is a compilation of interconnected theory and ideology. It facilitates and directs the research, by regulating what materials you will measure, and what statistical connections you will look for” (Ganesh et al., 2015: 56). According to Mehlappe et al. (2017), theories are formulated to explain, predict, and understand phenomena. The HRDT is built on the principle that schooling from pre-school through higher education or vocational training impacts subject knowledge and relevant skills, while on-the-job training fine-tunes skills to the specific aspects of

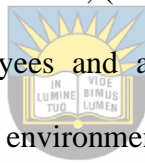
the actual work to be performed (Becker, 1994). As organizations reap the rewards of their talent pools, the educated individuals themselves benefit as well: through possession of skills and knowledge relevant to a nation's climate of advancing knowledge paired with shifts in intellectual and skill needs, individuals are able to fully participate in the economy and benefit from its opportunities. Individuals benefit from education, gaining upward mobility through meritocracy (Marshall, 1920). Elevated levels of education and higher-order skills have been linked to increased earnings compared to the lifetime earnings of less educated workers, as evidenced by differences in earnings between college-educated and high school graduates and between high school graduates and high school dropouts respectively (Carnevale, Rose, & Hanson, 2012; Iranzo & Peri, 2009; Turner, Tamura, Mulholland, & Beier, 2007). Additional returns are reaped from graduate and professional degrees beyond the baccalaureate (Carnevale, Rose, & Cheah, 2011).

Human beings have the major distinction of being able to think, plan, and shape the world outside themselves through their abilities and individual contributions (Dewey, 1922; Freire, 1976, 1997). Major building blocks for developing full human potential and social inclusion fall into the realms of fundamental skill sets, a sense of worth as a human being, higher-order cognitive and affective skills, and moral and social development: Literacy and subject-area learning build academic knowledge; a sense of self-determination and a sense of the right to self-improvement help motivate individuals to aim higher and grow (Freire, 1970). Analysis, synthesis, interdisciplinary thinking, and creative problem-solving skills enable learners to grasp concepts and apply knowledge meaningfully (Bloom, 1956; Hofmann, 2008). Socioemotional and psychological maturation, empathy, interpersonal and collaborative skills enable learners to work together and grow into contributing positively to society (Montessori, 1912). Moral guidance prepares students to lead ethical lives (Steiner, 1996). Education also fosters knowledge, reason, and understanding of government workings - key elements of the informed citizenship necessary for preserving a democratic society (Dewey, 1916, 1915; Howe & Covell, 2009; Maclure & Davies, 1991; Mill, 2012; Smith, 1904)



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This study, therefore, applied the human resource development theory to explore the function of training and upgrading employees in carrying out their duties. It explored the impact of training and development as interrelated and integrated concept that is pursued by the human resource division in most institutions, including the municipal sector in South Africa. Therefore, the theoretical framework of the study is based on human resource development. The theory depicts training and development on three assumptions. Firstly, “training and development are based on the study and theories obtained from several developmental disciplines. Secondly, training and development are interested in enhancing the performance of employees within a distinct working environment. Finally, training and development tap into theories of transformation and how it affects an organisation. The change affects the workforce within an institution, and the establishment, therefore, training is mostly concerned with the upgrading of the workforce in an institution (Halawi et al., 2018). Jahanzeb et al., (2013), also view human resource development theory as a base for upgrading employees and a means of comprehending the models of development within an institution and the environment.



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2.4.2 Human capital theory

This study was also stirred and steered by the Human Capital Theory. The human capital theory advocates that education or training increases the output of employees by imparting relevant expertise, skills and knowledge, thereby increasing employees' future earnings by raising their lifetime incomes (Charalambous and Frixous, 2016). This suggests that expenses on training is pricey, and should be measured as an investment because it is undertaken to raise the individual earnings through acquired expertise, experience, know-how and proficiencies.

Hence, the instructional approaches must be replaced through training if the purpose of the training programme, such as efficient output from the trainees, has to be attained (Bussin and Hall 2012). Absence of it will result in weak and low outputs as a result of the inability to plan for effective tuition programmes that can prepare and make trainees concentrate, hence low productivity. In addition, human capital theory highlights that individuals are worth investing in as a form of capital

(Ganesh et al., 2015). Individuals' outputs, and the outcomes attained, can then be assumed as a return on investment (ROI), and measured in a costs and benefits analysis (Elnage et al., 2013). These principles can be applied to municipal sector employees when adequately and properly trained. Return of investment can be assessed in terms of employees upright operations, which is an outcome of employee's outputs. Dzimbiri (2018), posits that human capital focusses on the intervention of human beings through expertise, experience, and determination in enhancing productivity. "Training endeavours to reduce the disparity by raising the competencies of the employees to meet the anticipated benchmark of knowledge" (Bussin et al., 2012: 67).

This theory applies to this study because employee output is projected to be ascertained and measured through training. As the staff of the municipality advance their knowledge, they sustain the professionalism of their focus area which is expected to manifest greatly when they are confronted with new challenges. Employee worth is measured and displayed through dispensing, progressing influences, or selecting a more knowledgeable strategy and respecting other views, hence compelling their organisations to achieve and strive to be ahead of their competitors. This analysis is backed by Dobre's (2013: 109), "argument that well-developed employees contribute and promote their organisations, and always strive to be ahead of their competitors. Hence, training and employee development is the greatest component of human development and a facet that enables the workforce to obtain knowledge, know-how and capabilities for a specific task in an organisation".



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2.4.3 Constructivism theory

"Constructivism underscores the significance of the vigorous participation of learners (employees) in constructing knowledge for themselves, and building innovative concepts, or thoughts, based on current knowledge and experience" (Coetzee et al., 2019: 17). "Constructivism is recognised as an exclusive learning theory in itself. Behaviourism and cognitivist both back the training of scrutinising an action and breaking it down into manageable chunks, establishing objectives, and measuring performance based on those objectives" (Coetzee et al., 2019: 35). Constructivism, in

contrast, encourages a more comprehensive and unobstructed learning practises, where the approaches and outcomes of learning are not simply assessed, and may not be homogenous among learners (Carter, 2016). Smith et al., (2005: 64), opines that, “constructivists agree that all humans can build knowledge in their minds through a process of discovery and problem-solving to the extent that this process can take place naturally without structured learning and teaching, is the defining factor amongst those who advocate this learning theory. Individual programs drawing from constructivist and constructionist methods have garnered attention for their noteworthy successes in learning outcomes, especially schooling interventions focused on at-risk children where approaches centered on hands-on-academic-study and skill immersion and life-environment mitigation have achieved impressive successes against formidable odds. Students emerge with a deepened ability to grasp content knowledge, synthesize, and solve problems”.

Constructivist-based workplace learning and development addresses the demands of the real world. It's well-established that effective workplace teamwork depends on team members aligning to shared mental model (Edmondson, 2003). With these applications in mind the conceptual framework of the study integrated the three theories of staff development. The concepts are training, development, and performance management as a fundamental theory on the function of training and development on staff empowerment. The conceptual structure of the study is depicted in Figure 2.1. The theory encapsulates training techniques such as facilitation and instruction. Development technique is regarded as a positional sequence, conferences, workshops with colloquy as teaching methods. In the structure, performance management is the knowledge, innovation, job fulfilment, professional development and achievement inclination. London et al., (2021: 88) disclosed that, “training and development systems are the methods and techniques adopted to achieve the goal of employees’ development, and are often regarded as the policy for training and development. The policy dictates the training and development needs, the vision and the goals, and the method of attaining the two concepts. These concepts can, therefore, be regarded as fundamental strategies to improves the competencies of employees, which then translates into

the overall growth of the organisation”. “With constructivism theory been used to depicts a shift from objectively to subjectively with focused learning, and the development of more open-ended tasks where the results of learning are not so easily measured, and are not the homogeneous for each employee. Constructivist learning theory and situated cognition help us understand how knowledge is created by linking new information and past experience and professional knowledge” (London et al., 2021: 98).

2.5.1 Concept of training

Training is a methodical move towards the acquisition of knowledge and upgrading an individuals, collective, and institutional effectiveness (Tshukudu and Nell, 2015). On the other hand, development is a task that leads to the attainment of contemporary knowledge, or expertise, for purposes of personal development for future jobs and other functions. In relation to this research, training may be regarded to be a medium of not only promoting the development of employees, but it is a coherent component for the growth of an organisation. Bashir et al., (2013) and Armstrong (2008), describe training as an arranged and procedural change of attitude through experiencing new happenings, engagements and events, the outcome of which leads to participants attaining a high degree of competency, expertise, proficiency, aptitude and an efficient workforce. This description reveals the relationship between the job description and current staff provisions. Training is, therefore, a conscientious step of upgrading the cognitive and expertise of the workforce to undertake a specific assignment through instructions and experience. These definitions imply that for any institution to succeed, it needs to achieve the goals of training and development programmes designed. Armstrong (2008), argues that well-coordinated and structured training programmes give the employees, or trainees, the necessary expertise, technical knowledge and abilities required to carry out his or her task competently or, in other words, training develops employees to meet the required standard for senior positions which comes with more and complicated obligations. Apart from developing the capabilities of the workforce, training also enhances the thinking capabilities and ingenuities to make more effective decisions in time, and a more efficient approach (Elnaga et al., 2013). Furthermore, training and

development empowered employees to deal with customers satisfactorily and effectively, and able to solve their grievance in time with a more professional approach (Abdus, 2016). It can, therefore, be concluded that through training, the workforce of institutions can take effective decisions that could lead to successful public institutions. Also, well-trained employees utilise time rationally when it comes to making decisions for the organisation. Elnaga et al., (2013), are of the view that the employees' competencies can improve through proper training programmes, apart from improving the general performance of the workforce. Practical training also strengthens the reasoning abilities, expertise and attitude of employees required for jobs in future, consequently, improving the output of the organisation. Furthermore, by modifying employee competencies through training, they can implement the job-related tasks in a cost-efficient and cost-effective manner, thus competitively achieving the organisational goals. Negative tendencies, such as discontent protestation, truancy, and low turnover by employees can be minimised considerably if the workforce is adequately trained (Huselid, 2015).



2.5.2 Concept of development

The development has to do with distinctive programmes aimed at preparing and grooming an employee with specific training and education for more and complicated roles (Ackah and Agboyi, 2014)). Bell, Ford, Noe and Kraiger (2017), are also of the view that development is a strategy of growing more complicated, detailed and modified employees through experience and evolvment. Development is linked to the profession rather than job orientation, and is regarded as longer-lasting growth and capabilities of an employee. Beside pursuit and job enhancement, the development also brings to fore advancement and disposition that assists employees in moving towards maturity and actualisation in their abilities and aptitudes. Furthermore, development assists employees to become productive and efficient (Pigor and Myers 2015). Due to the fast and continuous inventions in technology, and ways of conducting business today, workers are required to continually and persistently be well informed with current developments to remain fruitful. Development, therefore, assists the employees to upgrade their capabilities to perform the varieties of tasks; improve

performance in every stage of their assignments, and assist in sustaining excellent performance throughout their careers. Ackah et al., (2014), argue that development helps the employees to adapt to different resources, different skills, and a different environment within the organisation, and it also assists in giving individuals the perfect mix of expertise, knowledge, communication and associations that empowers them to attain their capabilities.

2.5.3 Concept of performance management

Performance means how an employee effectively and efficiently organises and presents their work to demonstrate their standard and upright service required by their organisations or institutions (Olaniyan and Lucas, 2015). Cheng et al., (2013), are also of the view that performance management is an all-inclusive method to performance, giving much attention to the use of all management strategies that ensure that the organisation achieves its objectives. Performance management is a sustained method of distinguishing, assessing and improving the performance of an employee, and adjusting their performance in line with the vision of the organisation (Aguinis, 2016). Pulako (2015), indicate performance management as an integrated and continual strategy that grows, transmits and propels the direction, necessary competences and values of the organisation, and assists in establishing the scope of comprehending. It is a strategy by which leadership, management, overseers and administrators work to adjust an individual execution with the goals of the organisation. Shane (2015), is of the view that performance management is of methodical strategies aimed at enhancing performance through a continuous procedure of creating determined results, establishing performance standards, accumulating, assessing and communicating findings of the data to the individuals and group. It is a continual methodology of improving employees, group and institutional performance. It is the foundation of all institutions, since it gives directions and strategies on resource utilisation and distribution towards fulfilling the goals and objectives set out by the organisation (Bussin et al., 2012). Dzimbiri (2018), argues that performance management is a concept that revolves on the theory of leadership by “consensus or harmony”, rather than management by command. The principle is based on improvement, or upgrading, of the labour force through self-reliance, self-

support, and independence , but integrating employees into one unit with a single objective and vision. Dzimbiri (2018), further indicates that performance management is a continual and flexible strategy that integrates management and employees within a framework in establishing the ideal strategy to achieve the required outcome, with the focus on organisation and enhancement instead of being a retroactive and backwards-looking performance assessment. Also, the concept articulates the foundation for a constant line of communication between management and employees on multiple issues such as staff development, their performance and their developmental requirement (Armstrong et al., 2008). Performance management can be attained by regular training to improve the knowledge, expertise and capabilities of staff to carry out tasks and adherence to the institutional objectives (Huselid, 2015). Kamoche, Sieber, Mamman and Kahim-Newenham (2015), argue that training is the only blueprint available to public institutions to achieve an attitudinal change of staff, to increase the productivity of staff, and to satisfy consumers and the general population.



2.5.4 Training and development on job performance

Training and development play a significant role in human resource development in attaining both the goal of the personnel and the organisation (Mohammed, 2012). Training and development are said to have a substantial effect on individual performance and organisational outputs. In a wider sense, the term performance is a broad concept which entails efficacy, competence, economy, quality, steady attitude and normative processes (Gupta et al., 2016).

Based on these definitions, performance is the accomplishment of a particular job that is measured against predetermined values or norms of precision, comprehensiveness, swiftness and cost (Ensour et al., 2018). Organisational, or institutional performance, can also be described as the organisation's capacity to achieve its aims and objectives by exploiting human resources in an effective and efficient means. Therefore, the success or failure of an organisation hangs on staff performance (Heevy, 2015). Jehanzeb et al., (2013), highlights that operational staff training will produce the following results; an upsurge in quality commodities and services based on possibly lesser errors. Consequently, accurateness, efficiency, decent work, safety accomplishment and virtuous client service are the

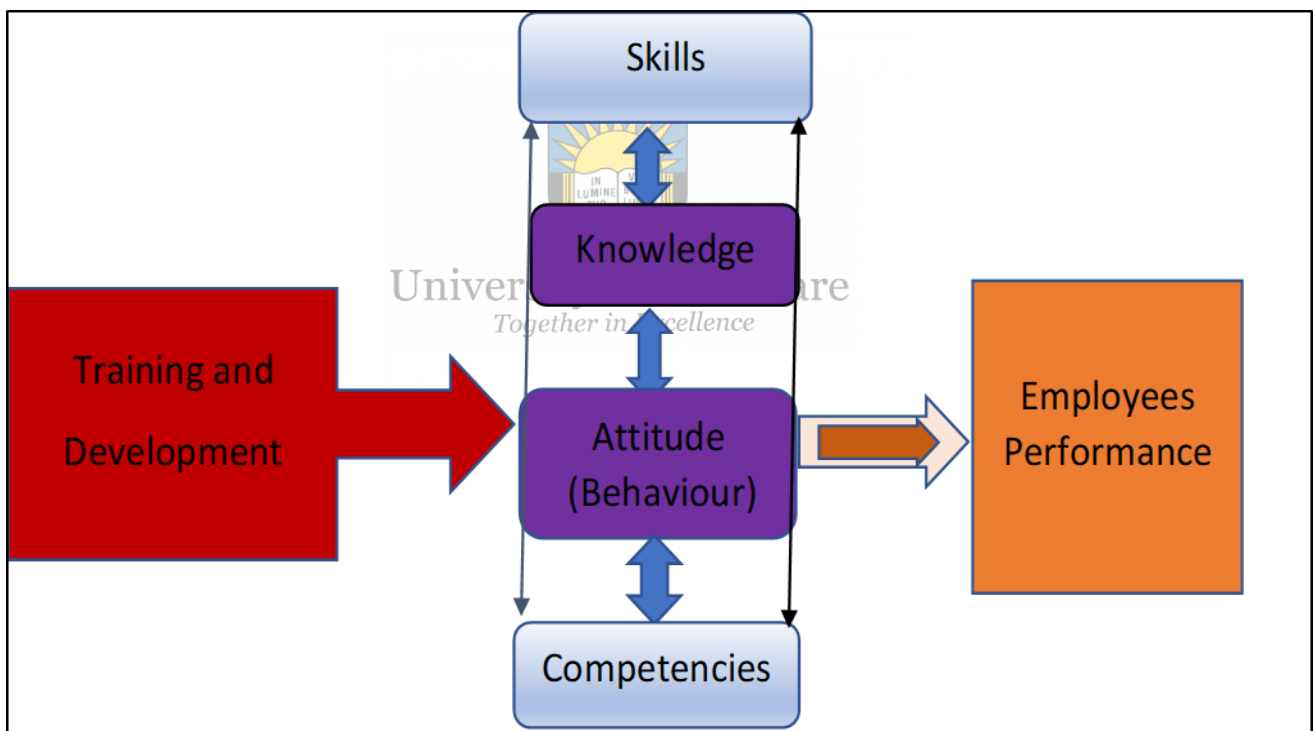
positive acumen associated to a trained employee. Thus, bright, smart and well-trained employees are essential to both production and the realisation of any establishment (Karim et al., 2019). Organisations stand to gain a lot, both in terms of profit and interest, by sustaining indispensable workers: the costs of enlisting and upgrading fresh personnel can be circumvented owing to minimal scales of staff turnover (Kraak et al., 2013).

Based on this argument, the training giving to employees will result in boosting their level of job satisfaction, and increasing outputs of the organisation. This, according to Kraak et al., (2013), underscores the necessity of organisations on developing employees aptitude and development to realise job satisfaction. Productivity can be defined as a general measure of the capacity to generate goods and service (Odetta et al., 2018). More precisely, productivity is the degree of how quantified resources are managed to achieve purposes thoughtfully as specified about quantity and quality (Shirley et al., 2012). Training and employee development can be seen as the foremost circumstances in the establishment of human staff capital, which ascertains the long-term efficiency of employee conduct or attitude (Shirley et al., 2012). Many studies have equally linked training and development to different organisations successes. Truitt et al., (2011), further identified some of the roles of training and development as follows: employee training and development enhances productivity; promotes the quality of outputs; augments skills, knowledge, comprehension and behaviour; stimulates the use of devices and machine; minimise waste, coincidences, turnover, unpunctuality, malingering and other overhead expenditures; eradicates obsolescence in know-how, skills, procedures, capital management; enhances the enactment of new strategies and guidelines; prepares individuals for accomplishment, enhances man-power expansion and guarantees the sustenance and growth of an organisation.

In addition, practical training would not only prepare and empower staff with most of the advance knowledge and expertise required to achieve a task, but it would assist in realising overall objectives of the organisation through its contribution to the fulfilment and outputs of employees (Torrington et al., 2015). According to Walter and Blattner (2015), a lack staff training and development

programmes in an organisation frequently established the tripartite problems of ineffectiveness, incompetence and ineptitude, which subsequently contributed negatively to employees and organisational happenings. A note worth stating in this regard suggests that training and development are not wholly earmarked for freshers, or newly recruited employees, but it is an inevitability for the permanent staff as well. Therefore, the drive to improve employee output and productivity in an organisation rests on effective and efficient training and development programmes. In concluding, training will therefore offer satisfactory ethical values and principles for employees at Buffalo City Municipality to perform better in rendering quality services to the population, and consequently in improving the outlook of the municipality. The conceptual framework is shown in the diagram below.

Figure 2 1 The concept of training and staff development on performance

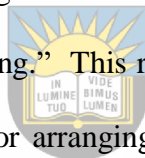


Source: Institute of Local Government Studies (ILGS), 2005.

2.5.5 Concept of strategic and methodological training and development

Methodical and strategic training ensures that organisations and institutions derive the best from their workforce (Manyisa et al., 2017). Strategic training methods involve taking time and resources to investigate what return the organisation and institution stand to gain from its staff, and if the staff can

accomplish the objectives, and what training and upgrading strategies are required by staff to realise the objectives better (Aguinis et al., 2009). Methodical strategies include examining programmes before the process, and post-training, to ascertain whether the staff have profited from the programmes in relation to improved outcomes for the organisation (Adams, Coutts and Harte, 2016). Kraak et al., (2013), identified and summarised the procedures that characterised the methodical strategy of training. They include the following stages; first, analyse the organisational requirements and assign training programmes and objectives that when accomplished, will develop employees competencies and expertise that will meet the organisational goal. Typically, this stage also involves identifying when training must take place, and the trainee participants. Second, formulate a training programme that employees and facilitators can execute to accomplish the objectives of the training programmes; this usually embraces detecting learning outcomes, amenities required, obligatory capital, the content of the course, teachings and the sequence of delivery. One third of development is putting together the “package of training.” This requires teaching and learning materials for the program. For example, it is organising or arranging for audio-visuals, pictures, guidebooks. In a methodical strategy, every stage of the procedure gives an outcome required by the succeeding stage. For instance, analysis of the training stage leads to learning goals that are relied upon in the training design. Training design, or instructional design, is the procedure from which trainees can attain their aims and purposes. Naturally, each stage offers a continuing assessment result which determine or measure their progress (Clark et al., 2018).



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2.6. Training and development strategies

The programme of training and development assists the employees to adapt to rapid transformation and modifications in job necessities, and keeps them abreast with the innovative technology and approaches of training. Usually, there are two general methodologies of training and development accessible to organisations and institutions: On-the-job and off-the-job training strategies. Truss et al., (2014: 33) indicate that, “the choice of methods or strategies depends on the organisation’s vision and the objectives come the individual circumstances and other conditions such as, who, or what and why, of the training and development programmes”. Armstrong (2006), Warithaka et al., (2017), “highlight that on-the-job training methods refer to the training and development strategies that are applied in the work place, while the employees are essentially employed and executing their tasks. while acquiring specific knowledge, skills, expertise and know-how”. This training strategy is aimed at enhancing the employees that have inadequate academic qualification and educational background to perform effectively. Specifically, on-the-job training is seen as training that takes place within the organisation Trevor et al., (2009) and Torrington et al., (2015), unearthed the three major training methods of on-the-job as being; orientation, job instruction, job rotation and coaching.

2.6.1. Orientation

Orientation, which is a training method, is arranged for freshly recruited employees immediately after being employed (Mehlape, 2017). It guards new staff against making costly errors; it aids them to comprehend the overall aims, undertaking, scope, agendas, complications and strategies, systems and significant members of the organisations and institutions (Mears, 2015). Orientation strategy is also relevant for the newly appointed staff to gain self-confidence to execute their tasks better to achieve the prerequisite goals. The time frame ranges from days, weeks and even months based on the situation at hand (Marrock, 2015).

2.6.2 Coaching

Coaching remains an alternative training strategy which is usually afforded to specialists from internal or external organisations and institutions, who focus on a specific sector, or segment of expertise, or attitude, for instance, leadership (Manuela, Pessoa and Pinto, 2012). It is also, to some degree, determines what can transpire in the working environment. As human resource division, or head of the section, it should be able to act as coaches when necessary to ensure that learning and development of staff occurs.

