

STADIO



HIGHER EDUCATION

**The perceived impact of Training and Development on Employee Performance at the
Department of Social Development in the Limpopo province**

By: Tshimangadzo Azwianewi Reuben Mabilu

Student number: 21912534

ORCID: <https://orcid.org/0009-0005-9767-1234>

Submitted in fulfilment of the requirements for the degree.

Master of Management

At:

STADIO

Supervisor: Dr. Piet Pretorius

Date: 10 January 2024

Office 101, The Village Square, c/o Oxford and Queen Streets, Durbanville, Western Cape, 7550

CPD Vorster – Director | S Totaram – Director | D Singh – Director | JJ Human – Director

Company registration number: 2004/031722/07

DECLARATION

I, **Tshimangadzo Azwianewi Reuben Mabilu**, declare that: **“The perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo province”** is my own unaided work both in content and execution. All the resources I used for this study are cited and referred to in the reference list by means of a comprehensive referencing system. Apart from the normal guidance from my supervisors, I have received no assistance, except as stated in the acknowledgements. I declare that the content of this dissertation has never before been used for any qualification at any tertiary institution.



Signature

Date: **10 January 2024**

Acknowledgements

First and foremost, I would like to thank the Almighty God for granting me a healthy life and strength to study. I would also like to express my profound appreciation and gratitude towards the following people:

- My Supervisor **Dr. Piet Pretorius**, for his professional guidance, patience, and humbleness. Without him I would not have made it this far, for constructive advice on days when I thought there was no way forward.
- **Prof. Henry Mynhardt**, Manager: Institute of Post-Graduate Studies and Research at Stadio Higher Education, for his untiring efforts to guide me, continual professional advice, workshops, and encouragement throughout this journey.
- **Dr. Matome Teffu**, my dear brother, friend, and colleague for your unwavering support.
- **The Department of Social Development** for allowing me to conduct study at the departmental premises.
- My beloved wife **Masala Mulalo Veronica “Bukie,”** I cannot imagine life without you. You are my world. Thank you for all your sacrifices. I appreciate your time, support, advice, encouragement, and continuous prayers which strengthened me to excel in my studies.
- My two (2) daughters **Asiashumaanda Phathutshedzo, Vhudzumbamo Arehone Naomi** and my son **Mutalukanyi Obadia** for being my pillars of strength during my studies. You are the best children in this world,
- My Parents, **Vhaingameli Vho Ndutanyeni Obadia** and **Vho Margret Thidziambi Mabilu** and Parents-in-law the late **Mushavhi Vho Mbulaheni Simson** and **Vho Ndifelani Joyce Mudogwa** for your support and prayers.
- My beloved siblings **Nditsheni Bele (late), Takalani Naomi (late), Nkhumeleni Violet, Nyambeni Moses (late), Tshililo Joel (late), Rofhiwa Rebecca** and **Salom Rotondwa** and my bother-in-law **Dr Mbavhalelo Robert Mudogwa**, you guys’ rock. Thank you for supporting and encouraging me to study.

I dedicate this study to my two (2) Angel Sons in Heaven, **Lushaka Hosea** and **Alisaho Joseph**. One day everything will make sense. Rest in eternal peace Mudau. I will always remember and love you.

TABLE OF CONTENTS

DECLARATION	i
List of figures	v
List of tables	vi
List of Acronyms	vii
Abstract	viii
Chapter 1: Introduction	1
1.1 Introduction to the study	1
1.2 Problem Statement	3
1.3 Research questions	4
1.4 Research Objectives	5
1.5 Research Hypotheses	6
1.6 Ethical considerations	6
1.7 Chapter Division	7
CHAPTER 2: LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Theoretical Foundation	9
2.3 Conceptualisation of Training and Development	10
2.3.1 Defining Training	10
2.3.2 Defining Development	11
2.3.3 Defining Training and Development	11
2.3.4 Defining Training and Development Programs	11
2.3.4 The Importance of Training and Development	11
2.3.5 Identifying Training and Development Needs	13
2.4 Conceptualisation of Employee Performance	13
2.4.1 Defining Employee Performance	14
2.4.3 The Stages of Performance Management System (PMS.)	14
2.5 The Methods used for Training and Development	15
2.5.1 On-Job-Training	15
2.5.2 Off-the-Job Training	15

2.5	Empirical Analysis	16
2.5.1	Employees' perceptions on the importance of Training and Development	16
2.5.2	The Factors that affect the Effectiveness of Training and Development of Employees.....	17
2.5.2.1	Attitude.....	17
2.5.2.2	Communication	18
2.5.2.3	Management Support	18
2.5.2.4	Training Program/Content of Training	18
2.5.2.5	Training Instructors.....	18
2.5.2.6	Work Environment.....	18
2.5.2.7	Organisational Culture	18
2.5.2.8	Training Needs Analysis	19
2.5.2.9	Availability of Resources	19
2.5.2.10	Policies, Standards and Procedures	19
2.5.2.11	Training Evaluation	19
2.5.3	The Impact of Training and Development on Employees' performance.....	19
2.5.4	Recommended Strategies for improving training and development to enhance employees' performance.....	22
2.6	Conclusion.....	23
CHAPTER 3:	RESEARCH METHODOLOGY	24
3.1	Introduction	24
3.2	Research Paradigm.....	24
3.3	Description of inquiry strategy and broad research design.....	24
3.3.1	Description of the strategy of inquiry	24
3.3.2	The basic characteristics of qualitative research	24
3.4	A classification of the proposed study's overall research design.....	25
3.5	Sampling.....	25
3.6	Units of Analysis	25
3.7	Target population	25
3.8	Sampling method	26
3.9	Data collection.....	26
3.10	Data collection method	26
3.11	Data collection and storing of Data.....	26
3.12	Data Verification	26
3.13	Research Procedure.....	27

3.14	Data analyses	27
3.15	Measures to Ensure Trustworthiness	27
3.15.1	Credibility	27
3.15.2	Dependability	27
3.15.3	Transferability	28
3.15.4	Transparency	28
3.15.5	Confirmability	28
3.16	Research ethics	28
3.16.1	Ensuring Participants have given Informed Consent	28
3.16.2	Elimination of Harm to Participants	28
3.16.3	Ensuring Confidentiality and Anonymity	29
3.16.4	Ensuring that Permission is obtained.....	29
3.17	Conclusion.....	29
CHAPTER 4: STUDY FINDINGS		30
4.1	INTRODUCTION	30
4.2	RESPONSE RATE	30
4.3	Demographic Information	30
4.3.1	Gender Profile of Respondents	30
4.3.2	Age Profile of Respondents.....	31
4.3.3	Respondents Occupation	32
4.3.4	Respondents working years in the Limpopo Department of Social Development 33	
4.7	The Methods Used for Training by the Department	37
4.8	The Facilitation Method of Training Used by Facilitators	37
4.9	Training attended by Employees Impacting on their Skills, Knowledge, Knowledge, and Capabilities.	38
4.10	Training Attended by Employees Improving Employees' Job Performance.....	39
4.11	The Quality of Training Programs Attended by Employees	40
4.12	The Relevance of Training to Employees' Job Functions.	40
4.13	The Department conducting skills audits to inform the selection of Employees Training Programmes.....	41
4.14	The use of Personal Development Plans (PDPs) to identify Employee Training Programs.....	42

4.15	Alignment of Training offered by the Department with Employees' Training Needs	42
4.16	The Challenges relating to Training and Development in the Limpopo Department of Social Development.....	43
4.17	CONCLUSION.....	44
CHAPTER 5: DISCUSSION OF RESULTS		45
5.1	Introduction	45
5.2	Discussion of Results per research objective.....	45
5.2.1	Research objective one (1): Understand employees' perceptions on the importance of training and development in the Limpopo Department of Social Development.	45
5.2.2	Research objective two (2): Understanding the factors affecting the implementation of training and development programs in the Limpopo Department of Social Development	46
5.2.3	Research objective three (3): Determine the impact of training and development on employees' performance in the Limpopo Department of Social Development	48
5.3	Conclusions.....	49
CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS		50
6.1	Introduction	50
6.2	Conclusions in terms of the research objectives of the study.....	50
6.3	Limitations of the research	50
6.4	Recommendations.....	50
6.5	Closing Remarks	51
References		53
Annexure A: Questionnaire/Interview Schedule.....		64
Annexure B: Ethical Clearance Certificate.....		71
Annexure C: Permission Letter to Conduct the Study		72
Appendix D: Certificate/Letter from Editor.....		73
Annexure E: Turnitin Report		74