2.6.3 Job rotation

“Off - the- job strategies are used externally outside workplaces. Some expertise, skills and knowledge are often used to teach, or acquire, at the workplaces, so off-site training and development are essential” (Manuela et al., 2012: 65). Therefore, staff will obtain training outside their working environment. The strategy further allows the use of more diversity of training practices; these embrace “lectures, apprenticeships, internships and assistantships, special study, films, television, conferences or discussions, case studies, role-playing, simulation, programmed instruction and laboratory training” (Armstrong, 2006: 125). Beside these strategies, the approach for training in the organisation must also required adequate to be comprehension.

2.6.4 Lecture courses and seminars

Janssen et al., (2017), indicate that lectures are the most generally used approach for the training and development of employees. This method entails both hands-on and theoretical teaching procedures, which is usually done beyond an organisation or institution. It is the conventional strategy of training and development of staff whereby the identified staff go through formal lecture courses and seminars to attain explicit knowledge, and grow their conceptual, logical and analytical capabilities. “Lecture programmes and seminars gain a lot from modern technologies, and are frequently offered in a distance-learning format. Feedback and participation can be enhanced once the discussion is granted, along with lecture procedures” Al-Mzary et al., 2015: 128).

2.6.5 Workshops/conferences

Karim et al., (2019), indicate that conferences, or the workshops approach, which is a developmental technique, are used to assist staff in improving their problem-solving aptitudes. “It is a sequence of educational and work sessions. Small groups of individuals meet together over a limited period to tackle a well-defined area of interest. These conferences, or workshops, include knowledge and skills that can be applied immediately in the workplace” (Grib et al., 2019: 363).

2.6.6 Role-playing

Hans et al., (2019: 216) defined role-playing as “training and development techniques that attempt to capture and bring forth decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios”. According to Hans et al., (2019: 220) it entails “the presentation of problems and solutions, for example, in an organisation setting for discussion”. This training method provides certain information that deals with the portrayal of the “roles, concerns, objectives, responsibilities, emotions” (Cohen, 2011: 12). “The provision of a general description of the situation and the problem they face. The trainees thereafter required to act out their roles. This method is more effective when carried out under stress-free, or minimal-stress environments, to facilitate more accessible learning. It is a very effective training method for a wide range of employees, for example, those in the sales or customer service area, management and support for employees” (Hans et al., 2019).

2.7 Constraints to training and development in public and private organisations

Different studies have identified the constraints limiting public employees in undertaking training and development programmes. Swanepoel et al., (2014), disclosed many factors contributing to training failures, noted among them is due to the weaknesses of analytically development of training programmes. Swanepoel et al., (2014: 212) pointed out that “it is critical to relate the needs identified into measurable objectives, and this should be the guide to the training process. Appropriate training methods must be selected, and suitable materials developed to translate into knowledge and skills identified in the objectives”. More importantly, the government must develop a single guideline but

critical instrument that deals with training and development in the organisation. Sanaghan (2009), indicates that effective collaboration between training and strategic planning is a critical challenge facing management in recent times. Sloman (2015) argues that in most instances, management attaches strategic organisational goals to their training and development priorities. Manyisa et al., (2017), associates this failure to poor planning on the part of leadership. It is, therefore, crucial that a strategic training plan is developed to achieve effectiveness in training. Abdullah (2009), also identified an absence or inadequacy of resources as another reason that restricts employees in the partaking of training and development activities.

According to Curristine, Lonti and Journald, (2007), many public institutions do not allocate sufficient resources or budget for training and upgrading of staff. An absence of resources and support barred employees from registering and partaking in additional learning and training to enhance their knowledge, competencies and professional development. As observed by Gore, Lloyed and Smith, (2017), ignoring competencies, skills, expertise and capabilities of staff development programmes when considering employees for promotion, hinders the interest in enrolling in training and upgrading programm. Another possible limitation to employees participating in training programmes was mentioned by Cloete et al, (2016), as being poor rapport between employees and leadership of government institutions. Abdulllah (2009), argues that administrators who act like perilous fault detectors make employees impervious to any commendation or interest for upgrade or enhancement. Further limitations mentioned by various authors include the degree of transformation in the external situation, internal variation, the convenience of appropriate skill facilitators within the prevailing work-force, and the degree to which the incentive to be derived from management, during and after training programmes, could be inspiring factor.

2.8 Legislative framework on training and development

Legislative framework provides guidelines to activities and a set of regulations to make decisions; regarding what needs to be done, under what conditions, and how specific requirements and

phenomenon must be handled (Armstrong, 2008). The legislative framework in the public sector and organisations is set up to provide services which include; marketing, financing, administering and personal development in public administration. In the personnel development sections, there are legislative frameworks with regard to training and development, which revolves around service delivery, recruitment, selection, salary, administration and compensation of employees (UNCTD, 2013). The regulation instruments (staff development policies) are either officially presented in handbooks, or informally in public organisations. According to Charalambous et al. (2016), the training and development division within human resources management plays a strategic role in facilitation, consultation and coordination within all training and development interventions through facilitated learning in an organisation. The White Paper on Public Service Training and Education (1997), highlights that the training and development division in public organisations is responsible for the following: “promoting, executing, supervising and assessing every learning programme outlined in the policy structure which involve; counselling and given directions to stakeholders in the education, training and development programmes; growth and enactment of the workplace expertise plans, establishment and maintenance of a database with all the vital information of the employees, training and developing of members of the staff; custodian of the training and developing policies; supervising and reporting; budgeting and disbursement on training and development; liaising and collaborating with all appropriate associations Attwell et al., (2016). The 1996 Constitution of South Africa, Section 195(1) highlights that public institutions must be developmental driven, and a standard for exceptional personnel development and professional development must be encouraged to develop the potential of individuals. For public institutions to attain its developmental aim, its workforce must be appropriately qualified and skilled to undertake this mandate. The obligation on the South African government to promote training and development is distinctively enunciated in the legislation in three phrases as being the “Skills Development Act” (SDA) of 1998, the “Skills Development Levies Act” (SDLA) of 1999 and the “South African Qualifications Authority Act” (SAQA) of 1995. These legislations




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established the innovative funding strategies, programmes and organisations that were structured with the purpose of growing employee's capacities, and to warrant the supply of standard schooling and training in the country. All these segments of regulations and ramifications have contributed substantially to skills development (Mello and Makamu, 2014 and UNCTD, 2013). Also, the legislation policies have, in many ways, influenced human resource development and have contributed to skills development, improved competencies and knowledge of employees (Kraiger et al., 2015).

2.8.1 Skills development bills (SDB) - Department of Labour, 1997a

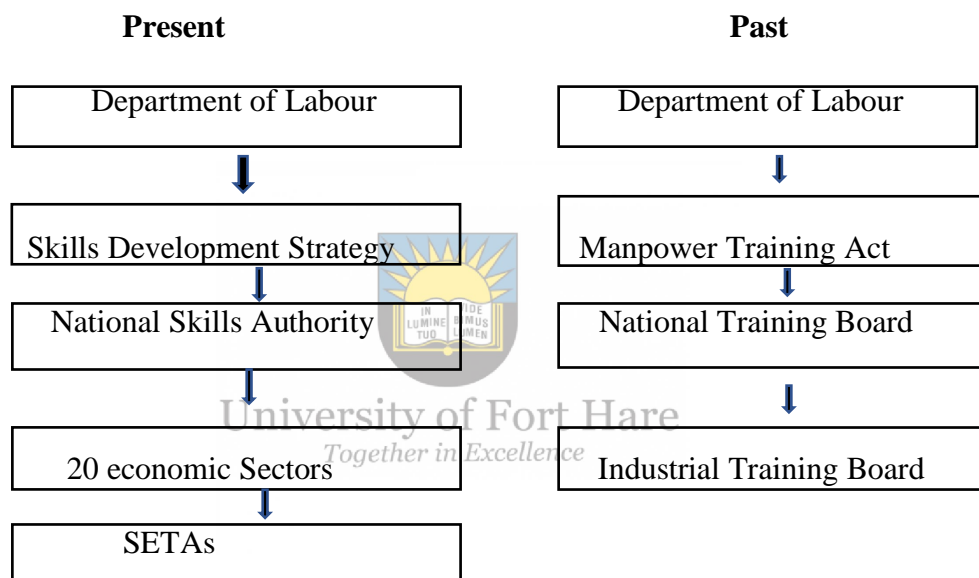
The primary goal of skill development bills (SDBs) – South Africa, 1997a, is to provide friendly policies and strategies that are reachable, not centralised and consolidated, and firmly based on collaboration between public and private partnership (PPP) on expanding educational access to all sectors of the economy and population (Fombad, 2015). This policy was established on five key objectives and targets. Below are the critical objectives cited from (LGSETA of 1998: 12)

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- “To create and enhance the training and development of employees,
 - To create knowledge and reasoning capacity of the labour force,
 - To create nationally acceptable qualifications that are based on manifestation and a clear indication that knowledge has been gained,
 - To establish extensible expertise and strategy of development, and
 - To establish contingency and convenience for self-advancement and entrepreneurial skills”

Knowledge, skills, and technical know-how have become a critical component that the entire educational system, training and development programs, together with entrepreneurial development, and can no longer be delayed (Kraak et al., 2013). Figure 2.2 below portrayed training strategies operated under the previous manpower training policy (MTP) and the national training board (NTB). Marock (2015), who argued against these programmes, indicates the two policies were outdated, complicated and could not achieve their purpose. An innovative training and development were, therefore, introduced in 1993 – the national training board (NTB). As

depicted in Figure 2.2, the new approach to advance knowledge and skills was developed as a contemporary and modern form of skills development bill (SDB) – South Africa 1997a. This bill advocates and encourages a blueprint for national skills advancement scheme with an effective monitoring and assessment strategy and efficient mechanism to evaluate outcomes (Kraak et al., 2013). Furthermore, the bill recommends future configuration regarding requirements and assists in providing effective communication among different role-players in the training and development field.

Figure 2.2 Skills development in South Africa



Source: Eskom Practitioner Guide, (Eskom, 1997a)

2.8.2 Green Paper on the Training and Skills Development Bill (South Africa 1997a)

The fundamental goal of training and SDB goes beyond preparing employees to carry out their daily activities. However, these policies seek to capacitate and entrust employees to operate and function at a maximum and acceptable level with a clear-vision, applicable, commendable and a compelling attitude required within the social and economic environmental (Mahdzar et al., 2015). Skills, as a concept, apply to the three components of competencies. Shuib, Shamshirband and Hafiz (2015: 23), enumerated these competencies as: “practical competence as describes capability

to undertake a group of activities; foundation competence as the ability to comprehend what is expected of an employee, or the ability to predict what others are going to do; reflexive competence is regarded as the capacity to collaborate, corroborate and integrate performance, and to understand performance with any alteration as and when required to accommodate the unpredictability of phenomenon.”

Amoah-Mensa (2016), indicates that the relevance for training and skills upgrading approach is urgent because South Africa faces an enormous magnitude of social and economic challenges. The awful skills profile of South African employees are significant impediment to growth and development in South Africa post-independent (Cloete, et al, 2016). Vasconcelos, Kimble and Rocha (2016), argues that skilled and competent employees are the core for any economic growth and development. This, because competent and skilled employees serve as a link between the working environment, and are a critical precondition economic growth (Cloete et al., 2016).

Nevertheless, Kraak et al., (2013), indicate that before training and skills upgrade programmes can be enforced, thoughtful, collaborated personnel resources advancement goals ought to be promoted and enforced to tackle the core issues. Manuela et al., (2012: 197), summarised the policy on the Green Paper on T&SDB 1997a as follows; firstly, “an innovative theoretical strategy that relied on a demand-led schooling and training programs that is flexible, compliant and susceptible to the economic and social requirements of South Africa, which inspire and encourage innovative skills demands - the programs must inculcate the advancement of the economy, job creation and social upliftment, the attainment of nationally-acceptable qualifications, the capacity to develop the culture of entrepreneurial skills among the population and to enhance standard of living especially among the previously disadvantaged groups; secondly, the policy advocate the creation of a structure of schooling system that bridges the gap between systematic schooling and work experience in order to achieve a National Qualifications Framework (NQF) certified qualification, that that expresses one fitness for the assignment; thirdly, the innovative training structure ought to be backed and encouraged by a tremendous and immense quality evaluation structures, a critical

strategy of pinpointing and establishing expertise required to provide for the disadvantaged groups so that they could participate meaningfully in the economy”.

2.8.3 The Policy of South African Qualification Authority (SAQA) toward Training

The ruling party of South Africa post-independence, the African National Congress (ANC), recommended the creation of an autonomous institution to be responsible for efficient, effective and efficacious in carrying out and enforcing qualifications and certification framework that will accommodate and consolidate academic, technical and vocational intercessions in the country (Nkomo, 2000). Among other things, SAQA was tasked with the following responsibilities. Walter et al., (2015: 167), enumerated the following as the core responsibility of SAQA:

- Sustaining the integrity of qualification and certification systems,
- Accreditation, evaluation and mandated authority at all stages of schooling and training
- Promote, advance and to appreciate research and development,
- Collaborate all certifications and qualifications to a coherent and logical appreciation of all national and private organisation,
- Create structures to monitor standards, and
- Acceptability of South Africa’s qualification and certificates both national and international.



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2.8.3.1 The Relationship between National Qualifications Framework (NQF) and training programmes

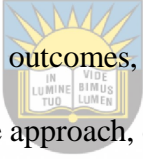
The economic and social conditions in the country are going through accelerated expeditions and overwhelming transformation as the country enters and competes in the competitive business environment (Gupta et al., 2012). To develop pragmatic, competitive and excellent schooling and training programmes that will produce quality products to meet the requirements of the twenty-first century, the public as well as private institutions ought to provide first-rate, exceptional and excellent training programmes that will produce quality expertise and knowledge (Mears, 2015).

Shirley et al., (2012), further indicate that the primary goal of the NQF as a qualification framework is to incorporate all facets of the schooling system in the country into an acceptable homogeneous structure that will boost and encourage learning and research in every stage of society. NQF will also serve as an advertising tool for marketing South Africa qualifications and the educational system, both nationally, and internationally. The NQF is structured to back, direct and to drive the educational programs to quality. The main goal and focus of NQF was identified and categorised qualifications within South Africa (Bezuidenhout and Lekhuleni, 2013).

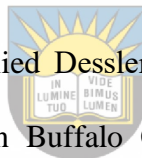
- “Expedite quality schooling, training and job creation,
- Promote the personal advancement of employees, trainees and learners,
- Establish collaborated structure for public and training and to monitor achievement,
- Improve the standard of education and learning and
- Improve components in the educational system, training and career guidance”.

2.8.3.2 Dessler’s four-stage training and development model

Dessler in 2016, modelled the four-stage training and development concept, which seeks to address the challenges of efficiency and effectiveness of training and development. The four stages consist of “training needs identification; instructional design; training implementation; and training evaluation” (Mohlomi et al., 2019: 108). This model was later popularised by Kalaiselvan et al. (2011), Erasmus et al., (2013) and Swanepoel, et al. (2014). In the first stage, Dessler argues that, “human resource practitioners should establish the needs for training. He points out that this step deals with the identification of training needs to improve productivity and suggests that the organisation should assess the potential skills required and develop training objectives accordingly” (Mohlomi et al., 2019: 108). Consistent with Dessler’s argument, both Kalaiselvan et al. (2011) and Swanepoel et al. (2014: 165) agree that, “there should be the first step which should be conducted across the organisation’s functions to ensure linkage with the organisation’s goals and targets for skills to be achieved. Beyond the organisational level, training needs identification

can also be done at job and task, and individual levels”. On the one hand, Mohlomi et al., (2019: 212) cited from Dessler model pointed out that “task analysis should be undertaken from the job of an individual to ascertain the skills needed by an employee to match the duties of that job. Contrary, the individual level, the objective should be designed to suit an individual worker rather than to cater for the requirements for executing a specific task”. “Once the requirement to enhance the competency of employees is addressed, a decision should be taken to provide a training programmes” (Swanepoel et al., 2014:579). Though it is often underestimated, the needs analysis stage is perhaps the most critical stage upon which all the other stages are built. Unfortunately, training programmes are often provided without any systematic training needs analysis being performed. The second stage is the instructional design. At this phase the model, advocates, “that trainers should put together the syllabus, activities or exercises, including material in preparation for implementation of the T&D programme. Depending on the needs identified in the first stage, Dessler says that trainers determine the  outcomes, and the kind and nature of training to be provided. In essence, during this stage, the approach, design, content, and methods are established. This could take the form of on-the-job training, apprenticeship training, coaching, junior boards and job rotation” (Monhloму et al., 2019: 126) . In many institutions, the instructional design is the domain of the HR division. However, in South Africa because of capacity challenges, this task is often subcontracted to some provincial public-sector institutions. The third phase of the the Dessler’s model deals with the application of designed training to the identified target population or recipients. The model advocates that “training be implemented in various ways, including on-the-job training, job rotation, coaching and mentoring. On-the-job training can be conducted continuously to address the shortage of skills needed” (Mohlomi et al., 2019: 133). The model proposes that the execution of the training programme is the core phase, it is this phase that training strategies are actually implemented. “Ideally, in this stage, all the roles of employees and employers should be clearly defined. As with the first two stages, this stage is sometimes outsourced to relevant registered Sector Education Training Authorities” ((Mohlomi et al., 2019:). The last stage

of the model is the evaluation phase. Although this is a very critical phase, most often it is ignored in this model. Dessler cited from Manus et al., (2004: 165) disclosed that after all the three stages have been properly completed, facilitators must engage in systematic evaluation to determine the extent to which the purpose and outcomes set in the planning phase were achieved. To support this assertion, Swanepoel et al. (2014: 595) indicates that with this model evaluation, is more detailed and prescriptive. It provides different levels and ways in which training can be evaluated. “Some of the ways they forward include, but are not limited to, customer satisfaction, productivity and employee perceptions regarding the effectiveness of training. If done well, this stage can also form a critical component of the needs analysis phase” (Srirekha et al., 2017: 5). To this end, Dessler’s model of training and development must be viewed as a cycle instead of a linear. Due to the characteristics of this model it has attracted criticism as been too simplistic. Nevertheless, due to its clarity, this model has been applied in numerous training and development programme. Despite its noted weaknesses, this research applied Dessler’s (2006) four-stage model of training and development to argue its application in Buffalo City Metropolitan Municipality. The study analysed the practicality of this model to improve training and development of employees.



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2.9 Empirical literature

The empirical literature of the study review, the study done by other researchers on the role of training and staff upgrading on performance of employees, and to identify gaps to be filled in those researches. Training increases professional fulfilment and enhances the employee's performance because the employees comprehend and acknowledge what is expected of them as they are equipped with the expertise and knowledge to perform their duties methodically and efficaciously (Bakar, 2016). Various institutions, both at national and international levels, have invested so much in training their employees to perform and render efficient services to their consumers (Vence, 2014). In this regard, different researchers have investigated the relationship between training and performance in different organisations. Some of the investigations explained, in particular, the relevance of training and upgrading of staff proficiency in government institutions, and the effects

of staff upgrading on efficiency in service provisions and, ultimately, the attainment of the organisation goal. Despite the numerous studies conducted on training and development and staff enhancement, minimal materials exist that engage the topic in the Buffalo City Municipality. In the contextual environment, where a similar study has been done, it is considerably different from the geographical location where this study is being carried out. The findings of this study will, therefore, leverage the existing gap of knowledge. Research conducted in Scotland, by McMahon (2013), on 150 public institutions, identified critical issues of performance by the human resource division. The study revealed that 90% of the institutions ranked human resource development as the most essential in improving the attainment and accomplishment of both employees and management. The study argued that employees in the human resource division that are connected to staff development, are extensively viewed as one of the critical components to enhance staff performance. Other scholars have gone a step further in research into the positive impacts of employees training and development as being the essential component of HRM traditions on institutional pursuance. Shafiq et al., (2017) are of the view that there is a reliable connection between staff accomplishments and training programmes of organisations. Dobre (2013), further highlighted that the effectiveness and efficiency in the organisation activities depend significantly on the attitudes and skill levels of employees on the task. Therefore, the enhancement of employee's performance within the organisation is related to the provision of training and development. Jehanzeb et al., (2013), further argued that training and development programmes affect job gratification and employee's accomplishment in any organisation. Based on the above reasons, SETA, (2017), is of the view that policies must be enforced by authorities through responsible departments. For instance, in the case of South Africa, (DHET), enforced to improve the strategies in which training and development programmes are provided to boost expertise and performance. Elnage, (2013) and Mafini, (2015), indicate that in Israel, training and upgrading programmes had resulted in positive outcomes on staff outputs in both government and corporate institutions, and this is manifested through efficient and effective service provision and high levels



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of public satisfaction and approval. Based on the above literature, there is little doubt that staff attainments and accomplishments are subject to proper training and development in their career, therefore, for employees in the municipal sector to perform competently and effectually, the principles of training and development must be taken seriously.

2.9.1 Employee training and development and service provision nationally and in Buffalo City Municipality

Cloete et al., (2016), indicate that in South Africa, the provision of municipal services has become significantly important as it is a degree of accessing equal-opportunities, fairness and human dignity, and to break away from the injustices of the past which denied some parts of the population basic amenities. To support this argument, Mpofo et al., (2017), argue that the new South Africa faces a significant burden which is to ensure that service providers provide quality and efficient services to the population of different races. The task has been on national, provincial and local authorities to redress the provision of essential services to its population, and to establish a constant, effective and efficient provision of essential services. Akoojee and Mcgrath (2004), noted that the rationale for redress suggests that the services must be improved to appreciable levels for the majority of the population. To address the efficient and effective provision of essential services, national and local authorities have introduced basic principles and guidelines for providing efficient and effective services to its citizens. The fundamental assumption and precepts for delivery services in the municipalities in the new South Africa were expertly shaped and designed through feedbacks of politicians to urban dwellers. The underlying representation and memorandum of these principles were confirmed and stipulated in the nine unambiguous and clear-cut “value” in the Municipality White Paper (1998: 89). The distinct values include, accessibility, affordability, tariff levels, local affordability patterns, cross subsidisation, quality of services, accountability, services and development, value for money and the impact on local commerce and industry.

The delivery of critical amenities to the societies, by local authorities, has been prioritised by the government and measures have been put in place for the successful implementation of efficient and effective service deliverance to the communities. This is supported by Pretorius et al., (2007), who highlight that public service delivery is administered by the integrated development plan (NDP) and performance management systems (PMS). In terms of the constitutional values reflected in the Constitution of South Africa (1996), democratic local administration is, primarily, accountable to the population it caters for, and is mandated to validate its choices in a cogent and precise manner.

Furthermore, the local management is approachable, a value attached with efficiency, and signalling the prerequisite that local administration is subtle to available requirements and is to be proficient of acting to accomplish the requirements of local communities. In addition, there is the open-governance custom; a demand for local government to be transparent to breakdown and reproach, accessibility and education. Local administrators and managers are obligated to adopt a participating structure which enables continuous engagement with the public. Lastly, the Constitution states of the principle of fairness, impartiality and justice, moral conducts, bureaucratic and broader diversity. The objectives of local administration is associated with the delivery of democratic and answerable government, encouraging communal and economic growth, encouraging a vigorous and protective environment, inspiring public participation in local government on issues relating to services delivery and, to safeguard the providing of facilities to peoples in a sustainable way (Keevy et al., 2013). Coupled with these privileges is the obligation of the local government to provide a framework to control and manage its administration, accounts and to organise its procedures to give precedence to the basic need of societies, and provide social and economic growth of the community (Abbott, 2013).