List of figures

Figure 4. 1 Gender Profile of Respondents	30
Figure 4. 2: Age Profile of Respondents	31
Figure 4. 3: Respondents Occupation	32
Figure 4. 4: Respondents working years in the Limpopo Department of Social Development	33

List of tables

Table 2. 1: Four (4) Levels of Evaluation: An Overview of Kirkpatrick's Model	9
---	---

List of Acronyms

AMDP:	Advanced Management Development Programme
AIDS:	Acquired Immune Deficiency Syndrome
CIP:	Compulsory Induction Programme
EAPA:	Employee Assistance Programme Association
EMPD:	Emergency Management Development Programme
HRD:	Human Resources Development
HIV:	Human Immunodeficiency Virus
LDoSD:	Limpopo Department of Social Development
PDPs:	Personal Development Plans
PERSAL:	The Personal and Salary System
PMDS:	Performance Management Development System
PMS:	Performance Management System

Abstract

The focus of the study has been on training and development, and their impact on employees' performance in the Limpopo Department of Social Development (LDoSD). The study's argument was that although the Department invests in employees training and development programmes, available Departmental training reports are silent on post training evaluation. Thus, this study was conducted to understand employees' perceptions on the importance of training and training. Again, the study identified the factors that affect training and development of employees and determined the impact of training and development on employees' performance. The results of this study are crucial to the management LDoSD and all employees since they will have deep understanding of the factors that affect training and development in the LDoSD. Additionally, the management and all employees will have a comprehensive understanding of the impact of training and development on the performance of employees. The study employed a qualitative approach, and a thematic analysis was used to analyse qualitative data. The study reveals that most of the respondents indicated that they attended training offered by the Department once in three (3) years. On the impact of training and development on employees' performance, most respondents confirmed that training improved their performance. Basically, most of the respondents indicated that the training they have attended was relevant to their job functions. However, the study findings indicate mixed feelings about alignment of training offered by the department with employees' training needs. Thus, recommendations that were made include the following: the LDoSD should ensure that employees attend training and development interventions identified by employees in their annual PDPs. This will assist in ensuring that employees' specific skills gaps are address and their performance improves. The department should make sure that the skills audit is conducted regularly so that the training plan is aligned to the appropriate training needs of the employees in the department. The department should make sure that one percent (1%) of the Compensation of Employees budget for training and development is set aside for supporting implementation of training programs. The study findings contribute to the existing body of knowledge in that the study provides key findings regarding employees' views on the factors affecting employees training and development in the public sector setting. Furthermore, the study ascertained the impact of training and development on employees' performance in the public sector setting.

Chapter 1: Introduction

1.1 Introduction to the study

The study's focus is on training and development, and their impact on employees' performance in the Limpopo Department of Social Development (LDoSD). The LDoSD gets its legislative mandate from the Constitution of the Republic of South Africa (1996), *Section 27 (1) (c)*, which provides for the right of access to social assistance to the community members who are unable to provide for themselves and their dependents. *Section 28 (1)* of the Constitution enshrines the right of children with regards to appropriate care, basic nutrition, shelter, health care and social services. In view of the mandate of the LDoSD, it is indisputable that training and development of employees in this department are important to enhance the knowledge and skills of employees, their performance, and service delivery.

Kwanyana and Mutereko (2021: 992) argue that public servants need to adapt to factors such as political, social, and economic transformation as well as Globalisation. Thus, training and development in public administration should be an ongoing process due to the transformations that are witnessed in government. Yang and Wang (2020) express that organisations must provide opportunities for training to expand or strengthen employees' capabilities and increase competitiveness. Equally important, Prakash and Himabindu (2016) argue that training and development program is particularly important and useful for the development of employees' skills and knowledge, and for the improvement of the organisation.

Kum, Cowden and Karodia (2014: 73) elucidate that training should help the performance of an individual to impact positively on organisational productivity especially in both the short and long terms. According to Kum *et al.* (2014: 73), "training addresses gaps or discrepancies between an ideal and an optimal stage of development". The concepts of training and development have been explored by other previous researchers who wanted to understand the relation between these concepts and employees' performance. The study conducted by Dabale and Jagero (2014), showed a positive relationship between training

and employee performance. Again, the study indicated that training generates benefits for employees' ability, skills, knowledge, competencies, and behaviour.

Most of the employees in the study conducted by Waziri and Stephen (2013) were satisfied about the training programmes provided in their organisation. In the study conducted by Wayessa (2016), respondents in their majority (sixty-three-point four percent (63.4%)) agreed that training contributed to manager's clear decisions on communicating a vibrant sense of organisation's direction to its employees. However, Kum, Cowden and Karodia (2014: 73) explain that there is concern regarding the choice of types of training and skills acquisition that will bring success in an organisation. Thus, this study's purpose is to explore the impact of training and development on employee performance within the Limpopo Department of Social Development in Head Office.

Ahmad, Amand and Asghar (2014: 37) explained the key benefits of trained employees. The argument by Ahmad et al. (2014: 37) is that the impact of training on employees is so significant, there will be fewer mistakes from employees, fewer wage demands, less absenteeism, enhancement of employees' skills and knowledge, lastly employees will feel that they belong to the organisation and their performance will be better.

The results of the study by Bayraktaroglu and Cickusic (2014: 2125) discovered that the impact of training programs on employee's performance is huge, and employees affirmed that training programs provided them with improved ideas, skills, and better knowledge for future paths.

Alemu's study (2017: 209) revealed that training has numerous challenges including the following: poor training planning in terms of contents and delivery methods, lack of on-the-job training, and sending inappropriate persons to the training programs.

Shahbaz and UI Hadi (2021: 247) argued that training and development programs can be effective in polishing the employees' skills and knowledge if their design is in line with the job's requirements. The study by Shahbaz and UI Hadi (2021: 247) reported a positive relationship between training and development programs and employee performance.

Mualuko, Rintori and Moguche (2023: 29) found out that where the employees were not given some time off to attend personal training because this would result to overburdening of the remaining employees with more workload.

Al Khawaldeh (2023: 3) stated that “the returns that can be reaped from the success of training and development programs often exceed what is spent on them”.

This study will provide recommendations necessary to improve the effectiveness of training and development with the objective of enhancing employee performance. The recommendations drawn from this research will contribute extensively to improving employee performance in the Limpopo Department of Social Development and provide guidelines that can be used by other public intuitions. The next section is on problem statement to be addressed by the study.

1.2 Problem Statement

The LDoSD like other national and provincial departments in south Africa must comply with the applicable laws and regulations on training and development of employees. Additionally, the said department must ensure that it has approved training and development policies, conducted skills audits, and put systems in place to ensure that training and development interventions are implemented and evaluated. The South African Public Service uses a Performance Management and Development System (PMDS) for assessing and evaluating the performance of its public servants. In terms of the Public Service Regulation (PSR), 2016, executive authorities are required to implement PMDS for their Departments consistent with the principles of performance management (Republic of South Africa, Public Service Regulations, 2016).

According to the Department of Social Development training report for 2019/20, the total number of employees who were trained in 2019/20 were eighty-eight (88). Additionally, in the same period the Department spent a total budget of (R1 450 000) one point four, five million rand on employee training. In 2020/21, thirty-two (32) employees were trained, and total budget of (R568 000) five hundred and sixty-eight thousand rand was spent by the Department on employees training for the same period. However, the budget that was

allocated for training could not be fully utilized due to COVID-19 Pandemic. In 2021/22, sixty-two (62) employees were trained, and the Department spent (R1 550 000) one point five, five million rand on employee training. Although the Department invests in employees training and development programmes, available Departmental training reports are silent on post training evaluation. Again, there are no known reports in the Department which determine the impact of training and development on employee's performance.

There are however many studies which were conducted on the impact of training and development on employees' performance in other organisations (Kuruppu, Kavirathne & Karunarathna, 2021: 5). The study by Nmadu, Dennis, Aidelokhai and Adamu (2021) revealed that an increase in training and development correspondingly increased employee's performance by seventy-two-point six percent (72.6%). Likewise, the study conducted by Al Harrasi (2022: 8) found a positive relationship between training and development, and the performance of employees. Again, it was found that, training and development enhanced employees' performance, and they became more efficient at work. Although various studies explored the impact of training and development on employee performance in different sectors, there is still a need to investigate the impact of training and development on employees' performance in the Limpopo Department of Social Development, South Africa. The main research problem is that the impact of training and development on employees' performance at the Limpopo Department of Social Development, has not been determined and documented.

This study will, therefore, investigate the extent to which the programs of training and development in the Department, are effective, responsive to the expectations and needs of employees, and how this affects employees' performance. By doing this, the study will fill the information gap and show if there is anything that can be done by the Department to adjust on how and in what areas training could be offered. This study, therefore, will assess the impact of training and development on human resource performance.

1.3 Research questions

1.3.1 General Research Question

The general research question of the study is as follows:

- What is the impact of training and development on employees' performance in the Limpopo Department of Social Development?

1.3.2 Specific Research Questions

- What are employees' perceptions on the importance of training and development in the Limpopo Department of Social Development?
- What factors affect the training and development of employees in the Limpopo Department of Social Development?
- How does training and development impact employees' performance in the Limpopo Department of Social Development?
- How can training and development be improved to enhance employees' performance at the Limpopo Department of Social Development?

1.4 Research Objectives

1.4.1 General objective

To determine the perceived impact of training and development on employees' performance to have a dynamic understanding of the impact and then recommend approaches that can be used to enhance employee's training and development in the Limpopo Department of Social Development.

1.4.2 Specific objectives

The specific research objectives are to:

- Understand employees' perceptions on the importance of training and development in the Limpopo Department of Social Development.
- Understand the factors affecting the implementation of training and development of employees in the Limpopo Department of Social Development.
- Determine the impact of training and development on employees' performance in the Limpopo Department of Social Development; and

- To recommend approaches that can be implemented to improve the implementation of training and development to enhance employees' performance at the Limpopo Department of Social Development.

1.5 Research Hypotheses

Anupama (2018: 80) defines hypothesis as: “prediction of what a study will find, it is an empirical statement verified and based upon observation or experience”. According to this author, the study findings are used to evaluate if a hypothesis is true/false (Anupama, 2018: 80).

Hypothesis 1 - Training and development has a positive impact on employee performance in the Limpopo Department of Social Development.

Hypothesis 2 - there is a negative impact of training and development on employees' performance in the Limpopo Department of Social Development.

1.6 Ethical considerations

According to Agwor and Adesina (2017: 185), ethics is: "the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad". Ethical principles critical in this research are discussed below:

1.6.1 Ensuring Participants have given Informed Consent

Pérez, Rapiman, Orellana and Castro (2017: 23) argue that the study should be conducted in a way that does not force participants to partake in the study and should be free of coercion, manipulation, and persuasion. Therefore, to ensure that participants give informed consent, the study aims, objectives, and benefits will be explained to them as individuals and the entire organisation. Therefore, they will be requested to give written consent by signing a consent form designed by the researcher. The participants will be requested to give a written consent by signing a consent form designed by the researcher. This written informed consent will be obtained prior to face-to-face interviews conducted.

1.6.2 Elimination of Harm to Participants

According to Fleming and Zegwaard (2018: 211), the research design must take into cognisance the potential harm which goes to participants. These authors express that several types of harm that participants can experience include loss of time, a person's reputation, and emotional harm. Any harm that may occur in this study will be explained and minimised. It is worth noting that the study will investigate the impact of training and development on employees' performance, and the researcher does not anticipate any harm to be brought by the proposed study. Respondents will participate in the study while in their different workstations or offices where they spend most of their working time.

1.6.3 Ensuring Confidentiality and Anonymity

Confidentiality is described by Chivanga and Monyai (2021: 15) as the guarantee that one gives to participants assuring them that provided data will not be released to any unauthorised person. Withholding of the participant's identity to ensure that they remain unknown when they express their views which is called anonymity (Van Zyl, 2014). Confidentiality and anonymity will be at the heart of the researcher, and study findings will be reported in a way that protects participants and their identities. Again, to ensure that there is confidentiality and participants remain anonymous, they will not be asked to provide their personal information during the face-to-face interviews.

1.6.4 Ensuring that Permission is obtained.

The researcher understands that permission to conduct the study must be obtained before one conducts the study at the selected organisation. Thus, a complete study will only be undertaken once full permission to conduct the study is received from the Limpopo Department of Social Development.

1.7 Chapter Division

1.7.1 Chapter One (1) - Introduction

This is an introductory chapter, and it will provide introduction to the study, overview of the problem statement, research questions to be answered by the study, research objectives, research hypotheses, and ethical considerations.

1.7.2 Chapter Two (2) - Literature Review

Chapter two (2) focus will be on an overview of the relevant literature relating to the study topic. The context of the study will be established in this chapter using the literature review and the chapter will also identify knowledge gaps.

Chapter Three (3) - Research Methodology

This will describe the research design chosen for the study and it will also give a justification of the research design choices the researcher has made.

Chapter Four (4) - Results

The focus of this chapter will be on presentation of the study results using tables, graphs, and pie charts.

Chapter Five (5) - Discussion of Results

In this chapter, study results will be discussed, and the chapter will also highlight implications of the study.

Chapter Six (6) - Conclusions, Limitations and Recommendations

The chapter will provide study conclusions, limitations, and make recommendations after consideration of the study results.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The focus of this chapter is on literature review related to employee training and development, and employee performance. Mudavanhu (2017: 190) explains that a literature review is a description of what has been published by others in summary form. Thus, the literature review of this research discusses the theoretical framework for the study, the definition of key terms, the concept of training and development, the concept of performance management, and the concept of employee performance.

2.2 Theoretical Foundation

Hughes, Davis, and Imenda (2019: 27) stipulate that: "theoretical frameworks (both substantive and formal) can provide maps of the current state of knowledge about a problematic phenomenon being studied and offer evidence-based explanations for why the problems connect to phenomena. Chukwuene (2021: 2680) stresses that a theoretical framework helps researchers map out concepts and components that define the study's standpoint in making the research more connected to the existing research idea(s). Thus, this study will be guided by Kirkpatrick's four (4) levels of evaluation.

The model has been chosen since it can be used in various organisations to evaluate training effectiveness. Furthermore, the model can assist in determining the strengths and weaknesses of the training process within organisations (Alsalamah & Callinan, 2021: 1). Again, Khan and Patil (2023: 654) state that the model is a: "veritably effective way to measure how well the training is performed". The model is illustrated in the table below:

Table 2. 1: Four (4) Levels of Evaluation: An Overview of Kirkpatrick's Model

No	Level	Description
1.	Reaction	At this evaluation level, participants' favourable reaction to the training or intervention is considered. This level is sometimes referred to as smile sheets or happy.

No	Level	Description
2.	Learning	This level assesses whether the participants acquired the intended attitudes, knowledge, and skills based on their participation in the intervention or training. The level is related to the learning outcomes of the intervention or training.
3.	Behaviour	At this level, after participants have participated in the training, there is consideration of the degree to which their behaviour has been altered significantly in the workplace. This level is sometimes referred to as "transfer".
4.	Results	This deals with long-term outcomes that an organisation anticipates. At this level, consideration on whether the achievement of the result of the training and subsequent reinforcement. The level refers to the return on expectations (ROE).

Source: Paull, Whitsed, and Girardi (2016: 494)

2.3 Conceptualisation of Training and Development

This section concentrates on the conceptualisation of training and development. It focuses on definitional issues, importance and factors that affect training and development in an organisation. It should be noted that to avoid misinterpretation of definitions by various authors, some definitions will be taken as they are written from the sources.