The fundamental human right, in the 1996 Constitution, provides additional value in that it allocates, at least obliquely, some level of service commitment to all structures of the government (Shirley, 2015). For instance, "everybody has the right to have access to satisfactory housing"

(Section 26 (1)) “verybody has the right to have access to: (a) well-being care services, together with reproductive health care” (Section 27 (1) Parallel promises were made regarding education, food and water and social services. Walter et al., (2015), indicate that the legislative pattern that emphasises the need for government to validate its activities, and to be held answerable to its people, were highlighted. Regarding service provision, responsiveness, honesty and awareness, these are the fundamental features of the Constitution (Walter et al., 2015).

There are mixed feelings in respect of the provision of essential services by local and national authorities. Andre Olivier of the Organisation for Development Africa, as cited by le Roux, Cohen (2016), assumes that in most of the metros and major cities in the country, accessibilities to complete municipal services varied between 40% to 50% (Kraak et al., 2013). The inadequate provision of services across the country by the municipalities and, in particular, the Buffalo City Municipality, can be accredited much to poor and weak managerial and technical capacities which are a direct result of inadequate and poor training programmes (Hollands & Mageza 2010). In 2004, the Provincial Treasury of the Eastern Cape conducted a study of managerial capacities and their competencies towards Municipal Finance Management Act. The findings revealed that out of 84 senior and middle-level managers in the municipal sector, about 18% have a high capacity, about 38% have a medium capacity and 44% have a low capacity (Hollands & Mageza 2010; Hemson & Owusu-Ampomah, 2005). Pretorius (2007), highlights that the Buffalo City Municipality has been in the news on several occasions due to poor services in many communities across the municipality, ranging from water, sanitation, electricity, and poor roads.

Nkomo 2009), and Manyisa et al., (2017), highlight that the public service needs trained personnel to effect proper service delivery to help administer the country effectively and efficiently. Worker training and development is vital to organisations that have prioritised the competent and actual delivery of services to their customers. This is supported by Andries (2016), who highlights that human resource development contributes towards (or sometimes even initiates) a vision in the organisation where customer satisfaction is seen as paramount. McDonald (2012), note that,

currently, a lot of South Africans are experiencing grave complications in obtaining even the most rudimentary facilities such as water, hygiene, energy, and waste removal. Modimowabarwa (2013), however, highlights that no service delivery is without its challenges. He further notes that these challenges interact with and exacerbate one another. In this view, it is evident that municipalities face challenges in trying to provide efficient service delivery to its residents. Pretorius (2007), notes the significance of employee upgrading, and that its effects lead to improved service delivery. According to Pretorius (2007), training and staff upgrading are critical in terms of leadership. He further highlights that leadership positions in organisations require skilled, expertise, capabilities, confidence and vision values that can only be acquired through practical training.

2.10 Summary and conclusion of chapter two

In this chapter, the significant of the literature implication to the research was scrutinised. The historical background, as well as the philosophy of training and development, was appraised in detailed. The chapter also reviewed the three major theories related to the training and development of employees in the workplace. In addition, the chapter reviewed the conceptual framework training and employees development, and the relationship between training and development with performance and productivity was established. Training techniques, methods and processes were also reviewed.

Conceptual framework involving training, development and performance was analysed and detailed. The conceptual framework identified strong linkages between training and development on employees performance, as training and development build into employees the relevant skills, competences and knowledge that enhance their performance. It was established that well-skilled and knowledgeable employees perform better compared to unqualified employees. The conceptual framework also discussed, in detail, the constraints to training and development programmes in South Africa, and in the Buffalo City Municipality.

Legislation framework, guiding and regulating training and development in the South African background, was reviewed in this chapter. It was deduced from the variety of the literature that South Africa has a lot of policies and legislations guides to monitor and evaluate the training programmes. The legislative framework demonstrates the commitment of the government to training and development of public sector employees. Finally, the chapter reviewed the empirical literature of training and development globally, nationally and in the Buffalo City Municipality of the Eastern Cape of South Africa. Overall, it can be said that South Africa has made significant progress in building consciousness of the relevance of training and employees development regarding numerous legislations and policies formulation. Nevertheless, many municipalities, including Buffalo City, behind in terms of human capacity due to many challenges, notable among them, are inadequate budgeting, and lack of motivation by both employees and management.



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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter considers the strategies followed in carrying out this research. “Methodology of a research is the technique and procedure of assembling data for presentation, clarification and explanation of the investigation. It performs the function of investigating the operation for scientific and social study” (Cohen et al., 2016). Also the methods, procedures and research techniques to be adopted in carrying out in the study including questionnaires, field observation, interviews and documentary analysis.

3.2 Description of the study area

Buffalo City Municipality is the study area. The municipality is located relatively in the middle of the Eastern Cape Province. “The municipality is bordered to the south-east by the extended coastline along the India Ocean. It is the metropolitan heart centre of the Eastern Cape. It is made up of the corridor of urban areas, extending from the coastal city of East London to the east, across Mdantsane and stretching to Dimbaza in the west. The municipal land area is approximately 2,515km², with 68km of coastline. The total population is estimated to be 1,020 million people” (ECSECC, 2015: 25). East London and King William’s Town have been designated as the primary growth points, and three other separate places within the municipality which offer substantial concessions to prospective and existing manufacturing entrepreneurs. Three focal, distinguishable routine designs widely characterise the areas. The foremost are the central urban towns consisting of East London, Mdantshane, King William’s Town, and Dimbaza which command the manufacturing and service provisions, and pull people from the entire Amathole District in their hunt for work and access to improved municipal services and provisions. The next are the areas bordering the city areas and countryside communities that remain under the influence of the urban centres. Finally, there are the subsistence farming communities, mostly in the north-eastern and south-western (coastal) parts of the metropolis, and are categorised, or well-defined, by extreme

poverty and joblessness (StatsSA, 2017). “This is because the farmlands are underutilised. Buffalo City Municipality has stunted economic development and high levels of the jobless population, which translates into the enormous levels of poverty in the municipality. This massive level of poverty was explicit in the 2012 statistician report where almost fifty percent of households in the municipality depend on income below R6000 monthly, and thirty-five percent (43) of families have no access to any form of income. The unemployment level in the municipality is approximated to be thirty-five percent” (StatsSA, 2019: 19). One of the significant constraints impeding the development of Buffalo City Municipality is the lack of suitable education and skills development. A considerable number of the Metro’s potential workforce are illiterate, or completed only primary education. Based on the census conducted in 2012, only twenty-one percent of the municipality’s population of 20 years and above completed Grade 12 education, sixteen percent had post-school education, and only seventeen percent of 15-24 year-olds were enrolled in the post-school study. The municipality is also facing the challenges of high levels of emigration as a high number of the potential working population often move to other provinces in search of employment opportunities. Figure 3.1 displays the area of study.



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Figure 3 1 A Map of Buffalo City Municipality

Source: IDP, 2010

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3.3 The research design

A mixed method approach was employed to solicit the views of employees in the chosen department. The mixed method was deemed relevant for this study because it draws on the positivist and interpretivist traditions. The mixed method approach harnesses the strength of both qualitative and quantitative approaches while compensating for their weaknesses. Drawing on Creswell's (2009: 211) recommendations, a "concurrent mixed method design was employed in which the qualitative and quantitative approaches were concurrently applied. This method was deemed appropriate because it harnesses the strength of both qualitative and quantitative strategies while compensating for their weaknesses".

3.4 Research strategy

Given the aspirations to attain pragmatic, rational, and that the theoretical conclusion of the research is sound and immaculate, this research settled on the concurrent mixed method approach of which the qualitative and quantitative methods were concurrently applied. The concurrent mixed-method, according to Cohen et al., (2016), uses the two data collection instruments (quantitative and qualitative) to collect information to study a phenomenon. Hoagwood et al., (2015), suggests that by using two methods to analyse theories and empirical materials, researchers can transcend over the challenges or inherent bigotry, and the weaknesses that come from single-approach, single theory, and single-concept studies. Often the purposes of the mixed method, in explicit situations, are to derive corroborate outcomes through the aggregation of a variety of perspectives and to represent reality.” The quantitative study is regulated by the hypothesis that the investigator pursues to examine, because “theory offers reasons for the variables in question and assumptions in quantitative research” (Creswell, 2013). Consequently, in analysing the effect of training and development, this method was used in establishing challenges to practical training and development in South African municipalities. The quantitative strategy was further used to understand the planning and implementation of training and development policies in the municipality. Furthermore, this data survey instrument assisted in collecting socio-cultural and professional backgrounds of the participants which include; the age, gender, working experience, education background, working status and experience as well as training programmes attended.

“Qualitative research, on the other hand, answered questions by explaining various social settings and the individuals who inhabit these setting. It offers a means of examining immensurable facts about actual people that a researcher observes and talks to” (Rajasekar et al., 2013: 34). In assessing policies and programmes towards training and staff upgrading, the theoretical framework of the qualitative method was used in identifying the institutional framework of training and development, and why some of the policies and programmes have not been successful. The method was also used to elicit the participants’ views on the implementation of training and development in line with the

integrated approach to training and development model. The qualitative method was further used to solicit the employees' insights into the needs identification phase of the implementation of training and development in the municipality.

3.5 Sampling

The sampling proportion is the subgroup of the population collected to delineate the total group (Grigas, 2015). The universal law for sampling size suggests that, for a sampling population of below 100, a representative size of thirty percent is appropriate in epitomising the total population (Burmeister, Aitken and Leanne 2012). For this study, a sample of 70 employees in some selected municipalities was selected to stand for the total population of 150. This will represent forty-six percent of the participants. The number of respondents selected from a municipality was calculated on the proportional of the total number of people employed in the municipality. Secondary data in the form of journals, books, government memo formed an integral part of data collection for the study. These secondary sources served as a complement to the limited number of the sampling population that will be involved in the study. Documentary materials were picked from archives and libraries from the Eastern Cape Local government.



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3.6 Purposive Sampling

Purposive sampling is a sampling strategy where the investigator willfully picks whom to absorb in the research based on their capability to furnish relevant and required data (Negida and Elfil 2017). The purposive sampling procedure was considered for this study because the researcher was seeking material and evidence on the function and relationship between training and staff performance in the municipality, and this required data in which the sample population are directly involved, or have vast experience, ingenuity and knowledge in the municipality operations. Stratified, random sampling was used to select the local municipalities within the Buffalo City Metropolitan Municipality.

3.7 Sample population and sample size

A sample population is made of “all those people with the characteristics a researcher wants in study” (Martínez-Mesa, Duquia and Bonamigo, 2016: 12). For this study, the sample population were employees from some selected municipalities within the Buffalo City Municipality. The participants included: senior management and middle-level employees, Majors and ward councillors and householders. The selection of these respondents were based on the objectives set for the study. The identification were grounded on the knowledge and expertise of participants in the training and development policies in the municipal sector. Furthermore, job specifications and exposure were taken into consideration. The selection sample of senior and middle-level managers within in the municipality was extract valuable insight on the municipality’s strategies and the challenges of developing and implementing the training and development programmes. The majors and ward councillors were included in the study sample because the researcher want to established the political system and the administrative structure of governing training and development of employees in the local government setup. A random sampling technique was used to select households who are directly or indirectly impacted by the services of the municipality. The perspective of this group was deemed critical as it gave the researcher the significant of training and employees development in the municipality. In all ten interviews were conducted and 60 questionnaires were distributed to participants in the Buffalo City Metropolitan Municipality and other players involved in staff training in the study area. The proportion of respondents was based on the overall size of employees in the municipality. King William’s Town and Phakamisa local municipalities were selected for this study based on their sizes, strategic positions and their performance in service provision in their municipal areas for the past ten years. Respondents were also pick from Institute for Development Assistance Management (IDAM) from the University of Fort Hare. The views of these respondents were relevant due to their involvement in the training of government sector employees in the past ten years.

3.8 Data collection methods

This study utilised both direct data from the field (primary sources) and other sources (secondary data) to deal with the objectives stated the study. Field, or primary data, was gathered through questionnaires, interviews and observation. A secondary source of data was organised through documentary analysis, research publications, policies and frameworks for management on training and development, journals, articles, case studies, policies documents and government gazettes.

3.8.1 Questionnaire

A questionnaire is a structured form, either drafted or printed, consisting of a formalised set of questions mapped-up to amass information on a subject, or some subjects from one or more participants (Baig and Laghaivi, 2017). The researcher used self-administered questionnaires to solicit information from respondents. A total of 60 respondents were targeted in this research to be administered with the questionnaires. This data collection method was useful in obtaining data because more information was extracted within a short period and was cost-effective. Questionnaires were useful in obtaining information linking training and staff outputs and, more significantly, the systematic and structural constraints hindering proficient and productive training programmes within the Buffalo City Municipality. The questions centred around the demographic characteristics of employees, the training programmes, and the constraints to training for the productivity of employees.

3.8.2 Interviews

The interview is a face to face communication amongst two persons for an explicit determination (Oltmann, 2016). Alshenqeeti (2016), highlights the rationale for utilising interviews in collecting data for research; this technique affords the researcher the opportunity to ask follow-up questions to obtain deeper understanding, also, respondents can provide extensive information or opinion over an issue. A total of 10 respondents were interviewed using a structured interview procedure. The interviews were used to collect data that relates to the determinations of training and upgrading

of staff and vital inside and outside effects on training. In addition, this data collection instrument was used to explore the effect of training and development on staff productivity in the provision of services in the municipality. The instrument was further used to identify the alternative models that could be used to improve training events in the municipality.

3.8.3 Non-participant observation

The non-participant observation was used to obtain data for this study. Non-participant observation, according to Zhao and Ji (2014), is a situation in which the researcher does not take part in the situation they are observing. This data collection instrument was used to assess the technologies available in the municipalities, and the working environment in the selected municipalities (Bisho, King William's Town and East London). Pictures and videos were taken to enable the researcher to analyse the information.

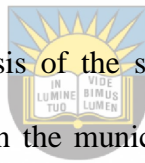
3.8.4 Documentary analysis

The documentary review was a useful source of data for this study. Documents are relevant in research because they interconnect the information obtained from the field through questionnaires, interviews and observation. The researcher used various documents such as Training Policy and the Strategic Plan of Public Service Management Act of 2003, the White Paper on Public Service Training and Education, Human Resource Management in the Public Service, and various articles, publications and case studies on training and development in other countries. The researcher used these documents to supplement the field data that was attained through questionnaires and face-to-face interviews. The documentary analysis assisted in having a deeper understanding of policies governing training and development in the municipal sector.

3.9 Data processing

The first objective of this study identifies the significant purposes of training and development, as well as the critical internal and external influences on training. In this respect, data were obtained from the employees at King William's Town local municipality, and HRM from the Amatola District

Municipality in East London. Information on demographic characteristics of the respondents such as; age, gender, levels of education, years of experience, and their rankings, were solicited. Other information, such as the meaning, types and the significance of training programmes were obtained. The second objective sought to investigate the impact of training and development on staff performance in the provision of services in the municipality. Qualitative data, in the form of face-to-face interviews, were arranged with the leadership of the Buffalo City Municipality in East London to identify and discuss the significant influence of training programmes on their employees' performance. The discussions centred on the correlation between training and the provision of services, the positive and the negative influences of training on staff performance. The questionnaire was also distributed to employees at the Bisho Local Municipality to obtain data on many training and upgrading courses they have attended since they were employed, or recruited, by the municipality.



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The third objective relates to the analysis of the systematic and structural constraints hindering training and development programmes in the municipality. In analysing this objective, data were obtained through open-ended interviews with management and employees at Bisho Local, as well as Phakamisa Community Municipality. The discussions centred around the internal and external constraints hindering training and upgrading of employees. Direct observation was carried out by the researcher to assess the types of technologies available to employees, the challenges of adapting to new and modern technologies, and how innovative technology can make provision of services effective and efficient. The questionnaire was also distributed to employees of the Phakamisa Community Municipality. The core issues were to further identify constraints to training programmes. The fourth objective suggests alternative models that could be used to enhance training and development programmes to improve employees performance in the municipality. In designing alternative models, the researcher had in-depth interviews with management of the Institute for Development Assistance (IDAM) from the University of Fort Hare, as well as HRM from the Provincial Department of Local Government and Traditional Affairs in Bisho. The discussions

centred around the strengths and weaknesses of the current models of training, and formulation of new models that assist in the provision of quality services.

Table 3.2 Summary of the different forms of data collected from key respondents.

Types of data collected			
Objectives	Number/ Key informants	Qualitative data	Quantitative data
<p>“To evaluate the training and development policies and strategies in the Buffalo City Metropolitan Municipality”</p>	<p>Two (2) HRM from Amatola District Municipality and fifteen (15) employees from King William’s Town Municipality. (Interviews, questionnaires)</p>	<p>Meaning, types and significance of training and development on staff performance</p>	<p>Demographic characteristics of respondents (age, gender, levels of education, years of experience and ranking of respondents</p>
<p>“To investigate the impact of training and development on staff performance in the provision of services in the municipality”</p>	<p>Three (3) managers from the Buffalo City municipality from East London and fifteen (15) employees from Bisho Local Municipality</p>	<p>The positive and negative impact of training and development on staff performance, attitudes and commitment to training programmes by management and lower ranks and packages available to participants</p>	<p>Number of training and upgrading courses they have attended and frequency of training programmes organised</p>

<p>“To analyse the systematic and structural constraints that hinder training and development programmes in the municipality”</p>	<p>Two (2) managers from Phakamisa Community and Bisho Local Municipalities and ten employees from Phakamisa (interviews, observation and questionnaire)</p>	<p>Identification of internal and external challenges hindering training programmes, the extent to which the challenges are impacting on service provision</p>	<p>Degree and percentage of imparting of constraints to training and development</p>
<p>“To formulate alternative models that could be used to enhance the training and development programmes to improve employees’ performance in the municipality”</p>	<p>Three (3) administrators from Institute for Development Assistance Management (IDAM) as well as HRM from the Provincial Department of Local Government and Traditional Affairs. Ten (10) questionnaire was also distributed to postgraduate students from the University of Fort hare (interviews and questionnaire)</p>	<p>Identification of the current training models, strengths and weaknesses of the current models. Formulation and designing of new models</p>	<p>Number of models in existence Statistical compilations of the models</p>

3.10 Research validity and reliability

Trustworthiness is very important in qualitative research as it allows for the description of the validity and reliability of without making use of the terms that are normally utilised in quantitative research (Given, 2008:45). According to Rubin and Mourton (2009:27), trustworthiness is an approach to clarifying the issue of objectivity in qualitative research. Lincoln and Guba (1985:277), state that “the key principle in qualitative research is found in trustworthiness, which is the neutrality of findings. Just as a quantitative study cannot be said to be valid unless it is reliable a qualitative study cannot be transferable unless it is credible and it cannot be considered credible if it is not dependable”. Given (2008:47) “asserts that trustworthiness has alternatives which include transferability, credibility, dependability, and conformability. In principle, trustworthiness can be seems as the way that researchers in qualitative research can ensure that their research is credible, transferable, dependable and can be confirmed. Therefore, tthese were taken into consideration for this research”.



Credibility

“Lincoln and Guba viewed this as the principal objective of qualitative research. It refers to the confidence in the truth of the data and interpretations of them. This addresses the question of whether it rings true or not (Babbie and Morton, 2012:277). They stated that there are two aspects to credibility: that is, ensuring that the study is carried out in a manner that makes the findings believable and, employing measures to show credibility to readers. Credibility can be check using various procedures such as persistent observation, triangulation and member checks”.

Transferability

“Transferability fundamentally refer to the degree to which data used is generalised. It is the degreento which data the outcomes are relevant to the background or settings. Babbie (2012) is of the view that in qualitative research the investigator is not concerned with generalisation unlike quantitative study where is the obligation of the investigator to guarantee that the outcomes can be generalised from the sample to the overall population”.

In qualitative research that task of transferability lies with those who want to the receiving perspective. Guba et al., (1998) argued that, “researcher ought to provide sufficient descriptive data in their study outcome to the extent that external readers will be able to assess the data’s suitability to other situations”. According to Mouton (2012) “transferability can be attained within the context of thick and judgemental sampling”.

Dependability

This refers to the reliability and stability of the data over situations and over time. Babbie and Mouton (2012:278), state that “dependability speaks to the issue that a research should provide its audience with evidence that if it were to be repeated with the same subjects and in the same context it would yield the same findings. Since there is no validity without reliability the same applies with credibility and dependability credibility cannot be achieved without dependability. A proper demonstration of credibility is sufficient enough to establish the existence of dependability”.



Conformability

“Conformability refers to the extent to which the research findings reflect the voice of the participants, conditions of the inquiry not the researcher’s motivations or perspectives and biases. It also entails the degree to which the findings are the product of the focus of the inquiry and not of the biases of the researcher” (Babbie and Morton, 2012:288). Many authors (Creswell, 2014; Denzin & Lincoln, 2003; Hupey, 2002; Smaling, 2003; Willis, (2007: 33) “support the idea that quality and rigour can be demonstrated in qualitative research. Accordingly, many attempts have been made to replace the concept of validity as defined and used by quantitative researchers”.

3.11 Data analysis methods

Descriptive data analysis techniques were employed in this study. The techniques involved the conversion of data into a numerical form before analysis. This was done to make the data readable, so that the relationship of the research problem could be scrutinised, verified, and decisions made. Questionnaires that were administered from the fields were analysed using Statistical Package and

Service Solution (SPSS) Version 22. This involved the coding of questionnaires and creating templates using the SPSS software. Descriptive statistics were used to create bar graphs, pie charts, cross-tabulations and other diagrams.

Both ground and discourse theories were used to analyse the qualitative component of the data obtained. Computer-assisted qualitative data analysis was also utilised to analyse qualitative data. This involved designing, administering, and edifying categories; tracking connections between theories, and creating correlations between cases and events. Analysis of Variance (ANOVA) method was also exploited in analysing the qualitative component of the data. This analysis was useful in determining the relations between concepts and variables. The non-participant observation provided the opportunity for taking pictures which assisted in explaining further the activities of employees in the Buffalo City Municipality.

3.12 Ethical consideration



This study sought ethical consideration in soliciting data. Ethics is a split of thinking and world view, which identifies with the behaviour of people and directs the standard, values and practises of an individual in obtaining information (Meridith et al., 2018). Since research entails collaboration, cooperation and solidarity from various individuals, organisations and disciplines, it is prudent to adhere to ethical standards and values to promote and strengthen the partnership. The researcher sought permission to carry out the study in the designated organisations in the Buffalo City Municipality. The researcher sought informed consent. The researcher informed the respondents of their sovereignty to participate in the research, or to terminate their participation in the research process at any given time without any consequences. Participants were further made aware that the information they offered will be used for the research only, and the improvement of the municipality. Furthermore, the information they provided was treated with strict confidentiality. According to Babbie (2007:64), everyone who is taking part in social research must have the knowledge of what is generally agreed by researchers on what is deemed improper and what is

proper in conducting scientific enquiry. Accordingly, the first ethical item done by the researcher was to get ethical clearance for this study. The researcher adhered to all the requirements stipulated by the Ethical Committee of the University of Fort Hare to obtain an ethical clearance certificate to collect data for this study (See Appendix 1 for ethical clearance certificate). Finally, their privacy was protected because the researcher did not ask their identity, such as names, identity number, or anything that would identify them.