2.3.1 Defining Training

Alumu (2017: 210) defines training as: "a planned effort to facilitate the learning of job-related knowledge, skill, and behaviour by employee". Similarly, training has been defined by Famila Jay and Gopika (2023: 891) as: "the process of enhancing a worker's knowledge and abilities to do a specific profession".

Kanwal and Arshad (2017: 24) define training as: "a short-term process by which human resources gain knowledge, skills, and abilities by practical activities to improve their performance". Giday and Elantheraiyan (2023) stressed that employees who are well trained can be a means of achieving.

2.3.2 Defining Development

According to Karim, Choudhury, and Latif (2019: 271) development means: “learning opportunities designed to help employee grow”. Likewise, development is defined by Famila Jay and Gopika (2023: 891) as: “the process of preparing someone for a bigger, more important job”. According to Famila Jay and Gopika (2023: 891) the process of development involves teaching skills and specific personality and mental traits.

2.3.3 Defining Training and Development

Ryklief and Tengeh (2022: 646) define training and development as: “a set of formal and informal lessons given to workers to improve their abilities and knowledge”. Likewise, training and development has been defined as: “the planned learning experiences that teach employees how to perform current and future jobs.”

2.3.4 Defining Training and Development Programs

Kulkarni (2013: 137) says training and development programs are the framework for assisting employees to develop their personal and professional knowledge, skills, and abilities. Equally important, training and development programme can help to eliminate employee performance issues (Famila Jay & Gopika, 2023).

2.3.4 The Importance of Training and Development

Netshikhophani (2012: 43) stated that training and development’s primary aim is to capacitate the employees with the required skills relating to their current job and to ensure that they acquire knowledge that will eventually help them with perform effectively and efficiently, with improved performance even in future positions. In 2016, the study by Jency in India, showed that seventy-six percent (76%) of the respondents agreed that training reduces constant supervision, and twenty percent (20%) of the respondents strongly agreed.

Elmaga and Imran (2013: 144) emphasise the importance of training and development and said that it can improve employees' competency level, filling the gap between the required performance and the current performance. Moreover, Tahir, Yousafzai, Jan, and Hashim (2014: 88) asserted that training and development focus on acquiring knowledge,

understanding, techniques and practices. Sohail, Ahmad, Iqbal, Haider, and Hamad (2014: 20) elucidated that employees are the most valuable assets in every organisation. According to Sohail *et al.* (2014: 20), organisations should focus more on training and not cost control and efficiency because training and development will ensure that an organisation achieves effectiveness.

The study conducted by Kum, Cowen and Karodia (2014: 102) revealed that training assists employees in reducing mistakes and improves organisational productivity through employee performance. Moreover, Dabale, Jagero and Nyauchi (2014: 62) argued that workers' training is an integral part that should be integrated with an organisation's business strategy and human resources management.

Bhatia (2017: 137) explained that employees become more creative and innovative through training and development and give their best within the organisation. Training and development help improve employees' morale and confidence in their workplace.

Further, existing employees' skills will be enhanced, and new employees can learn and gain knowledge (Bhatia, 2017: 137). Likewise, the study conducted by Nnanna (2020: 38) found that quality and consistent training improved employee performance because old skills are sharpened, new skills are gained, and skill gaps are filled.

Hajjar and Alkhanaizi (2018) postulate that by conducting training, members can acquire and apply the skills, knowledge, abilities that match a particular job in an organisation. Myint, Poddar, Shosh and Bhaumik (2019) highlighted that training enables employees to carry separate roles and responsibility efficiently and can learn new things in preparations for taking up higher responsibilities in the future. Karim, *et al.* (2019: 25) emphasise that all organisations need employees that are well trained to execute their activities in an effective and efficient manner.

According to Mrunali and Pathak (2021), the importance of training and development is that they improve the performance of employees, assist in employee's personal growth, and create a workforce that is highly skilled.

Kumar and Balanagalakshmi (2019: 149) identified the reasons for providing training to the employees and they include the following:

- the organisations provide training to promote and maintain human relations that are good with the human resources within the organisations.
- to cope with the modern diversifications, inventions, and technological advancement.
- to assist employees to enrich their knowledge with the modern technology and updating with the market conditions; and
- to equip an employee who has been promoted to the higher designation with knowledge and skills for the new position.

2.3.5 Identifying Training and Development Needs

Slavković and Slavković (2019: 117) indicated that for training and employee development to be successful, it requires identifying training and development at three (3) levels, as discussed below:

- At the *organisation level*, Slavković and Slavković (2019: 117) explained how short-term and long-term goals and business trends affect training and employee development needs to be identified and understood. At this level, activities in the workplace (as per the job descriptions), the minimum acceptable standards of performance of a particular job, and specific knowledge and skills must be provided (Slavković & Slavković, 2019: 117).
- At the *individual level*, training needs are identified based on the gap between the current employee's skills and the required skills. This involves competence analysis, examination of attitudes and assessment of personal effects. (Slavković & Slavković, 2019: 117).
- According to Slavković and Slavković (2019: 118), at the *group level*, specific demographic groups of employees, such as women and minorities, are considered when the needs for training and development are identified.

2.4 Conceptualisation of Employee Performance

The concept of employee performance is discussed in this section.

2.4.1 Defining Employee Performance

Employee performance is defined as the outcomes or results of work that has been performed (Aboyassin & Sultan, 2018). Ateya and Maende (2018: 138) stipulate that: “employee performance is about the timely, effective and efficient completion of mutually agreed tasks by the employee, as set out by the employer”. Moreover, Hermina and Yosepha (2019: 71) define performance as what an employee achieves as work quality and quantity in performing his or her functions in accordance with the responsibilities given to him or her. What is more, employee performance is defined by Giday and Elantheraiyan (2023: 2) as the act of performing achieving and accomplishing. Employee performance measures how well or how poorly an employee performs his or her required job duties and meets his or her deadlines or requirements on time (Giday & Elantheraiyan, 2023: 2).

2.4.3 The Stages of Performance Management System (PMS.)

Three (3) stages of the performance management system have been identified (Ravi & Saraswathi, 2018).

Stage One (1) - Developing and Planning Performance

Ravi & Saraswathi, (2018: 414) indicate that this is the first phase of PMS, and at this stage, development plans are outlined, objectives are set, and commitment activities are discussed.

Stage Two (2) - Managing and Reviewing Performance

At this stage, assessments against objectives are conducted, there is a provision for feedback, and communication is enhanced to enable managers and employees to understand the employer's expectations and deliver on these expectations (Ravi & Saraswathi, 2018: 414).

Stage Three (3) - Rewarding Performance

Ravi and Saraswathi (2018: 414) explain that at this phase, the performance results are identified, linking pay and personnel development.

2.5 The Methods used for Training and Development

The different methods used for training and development are as follows:

2.5.1 On-Job-Training

According to Ganesan and Sridevi (2020), with this type of training, employees learn skills and knowledge related to their work within the organisation. Halawi and Haydar (2018) explain that with on-the-job training the trainee manages work responsibilities, and this kind of training is conducted in the workplace. What is more, in this training, a manager or an employee who is more experienced, can function as the instructor. Alternatively, a professional instructor can be hired by the organisation to provide the required training (Ganesan & Sridevi, 2020). Likewise, Zweni (2019: 63) elucidated that the performance of employees with more on-the job experience is well because of an increase in the acquired skills and competencies. In the study by Jency (2016), it was shown that seventy percent (70%) of the respondents preferred both on the job and classroom training. Tukunimulongo (2016: 22) suggested that on-the-job training programmes should be embraced by the organisations to enhance the efficiency and performance of employees and add profitability in the organisation.

2.5.2 Off-the-Job Training

About this kind of training method, employees are trained outside the organisation (Ganesan & Sridevi, 2020). According to Vasanthi and Basariya (2019: 672), off-the-job-training is defined as: “training provided away from the workplace”. Off-the-job training is used for employees who are new and who do not have knowledge on the working environment (Vasanthi & Basariya, 2019: 672). What is more, Vasanthi and Basariya (2019) stress that with this method of training, there is good transfer of knowledge because expert trainers are the ones providing training.

The outcome of the research conducted by Mahadevan and Yap (2019) revealed that both on-the-job and off-the-job training have a positive significant impact on employee performance.

2.5 Empirical Analysis

This section's focus is on key findings from the related studies.

2.5.1 Employees' perceptions on the importance of Training and Development

The perceptions of employees on the importance of training and development are discussed in this section.

The results of the study conducted by Hassan, Rahman and Rahman (2013), presented that participants perceived that training programs were not well organised, place and layout of the venue was not satisfactory. The results of the study conducted by Jency (2016) revealed that employees had positive attitude towards the training and development practices. Again, Jency (2016) reported that training and development practices were perceived in a positive manner.

The study conducted by Ndimande, Chisoro and Karodia (2016), revealed that fifty percent (50%) of the participants had a negative reaction towards training and development, and this signalled dissatisfaction related to training programme that was ineffective. Furthermore, Ndimande *et al.* (2016) showed that the majority (sixty-seven percent (67%)) of respondents believed that the knowledge of employees did not increase fully because of participation in the training programme.

Hajjar and Alkhanaizi (2018) showed that the trainees' perspectives were that the training programs did not meet their expectations and needs when they attended training activities. Respondents in their majority (eighty-eight percent (88%)) in the study conducted by Zondi (2021) indicated that employees have a positive perception towards training. All (one hundred percent (100%)) respondents in the study conducted by Ryklief and Tengeh (2022), in South Africa, agreed that the role played by training and development is critical especially in the achievement of effective and efficient service delivery. Respondents in the study conducted by Mehale, Govender and Mabaso (2021) believed that training is time-consuming and unnecessary if there is lack of motivation for applying learnt knowledge and skills effectively.

Bangura (2017) indicated that views of respondents on the planning and implementation of training and development were positive. Furthermore, the respondents in the study conducted by Bangura (2017) considered the training and development to be aligned to their training needs, the nature of their job in the organisation, and well constructive. The results of the study by Aboyassin and Sultan (2018) revealed that there is a positive effect of training on the three (3) criteria of employee's performance (productivity, service quality, and job satisfaction).

Zweni's study (2019) showed that seventy-six percent (76%) of the participants indicated that they gained value from training and development instructions in terms of increasing confidence when rendering a service. In the study conducted by Samuel's (2021), respondents indicated that through training and development, the ability, knowledge, skills, competencies, and behaviour of employees are being improved and led to higher productivity in the organisation. The results of the study conducted Mrunali and Pathak (2021) indicated that, training and development has a significant impact on employee's performance. Again, it was found that through training and development, organisations can realise a reduction in employee turnover, and increased employees' productivity (Mrunali & Pathak, 2021).

2.5.2 The Factors that affect the Effectiveness of Training and Development of Employees

This section focuses on the factors that affect the effectiveness of training and development of employees.

2.5.2.1 Attitude

Ganesan and Sridevi (2020) stress that employees 'attitude is particularly important as it assists them to survive in any type of industry. Thus, if a person shows attitude that is good towards work and the people, it is an approach that is good to the environment. By contrast, it is not advisable for anyone to show a negative attitude towards work and the people. (Ganesan & Sridevi, 2020).

2.5.2.2 Communication

Halawi and Haydar (2018) argue that when there is lack of effective communication, this can derail training programs. Banihashemi (2011) stressed that communication in any organisation is like human body's life blood flow, and it is essential to team performance that is effective.

2.5.2.3 Management Support

Samad, Yusof, Sarkam, Azis, Hussain, and Yaacob (2018) revealed that there is a strong relationship between supervisor support and training effectiveness. Supervisor support was found by Samad *et al.* (2018) as the most influential factor that affects training effectiveness in an organisation. Samad *et al.* (2018) explain that the supervisor is like peers and plays a significant role in increasing the effectiveness of training. Samad *et al.* (2018: 1079) stipulate that: "a good supervisor places a high priority on coaching and mentoring each employee".

2.5.2.4 Training Program/Content of Training

According to Hajjar and Alkhanaizi (2018), the content of training must be applicable and understandable to learners and the materials are consistent with the proposed course, learning objectives, and outcomes.

2.5.2.5 Training Instructors

Hassan *et al.* (2013) found out that the training instructors 'level of knowledge, skills, and attitude (KSA) was not satisfactory.

2.5.2.6 Work Environment

The study of Thi Lan (2021) revealed that contextual factors such as trainee motivation and training environment have a positive impact on the training programs.

2.5.2.7 Organisational Culture

The role played by an organisational culture in the facilitation of the implementation of various training programs is critical (Halawi & Haydar, 2018). Kanwal and Arshad (2017) showed that the employees in their majority were influenced by their organisational culture during training.

2.5.2.8 Training Needs Analysis

Rajasekar and Aruneshwar (2017: 620) define training need analysis as: “the process of identifying training needs in an organisation for the purpose of improving employee job performance”. Eneh, Inyang and Ekpe (2015) discovered that job training was not a regular in the organisation where the study was conducted, and training needs were not clearly identified.

2.5.2.9 Availability of Resources

Giday and Elantheraiyan (2023) showed that the availability of resources for training and training needs assessment, have a significant effect on training and development, and employee performance. Waziri and Stephen (2013) found that allocation and availability of funds in the public organisations play significant role to the implementation of training programme. The study conducted by Legodi (2019) indicated that respondents in their majority, cited budget constraints as the major problem regarding training and development of employees.

2.5.2.10 Policies, Standards and Procedures

Mehale *et al.* (2021) expressed that in organisations where training policies, standards and procedures are implemented as required, training becomes an element that is important. Shariff and Al-Makhadmah (2012) argue that planning, policies, and the effect to encourage employees to attend training programs affect the effectiveness of training. Sothy’s study (2019) found out that the organisation under the study needed to have a necessary policy on training and development for effective implementation.

2.5.2.11 Training Evaluation

Hajjar and Alkhanaiza (2018: 3) defines training evaluation as: “the process of determining the value of a training program or simply to identify how the program can be improved”.

2.5.3 The Impact of Training and Development on Employees' performance

Employee performance is described by Ateya and Maende (2018: 138) as “timely, effective and efficient completion of mutually agreed tasks by employees, as set out by the employer”.

This section, therefore, deals with the impact of training and development on employees' performance.

In Nzeru's study (2014) conducted in Durban Container Terminal in South Africa, it was found that the impact of training and development on employee's performance is significant. Similarly, Ahmad and Asghar (2014) stressed that the trained worker can produce the quality. The argument by Ahmad *et al.* (2014) is that a trained worker who has exact knowledge about his or her work will have no problem in the working environment. The study of Kanwal and Arshad (2017) indicated that employees are helped by training, to do work in a manner that is effective and efficient.

The correlation matrix in the study conducted by Tagesse (2018), indicated a positive relationship between on-the-job training and employee performance. Again, off-the-job training was found by Tagesse (2018) to have a good relationship with employee performance. Tagesse (2018) concluded that the design of training has highest impact on employee performance.

According to the study by Ateya and Maende (2018), employee training was found to contribute to up to 60% of change in employee performance. Thus, a conclusion that has been made was that there is a major influence of training on the performance of employees. Development was found by Younas, Farooq, Khalil-Ur-Rehman and Zreen (2018) to be leading to employees' performance that is better. Furthermore, Younas *et al.* (2018) revealed that the employee performance is increased by both training and development.

The study by Wulnye, Aikins, and Abdul-Fatawu (2018) showed that training and development have positive impact on the performance of employees. Again, the study by Wulnye *et al.* (2018) indicated that the employees agreed that they were able to transfer the acquired knowledge and skills to their working environment. In the study conducted by Karim *et al.* (2019: 30), it was found that sixty-six-point seven percent (66.7%) of the respondents believed that training program is compulsory for better performance. Thus, Karim *et al.* (2019) discovered that training motivated employees, and training and development resulted

into performance that was high. Karim's study (2019) discovered that training and development has a significant impact on employee performance.