3.13 Delimitation of the study

This study was carried out at Buffalo City Metropolitan Municipality and focused on training and staff empowerment as a strategy to improve the outputs of employees in the municipal sector. Therefore, the findings were confined to Buffalo City Municipality only. Only employees and managers within the four municipalities selected that are directly tangled in the implementation and day to day operations in the municipalities were included in the study. The study was explicitly limited to the relevance, structural and systematic constraints, and not systems of training and development. The time frame for data gathering for the research was restricted to three years, thus from 2015 to 2018.

3.14 Organisation of study

This research was grouped into five main chapters. The first chapter was on introduction, the background of the study, the problem statement, the primary, as well as the secondary objectives of the study. Other elements, such as investigation questions and the justification of the study, were considered in the chapter. Chapter two dealt with the literature analysis. The chapter deliberated on the theories, thoughts and perceptions of others regarding training and development on organisational upliftment, guidelines, principles relating to training and staff upgrading, the strategies and techniques used in training, assessment on training, and finally, the merits and complications of training in the municipal sector. Chapter three focused on the organisation and method of the study; these included the design of the study, sampling techniques, sample size,

collection of data strategies. The fourth chapter dealt with the presentation of the data and interpreting the findings. Finally, the fifth summarised the study outcomes, conclusions from the findings and present suggestions based on the outcomes.

3.15 Conclusion

This chapter focused on the methodology that was used in this study. An explanation of qualitative and quantitative research as a method for data collection and analysis was given. Measures followed during the data collection were discussed in this chapter and the information about the sample was provided.



CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF THE RESULTS

4.1 Introduction

The study set out to achieve four objectives as presented in section 1.5.1 The findings are presented such that each of the study objectives is addressed with their corresponding data. The Statistical Package for Social Science (SPSS Software) was used for the quantitative data analysis, whereas inductive strategy was adopted to analyse the qualitative component of the data. Descriptive statistics were used to describe and summarise the nominal data and other characteristics of the subjects. Descriptive statistics were further used to present the data in frequency distribution tables, pie charts and bar graphs.

4.2 Demographic characteristics of respondents

In order to analysed training and development policies and strategies in the Buffalo City Metropolitan Municipality, as stated in the first objective, the study used qualitative and quantitative strategies to obtain data from the respondents for analysis and discussion. Key data components solicited for analysis were the demographic characteristics of respondents, types of employment of respondents, training programmes received by respondents, strategies of training and the contribution of training initiatives to effectiveness and efficiency of staff performance in the municipality.

4.2.1 Gender classification of the participants

Gender is a critical element to reflect when analysing issues concerning staff progress and development. Sutton and Farrall (2005), argued that in various parts around the globe, especially in Africa, the level to which females remain inferior and lesser to males is enormous. This phenomenon is often enforced by religion and cultural practices. These practices remain an unadorned hindrance to the career growth of women. Based on this assumption, the researcher sampled the views of both groups for analysis. Table 4.1 depicts the gender classification of the participants.

Table 4 1 Gender classification of respondents

Employment categorisation	Gender		
	Male	Female	Total
Senior Administrators /Managers	3	1	4
Junior Administrators / Managers	4	2	6
Permanent employees	12	8	20
Temporal employees	18	12	30
Total	37	23	60
Percentage	62%	38%	100%

Source: Field study 2019

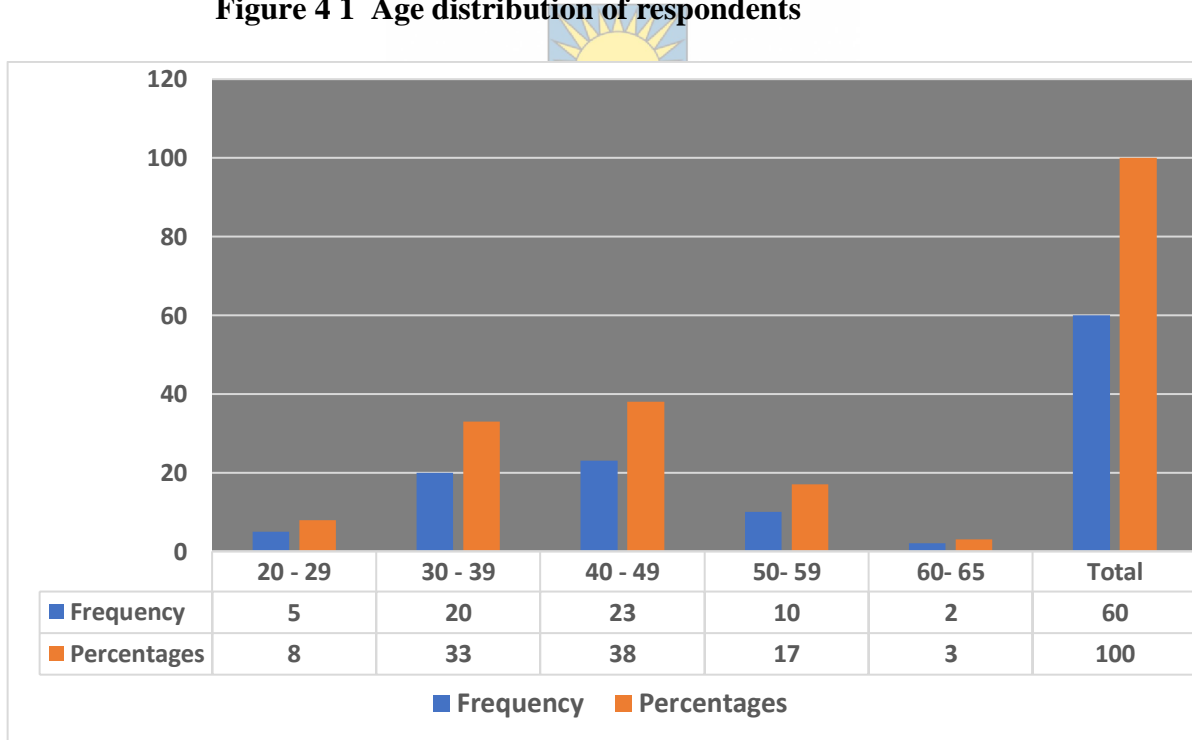


The table above revealed that the mainstream of participants surveyed were men. Out of 60 participants surveyed for this study, 37 of them representing to 62 per cent were men, while 23 representing 38 per cent are women. This breakdown reveals the level of gender inequality in the municipality and South Africa as a whole. Also, only one woman representing 33 per cent is employed in the municipality as a senior manager; the majority of women are in junior positions and are on a temporary basis. The employment pattern and distribution in the municipality is male-dominated. This trend of employment supports the views of Carrato and Cifre (2018), who argued that females are three times less possible to be employed in a formal sector in South Africa due to interruptions such as childbearing, childcare, illness, disability and other social factors. Based on this assumption, most organisations do not usually absorb females in training and upgrading programmes since it is presumed to be a “waste” of resources.

4.2.2 Age distribution of respondents

Age influences individual working capabilities; it is also an essential factor to individual's choices and decision making, because the way an individual thinks is closely linked to the number of years an individual has lived (Liu and Westelius 2016). Various research findings linked age to productivity; it is often said that productivity increases with age in the early life cycle, and then decreases late in the life cycle as human capital depreciation exceeds investment (The law of diminishing returns). According to Oswald, Proto and SgROI (2015), the maximum productive age in the human cycle is considered to be between the ages of 20 to 45. The age distribution of respondents was therefore relevant in this study because the researcher needed to know whether the municipality has a mixed composition of staff, which is significant to affect the training initiative programmes. The age of respondents in this research is captured in Figure 4.1.

Figure 4 1 Age distribution of respondents



Source: Field study 2019

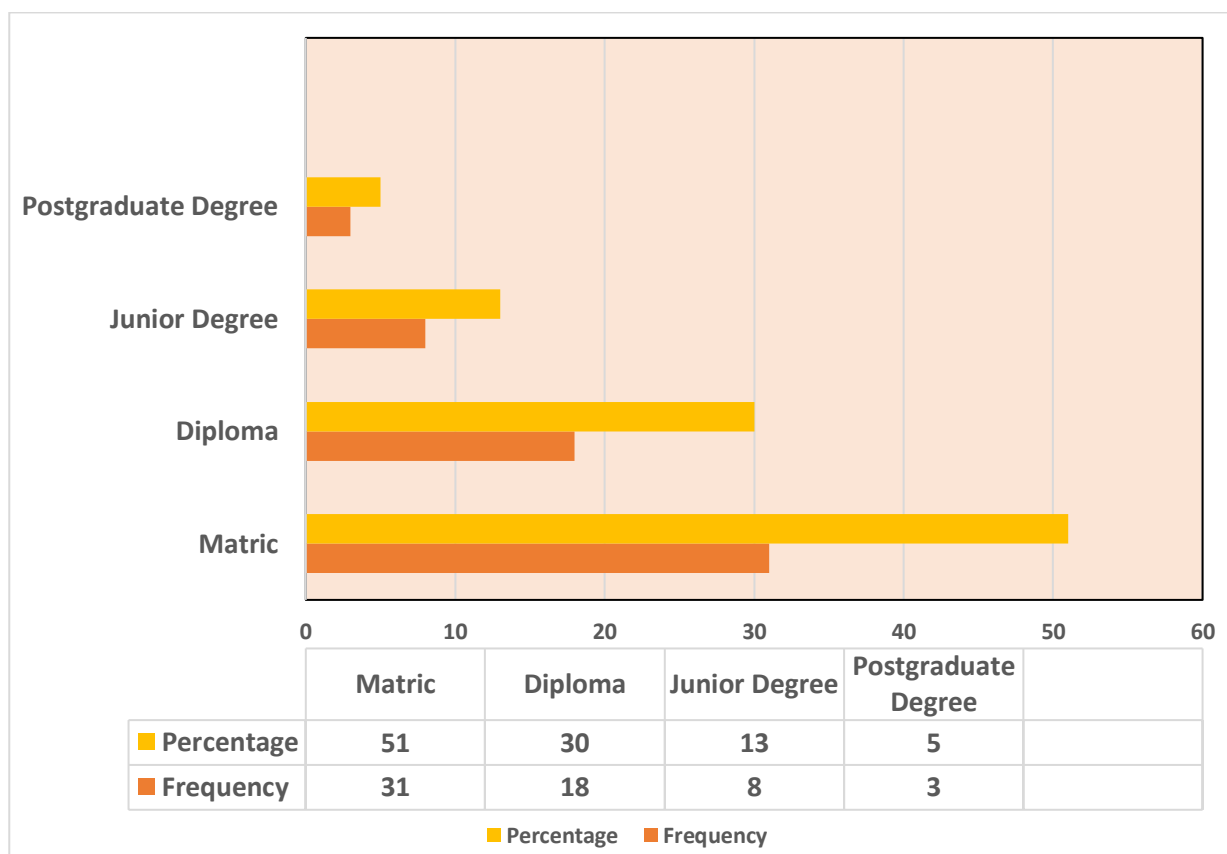
Concerning the ages of respondents, Figure 4.1 revealed that the 23 of the respondents, representing 38 per cent are between the ages of 40-49, 20 of the respondents equating to 33 per cent were of the ages ranging from 30-39, the ages between 50-59 constitute 17 per cent of the respondents, while the ages between 20-29 and 60-65 were 8 per cent and 3 per cent respectively. Careful analysis of age distribution suggests that the majority of the employees are within age groups that can be trained and be developed to become efficient, capable, independent thinkers and technologically inclined to render quality and professional services to the population within the municipality.

4.2.3 Educational levels of participants

The educational levels of participants were considered a critical component to be investigated in the research. Education, by definition is ability to change attitudes and increase understanding of people to comprehend of complex issues. Mandisa et al., (2015), argued that most organisations and institutions assumed that it is the obligation of institutions such as universities, colleges, technikons and many more, to prepare individuals to be an active labour force, also it is the responsibility of the labour force to learn and acquire knowledge, expertise and skills in a particular trade to be employable. This presumptions, therefore, indicates that the degree of a persons educational standard can, to a greater extent, establish how the individual will perform on the task, also, how an individual will be able to acquire new knowledge and expertise in the trade. Figure 4.2 highlights that most of the participants 31, representing 51 per cent , had a matric certificate; none of them was a stark illiterate. Eighteen of them, representing 30 per cent had a Diploma certificate, 8 of the respondents representing 13 per cent had a Junior Degree, while 3 of the respondents translating to 5 per cent possessed different levels of postgraduate certificates. Accordingly, overall statistics suggest that only 49 per cent of participants qualified at a tertiary institution, while the majority, 51 per cent hold a matric certificate, or below.

This break-down is a reason for the apprehension report by Cloete et al, (2016), that the lack of qualified staff and personnel is a significant problem in almost all the municipalities in South Africa. According to Cloete et al, (2016), unqualified and underqualified employees in South African municipalities are widespread, and have been accepted by all, as well as the Department of Corporate Government and Traditional Affairs (CoGTA).

Figure 4 1 Educational classification of participants



Source: Field study 2019

4.2.4 Years of experience by the respondents

The final demographic characteristics analysed the duration participants have been working in the municipality. Years of experience of respondents was deemed relevant because it affects the day to day operations in the municipality. Experience is assumed to enhance the level of skills and competencies within a specific task (likewise to schooling) which, in turn, elevates their

effectiveness and efficiency. In this background, experience has, in collaboration with the educational background of respondents, been used as a yardstick of assessing the impact of human capital on the municipality performance towards service provision. Table 4.2 depicts the categorisation of respondents in terms of years of experience in the municipality

Table 4 2 Categorisation of participants based on their work experience

Years of work in the municipality	Total number of respondents	Percentage of respondents
1 – 5 years	5	8
6 – 10 years	12	20
11 – 15 years	15	25
16 – 20 years	18	30
20+	10	17
Total	60	100

Source: Field study study 2019

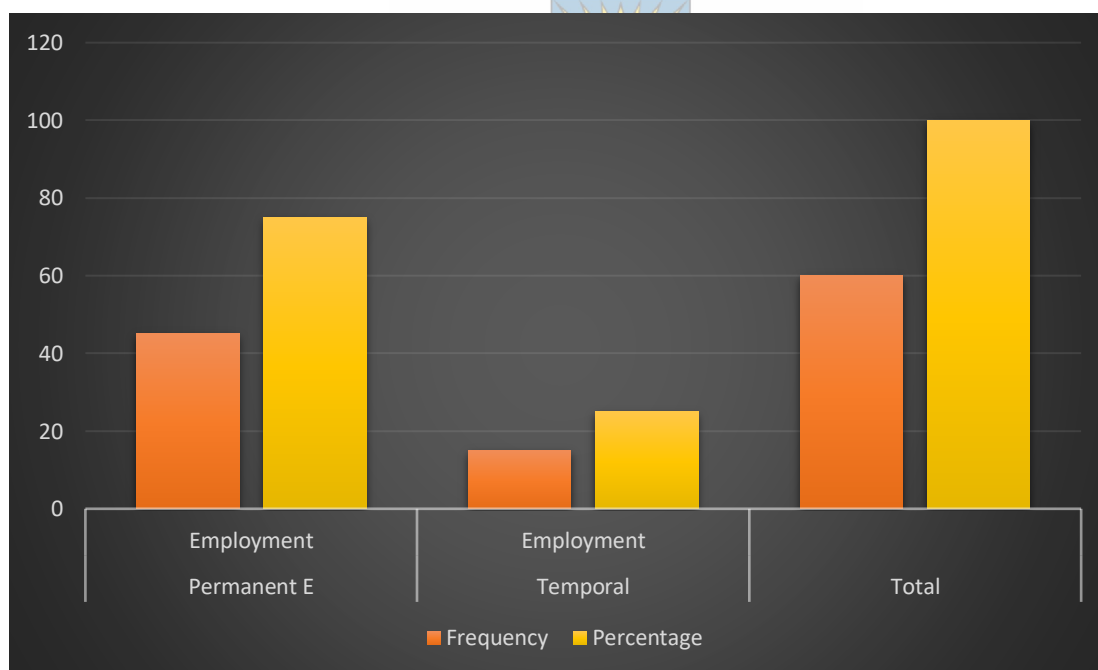
The results in Table 4.2 indicate that 5 of the participants representing 8 per cent have worked in the municipality between 1 to 5 years, 12 representing 20 per cent have been employees between 6 to 10 years, while 15 of the respondents representing 25 per cent have worked continuously in the municipality between 11 to 15 years. Thirty percent, representing 18 employees', have worked in the municipality between 16 to 20 years, while 10 of the respondents, representing 17 per cent indicated that they have over 20 years of working experience in the Buffalo City Municipality. Analysing the trend of experience gives a keen observation that the experience levels of the majority of the staff members extends beyond ten years. These break-downs suggest that the municipality has a high level of staff retention. The findings also suggest that the municipality has

a blend of different levels of experienced personnel. This phenomenon requires persistent updates of skills and knowledge, which can only be acquired through practical training.

4.2.5 Nature of employment by respondents (Permanent and temporal employment)

The nature of engagement by the participants was considered as an integral component in this research. For this study, the two main employment categories in South Africa were considered and analysed, the permanent staff, and temporary, or casual labourers. Permanent staff are the employees of the municipality that receive their remuneration from the central government through the Department of Treasury. The temporary and casual labourers are conscripted on an adhoc basis, and are paid directly by the municipality through its internally generated funds (IGF). Figure 4.3 displayed the nature of employment of respondents.

Figure 4.2 Distribution of respondents like employment



Source: Field study November 2019

The results in Figure 4.3 suggest that 75 per cent of the participants are permanently employed, while 25 per cent were temporarily employed. This information was relevant to the study because, in the municipality, the nature of employment dictates the nature and frequency of training and

development programmes one receives. It was disclosed that the permanent employees, who were directly employed by the government, receive more training and upgrading courses organised and sponsored by either provincial or national government through its affiliated department or administration. Contrary to this, temporary, or casual labourers, often receive their training courses from within, which were often conducted by the local municipality, and, even in situations where the training courses were conducted externally, the municipality bore the cost.

It was highlighted that training courses arranged by the public are recurrent, active and procedurally organised compare to those organised by the municipality, which most often were organised and sporadic. It was disclosed that the availability of funds most often determined the success or failure of most of the training programmes. This analysis confirmed the thoughts of Cloete (2016), that in some municipalities, and some public institutions in South Africa, some management and leadership are indifferent to training their staff extensively, and apportion resources to other sectors or engagements less relevant to the training and upgrading of their staff.

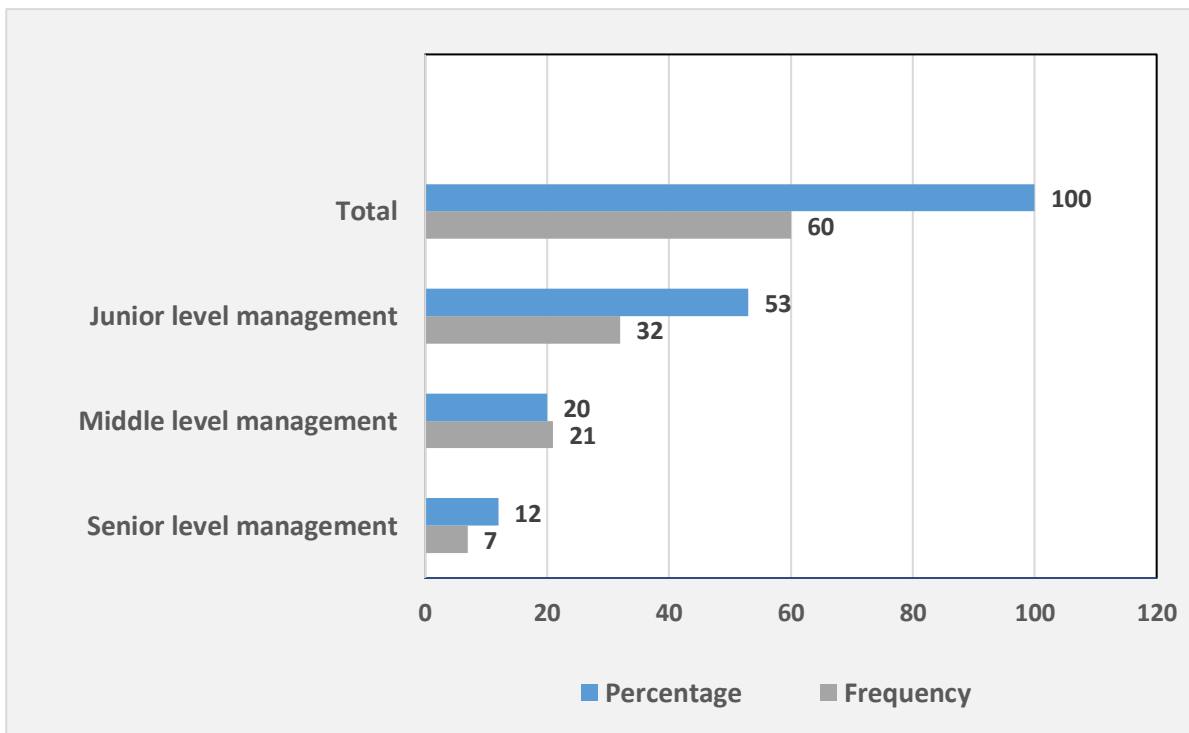


4.2.6 Positions and ranks of participants

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Similar to the educational background of participants, the positions and ranks of staff at work can also establish the type of training and upgrading courses organised for personnel. This suggests that training courses, organised for senior staff, are different from junior staff. This is because, one's rank at the post significantly outlines the type of dexterities, understanding and capabilities needed to accomplish the mission successfully and professionally. It is, therefore, assumed that diverse training courses are organised for different echelons of leadership in an organisation. Figure 4.4 revealed the distribution of respondents in terms ranks of respondents.

Figure 4.3 Distribution of respondents based on ranks



Source: Field study 2019



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The break down of the figure suggests that the majority of the training and upgrading courses are organised for the senior and middle-class employees. These programmes mostly include capacity building courses, symposiums and colloquiums, which were typically arranged by legislative government interventions such as CoGTA, NGOs and Universities (University of Fort Hare). It was observed that most of the training courses held in the urban centres were mostly arranged for the upper and middle-class managers, excluding lower class level employees. This observation confirms the assertion of Cloete (2016) and Seyama and Smith (2015), that the training, specifically, has not been able to sufficiently support aptitude enhancement, because most of its training initiatives are structured for crucial senior rank managers of municipalities, rather than functional personnel.

4.2.7 Qualitative analysis of training and development

Information obtained through interviews and content documents revealed that training enhances the performances of employees, thereby improves the overall outputs of the municipality because managers spend less time overseeing the staff post-training programmes. The Buffalo City Municipality has a branch of human resources development and performance development which handly precisely the building and empowering of staff in the municipality. This particular department is in charge of establishing the human resource division and training plans in the municipality. Therefore, it is imperative to engage the management of this department in the form of interviews to supplement the secondary data that were obtained for this study.