Omokojie and Oriakhi (2019) showed that the training and development provided to employees were relevant and knowledge, skills and attitude gained enhanced their job performance. In the study conducted by Keren (2019), it was showed that all (one hundred percent (100%)) the respondents agreed that training has an impact on the performance of employees, and it was also found that to be increasing employees' productivity eventually. The majority (fifty percent (50%)) of respondents in the study of Kumari and Balanagalakshmi (2019) strongly agreed that the training program helped in enhancing their knowledge.

Ateya and Maede (2018) reported that up to sixty-one percent (61%) of change in the performance of employees was significantly explained by employee training. The study conducted by Legodi (2019) revealed that the respondents in their majority (seventy-six point nine, two percent (76.92%)) were able to implement the knowledge gained during training in their daily duties. This was found to be a clear indication that training, and development has a positive effect on employee's performance (Legodi, 2019). Legodi (2019) also found that the organisation did not have a training and development policy.

The findings in a study by Akinseye and Mugri (2020) indicated that management support of training significantly affect employee performance. The study conducted by Eljali and Amen (2020) in Libya, affirmed that training (analysis, design, and development) has a significant impact on the performance of employees. Adom's Study discovered that the performance of majority of the respondents (ninety-seven percent (97%)) had improved due to training and upgrading programmes in which they had participated. Again, participants in small percentage (three percent (3%)) divulged that the training programmes had no bearing on their outputs. Adom and Simatele's study (2022) conducted in South Africa, revealed that eighty-five percent (85%) of the respondents agreed that training and development programmes have a significant impact on their job performance.

In a study conducted by Mdlalose (2020) in Gauteng Province, it was found that training and development has a positive impact on the performance of the employees in the department. Mdlalose's study (2020), however, found that the most ignored step in the training process was training evaluation and the department did not have a tool to measure the impact of training and development. Kishore and Fonceca (2023) found that training and development have a favourable influence on employee performance.

According to the study by Flegl, Depoo and Alcázar (2022) the small number of training hours, together with excessive training of more than 166 hours per year has limited or no impact on the performance of employees. Flegl, et al. (2022) found that when employees had training hours of more than 166 hours per year, the relationship between training and employees' performance was negative. Similarly, 58% of the respondents in the study by Dalal, Tanbur and Abbas (2022) considered that training did not improve their performance because the training they received was not relevant to their jobs. Again, the study conducted by Dalal, et al. (2022) showed that 60.6% of the respondents asked for further training for the purpose of improving their performance. In view of key findings from the literature review, it is evident that training and development do not always have a positive impact on the performance of employees.

2.5.4 Recommended Strategies for improving training and development to enhance employees' performance.

Eneh, et al. (2015) suggested that training needs should be clearly identified, and training should be a regular activity.

Wulnye *et al.* (2018) recommended that management in the organisation should have training and development programs that are well planned, systematic, and well-coordinated. Hassan *et al.* (2013) suggested that a management of training should be what it is necessary as per priority of the training need.

Ndimande, Chisoro and Karodia (2016) recommended the investigation of internal factors that affect the training and development programs, to ensure that there is a profitable investment.

Karim *et al.* (2019) suggested that the organisation should dynamically follow training and development of all employees and make training and development compulsory for all employees to enhance their performance.

Akinseye and Mugri (2020) recommended that employees should be trained adequately to meet their needs, values, and expectations, and to enhance their performance.

Dalal, et al. (2022) suggested that employees should undoubtedly specify their training needs and timeously ask for feedback. Furthermore, employees should be allowed to participate in the training strategies since this will improve their satisfaction level and ensure their commitment to the organisation they are working for.

Kishore and Fonceca (2023) suggested that training and development plans should be in line with the organisation's aims and objectives, consider employee's requirements, and evaluate the effectiveness of training and development.

Arulsamy, Singh, Kumar, Panchal, and Bajaja (2023) recommended that management should augment employees' participation in training and development initiatives.

2.6 Conclusion

This chapter dealt with the literature review related to the study topic. Basically, the chapter discussed the concept of training and development, concept of employee performance, theoretical foundation for the study, the methods used for training and development, employees' perceptions on the importance of training and development, the factors that affect the effectiveness of training and development of employees, the impact of training and development on employees' performance, and Recommended Strategies for improving training and development to enhance employees' performance. A chapter that follows addresses the research methodology for the study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The research methodology for this research is discussed in this chapter. This chapter discusses research paradigm, Description of inquiry strategy and broad research design. A classification of the proposed study's overall research design, sampling techniques, units of analysis, target population, data collection, storing of data, data verification, research procedure, data analyses, and research ethics.

3.2 Research Paradigm

The literature provides different research approaches for researchers in various fields of study. This study will employ a qualitative research approach to determine the perceived impact of training and development on employees' performance in the Limpopo Department of Social Development. Qualitative research is: "the process of collecting and analysing textual data to get an insight of the interpretations conveyed by people about a phenomenon which cannot be possible with quantitative research". Qualitative research is used to understand human behaviour factors (Lan, 2002). Again, Qualitative research is subjective, and qualitative research aims to understand a social phenomenon (Hancock, 2002).

3.3 Description of inquiry strategy and broad research design

This focus of this section is on the description of inquiry strategy and broad research design.

3.3.1 Description of the strategy of inquiry

The study adopted an interpretism research paradigm. The believe of interpretivists is that reality and truth are not discovered but created.

3.3.2 The basic characteristics of qualitative research

Qualitative research relates to the meaning and process where it might not be examinable through quantity or amount. Qualitative research aims to provide a specific understanding of a phenomenon based on the ones experiencing it with less generalisation. Furthermore, qualitative research is aimed at attaining a deep understanding of a specific case within depth exploratory studies to enable finding quality responses throughout the research

(Creswell, 2002; Easterby *et al.*, 2008 & Biggam, 2008). Qualitative research is also known as constructivist, naturalistic, interpretive, post-positivist, and post-modern (Clarke, 2005). Qualitative data are presented as words, sounds and images (Lan, 2002). The sample for the qualitative method is small. Data collection requires interaction between the researcher and the researched.

3.4 A classification of the proposed study's overall research design

The type of research design for the study is an interpretism research design.

3.5 Sampling

Deming (1950) defines sampling as: "the science and art of controlling and measuring the reliability of useful statistical information through the theory of probability".

3.6 Units of Analysis

The unit of analysis involved employees at the Limpopo Department of Social Development.

3.7 Target population

The target population for the study is all employees in lower-level categories, as indicated in the table below:

Table 2: Target Population and Sample Size

No	HR Categories	Post Filled	Sample Size
1.	Assistant Director	17	5
2.	Social Work Supervisor	2	2
3.	Admin Officer	35	5
4.	Admin Clerk	10	3
Total		64	15

Source: Limpopo Department of Social Development, Human Resource Report for March 2022.

3.8 Sampling method

In this study which explores the perceived impact of training and development on employees' performance, a probability sampling type, which is a simple random sampling, has been chosen to select a sample. Sharma (2017: 750) posits that in this technique: "each member of the population has an equal chance of being selected as a subject".

A study sample size is fifteen (15) employees working at the Provincial Head Office of the Limpopo Department of Social Development.

3.9 Data collection

Data has been collected at the Department of Social Development through face-to-face interviews.

3.10 Data collection method

Face-to-face interviews were used to collect data from selected participants who are employees at the Provincial Head Office of the Limpopo Department of Social Development. According to (Markus, S. & Ewa-Lena, B.: 2021), a qualitative interview is a data collection method where an interviewer asks questions to an interviewee either face-to-face or at a distance. It is conceptual and theoretical and based on the meanings that life experiences hold for the interviewees. Based on these descriptions, data collection can be conducted in several ways, of which face-to-face interview is considered the gold standard.

3.11 Data collection and storing of Data.

In this study, data was recorded for presentation, analyses, and discussion to address the research problem. Permission to record data will be obtained from the participants through a consent form, tape recorder will be used to record data, interviews with the participants.

3.12 Data Verification

Azeroual (2017: 83) defines data quality as: "the suitability of the data for use in certain required usage objectives, which must be enforced, complete, up to date, and consistent". To ensure the quality of data of research, data will be well organised and cleaned in such a

way that it addresses the research aim and objectives. Any identified errors will be corrected, and the researcher will ensure that data is complete, timely, and consistent.