The findings of the interviews indicate that training is highly needed for employees to efficiently undertake their responsibilities and enhance their outputs. This is because competent employees are those who have both skills that enable them to undertake his/her duties appropriately with relevant knowledge on the subject matter. Therefore, the data obtained provided proof that training and development are highly needed for employees in the municipality to improve their performance.

More remarkably, the findings have correspondingly noticed that the selection of programmes for training are very burdensome, because they are full of biases and partiality, thus only a few high ranking officials are selected for training in the current system. Cloete et al., (2016), concurred that once an employee's performance problems have been identified, training requirements must not only be defined, but also effected immediately to enhance staff performance. One of the informants disclosed that the inability of the municipality to provide training to the staff for this extended period had created a knowledge gap which was negatively affecting the staff's capabilities to perform their functions effectively, and to meet the expectations of the population.

Analysis of documents, such as Training Policy (BCM Annual report 2012/2013, 2014/15), as well as Municipal Training Strategic Plan that regulates the entire subject of training at Buffalo City

Municipality, indicates that the training policy was established in 1996 by the Department of Education, now the Department of Higher Education and Training. Since its inception, however, the contents and its core functions are not well known by the relevant stakeholders, including the Municipal Human Resource Department, which is responsible in the management of all matters relating to training and development of personnel. Equally, another key informant highlights that the municipality had no Training Strategic Plan to guide employees training until this academic/financial year 2013/2014, following incessant public unrest over inadequate service provisions. This suggests that things are not done systematically in the municipality, and, as a consequence, even vital issues such as training and development through which staff can enhance their performance, are not implemented.

In the views of key informants, if the municipality sought to accomplish its objectives, they should not only consider its labour force as critical assets, but should have human resource strategy, training and development as a tool to boost their performance, which would subsequently lead to its sustenance (Armstrong, 2001). Based on the findings above, there is little doubt therefore that the lack of, and the poor and ineffective training and development programmes have, in numerous ways, contributed to poor employee performance in the Buffalo City Municipality. This is because, staff training programmes have not been considered as relevant, even though it is recommended in the Municipal Policy. Hitherto, its contents are not well-known and communicated to employees, and above all, there are no systematic structures to ensure that training is imparted to employees to boost their performance.

4.3.1 Impact of training and upgrading programmes on staff productivity

In order to comprehend the influence of training on employee output in the Buffalo City Municipality, as indicated in the second objectives, it is crucial and paramount to ascertain strategies used in the training of employees and their effect in delivering services in the municipality. Based on this, participants were asked to indicate the proportion of training and

developmental courses they have attended, and their impact on the performance of their duties.

Table 4.3 displayed the answers provided by participants.

Table 4.3 Proportion of training programmes received by respondents

Categories of employees	The proportion of training and development programmes received			Total
	Very often	Not much	Not all	
Senior administrators	4	3	-	7
Middle-level administrators	8	10	2	20
Junior level administrators	3	5	25	33
Total	15	18	27	60

Source: Field study 2019



Table 4.3 indicates that 55 per cent of the contributors had undertaken training and development programmes since employed municipality. Compared to 45 percent of the participants who have never received any form of training or upgrading since they were either employed or hired in the municipality. It was observed, however, that even with the 55 per cent of the respondents who had undergone training, the majority of them, 33, representing 76 per cent were permanent employees’, while only eight representing 24 per cent were casual employees. This break down is vital because it re-affirmed the previous analysis and argument by Cloete (2016), that training and development programmes are organised mainly for permanent staff, mainly because they are funded by the provincial and national governments., These were competent and structurally organised compared to training and development programmes organised internally by the municipality for its temporary

staff, programmes which were mostly hindered by the unavailability of funds, and mostly unstructured.

4.3.2 Training and development and employee performance

The impact of training and development on employees performance were assessed to ascertain their effect on service provision in the municipality. Participants were interrogated to indicate whether the training courses they had received had any bearing in discharging their duties. Table 4.4 reflects the responses of the participants.

Table 4. 4 The impact of training and development on employees performance

Responses of Respondents	Frequency	Percentages
The performance was excellent after training	2	6
The performance was very good after training	5	14
The performance was good after training	9	26
The performance was fairly good after training	18	51
The training had no impact on performance	1	3
The training made my performance worst	-	-
Total	35	100

Source: Field study 2019

The break down of Table 4.4 reflects the responses of 35 participants that have attended training courses in the municipality for the past five years. Two (2) of the respondents representing 6 per cent disclosed that the training and development programmes have excellently affected their performance. Five (5) participants, translating to 14 per cent, indicate that their performance was measured as being very good, while 9 of the respondents translating into 26 per cent, assessed their

performance as good. The majority of the respondents, 18, representing 51 per cent disclosed that their outputs or productivity became better than before. Nevertheless, one (1) of the respondent representing 3 per cent indicated that there was no significant impact on his performance, though he attended the training programme. The outcomes from these participants corroborate the argument of Elnaga et al., (2013) that training programmes, in any form, have a significant impact on the performance of employees at any level and scale

4.3.3 The contribution of training programmes towards the quality of service provision

The overall quality of service provision was analysed to ascertain the significance of training towards such objectives. Respondents were asked to indicate whether training and development have any impact on the quality of services they provide to customers and the population in the municipality. Table 4.5 reveals the outcomes of participants.

Table 4. 5 The impact of training and development on service provision



Response of Respondents	Frequency	Percentages
Strongly agree	20	57
Agree	12	34
Disagree	3	9
Strongly disagree	-	-
Total	35	100

Source: Field study 2019


Table 4.5 reveals an analysis of the impact of training on the quality of services provided in the municipality. Out of a total of 35 respondents engaged, 32 of them representing 81 per cent (57 per cent strongly agree, and 34 per cent agree) concurred that the training and development

programs they have received have contributed in delivering quality services to customers and the population. Nevertheless, 3 of the respondents representing 9 per cent disclosed that the training courses bear no significance to the quality of services rendered in the municipality. Cloete (2016), corroborates the views of the participants that training enhances proficiency and efficacy in the present time, and enhances the prospective functioning of the workforce in municipalities in South Africa.

4.3.4 The correlation of training on employee performance in key components

This studies further scrutinised the correlation of training on employees performance in the critical components of staff daily activities. Respondents were asked to identify areas where they have improved after receiving training. Table 4.6 reflects the responses

Table 4 .6 Correlation of training on employees performance in key components



Opinions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
Training help staff to handle time and resource adequately and minimise wastage	0	2	5	10	12	27
Training help staff to satisfy customers with quality services at the municipality	1	2	4	8	15	30
The training helped in increasing the municipality's performance	0	3	4	10	11	28
Training assisted employees in raising revenue collection for the municipality	3	5	3	8	6	25

Training provided staff with relevant expertise and competencies to carry out their duties	2	3	4	9	11	29
Training provided staff with new tactics of overcoming constraints they face when performing their duties	2	2	6	10	12	32
Training assisted staff to become self-reliant with little guidance from supervisors when performing their tasks	1	3	5	12	12	33
Training serves as motivation hardworking, effective performance	3	4	3	10	13	33



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Source: Field study 2019

Table 4.6 reflects the degree of correlation that exists between the training and staff performance in the municipality. It was disclosed by the respondents who have been trained and the positive impact it had on their outputs. It significantly evidenced that staff who were trained had improved their performance, enhanced job fulfilment, acquired new comprehension and abilities that have translated into the municipality outlook. This reflection confirmed the views of McEwam, Ruissan, Eys, Zumbo and Beauchan (2017) that staff development is relevant in any organisation all over the globe, owing to the prominent part it plays in nurturing and improving staff competencies and enhancement in administrative output. Furthermore, Armstrong, 2008 and Mohammed Raja (2016), all contend that training is one of the paraphernalia for attaining operative performance in the public institutions.

4.3.5 Levels of influence of training programmes on staff performance

The study also analysed the degree of influence of training on employees outputs. The study used interviews and questionnaires to assess the level of influence of training programmes to employees productivity. Participants were asked to specify the levels and rate of influence of the training courses on their performance. Table 4.7 reflects the response

Table 4 .7 Relevance of training and the magnitude of influence on job roles of staff

Opinions	Frequency	%	Magnitude of influence			
			High (%)	Moderate (%)	Low (%)	Total
Yes	25	76	15 (60%)	6 (24%)	4 (16%)	25 (100%)
No	5	15	-	-	-	0
Don't know	3	9	-	-	-	0
Total	33	100	60%	24%	16%	100



Source: Field study 2019

Table 4.7 revealed that the majority of 76 per cent of the participants concurred that the contents received through the training programmes were relevant to their daily activities. Nevertheless, 5 of the respondents, representing 15 per cent, disclosed that the training courses had contributed nothing to the functioning of their tasks, whereas, 3 of the respondents, representing 9 per cent, could not associate themselves to either a positive or negative influence on their performance. The analysis is steady with Akter (2016), who contended that the goals of the training are to guarantee that all staff have and sustain the mandatory capabilities and proficiencies to accomplish their tasks and responsibilities. This could be accomplished once the training programme applies to trainees'

job description, and bears relevance to the organisational goals. Nevertheless, the applicability between training activities and job description can be achieved if training courses have been well structured, are thoughtful and executed as specified. Mohammed (2016), further argued that training activities must adhere to sequences of four phases explicitly; training needs appraisal which embraces tackling the breaches between current aptitude and requisite skill, forecasting which encompasses the setting of training purposes, choosing training strategies, identifying facilitators and instructors, length of training, and costing and arranging the suitable monitoring and assessment instruments.

4.3.6 Training and development strategies

Training strategies were analysed in the study to assist the researcher which unearthed training methods that were commonly used in the municipality, and their influence on improving the outputs of employees. Based on this assessment, different training and development strategies were presented to participants to identify which strategies were adopted during their training courses. Table 4.8 reflects the responses of the respondent.



Table 4. 8 Types of training and development strategies

Training and Development Strategies					
On-the-job training methods			Off-the-job training methods		
Type of training strategies	Freq.	%	Types of training strategies	Freq.	%
Job rotation	2	14	Management education	2	11
Coaching	2	14	Conferences	3	15
Job instruction	3	21	Seminars	4	21

Orientation	3	21	Workshops	6	31
Internship training	4	29	Further studies	2	11
Others	-	-	Role-playing	-	-
Total	14	100	Case-study methods	2	11
			Others	-	-
			Total	19	100

Source: Field study 2019

Table 4.8 revealed the training programmes commonly used to upgrade the competencies and expertise of employees in Buffalo City Municipality. The two main strategies were “on-the-job and off the job training methods.” Orientation, internship and job instructions were the main training methods used under the on-the-job the three constituted 21 per cent and 29 per cent respectively. Coaching and job rotation constituted 14 per cent each of the training method. It was observed that the “on-the-job” training programmes were conducted internally by the municipality for the workers. The “off-the-job methods”, as indicated in Table 4.8, suggest that the municipality utilised workshops, seminars and conference mostly. The three training methods constituted 31 per cent, 21 per cent and 15 per cent respectively. Management education, further studies and case-study approach were the other strategies indicated by the respondents as “off-the-job” training. These training methods constituted 11 per cent, each. The “off-the-job” training programmes were organised by the provincial administration through its associated departments, such as the Departments of the Local Government and Department of Economic Affairs. Interviews with the respondents revealed that the “off-the-job” programmes were generally used in the training of the permanent, senior and middle management staff in the municipality. This observation confirmed the assertion by Cloete (2016), that human capital development initiatives for municipality staff in

South Africa have mostly been in the schools and harmonised training. He argued that this is contrary to the all-inclusive capacity enhancement strategy which is reliable, practical and holistic.

4.4.1 Structural and systematic constraints restricting training programmes in BCM

The drive of this objective is to identify the structural and systematic constraints restricting effective and efficient training of employees to deliver quality services to the people of Buffalo City Municipality. In addressing this objective, the researcher conducted interviews with the leadership of the municipality. Questionnaires were also allocated to the staff in the selected municipalities under the Buffalo City Municipality. The study used Relative Important Index (RII) to rank the factors impeding the training programmes in the municipality. In order to ascertain whether the municipality is facing challenges in training its employees, both managers and employees were asked in a questionnaire about their insight into training initiatives. As presented in Table 4.9, forty-five (45) of the respondents representing 75 per cent strongly agreed that training and the upgrading programmes are faced with structural and systematic constraints. Ten (10) of the respondents, representing 17 per cent, agree that there are challenges, three (3) representing 5 per cent were not sure if there were challenges, while two (2) of the respondents, representing 3 per cent, disagree that there were challenges. Table 4.9 displays the responses of respondents.

Table 4.9 Opinions on the constraints of training and development of employees.

Opinion	Frequency	Percentage
Strongly agree	45	75
Agree	10	17
Neutral	3	5
Disagree	2	3
Total	60	100

Source: Field study 2019

4.4.2 Nature and levels of constraints affecting training programmes at the BCM

Types and magnitude of constraints facing training and development of employees were analysed to ascertain their impact on employees performance. Respondents were asked to indicate their constraints to training and upgrading in order of significance. Table 4.10 displayed the responses of respondents.

Table 4.10 Types and magnitude of constraints to training and development in BCM

Type of constraints	Frequency	Percentages	RII Ranking
Inadequate budget and resources towards training and development	18	30	1
Lack of coordination between employees needs and training and development	15	25	2
Programmes organised by the municipality			
Lack of support for training programmes by the senior management	9	15	3
Lack of motivation and incentives for training and development	7	12	4
Inaccessibility of training and development programmes	6	10	5
Lack of clear-cut direction and goals for training and development	5	8	6
Total	60	100	6

Source: Field study 2019

The Table in 4.10 indicates that inadequate budget and resources towards training and development was the leading constraint, mentioned and ranked highest by 30 per cent of the respondents. It was followed by a lack of coordination between employees needs and training and development programmes organised by the municipality. These were indicated by 25 per cent. Lack of top management support for training and development ranked third regarding challenges of training of employees, and mentioned by 15 per cent of the respondents. Lack of motivation and incentives to training, the high cost and lack of availability of training and development programmes, and lack of clear-cut direction and goals to training and development were mentioned by 12 per cent, 10 per cent and 8 per cent respectively by the respondents. This analysis confirms the position of Mpofo et al., (2017), who contended that many organisations are impeded from achieving the objectives of training due to several structural and systematic problems which must be addressed as a matter of priority.



4.4.3 The constraints of communication on training and development policy to staff

To understand the level of awareness among employees in the municipality, a question was framed to respondents, asking if they were cognizant of the presence of training and upgrading policies and, if they are, did they understand content? The responses of respondents are displayed in both Table 4.11 and Figure 4.5.

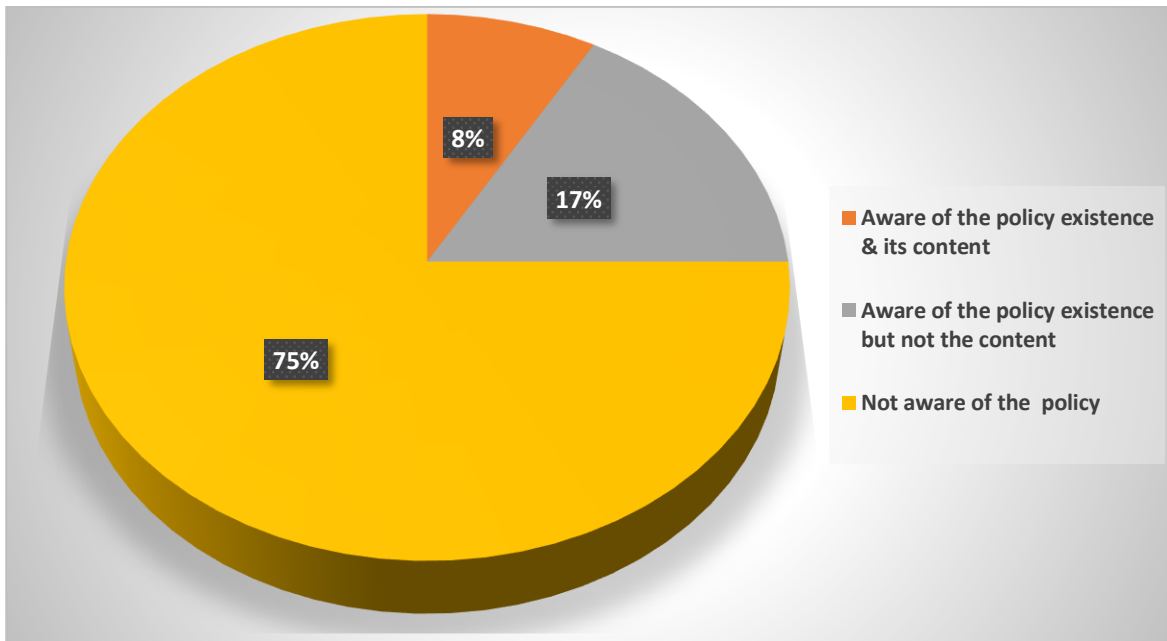
Table 4 11 Constraints related to awareness training and development policy in BCM

No	Policy awareness	Answer	Frequency	Percentages
1	Aware of the policy existence & its content	Yes	5	8
2	Aware of the policy existence but not the content	Yes	10	17

3	Not aware of the policy and the content	No	45	75
Total			60	100

Source: Field study 2019

Figure 4 4 Constraints related to training and development policy in BCM



Source: Field Study August 2019

The results indicated in both Table 4.11 and Figure 4.5 indicate that 8 per cent of the participants are cognizant of the availability of the training policies, while 45, representing 75 per cent of the respondents do not know the policies about training of staff in the municipality. Amongst the total respondents surveyed, 10 of them, representing 17 per cent of the participants, know of the existence of these policies; however, they do not comprehend the policies substances. The analysis implies that training policies at public institutions are not generally known to staff, which occasionally deters any planned training programmes (Armstrong, 2008).

4.4 Innovation and technological constraints to training programmes in the BCM

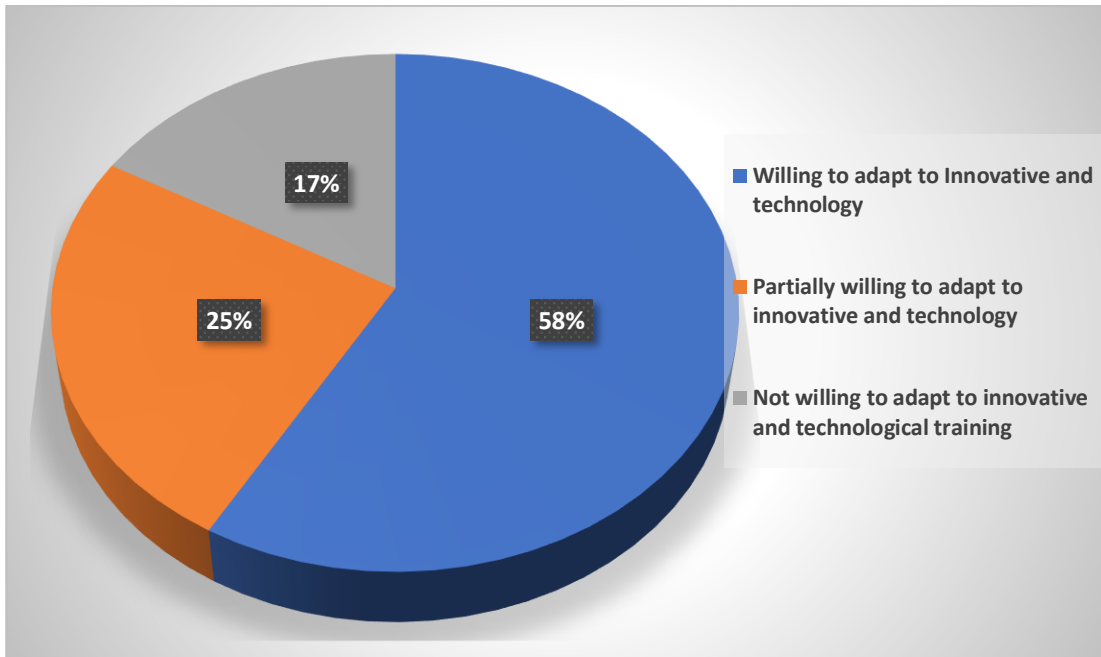
The willingness of employees to adapt to innovative, advanced and technological training and development were analysed. Innovation and technology were deemed relevant for analysis in this study due to the competitive and vibrant nature of service provisions in the municipal sector. Respondents were asked to indicate their willingness to undergo innovative and technological training to match with the current and modern provision of services. Figure 4.6 and Table 4.12 display the responses of respondents.

Table 4. 12 Constraints to innovative and training and development of employees

Opinions of respondents to innovation and technology training and development	Frequency	Percentages
Willingness to adapt to innovative and technological training and development	35	58
Partially willing to adapt to innovative training and development	15	25
Not willing to adapt to any form of innovative training and development	10	17
Total	60	100

Source: Field study 2019

Figure 4.5 Adaptation to innovative training and development of employees



Source: Field study August 2019



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Table 4.12 and Figure 4.6 shows the answers received from the participants in the BCM regarding their willingness to undergo innovative and technological training and development. Out of sixty (60) respondents surveyed, thirty-five (35), representing 58 per cent were willing to undergo full-scale training to acquire innovative skills and technological advancement to enhance their performance in service provision, fifteen (15) of the respondents, representing 25 per cent indicated that they were partially willing to undertake a training programme to improve their performance. Nevertheless, ten (10) of the respondents, translating to 17 per cent, indicated that they were not willing to undertake any form of training or development programme. The results imply that the majority of sampled participants held the views that technical training in the form of ICT, computer-based and e-learning, coaching and mentoring, and video learning, will empower employees to provide quality services to the population.

4.4.5 Factors impeding innovation and technological training and programmes

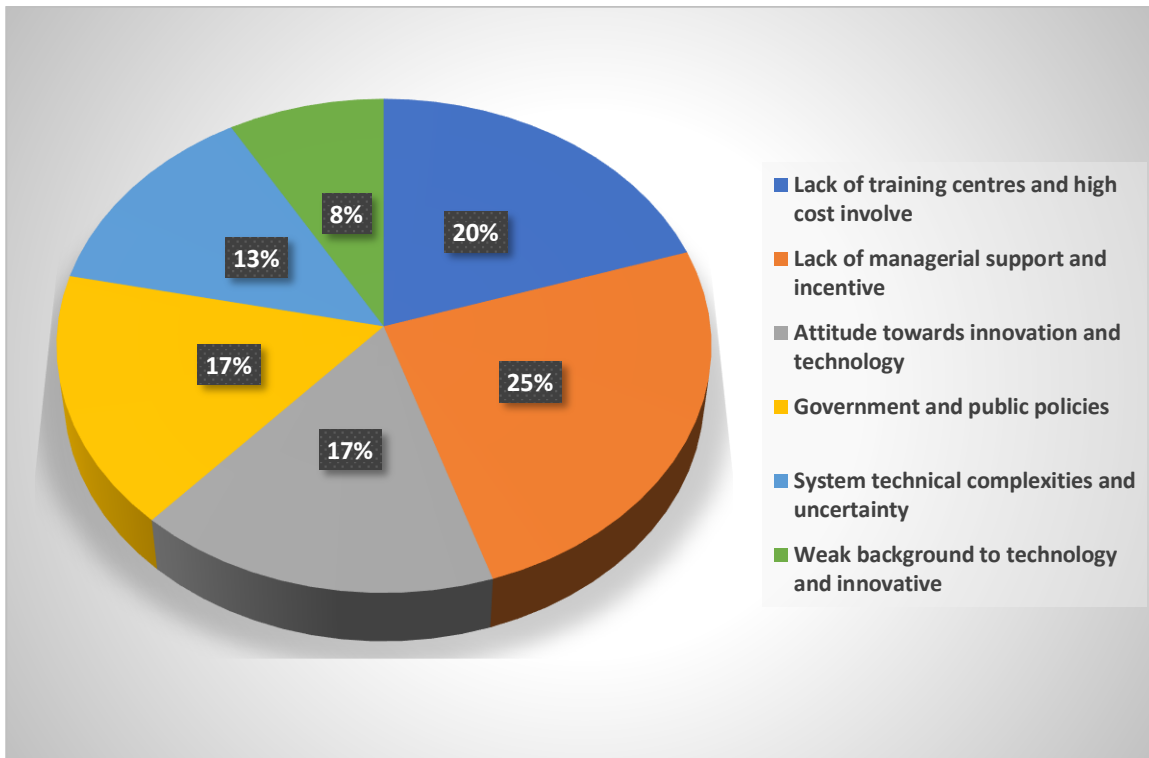
It is widely acknowledged that employees in Buffalo City Municipality are to be equipped with skills of modern technology and innovation to cope with the modern day's challenges and competitive environment. Nevertheless, empowering employees with these skills remains challenged. Based on these assumptions, the study, therefore, required the views of the participants in identifying some of the constraints retarding innovative and technological training of employees. Both Table 4.13 and Figure 4.7 illustrate the accounts of respondents.

Table 4. 13 Factors retarding innovative and technological training programmes

Opinion of respondents	Frequency	Percentages
Lack of training centres and high cost involved	12	20
Lack of managerial support and incentive	15	25
Attitude towards innovation and technology	10	17
Government and public policies	10	17
Complexities in technical systems and uncertainty	8	13
Weak background to technology and innovation	5	8
Total	60	100

Source: Field study 2019

Figure 4.6 Factors impeding innovative and technological training of employees



Source: Field study August 2019



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With respect to the views of participants, both Table 4.13 and Figure 4.7 shows that predominantly fifteen (15) of the respondents representing 25 per cent identified the lack of managerial support and incentive as a significant factor retarding employees training in innovation technology. Twelve (12) of the respondents, representing 20 per cent, mentioned lack of training centres and the high cost involved as the major obstacle to innovative training. Ten (10) of them, translating to 17 per cent, mentioned both attitudes towards innovation and technology, as well as public policies, as being the major hindrances. Complexities in technological systems, uncertainty and weak background to technology and innovation were indicated by 13 per cent and 8 per cent respectively by the respondents. The analysis is similar to the statement of Cloete et al., (2016), who argued that a considerable number of workers in the public sector, with modest technological experience, displayed an undesirable character towards innovative training. For instance, senior managers lack confidence in the IT solutions available to them. This is, according to Cloete et al., (2016) a barrier to service provision.

4.5 Qualitative analysis of systematic and structural problems hindering training and development of employees

Discussions with different informants identified that legislations regulating training and development in the Buffalo City Municipality is appropriate; nevertheless, is challenged in its execution. To a large extent, this study unearthed that the training constraints in the Buffalo City Municipality are multi-faceted, but integrated into nature. Although the municipality relied on work skills plans, it is hindered by numerous constraints in their application which, in turn, has adverse effects on the provision of training for employees. Underlying these constraints is an inadequate budget for training programmes; the inadequate number of service providers; unwillingness by employees to participate in training courses; lack of correlation between employees needs and training programmes organised by the municipality, lack of incentives and promotions for employees post-training and development courses, and a lack of proper formalities and procedure for training and development.



4.5.1 Inadequate budget for training and development programmes

All the interviewed participants highlighted that a lack of resources and inadequate budget for training and development courses are the fundamental causes of the lack of training programmes in the municipality. One of the informants, being very critical, indicated that the leadership and management of the municipality regard training of employees as a low priority, and less significant compared to other schedules. They regard training initiatives as a waste of “time and resources”, so no resources, nor budgets, are allocated to training and upgrading of employees. In addition, the interviewed participants are of the view that training and development programmes are not only hindered by inadequate resources and budget allocation by the government in every financial year, but are also hindered by an unwillingness by the leadership to grant permission to employees to attend training courses.

An informant argued that, once employees are regarded as variable costs, there is less acknowledgement of the organisation’s involvement for their training and upgrading, or the costs

of recruiting and training their replacements; there is little motivation to offer training or make any investments in their development. Therefore, inadequate performance should be expected, and not otherwise. He further added that training and development had been left to the municipality, because other stakeholders in the municipal sector are of the view that the responsibilities of ensuring that employees are well skilled is the sole responsibility of the municipality, and they think that employees can perform effectively without undergoing training. It is true that the government and the municipality cannot run away from ensuring that employees are trained, but that does not exclude the community and other stakeholders from supporting the government.

4.5.2 Inadequate service providers for training and development

Data obtained from the interviews and content documents suggest that Buffalo City Municipality have training and development initiatives, and operates under the Human Development Performance division, but currently, training programmes are operating under the Monitoring and Evaluation Department. Informants disclosed that this division has failed to promote and organise training programmes for employees. The sector is incapacitated in terms of training employees, and they lack accreditation and expertise to conduct effective training programmes. Hence the division only assembles training requirements to design a training proposal and arrange training providers. In addition, the HR department is ill-equipped in terms of research and development abilities, and its contribution to these aspects of development is inadequate. In this regard, the municipality depends on outsourcing training and development services which are woefully inadequate. It was also indicated that the municipality has complications accessing locally based service providers who can provide services that meet their needs about training and development. For example, the yearly training strategy illustrates that the municipality acquires its services from Port Elizabeth, a distance from most of the employees in BCM. These service providers are either transported to the municipality, or the employees are to be transported to the courses centres outside the municipality. These arrangements come with huge costs which the municipality often finds reluctant to bear, and, as a result, most training programmes are often cancelled, or the number

reduced. From these discoveries, it is apparent that the government finds it costly to invest in training of its workforces, hence the failure of employees to meet the anticipated outcomes, and failure of the majority of staff to engage meaningfully in training programmes.

4.5.3 Unwillingness by employees to participate in training programmes

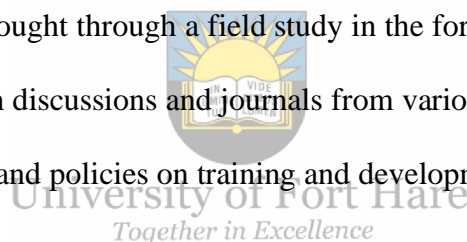
One more constraint acknowledged by the key informants was an unwillingness by some employees to avail themselves for any training programmes that will help them in gaining any knowledge and expertise to function effectively and efficiently in their work. In the view of the informant, there is a negative attitude among employees towards training and development. One of the key informants disclosed that the overwhelming majority of staff do not see the need to be upskilled or reskilled in their know-how and knowledge. There are various reasons mentioned by the informants as the causes of the unwillingness. Key among them, a lack of incentives or motivations towards training. Participants indicated there are no monetary or promotion rewards for a participant after the training course. In addition, interviewed participants indicate that there is a lack of correlation between what they lacked and want to improve on, and the training programmes organised mainly by the leadership of the municipality. They indicated that the employees are not involved in the fundamental decision when it comes to training programmes. According to the informants, the leadership could not manage to plan training without having proper advice from the employees who are the leading implementers of the training content. Some employees have what Singh and Numbers (2014), term the ‘know the rules well, so you can break them effectively’ principle, where the employees know how to carry out their jobs and perform effectively, but they choose not to apply what they know. Staff behaviour can also be affected by the level to which they view the training to accomplish precise, personal training needs.

According to Warithaka et al., (2017), a successful plan in any organisation and institutions can be accomplished by engaging the staff in decision-making. To support this argument, Trevor et al., (2009) indicate that excluding staff in the decision-making is the surest way of doing things

ineffectively as it ends up by discouraging the staff, and subsequently lowers production. In addition to the above Truitt, (2011), stated that when the staff have participated in decision-making processes in the organisation, specifically on substance involving profession and experience, they develop a logic of ownership of the institution, or organisation. This stimulates them to give their best and the willingness to work hard consequently improves the organisational outputs.

4.6 Alternative models to enhance training and development programmes in BCM

The fourth objective of the study is to ascertain and analyse some of the alternative models that could enhance training in the municipality to get better from employees, enhance employees fulfilments and self-confidence, address limitations, improve reliability, maximise productivity and adhere to quality standards, promote innovational approaches and services and enhance the organisations reputation and profile. To analyse alternative models to training and development in the municipality, data were sought through a field study in the form of questionnaires, interviews, such as semi-structured, open discussions and journals from various literature and publications, as well as government gazettes and policies on training and development.



Different discussions suggest that there are different models in which organisations systematise for skills development. Buffalo City Municipality has tried and tested different training programmes with the aim of addressing the skills gap. Nevertheless, their efforts have not translated into the desired outcomes. For this study, three models will be identified and analysed. Nevertheless, one of will be recommended for the municipality based on its suitability, and the user-friendly nature of the model.

4.6.1 Integrated Approach to Training and Development Model

Before identifying and analysing the three alternative models that could be adopted to improve training programmes in the municipality, as enumerated in the fourth objective, field surveys in the form of open discussions, and structured interviews conducted with three senior managers in BCM, and two experts in the Human Resource Division in the Provincial Department of Local

Government, revealed some of the shortcomings of the current models of training employees in the municipality. Out of five (5) respondents interviewed, four (4), representing 80 per cent indicated that there is a significant volume of uncertainty over the importance and usefulness of the training programmes being offered and sponsored by the government and the municipality.

Moreover, all the participants alluded that the training courses provided are costly and unsustainable. There is very little cost-benefit analysis, and so the training programmes in the municipality could not be considered as either justified or a waste of resources. Three (3) of the respondents, representing 60 per cent, were of the view that monitoring and evaluation of the training programmes are weak, which suggests that honest and frank accountability is impossible. Two (2) of the participants, translating to 40 per cent, said that mismanagement and corruption stand as a significant constraint to the current models of training employees in the municipality. In addition, the majority of the participants, representing 80 per cent, alluded that policies and programmes created to address these challenges, and to transform training programmes, are entirely inadequate, uncoordinated, incoherent and outdated for the current challenges.



Given these opinions, there is the need to adopt different and practical models to improve training and development programmes which would enhance employees performance in service provision in the municipality. One such model is the Integrated Approach to Training and Development (IAT&D). In-depth interviews with two managers in the Human Resource Division in the municipality, and three experts from the Institute for Development Assistance Management (IDAM) in the University of Fort Hare, disclosed that the (IAT&D) is a systematic and coordinated development of various competencies such as knowledge, skills, and attitude required by the employees to perform their functions effectively and efficiently. It includes explicitly interconnected and inter-reliant processes which develop methodically in getting the anticipated results from the training and development Hannay and Berg 2017). Based on the views of the respondents, and content analysis from MSG (2015), this model takes into consideration the aims

and objectives of the organisation, and the fortitude of the critical tactics which will lead to the accomplishment of the predefined objectives and goals.

The first stage of the model is the determination of the outline, or a roadmap of the training programme (Boadu, Dwomo-Fokuo, Boakye and Kwanin, 2014). Open discussions with the experts, as well as documentary analysis from MSG, (2015), revealed the assessment and training needs analysis in this model. Based on the views of the experts from IDAM training, needs analysis is a methodical procedure of understanding training necessities. They are of the view that there are three stages involved in the assessment and training needs analysis of the model; the organisational level, the individual level and the job level, which is mostly referred to as the organisational, individual and job analysis. Furthermore, opinions from the experts indicate that the assessment and training needs analysis in the model is based on the identification of the gap between the desired level of capabilities and existing competencies required for managing undertakings.

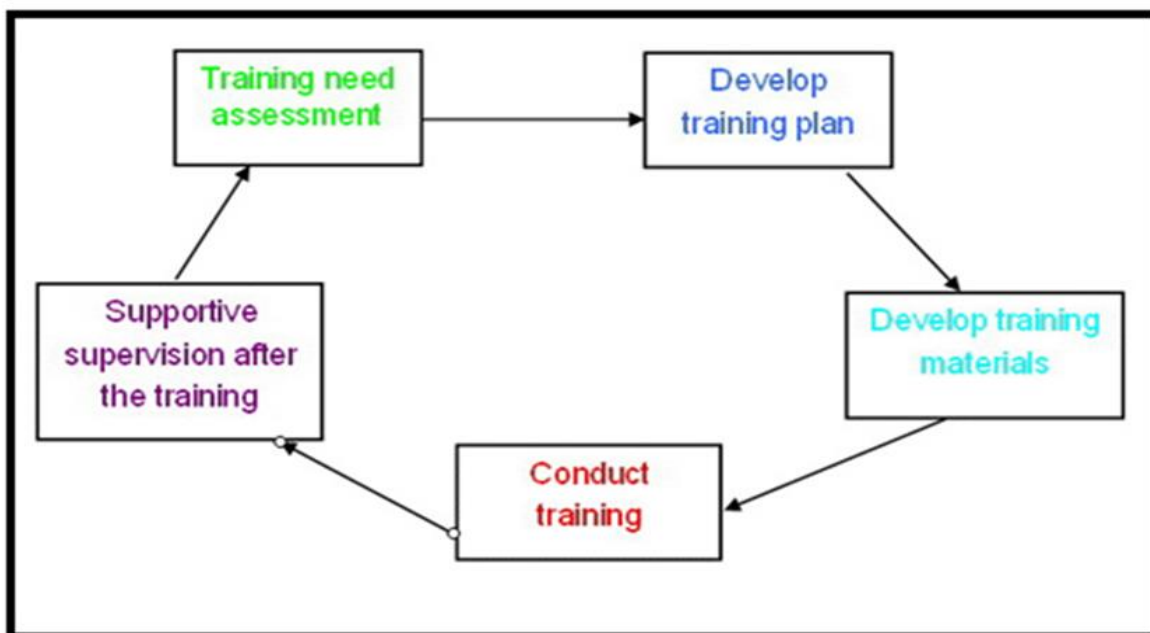
Data obtained from interviews, and information from different training manuals, further identify the three stages of the training needs analysis in the model this involve; organisational analysis which aimed at shortlisting the critical areas for development within the establishment and the circumstances that may influence the training of staff and the organisational mission. The aspiration, objectives, people accounts, procedures, performance data to be considered. This analysis presents the clue about the kind of learning atmosphere required for the training programme.

The job analysis of the needs valuation review seeks to understand the stage of the training programme. The type of intervention required is determined based on the job analysis. It is after evaluation of the job analysis that both the employee-oriented strategy, or the task-oriented strategy, is contemplated. The employee-oriented strategy determines critical knowledge that is required for the specific job, whereas the task-oriented strategy reveals the happenings to be carried out in an explicit task. The former is suitable in determining the intervention, whereas the latter is

applicable in the establishment and improving evaluation programmes. The personal scrutiny and assessment are interested in identifying who needs the training, and in which sector or department. At this point, performance is derived from the performance evaluation statistics, which is often equated with the projected performance standards. An individual assessment can also be carried out through surveys, response, individual consultations and annotations.

Further data obtained through secondary data and field interviews with policy Think-Tanks in the field of training, augmented the four main stages of training under this model. Out of five (5) respondents interviewed, three (3), representing 60 per cent, indicated that the success of this model is approved because it is result-oriented, it is employee-friendly, and it upsurges skills and competencies in the trainee. Furthermore, 80 per cent of the respondents agreed that, for the model to be effective, it is critical to adhere to these specific processes. The necessary processes are demonstrated in the figure below, consisting of the four main stages of training in this model, and they include: assessment, development, delivery and evaluation.

Figure 4.8 The stages of training under the Integrated Approach Model



Source: Management and Study Guide

Formal and informal discussions with experts in the sector, as well as documentary analysis from Management Training and Development by Boadu et al., (2014), and the Management and Study Guide (2015), revealed in detail the four stages of training under the integrated approach model. Messages generated by the participants suggest that the training process in this model begins with the needs assessments. Four (4) out of five (5) (80%) respondents interviewed agree that the evaluation phase is to comprehend whether or not the training of employees is essential. If the response is affirmative, the subsequent stage is assessing the aptitude or skills deficiency, and the suitable training intervention needed. The training intervention is mostly determined based on behaviour, understanding and expertise; this amalgamation is often referred to as competency (Owusu et al., 2014). The second stage of training under this model, based on the views of the two experts and documents from MSG (2015), is that of development. Respondents are of the view that in this stage, content and the training materials are developed. Sixty per cent of the respondents interviewed agree that designing the appropriate environment and tools for training is taken care of in the development stage.



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The majority of the respondents interviewed four (4) out of five (5), representing 85 per cent, agree that the delivery stage is the most significant in the training process under this model. Opinion from the experts indicates that after the development stage, the real training is conducted in this stage. In this stage, information is presented in the form of lectures, audio/visual, independent/group study, on the job training, equipment simulators, role-players and case studies. Researcher's journal from Owusu et al., (2014), identifies the numerous circumstances that affect the procedures of delivery under this model, these include: demographics of participants, the training intervention, instructional style and the facilitator. In the course of the interviews, respondents enumerated effective ways of training employees. Seventy-five per cent of the respondents interviewed agreed that the staff must improve on communication skills with their colleagues and supervisors, 85 per cent indicated that the staff must be improved on time management, 65 per cent alluded that practical training on leadership skills is required to assist

management to be stronger, and be a source of motivation in the team, while 85 per cent of the respondents agreed that customer training is relevant to enable the staff and management to handle customers wisely.

Appraisal and evaluation is the final phase in the training process under this model. Respondents alluded that evaluation sought at exploring if the training had been efficient and applicable in attaining the goal, which is closing the knowledge gap, modifying the attitude and creating new dexterities. The majority of the respondents, 85 per cent, agreed that for the appraisal to be practical, the conditions and methodology for training programme must be assessed so that there is no inconsistency, and the participants can effectively assess the gains and their progress. Furthermore, it was disclosed during the interviews that the feedback from the participants is reprocessed in the initial stage as a training needs analysis for the future training programmes to be more effective and efficient.



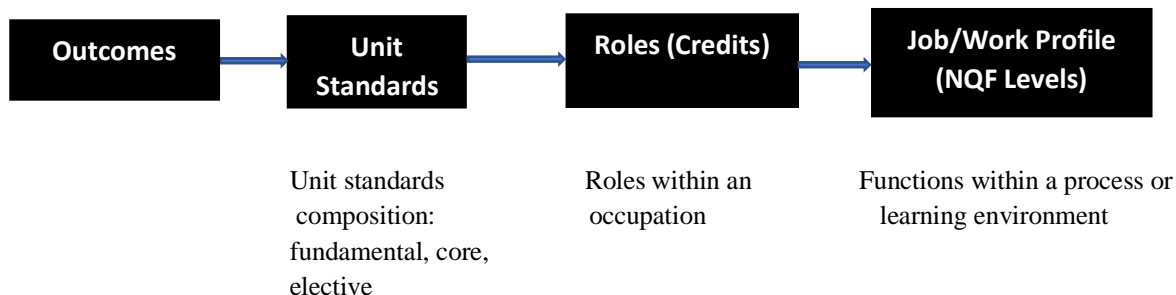
It was indicated by the respondents during the interviews and discussions that this model uses two different formulas to calculate the cost-benefit analysis of the training programmes. Respondents mentioned that the government and municipality spend a tremendous volume of resources on staff upgrading; it is, therefore, crucial to ascertain the benefits of the training programmes. The majority five (5) out of seven (7), representing 71 per cent of the respondents mentioned Return on Investment (ROI) as a suitable tool to identify the cost-benefit analysis. Return on investment is used to evaluate the benefits that come after training. The following formula will be useful to calculate the benefits of the training programme under **ROI (in per cent) = Program benefits / Costs × 100.**

Opinion from the experts further indicates that this model derives its effectiveness by analysing the change in the behaviour of the trainee, and the positive financial implications of the same. Given these gains, this model is useful in estimating the cost-benefit analysis, because the deductions made are inherently subjective.

4.6.2 Integrated Learning Process Model

Data obtained from researcher's journals such as the Human Resource Development Council of South Africa, and Evaluation of training and development models, as well as data obtained through field surveys in the form questionnaires and formal and informal interviews with experts from Institute of Development Assistant Management University of Fort Hare, and the Human Resource Division at Local Government and Traditional Affairs in Bisho, mentioned the Integrated Learning Process Model (ILPM) as another alternative model to enhance training programmes in the municipality. Structured interviews, conducted with two experts from IDAM, semi-structured interviews with three staff personnel in the HRD Department of Labour in Bisho, agreed that ILPM is based on an all-inclusive and practical strategy for the development of weak and non-performing employees in public organisations. In this model, training and development are organised in a way that employees develop and build upon skills required to perform efficiently and competently in delivering services. As displayed in Figure 4.9, the training courses in this model promote the fundamentals, the core and the elective levels of capabilities and results required by a specific job, and the task entailed. Respondents disclosed that the work outline of employees comprises a variety of outcomes, unit standards and roles. In-depth interviews with the experts from IDAM suggest that the model seeks to formulate training and development intervention programmes that are linked to the national requirement, and provides employees with skills that must be applied in the workplace to boost productivity.

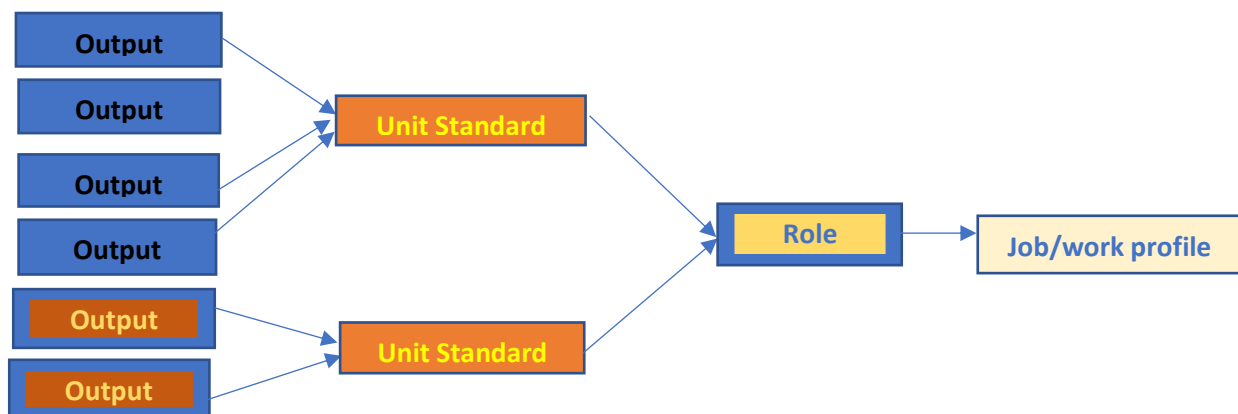
Figure 4.9 Foundation of the integrated learning process



Source: IDAM and Field study, 2019

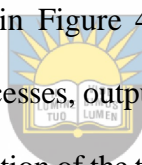
Figure 4.9 reflects the views of respondents. Formal and informal discussions with two experts from IDAM, and two from the Department of Labour, reveal that the unit standards encompass the proficiencies varying from fundamental (necessary skills necessities). The fundamental levels address the development of the groundwork for an explicit discipline. The fundamental create the foundation, or the basic necessity to assume the schooling, training or further education needed to obtain the requirement to accomplish the activities mandated; the core (basic or transitional skills requirements) to elective (advanced and knowledgeable skill requirements). The core levels the gap between the fundamental and elective levels, accepting skills already grasped by the employee without any acknowledgement being bestowed for capabilities applied and exploited in the place of work. The core learning phase is obligatory in situations circumstantially applicable to the specific qualification on hypothetical and real-world situations. The elective phase talks to the development of the employees in a more functional situation; this further strategy harbours the explicit requirements within an environment in which the employee is currently betrothed. The roles (or credit acquired) applies to an explicit profession which functions within a particular working circumstance, or learning action. In-depth discussions with experts and data obtained from journals reveal the fundamental components of the integrated learning process model. Their analysis suggests that the fundamental components develop employees in such a way that they can choose a range of results from a competency list to address explicit job obligations.