3.13 Research Procedure

The study will be conducted at the provincial Department of Social Development in the province of Limpopo, particularly at the provincial head office in the City of Polokwane. Permission to conduct the study will be obtained from the said Department before the actual research is conducted. This proposed study will adopt face-to-face interviews to collect data from participants working at the Provincial Head Office of the Limpopo Department of Social Development in the City of Polokwane.

3.14 Data analyses

In this study, the thematic analysis was employed for performing the analysis of research data. Thematic analysis is defined by Maguire and Delahunt (2017: 3352) as: "the process of identifying patterns or themes within qualitative data". According to Maguire and Delahunt (2017: 3352), a thematic analysis's goal is to identify important themes, which are patterns in the data, and then use them to say something concerning an issue or to address the research.

3.15 Measures to Ensure Trustworthiness

The measures to ensure trustworthiness that were ensured are discussed in this section.

3.15.1 Credibility

According to Stahl and King (2020: 26) credibility asks the "How congruent are the findings with reality?".

3.15.2 Dependability

Dependability relates to "the enduring and unwavering nature of the research findings across time" Ahmed (2024: 2).

3.15.3 Transferability

Transferability pertains to “the degree to which the research findings can be extrapolated to alternative contexts or situations” Ahmed (2024: 2).

3.15.4 Transparency

Transparency concerns “shared belief that “researchers have an ethical obligation to facilitate the evaluation of their evidence-based knowledge claims” by making their evidence, analysis, and research design public (Moravcsik, 2019:14).

3.15.5 Confirmability

Ahmed (2024: 2) points out that confirmability refer to “the impartiality and objectivity of the findings, guaranteeing that they remain unaffected by any biases or preferences of the researchers”.

3.16 Research ethics

According to Agwor and Adesina (2017: 185), ethics is: "the study of moral principles or values that determine whether actions are right or wrong and outcomes are good or bad". Ethical principles critical in this research are discussed below:

3.16.1 Ensuring Participants have given Informed Consent

Pérez, Rapiman, Orellana and Castro (2017: 23) argue that the study should be conducted in a way that does not force participants to partake in the study and should be free of coercion, manipulation, and persuasion. Therefore, to ensure that participants give informed consent, the study aims, objectives, and benefits will be explained to them as individuals and the entire organisation. Therefore, they will be requested to give written consent by signing a consent form designed by the researcher. The participants will be requested to give a written consent by signing a consent form designed by the researcher. This written informed consent will be obtained prior to face-to-face interviews conducted.

3.16.2 Elimination of Harm to Participants

According to Fleming and Zegwaard (2018: 211), the research design must take into cognisance the potential harm which goes to participants. These authors express that

several types of harm that participants can experience include loss of time, a person's reputation, and emotional harm. Any harm that may occur in this study will be explained and minimised. It is worth noting that the study will investigate the impact of training and development on employees' performance, and the researcher does not anticipate any harm to be brought by the proposed study. Respondents will participate in the study while in their different workstations or offices where they spend most of their working time.

3.16.3 Ensuring Confidentiality and Anonymity

Confidentiality is described by Chivanga and Monyai (2021: 15) as the guarantee that one gives to participants assuring them that provided data will not be released to any unauthorised person. Withholding of the participant's identity to ensure that they remain unknown when they express their views which is called anonymity (Van Zyl, 2014). Confidentiality and anonymity will be at the heart of the researcher, and study findings will be reported in a way that protects participants and their identities. Again, to ensure that there is confidentiality and participants remain anonymous, they will not be asked to provide their personal information during the face-to-face interviews.

3.16.4 Ensuring that Permission is obtained.

The researcher understands that permission to conduct the study must be obtained before one conducts the study at the selected organisation. Thus, a complete study will only be undertaken once full permission to conduct the study is received from the Limpopo Department of Social Development.

3.17 Conclusion

This chapter discussed research paradigm, Description of inquiry strategy and broad research design. A classification of the proposed study's overall research design, sampling techniques, units of analysis, target population, data collection, storing of data, data verification, research procedure, data analyses, and research ethics.

CHAPTER 4: STUDY FINDINGS

4.1 INTRODUCTION

The previous chapter dealt with the research methodology for the study. The focus of this chapter is on key findings from the primary study.

4.2 RESPONSE RATE

The study employed qualitative research method and a response rate of one hundred percent (100%) has been achieved in this study.

4.3 Demographic Information

This section provides respondents demographic inform which include gender profile, age profile, respondents' occupations, and number of years that respondents worked for the Limpopo Department of Social Development.

4.3.1 Gender Profile of Respondents

Figure 4. 1 Gender Profile of Respondents

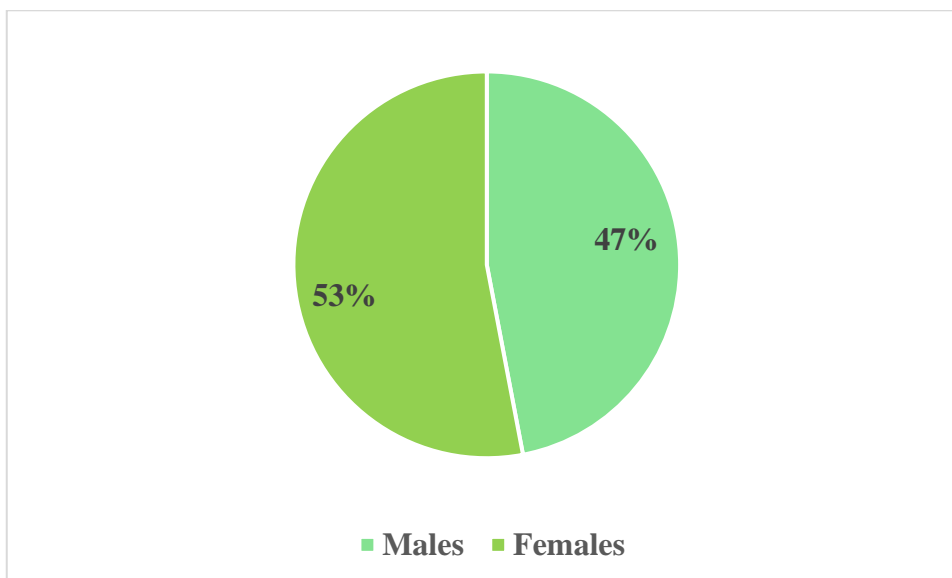


Figure 4.1 above indicates the gender profile of respondents. The figure shows that fifty-three percent (53%) of the respondents were females and forty-seven percent (47%) represents males. It is interesting that females participated in their majority since historically this category was disadvantaged even when it comes to training opportunities.