Figure 4.9 Fundamental of the integrated learning process model



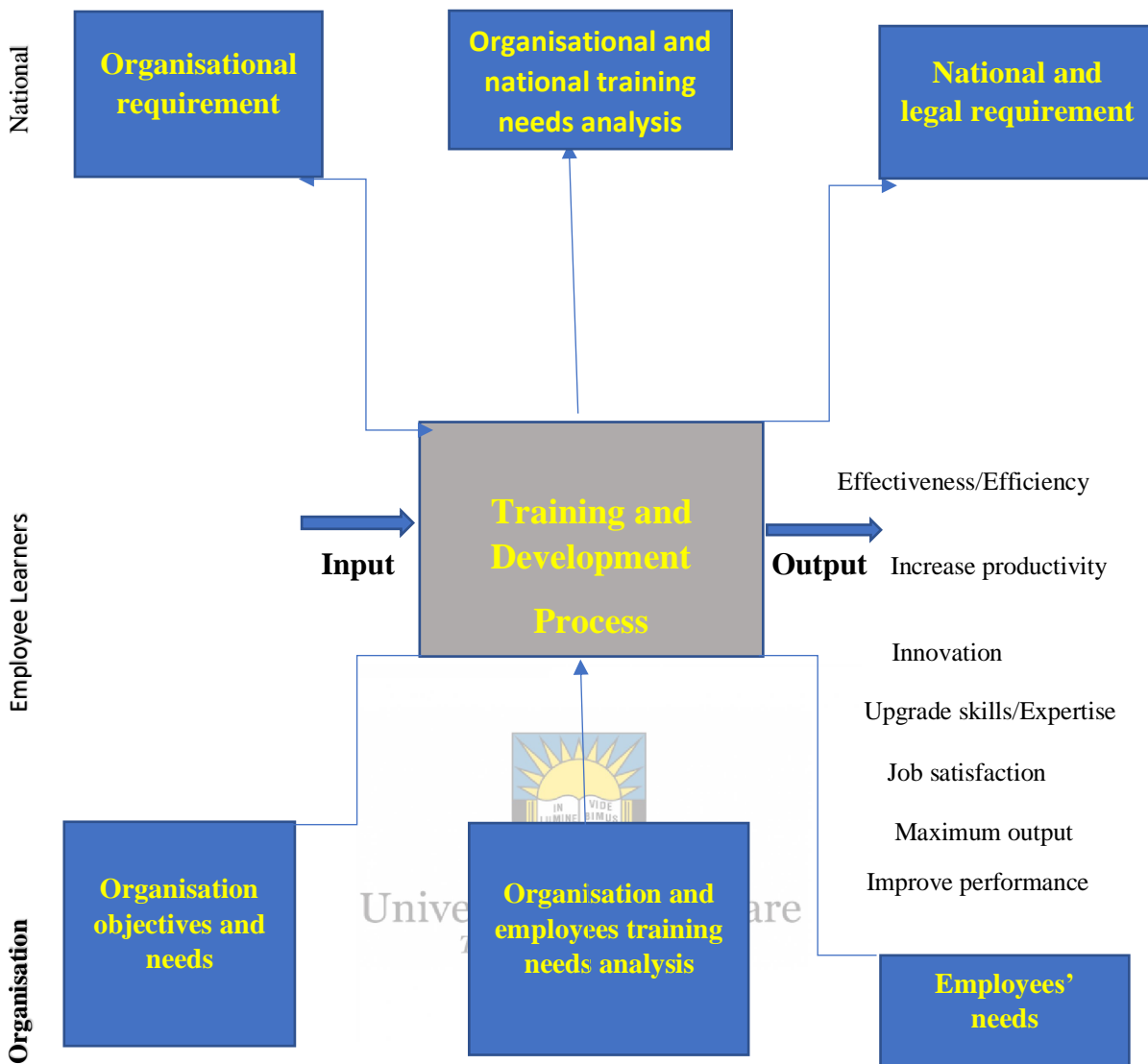
Analysis from Figure 4.10 suggests that employees (learners) can choose and obtain the relevant expertise or skills within a list of outcomes, which can lead to credits in the form a unit standard. The unit standards lead to innumerable functions that employees perform in the actual work situation. The job outline comprises the roles relevant to an explicit task, or work needed, as the result of the employee's daily activities.

Structured and semi-structured interviews with respondents revealed the blueprint, or roadmap, for the training structure of this model. Participants alluded that the outline for the intervention highlights the sections and different components within the integrated training and development procedures; these include the prominence alliances that affect the training and development results. Weak and non-performing workers form the raw material, or input in the process, which will be referred to as unskilled labour and, will come out from process as a knowledgeable, competent and accomplished workforces, as displayed in Figure 4.10. The critical components of the model include the following; input, training processes, output primary and secondary control and external influence. A more comprehensive explanation of the training programme is specified in Figure 4.10 below



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Primary control mechanisms in the training and development process



The secondary control mechanism in the training and development process

Source: IDAM and Field study 2019

In-depth discussions with the two respondents and information obtained from training programmes and guidelines from the Department of Labour point to both the primary and secondary mechanisms of this model. The respondents indicate that the secondary control mechanism includes organisational aims, training needs analysis, national requirements and legislation that affect the learning interventions required by the management (municipality) who is responsible for the training and development of the workforces. Contrary to this, the primary control mechanisms entail the national configuration creativities and the legal obligations that cannot be compromised

by the management because they are the least minimum conditions and obligations. Views from the experts indicate that the secondary control mechanisms (employees' needs, standard units and organisational renovation necessities) must operate as control mechanisms that must bring into line the procedure with the national standards and organisational requirements for the training programmes.

Furthermore, the secondary control mechanisms offer the employers (municipalities) with more flexibilities to the alignment of the organisational goals and the needs of workers. These secondary control mechanisms are highly negotiable, as long as the employer and employee are accommodating the organisational objectives and national requirements. Respondents further concurred that the primary and secondary control mechanisms in this model must support learners (employees) as an individual, not as a group.

4.6.3 Occupational-based system model

Data obtained through questionnaires, interviews and journals identified Occupational-Based System Model (OSM) as an alternative training strategy in improving employees skills and competencies in the municipality. Messages from respondents, and literature from journals, concurred that there had been numerous glitches in the way the skills system related to, and the bearing on skills development on employees in the municipality. Three (3) experts from the Department of Labour, and two senior managers from Buffalo City Municipality interviewed, alluded that the municipality requires employees to be competent as well as qualified. Nevertheless, the majority, about 65 per cent, of the employees, at all levels, have the minimum qualifications, but are not competent on the job. Their views, therefore, suggest that training programmes must ensure that qualified people also have skills, knowledge and aptitude. Opinion from three (3) of the respondents further disclosed that various training models have not been efficacious in inspiring managers to put in place mentorship opportunities for employees who seek to attain the proficiencies and knowledge needed. Two (2) of the respondents from the



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municipality, pointed to the fact that there is a general challenge across the training systems and models in the municipality, which is a lack of coordination, and an absence of mechanisms to address irregularities and inadequacies when they arise. So the challenge in the municipality is not merely developing training models to improve learning pathways, that include leadership programmes, but the whole relationship between education, the HET, VET system and development of skills which the occupational-based system model seeks to address.

Views from respondents in the Labour Department indicate that occupational-based system model depends on several occupationally-based skills development bodies within the organisation. The training strategy focused on developing the core occupations that are critical for the economy of the municipality. It must take into account the municipality economic structure, as well as its development trajectory. Open discussions, as well as in-depth interviews, highlight that the core occupational grouping such as: the artisans, professionals, engineers, IT specialists, and accountants, are identified through consensus with stakeholders and social partners, and are supported by a national skills planning mechanism which identifies the trends and skills needs forecast within the municipality. During the interview, respondents mentioned the main constituents of the occupational-based system model as follows:

- the model is an employment-based enacted with learners (apprentice, trainee or beginner) being employees of an organisation with paid wages;
- the training structure of the model is an organised learning both on and off the task (in the workplace or in the schooling system);
- the training structure includes an official agreement with an organised institutions with a legitimately binding contract specifying the functions of management, terms for engagement, and the responsibilities of the trainees;
- the training structure entails a training design recommended by the management, workers and a registered training institution;

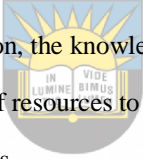
- the model is controlled by the HET and VET authority with whom agreements of (employment-based) the training programmes are chronicled.

The agreement is buttressed by the DHET byline structures, which consists of training components to dictate the syllabus and evaluation of knowledge and competencies. Furthermore, respondents alluded that under this model the skills development bodies will liaise with the employer (the municipality) to reach consensus about the precedence talents, and will use the data of the national skills forecast structures to expedite the development of qualifications. The organisations will also liaise with government and private sector higher learning institutions such as HET and VET to ensure that qualifications provided to trainees are in line with the requirements of the employers. Opinions of the experts opined that for this model to be active and efficient, employers must belong to a professional body that excellently represents their employees. The professional agencies responsibilities are to ensure that professionalism is attained, and trainees receive efficient and practical training.



Furthermore, respondents are of the view that the occupational-based system model enables the trainee's acquisition of work-integrated learning, or experiential learning prospects in institutions, or organisations, and safeguards trainees skills as a critical asset to the municipality. The overwhelming majority of the respondents agreed that this model would enable large numbers of qualified people to be produced with skills that are relevant to the municipality, noted to be academically comprehensive, pragmatic in delivering a knowledgeable and competent labour force, and have the effectiveness and sustainability in producing requirements for excellent results. Table 4.14 summarises the critical features of the occupational-based system model.

Table 4. 14 Key components of the occupational-based system model

Conventional entry-level training of the model	
Elements	Model-specific requirements
Accelerated' entry-level training of the model	
Elements	Model-specific requirements
The explicit objectives of the model	To provide fast-tracked strategies to preliminaries or amateurs, to abridge the current Periods of pragmatic development of fresh participants but with superior educational Background and have the potential of becoming exceedingly skilful, competent and proficient
Duration	Promote employees and personalities with higher qualifications by minimising their periods and experiences needed to secure professional aptitudes and promotions
Ranking of qualification or certificates	NQF ranking of between three to the five and National diploma must be awarded
The explicit requisite of model	There must be uncompromised prerequisite requirements on which participants must be the chosen. These conditions must be established on the following; the anticipated outcomes of the organisation, the knowledge and practical experience of participants, availability the availability of resources to train participants and the ability to monitor the progress of the participants
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Internship entry-level preparation of the model	
Element	Model-specific requirements
Explicit objectives of the model	The objective of this model is to provide an explicit duration on which one can fuse together and enhanced work experience further than the augmented preliminary background The goal is to fast-track programmes beyond probations stage but to empower participants To work independently to gain enough experience that will guarantee him or her professional certificate
Duration	This often takes one year but can go beyond with intense supervision and monitoring mainly for apprenticeship and practical training
Certification	NQF levels between three to five
Explicit criterions of the model	This model emphasis on lay-down conditions in selecting participants. Theses conditions are established on projected outcomes of organisations, the experience of participants both in terms of educational levels and their practical experiences. In addition, this model demand

maximum monitoring and supervision to progress

Extension model of entry-level preparation

Element	Model-specific requirements
The specific purpose of the model	“This model is intended for mature workers where frequent day release of block release is not possible or desirable. Here full-time employees are supported through weekends, evening or flexible provision of learning experiences and supported through educational institutions and courses”.
Duration	“Premised on the progress of individuals, their successful assessment and the minimum Duration of experiences required for securing exceptional competence. Here, employees are mostly to determine the pace of competence”
Level of certification	“Level III and IV certificates, and diplomas and advanced diplomas
Specific requirement of the model	The worker-learner must have the maturity, a level of educational achievement be located in the employment that will permit a conscious focus on blending work activities, over a period of time and supported by an educational provision which is provided outside work.”

Extension model of further development

Element	Model-specific requirements
Specific purpose of the model	“This model seeks to provide further and /or specific skill preparation beyond initial occupational preparation. It seeks to provide a model of employment-based training which enjoy both separations from the immediate needs of the workplace with relevance to that workplace and meeting the long-term needs and aspiration of the employees”
Duration	“Likely to be determined by the duration of coursework provisions”
Level of certification	“Certificate IV, diploma and advanced diploma”
Specific requirements	“That the worker learners can engage in a program of study which meets their personal and current employment. It is likely that the learner-workers will be sufficiently mature and possess a level of educational achievement that will permit them to study in a relatively independent way”.

4.6.4 Best-fit model for training and development for Buffalo City Municipality

This research analysed three models, integrated approach to training and development model, integrated learning process model and occupational-based system model, as possible models that could enhance training programmes in the Buffalo City Municipality. Careful analysis revealed that all three models have similarities. These include:

- ❖ Training need analysis is taken as the first stage in the three models; this is done by interrogating, what do we desire for staff to achieve from the training programme? A substantial means to achieve the objective of this stage is to carry out a "gap analysis." This done by matching present outcomes to the anticipated goals or objectives.
- ❖ Planning stages is comparable in all the models, which is identifying the purposes of the training and designing strategies of the training programmes to achieve them. At this point, resolution and determinations are made, vis-à-vis who will be managing the training programmes, the nature of training courses, techniques to be adopted, site, materials required and the duration.
- ❖ Post-planning stage, the models specify the methods of instruction, enactment and execution of training programme strategies that guarantee that the delivery of content is operational and offers prospects for the trainees to acquire knowledge and expertise,
- ❖ Assessment is regarded as the final and most relevant in all the models to guarantee that appropriate skills and knowledge are content and goals achieved. It is imperative to test or evaluate trainees.

Nevertheless, each of the models has particular strengths to address the constraints of the current training programmes, considering the considerable inadequacy of skills shortages and low levels of competencies among employees in the municipality. This research recommends the occupational-based system model as the most suitable, efficient and effective in improving training courses in the municipality due to the following characteristics and successes it has achieved in countries such as Australia and Netherland where it is practised. The occupational-based system

model is pedagogically sound and proficient because it is based on three pillars of training employees; firstly, the vocational experience is integrated with on-and off-the-job training, and employment arrangement involving a range of stakeholders. It permits employee-learners access to vocational experience and competency; this is because the model promotes structured learning experiences and opportunities. Secondly, the model provides the vocational experience and a repertoire of skills and competencies based on the fact that the learning programmes cover the scope of activities they practised. Employee-learners are assessed and certified in their vocations, or sectors, where they practised. Thirdly, the model provides experts with support to the learner-employees. Experts who possess knowledge and skills guide, mentor, facilitate and monitor the progress of learners, and also provide direct assistance.

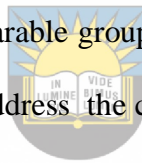
Operationally effective, the two foremost functional elements make the occupational-based system model more suitable and appropriate compared to the other models. The first alludes to specified functions, responsibilities and outlay of trainee-employee, the municipality, provincial government, the associated department and other stakeholders involved in the development programmes. Binding contracts involving these actors make employees partake in training courses while using their acquired skills and knowledge to enhance the productivity of the municipality. The second functional feature relates to access to user choice arrangements; this model provides trainees choices to learn at their own pace.

In addition, the occupational-based system model provides high-quality skills for employees for the municipality. This is because the content of the training is practical oriented. Thus the trainee learns and acquires knowledge and skills of what their job demands. This suggests that this model promotes a higher-level of HET and VET (beyond certification level only and at professionalism level). Employment-based courses are open to diverse trainee-employees and open to all professional ages and categories who want to enhance their competencies, skills and

knowledge. Finally, this model facilitates upskilling, or reskilling of mid-career workforces, and further support adult employees.

The model is also efficient because it promotes efficacy and sustainability. Two vital elements underpinned the efficacy and sustainability nature of the occupational-based system models. First, the model meets skilled labour obligations. Thus, it address skills deficiencies, promotes traineeship modification, primarily from the regulated professional to other sectors accessible for upskilling or reskilling of the employees in the municipality. Secondly, the model is innovative and flexible in accepting innovations in the manner tasks are structured through subcontracting, casualisation and expert-knowledge. The model offers long-standing answers, endures impending skilling requirements, augments and increases national skills expansion.

Finally, this model generates opportunities for more substantiated communication and dialogue between different segments of the comparable groups that facilitate the much-needed generation of expertise that are adaptable, and can address the changeable necessities of the economy. Other establishments in the structure, such as HET institutions and other professional institutions, will also profit from addressing skills demand, which is well-defined by consolidated and well-structured training programmes.



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4.7 Summary and conclusion of chapter 4

This chapter analysed the primary, as well as secondary data, obtained from the field and documents such as journals, publications, policies and annual reports from Department of Local Government and Traditional Affairs, as well as official municipal documents of the Buffalo City Municipality. The primary source of data was obtained through interviews conducted with management and experts in training and development from the municipality and public institutions, while the questionnaire was distributed to employees at some selected municipalities.

Data analysed revealed that the success of every organisation mostly hangs on how well its workers are trained and developed. “The most efficacious and industrious personnel are those who have

received extensive training. Such well-trained workforces are regarded as the cream of the crop, often with the most robust stake in the future of the organisation. Under normal circumstance, an organisation would be able to recruit or hire individuals who already possess the exact skills required by the organisation. Nevertheless, in today's competitive labour market, demand for skilled employees far surpasses supply. That is where training and development come in. Training and development do not only arm workers with the needed professional or technical skills, but it also illustrates that the organisation has invested in them, and is interested in bringing them into the future of the organisation" (Cloete et al., 2008: 98). This assists in keeping staff inspired and involved. Based on assumptions and suggestions indicated, Buffalo City Municipality is not immune to these phenomena. The municipality employ a workforce with diverse educational qualifications, knowledge, skills and experience to assist in the daily operations in the municipality to achieve their goals and objectives. In so doing, the municipality has in place policies and programmes on staff training and development which pursues to promote and enhance the knowledge, skills, and experience of workers at all levels (senior members, senior staff and junior staff) to improve efficiency, effectiveness and productivity.



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However, data obtained, and analysis, suggests that all is not well regarding the municipality's training programmes. Participants alluded that there are structural and systematic constraints such as inadequate budget, lack of interest on the part of employees, poor coordination and correlations between employees needs and training programmes organised by the municipality. The next chapter of the study will summarise the findings and provided recommendations to the challenges of training and development in the municipality.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The foregone chapters present data, which support the argument advanced at the beginning of this study, interrogating and investigating whether training and development have any effects on employees performance in Buffalo City Municipality. This chapter, therefore, analysed at the role of the training and development on staff performance using mixed research methods. The chapter provides a summary of the research findings, draws conclusions in line with the findings, and provides recommendations.

5.2 Summary of the findings

5.2.1 Findings of objective one

In addressing the first objectives, this study analysed the demographic characteristics of the employees, categories of employment within the municipality, types of training programmes received by the employees, the training strategies and the contributions of training and development on employees effectiveness and efficiency in the municipality. The findings established that the majority, 62 per cent of the employees, are males, whereas 38 per cent are females. Out of these figures, 33 per cent of the total employees are permanently employed, whereas 67 per cent are employed temporarily. The senior administrators are made up of three males and one female, whereas the middle and junior management staff is comprised of four males and two females. It was also discovered that 80 per cent of the employees are below the ages of 50, and only 20 per cent of the staff are above 50 years. The age groups of the employees are an indication that the majority of the workforce can be trained and be developed to become more productive, efficient, independent thinkers and technically innovative to meet the standard of the 21st century workforce. In terms of the educational levels of employees, the study established that the majority of employees, 51 per cent, had only matric certificates, 30 per cent had a Diploma and National Diploma, only 19 per cent of the respondents, had a degree certificate. These findings suggest that

training and development programmes are needed to enhance and improve the skills and competency levels of employees. Regarding years of experience of respondents, the study findings established that 72 per cent of the respondents have more than ten years working experience with the municipality, only 28 per cent of the staff have less than ten years working experience with Buffalo City Municipality. These findings, therefore, suggest that the municipality will benefit significantly if adequate resources are invested in training employees, because employees will stay longer, and give back to the community in terms of providing effective and efficient services to the population. The findings established that the proportion of permanent staff was small, 40 per cent, compared to a temporary staff of 60 per cent. It was discovered that the dominance of temporary staff was not an accident; instead, it was a calculated strategy by the municipality to minimise costs based on the fact that bonuses and allowances are not paid to temporary employees. In terms of the ranks of employees, it was observed that the majority of the training courses organised in the municipality are beset for the staff within the high-ranking and middle-management categories. The training courses are organised by government agencies such as the CoGTA, and the Department of Public Administration (DPA), who have been delegated by legislation to train and upgrade employees. However, these institutions are frequently directing training courses only to the high-ranking and middle class staff to the detriment of junior levels of staff.



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5.2.2 Findings of objective two

The second objective of the research sought to investigate the effect of training and development on employees performance in the Buffalo City Municipality. In terms of the effects of training programmes on employees outputs, the findings concluded that the performance of majority of the respondents, 97 per cent, had improved due to training and upgrading programmes they had participated in, and, only 3 per cent of the participants divulged that the training programmes had no bearing on their outputs. The findings confirmed the views of Armstrong (2008), that staff training courses contributed significantly to the fulfilment of organisational goals and objectives. Highly-skilled labour can handle a complex task better because of the experience and knowledge

acquired through refresher courses attended. Due the exposition, logical reasoning, and the analytical knowledge obtained. These findings, therefore, suggest that training and upgrading courses must be prioritised in the municipality if effectiveness, efficiency, proficiency and professional service provision is to be achieved.

5.2.3 Findings of objectives three

The third objective of the study identified systematic and structural constraints affecting training programmes in the municipality. The findings established that training programmes are faced with numerous challenges. Using the Important Relative Index (RII), the study established the constraints based on their magnitude. Based on the ranking, the most significant challenge identified was inadequate budget and resources towards training and development programmes. Out of 60 respondents surveyed for the study, 18 representing 30 per cent, mentioned inadequate funds both from the municipality and provincial government as their main constraints.

Lack of coordination between employees needs and training and development programmes organised by the municipality, was pointed out as the second most challenging constraint facing training and development programmes in the municipality. Fifteen, representing 25 per cent, of the respondents, identified this constraint nine, representing 15 per cent, mentioned absence of support from the leadership of the municipality as the third major constraint facing training programmes. Respondents indicated that the unwillingness of the senior management to provide time and resources such as meal and travel allowances, to participate in training programmes, is a significant hindrance.

The next constraint that the study established, was a lack of motivation and incentives for training and development. Out of 60 respondents surveyed, seven, representing 12 per cent, mentioned this problem as an obstacle to practical training and development. The study established that lack of promotion after training, poor salary structure, the communication gap between leadership and

employees, lack of appreciation, or ignoring achievement from senior management, job insecurity, poor management style and domestic problems are demotivating factors for training by employees.

Lack of training and development programmes availability was identified as the fifth constraint to training and development. The finding established that six representing 10 per cent, of the respondents mentioned this constraint. It was discovered that lack of training institutions, the high cost of training and unrealistic workloads and a low return on the investment, are the main factors. The lack of clear-cut direction and goals of training programmes was mentioned as the sixth obstacle to training and development in the municipality. The study established most of the training and development programmes failed to establish a training needs assessment — a situation which suggests that there are gaps between employees needs and training programmes organised for employees. One of the prevalent training complications is giving the staff the appropriate refresher courses that meet their requirements and skillsets. This finding suggests that without systematically measuring the staff weaknesses and insufficiencies, the training programmes are often generic, with little or no relevance to employees' development.



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Another challenge confronting training programmes in BCM is awareness of training policies among employees. The findings established that an overwhelming majority, 75 per cent, of employees surveyed, are not aware of the policy guiding training programmes. Seventeen per cent are aware, but do not understand the content, and only 8 per cent of the employees indicated that they are aware of the policy, and the content, as well. These findings established the proclamation made by Boadu et al., (2014) that there is lack of awareness of training programmes among employees in public organisation, because human development programmes are usually taken for granted, and they are seen as piecemeal, adhoc and retroactive.

Regarding constraints relating to adaptation to innovation and technology, the findings established that 58 per cent of the employees are ready to undertake training programmes that will equip them with innovative skills to improve their performance, whilst 25 per cent of the employees are

partially willing to undertake any training programme to improve their skills and competencies to perform their functions effectively. However, 17 per cent of the employees are not willing to undertake any innovative and technological training programme to improve their performance. These findings suggest that the majority of the 83 per cent of the respondents are willing to be trained with innovative and technological skills such as ICT and computer-based programming to enhance their performance.

This study further analysed the factors impeding innovative and technological training among employees in the municipality. The findings established that lack of managerial support and incentives constitutes the most significant constraints. Twenty-five percent of the respondents alluded to this constraint, lack of budget and resources was followed with 20 percent, a negative attitude towards technology and innovation, and government policies towards innovation, were mentioned by 17 per cent of the respondents. Complexities in technical systems, and uncertainty and weak background to technology and innovation, were mentioned by 13 per cent and 8 per cent, respectively, by the respondents as obstacles to engaging in innovative and technical training programmes.



5.2.4 Findings of objective four

The fourth objective sought to analyse some of the alternative models aimed at enhancing training and development programmes in the municipality. Based on this objective, this study analysed three models which include; (i) the integrated approach to training and development model, (ii), the integrated learning process model, and (iii), the occupational-based system model.

The findings established that the integrated approach to training and development model focused more on knowledge, expertise and capabilities where the municipality, or the employer, recognised that the staff are not productive, not inspired and require innovation in their competencies, expertise and aptitudes.

The model prescribed post-need investigation; appropriate training is undertaken by following the conventional phases of planning, executing, monitoring and evaluating the programmes to achieve explicit requirements of enhancing the staff readiness to take part and to meet their potentials. The training and the development programmes then enhance each output by improving their acquaintance, expertise and capabilities. As a result of the improvement of individual outputs, the overall outlook of the organisation will be enhanced.

The integrated learning process model seeks to convey an optimistic transformation in any working environment. This model instigates the same conventional phases of learning to extract and analyse the needs of the staff in the municipality, based on national requirements. This is followed by formulating the training courses with much emphasis on specific needs of weak and non-performing employees. The execution stage is considered after articulating the training courses. The design of the model start with the inputs which are the weak and non-performing employees, the training phase which entails different training methods, such as lecturing, mentoring, coaching, and finally, the output phase, which create competent, active, efficient and professional employees.



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The occupational-based system model seeks to shape the management and employees necessities connected with recurrent sequences of skill deficiencies, and the necessity to create technical know-how at a higher level rather than just a documentation yardstick requirement. The occupational-based system model primarily seeks to confront the prevailing constraint, and also take into consideration the emergent requirements of the municipality for a competent workforce. The formulation of this model confronts the ageing training systems of staff development. Additionally, this model also keeps pace with innovative ways of administrative intervention such as the increase of competition, subcontracting, casualisation and prominence on specialisation and innovation. Other critical strengths established by the findings include;

- the model is based on experiences of the occupational training – learning by experiences in workrooms, involve trainee over a period, with occurrences of on-going and pragmatism training,
- the duration of the learning contract - extensive periods to offer a collection of happenings and understandings, and prospects to mature, establish and polish aptitudes,
- professional assistance - prospects to work with experts, who can direct the trainees, supervise their development and offer unswerving help for stuff they cannot acquire by studying alone,
- connect to formal schooling - prospects to absorb with competencies on vocation, which may not be readily available in the workroom, through involvement in the prearranged course constituents offered, either in the workshops, or in an educational establishment, and

(v) evaluation and accreditation - this allows the trainees to apply their talent in the situations other than where it was attained.



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5.3 Conclusion

This study evaluated the role of training and development on employees performance in the Buffalo City Municipality in the Eastern Cape of South Africa. The study pursued four objectives, which were:

- (i) “to identify the training and development policies and programmes in the Buffalo City Metropolitan Municipality”,
- (ii) “to investigate the impact of training and development on staff performance in the provision of services in the municipality”,
- (iii) “to analyse the systematic and structural constraints that hinder training and development in the municipality”, and

- (iv) “to suggest alternative models that could be used to enhance the training and development programmes to improve employees performance in the municipality”.

Grounded on the outcomes of the study, it is indispensable that the purpose of training programmes in the Buffalo City Municipality is mainly to enhance productivity and quality of services to the population, enhance employees morale, stimulate staff, confront corruption and clean auditing, provide awareness to staff which can lead to personal development and reduce employees’ turnover goals. Effective training programmes minimise supervision, enhance decision-making prowess and are effective in problem-solving. Training provides the foundation for personal growth by facilitating staff to acquire leadership and communication proficiencies, reduces the phobia of confronting new challenges, and empowers individuals to handle pressure, disturbance and disagreements.

The types, and the role of training programmes in the municipality, were analysed descriptively, but were also presented in graphics and tabular form. The training programmes are mainly organised for senior and middle management permanent staff with the majority been males. The proportion of females and temporary staff constitute a small percentage of the total training and development programmes organised in the municipality. Reasons for this phenomenon were given as a lack of budget allocated for temporary employees development, a reduction in costs, a lack of interest, mostly by females and temporary employees to undertake training programmes, family commitments, mostly among female employees, plus inconvenient time allocation to training and development programmes. Furthermore, it can be concluded that the educational levels of the majority of the employees are low. More than 60 per cent of the total employees in the municipality hold only matric certificates. These low levels of education and lack of qualified personnel are not suitable, nor appropriate, considering the complicated and essential services that they render to the population.

The effects of training programmes on the staff were analysed; it became clear from the respondents that training and development have a significant impact on employees performance. The majority of the respondents, 95 per cent, indicated that the training and development programmes they have received had assisted them in overcoming deficiencies in their work performance. It was concluded that the lack of necessary knowledge, skills, competencies and qualities to perform a job would result in poor performance. Furthermore, more than 85 per cent of the respondents agreed that the training programmes helped them to developed their overall personality as employees by making them more productive, and developed the sense of teamwork, quality of work and boosted their morale as a workforce, which is a key factor for efficiency. Finally, the researcher concludes that training programs are crucial in achieving efficiencies, competencies, knowledge, dexterities, capabilities, attitude and behavioural changes to adapt to the rapidly changing technology and innovation of the 21st world practices.



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Structural and systematic constraints impeding training programmes in the municipality were analysed and displayed in the form of frequency tables, pie charts and other diagrams. The significant challenges facing training initiatives, as enumerated in the study, include inadequate budget and resources towards training programmes, lack of coordination between employees needs and training and development programmes organised by the municipality, lack of top management support for training courses, lack of motivation and incentives for training initiatives, inaccessibility of training programmes, and a lack of clear-cut direction and goals for training.

Other constraints identified lack of awareness of training policies among the employees in the municipality. The findings of the study concluded that the overwhelming majority of the respondents, 82 per cent, are not aware of of the policies guiding training and development or are aware of the policies but not the content of the policies. Add to the above constraints; the willingness of the employees to adapt to innovation and technology and factors impeding training and development of employees technologically. The findings of the study concluded that the

majority, 83 per cent, of the employees are willing to undergo innovative and technological training. However, factors such as lack of training centres, high cost of training programmes, lack of support and incentives from management, government and public policies, complexities and technical systems and weak background to technology and innovations programmes remained significant obstacles to the employees.

Findings of this study, and supporting findings from a large number of reviewed research papers, concluded that in this competitive and rapidly changing era, Buffalo City Municipality is highly concerned to provide their employees with training and development throughout their careers, so that they will remain motivated enough and focused on their work. Nevertheless, the accomplishment of any training programme hangs on an active formulation of appropriate models. The training model must be designed on appropriate training needs, and must consist of all applicable and indispensable stages, which must be adhered to in training courses. Erroneous models, and inappropriate methodology, will lead to ineffective and unattainable objectives.

This study analysed the integrated approach to training and development model, the integrated learning process model and the occupational-based system model as alternative models to improve training programmes in the municipality. Though the findings conclude that all the three models have the potential to improve training outlook, the study, however, settled on the occupational-based system model as the most suitable and appropriate model to enhance and transform training programmes in the municipality, based on its practicality and goal-driven characteristics. The model is methodical because it follows some well-defined phases till completion. This model can assist the municipality in understanding how it can organise its training programmes on a steady and successful path of incessant enhancement and strategies to use to evaluate outcomes, and to plan for the future programmes. Finally, the researcher can conclude that this model is simple, unblemished and easy to comprehend, and can be followed by several trainee administrators, human resource directors, institutional development commissioners, performance improvement

supervisors, training managers (designers and evaluators) and trainers, or facilitators, because the needs and demands correspond with the municipality's objective for which this model is structured.

5.4 Recommendation

Training and development, as echoed in the research, is the responsibility of human resource division to empower employees with the prerequisite "skills, competence, knowledge and attitude" to perform effectively to achieve organisational goals and objectives. Based on the findings, as presented in the study, and the conclusions drawn, the following recommendations are encouraged:

Recommendations for objective one

1. The study findings show that males constitute the highest proportion of both management and workforce in the municipality. Also, the majority of the employees had low levels of education. As noted in the discussion, this phenomenon has impacted negatively on the performance in providing services to the population. As a remedy, the leadership, or management of the municipality, must provide flexible and different leaning options to different learning styles. Training programmes must be more readily accessible to employees. Also, training and development programmes must be restructured to suit employees learning styles. Also, training materials and activities must be designed and used to correctly match the different styles, preferences and expectations of employees.
2. Management and decision-makers should have obligatory training and development programmes for every staff member. This will enable them to stay abreast with the current provision of services, improve on their knowledge and understand the goals and objectives, performance standards and organisational strategies of the municipality. Furthermore, training of lower rank employees must not be scaled down to the relegation. The study discovered that most of the training programmes in the municipality are reserved for employees in the higher ranks. The researcher, therefore, recommends that training

programmes for staff of the municipality should cut-across all levels and ranks to attain efficient, all-round and competent staff

3. Management must endeavour to appraise the results of training and development programmes. Without assessable consequences, it would be impractical to regard training and development as anything but an expenditure. Evaluating outcomes form part of the monitoring process of training and development programmes. It responds to the fallouts, or results of training, and this response must be used to measure the value of the training, with a view to improvement, where necessary. “Management must adopt a procedure on how to attain an acceptable degree of feedback on the training investment. It would also be prudent for management to budget resources for future training and development if tangible outcomes could be established. A perception-based strategy is suitable and efficient once training programmes are to be assessed, or appraised, and seeks to ask participants the degree of understanding of individuals steering the programmes, their content and levels of competency of the programme, and thus schedule the place and time when the programme will be offered. When a training programme focuses on skill, or technique attainment, it is suitable to conduct a follow-up assessment after the participants have had the break, to implement the techniques, or use their new skills. These are used as advice in future design, and offer data to advance the entire employee's development programmes”.

Recommendations for objective two

1. The leadership and policymakers should make an effort to createan enabling training environment and favourable training policies that will give every employee opportunities to enrol for training courses. The administration and Human Resource Division of the municipality ought to take into account the training needs of each employee; this will create relevance, or correlation, between employees job needs and training and development programmes. Again, the strategies for training and upgrading of staff in the municipality

must be revised. Training strategies must be wide-ranging and constant. As a recommendation, the municipality should integrate “on-the-job” and “off-the-job” methods. The investigation unearthed that “on-the-job” training methods are often not used in the municipality. Nevertheless, it is sturdily suggested that instructors of the trainees should promote both techniques to attain the full reward of training programmes.

2. Employees should capitalise on the training opportunities and self-advancement prospects offered to them by the municipality, as well as through scholarships and other facilities, so that they become a knowledge-based workforce. Furthermore, there must be full commitment and involvement of all employees in the training and development programmes. Passiveness should be discouraged; every employee must be actively involved in skills and knowledge upgrade. Developing employees in such a manner will not only increase the productivity and efficiency of the municipality, but will also enhance employees skills, competencies and will empower them for future challenges.
3. “The municipality must develop an all-inclusive training and development strategy that will appraise and update their actions. In this way, there will be no uncoordinated and fragmented development and training activities, and it will be easier to align them to the strategic goals of the municipality. The human resource division must be connected to the strategic plans, development and growth strategies, and the performance management systems of the municipality. The strategy should not only be a guiding tool, but it must also facilitate the learning and building of skills for its people for the acceleration of service delivery and improvement of productivity and excellence”.

Recommendation for objective three

1. The research findings revealed that most of the training programmes in the municipality are impeded due to lack of funds and resources. To improve on the availability of resources, the government, as well as the municipality, should take realistic steps to increase the

budgetary allocations to training and upgrading of staff. This means that a significant allocation of funds must be provided to guarantee the smooth execution of training courses. Furthermore, the personnel unit of Local Government in the Eastern Cape ought to be well-resourced with both human capital, financial resources and technical assets. This suggests that competent and comprehensive human resource specialists should be engaged in municipalities to confront issues regarding the staffing, sustaining and development of knowledgeable and well-resourced staff. The human resource units should also be furnished with the relevant logistical support to facilitate the work of the sector.

Recommendation for objective four

1. The findings also established that one of the significant constraints to training programmes is the inconsistency, uncoordinated and out of favour models used in training courses in the municipality. It is recommended that integrated training models ought to be developed. This could be achieved by involving expert, human resource specialists, departmental heads and relevant stakeholders. Again, training models should be designed prudently by corroborating the objectives of training with the long term vision of the municipality.
2. The leadership of the municipality must establish the training and development needs. A training need is any gap regarding employee knowledge, comprehension, expertise and behaviour measured against what the requisite of the task is, or the mandates of ultimatums of the organisational goals and visions. In other words, in setting, or establishing the needs, the strengths and weaknesses of the municipality must be well-thought-out. Hence, deficiencies that, when modified, denote the potential for positive gains in the municipality, should be pinpointed. Needs analysis ought to be done under three levels: individual, group and system. Individual needs consist of issues that deal with matters of effectiveness, positional modification, individual and professional growth and security of position. Group needs must be demonstrated by scrutinising and identifying major interruption between instructional objectives and instructional programmes. Organizational needs deal with the

overall structure, such as the creating of prospect for further study, or observance of policies regulating the bare minimum of staff aptitude and competency necessities. It can be understood that the contemplations for employee training and development must consider the overall development needs of the municipality, the required enhancements in explicit knowledge, and the expertise of each individual worker and the plausibility for growth and development of staff. Since the management of the Buffalo City Municipality indicated that they have limited time and funds to enforce employee training programme, it is sensible for the management to decide early on the core and specific areas the training. Management must establish the critical skills that are relevant to address current and future needs of the municipality, or which sectors provide the most significant returns. The question which the leadership of the municipality must ask is, “how and what will the training and development programmes, or model, ultimately prove useful and constructive to the municipality?”



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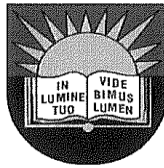
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University of Fort Hare
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ETHICS CLEARANCE
REC-270710-028-RA Level 01

Project Number: THA131SADO01

Project title: **The role of training and development on employees performance in the Buffalo City Municipality in the Eastern Cape of South Africa.**

Qualification: Masters in Public Administration

Principal Researcher: Richaro Adom

Supervisor: Prof R.D. Thakhathi

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby grant ethics approval for THA131SADO01. This approval is valid for 12 months from the date of approval. Renewal of approval must be applied for BEFORE termination of this approval period. Renewal is subject to receipt of a satisfactory progress report. The approval covers the undertakings contained in the above-mentioned project and research instrument(s). The research may commence as from the 22/08/19, using the reference number indicated above.

Note that should any other instruments be required or amendments become necessary, these require separate authorisation.
Please note that the UREC must be informed immediately of

- Any material changes in the conditions or undertakings mentioned in the document;
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research.

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

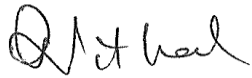
The UREC retains the right to

- Withdraw or amend this approval if
 - Any unethical principal or practices are revealed or suspected;
 - Relevant information has been withheld or misrepresented;
 - Regulatory changes of whatsoever nature so require;
 - The conditions contained in the Certificate have not been adhered to.
- Request access to any information or data at any time during the course or after completion of the project.

Your compliance with DoH 2015 guidelines and other regulatory instruments and with UREC ethics requirements as contained in the UREC terms of reference and standard operating procedures, is implied.

The UREC wishes you well in your research.

Yours sincerely



Professor Renuka Vithal
UREC-Chairperson
13 November 2019

King Williams Town

P.O. Box 1599

5600.

Phone: 0784399629

201500590@ufh.ac.za

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25th November, 2019.

The Municipality Manager

Buffalo City Municipality

P.O. Box

East London.

Dear sir/madam,

PERMISSION TO CONDUCT AN ACADEMIC RESEARCH IN YOUR



I am Richard Adom an MPA student (Public Administration) of the university of Fort Hare with student number 201500590. *University of Fort Hare Together in Excellence*

I wish to conduct my research in your municipality on the topic: **The Role of Training and Development on Employees Performance in the Buffalo City Municipality in the Eastern Cape of South Africa**

It is anticipated that a sample total of Sixty (60) employees will be drawn from Bisho, King William's Town, East London and Phakamisa municipalities to constitute the study population of the study.

The volunteered participants will not be prone to any risks, neither their identity will be disclosed to any third party. The information they will provided will be use strictly for academic purposes and will be kept with outmost confidential as require by law.

I hope my application would be given the necessary consideration.

Thank you for your usual cooperation.

Yours faithfully,



(Richard Adom)



University of Fort Hare
Together in Excellence

BRUCE WESSON - NMMU Language Editor

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SOUTH END 6001

04 April 2020

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TO WHOM IT MAY CONCERN

I, Bruce Wesson, hereby declare that I have proof read and copy edited the research paper given to me by Richard Kwame Adom Student Number : 201500590

I declare that the content remains solely that of the student, and that any changes made, were only to language and grammar errors.



University of Fort Hare
Together in Excellence

Yours faithfully,

BRUCE WESSON

NMMU Language Editor

UNIVERSITY OF FORT HARE

FACULTY OF COMMERCE AND MANAGEMENT

MASTERS OF PUBLIC ADMINISTRATION

**TOPIC: The Role of Training and Development on Employees Performance in the
Buffalo City Municipality in the Eastern Cape of South Africa**

Dear valued respondent, I am Richard Kwame Adom, a graduate student (MPA) of the Department of Commerce and Management University of Fort Hare. I am conducting a study as part of the fulfilment of the requirement for the degree of Masters of Public Administration. The study is to find out the impact of training and development on employee's performance in the municipal sector. A case in Buffalo City Municipality.



The motive behind the research is strictly academic, and as respect, any information assembled would be treated with the utmost confidentiality. I would be very grateful if you would respond to the questions listed below as candid as possible. Please Tick, circle or Explain in brief where possible.

Thank you.

SECTION A

DEMOGRAPHIC RECORDS

1. Gender: Male { } Female { }

2. Age: 20 – 30 { } 31 – 40 { } 41 – 50 { } 51 – 60 { } 60+ { }

3. Educational background: Primary level { }

Secondary level { }

Undergraduate level { }

Postgraduate level { }

4. Nature of employment: Permanent { } Temporary { }

5. Years of experience: Below 5 years { } 5 - 10 years { } Above 10 years { }

6. Section or department where you are employment:

7. Position held in the department: Junior staff { } Senior staff { }



University of Fort Hare
SECTION B
Together in Excellence

TRAINING AND DEVELOPMENT PROGRAMMES

8. Have you ever been trained or developed since you were employed as employee in the municipality? Yes { } No { }

9. If your answer to question 8 is Yes how often is the training and development programme?

Not frequently { } Frequently { } Very frequently { }

Training and Development Programmes

Internal training programmes

- i. Internship { }
- ii. Mentorship { }
- iii. Peer teaching or DSG { }
- iv. Job rotation { }
- v. Others, please
specify.....

External training programmes

- Seminar { }
- Conference { }
- Workshops { }
- Further studies { }
- Others, please
specify.....

10. Were targets and objectives stated at the end training and development programmes

attended? Yes { } No { } Not applicable { }



11. If your answer is yes to question 10 were the stated objectives and target met and are training and development programmes assisting you in performing your tasks effectively?

Very much { } Not much { } Not at all { }

12. How will you evaluate the impact of training and development on the execution of your duties in the organisation?

Impact of training and development	Very satisfactory	Satisfactory	Average	Low
i Customer satisfaction				

ii Job execution			
iii Confident in job performance			
iv Relationship with staff and management			
v Adaptation to innovation and new ideas			
Other, please specify			

13. Did the training and development programmes assess or evaluate you on knowledge, skills, competencies levels? Yes { } No { }



14. Were the training materials, techniques and the methodology adopted in training as appropriate? Very useful { } Moderately useful { } Not at all { }

15. In your opinion do you think the lack of training and development employees is the cause of the poor performance of staff? If yes, explain in a few words

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16. Do your organisation have any formalities of giving in-service training to new employees? If the answer is yes, how often do such training and development activities take place?

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SECTION C

CONSTRAINTS TO TRAINING AND DEVELOPMENT

17. In your opinion, what do you think are the reasons that often lead to lack of frequent training and development of staff in the organisation?

(a). (b).

(c). (d).

.....

18. What do you think are the systematic challenges that hinder the training and development of staff in the organisation?



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19. Mention any four constraints that you think restrict the provision of in-service training to the employees in the organisation?

i.

ii.

iii.

iv.

20. Suggest any way(s) in which training and development programmes can be enhanced to improve services

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