4.3.2 Age Profile of Respondents

Figure 4. 2: Age Profile of Respondents

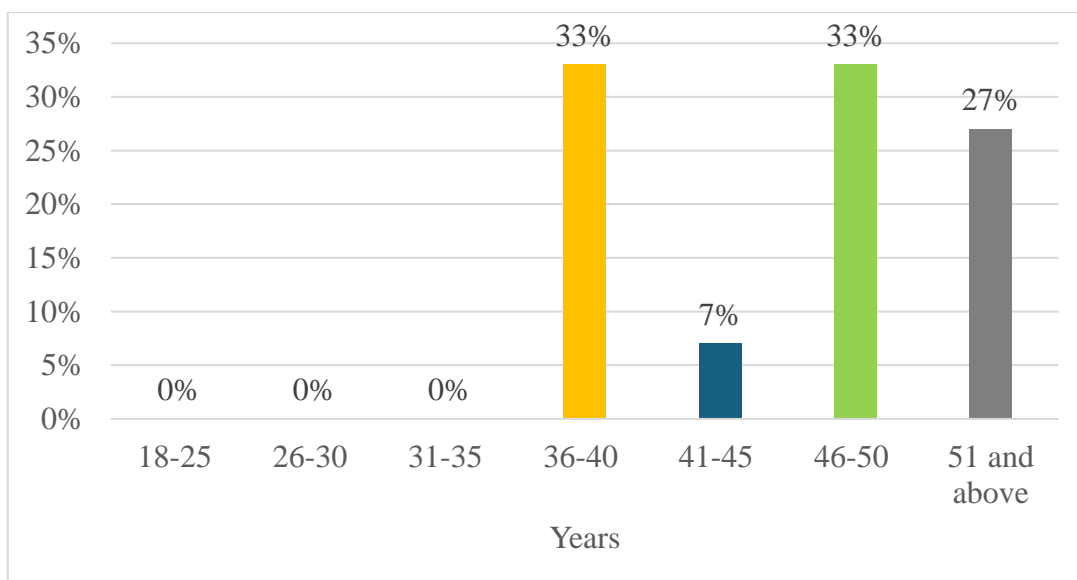
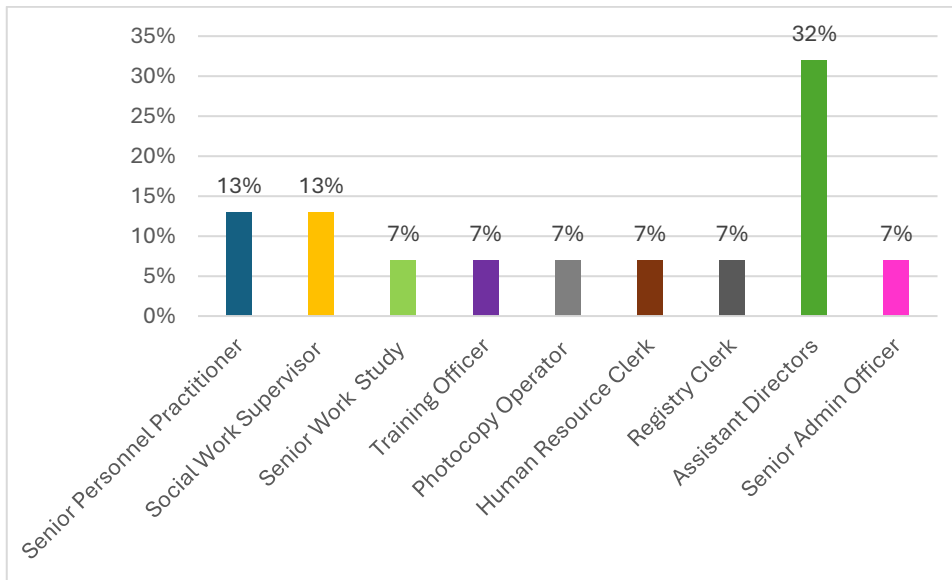


Figure 4.2 provides information relating to age profile of respondents. The figure illustrates that thirty-three percent (33%) of the respondents were between the ages of 36 to 40 years and 46 to 50 years, respectively. Furthermore, the figure above shows that twenty-seven percent (27%) of the respondents were 51 years and above, and seven percent (7%) is for respondents between the ages of 41 to 45 years. There were no respondents (zero percent (0%)) between the ages of 18 to 25 years, 26 to 30 years, and 31 to 35 years, respectively.

4.3.3 Respondents Occupation

Figure 4. 3: Respondents Occupation



Respondent’s occupations are shown figure 4.4 above. Analysis of the figure indicates that most of the respondents were Assistant Directors, and this is followed by thirteen percent (13%) which represents Senior Personnel Practitioner and Social Work Supervisors, respectively. Furthermore, figure 4.4 shows that seven percent (7%) of the respondents were in the following occupations: Senior Work Study, Training Officer, Photocopy Operator, Human Resource Clerk, Registry Clerk, Assistant Director, and Senior Administration Officer.

4.3.4 Respondents working years in the Limpopo Department of Social Development

Figure 4. 4: Respondents working years in the Limpopo Department of Social Development

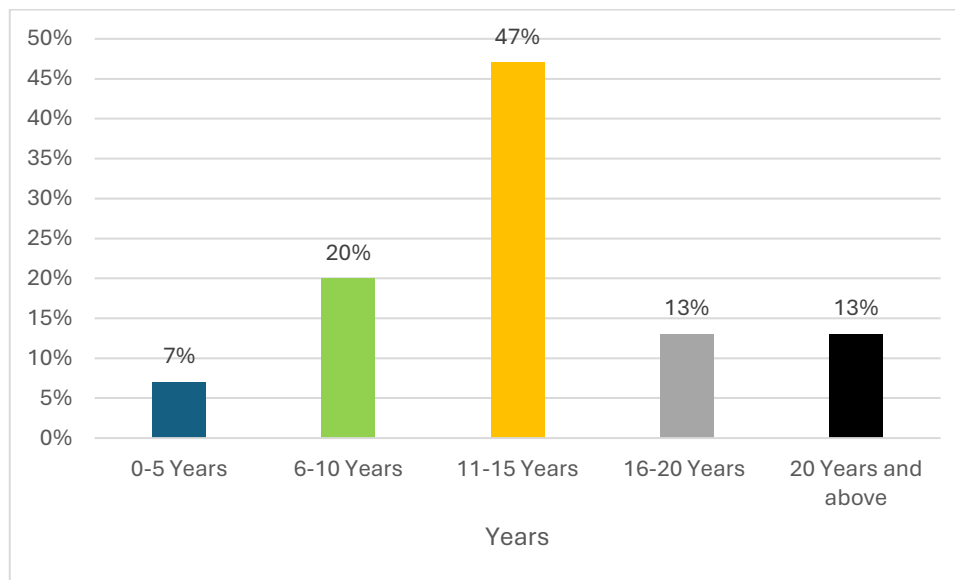


Figure 4.5 indicates information pertaining to respondents working years in the Limpopo Department of Social Development. As shown in the figure, forty-seven percent (47%) of the respondents worked for the Limpopo Department of Social Development for 11 to 15 Years. Again figure 4.5 indicates that thirteen percent (13%) of the participants spent 16 to 20 years, and 20 years and above, respectively. Figure 4.5 further indicate that twenty percent (20%) of the respondents worked in the Department for 6 to 10 years. A small percentage of seven percent (7%) worked for the Department for years between 0 to 5 years.

4.4 Participants Attendance of Training

Participants were asked if they have attended training since they joined the Limpopo Department of Social Development. The study findings indicate that all respondents (one hundred percent (100%)) attending training in the Limpopo Department of Social Development. The themes that emerged about the types of training programmes attended by the participants, are given below:

Theme One (1) - Emerging Management Development Programme (EMPD)

The majority of respondents opined that they have attended EMPD arranged the Department.

Respondent No. 1 Said: *“Yes, I attended two (2) training programmes, namely: Emerging Management Development Programme (EMPD) and minutes taking and report writing course.”*

Respondent No. 5 Said: *“Yes, I have attended three (3) training programmes, and which are PERSAL, Advanced Computer Literacy, and Emerging Management Development Programme (EMPD).”*

Theme Two (2) - Advanced Management Development Programme (AMDP)

There were two (2) respondents who indicated that they attended AMDP.

Respondent No. 2 Said: *“Yes, the recent training programme I attended is Advanced Management Development Programme (AMDP).”*

Respondent No. 10 Said: *“Yes, I have attended five (5) training courses which are: PERSAL training, Advanced Computer literacy, AMDP, Assessor course.”*

Theme Three (3) - Compulsory Induction Programme (CIP)

There are respondents who indicated that they attended CIP in the Department of Social Development.

Respondent No. 3 Said: *“Yes, I attended four (4) training programmes namely, compulsory induction programme, EMD for Junior level, service delivery and job evaluation.”*

Theme Four (4) - PERSAL Training

Some respondents indicated that they have attended PERSAL training arranged by the Limpopo Department of Social Development.

Respondent No. 7 said: *“Yes, I have attended three (3) training programmes, namely, disability management in the workplace, diversity management: LGBTQI and PERSAL.”*

Theme Five (5) - Employee Assistance Programme Association (EAPA) Course, Victim Empowerment Programme, and HIV & AIDS Programme

There is one (1) responded who indicated the attendance of EAPA, Victim Empowerment Programme, and HIV & AIDS Programme in the Limpopo Department of Health.

Respondent No. 9 Said: *“Yes, I have attended many courses, but the recent four (4) training attended are Employee Assistance Programme Association (EAPA) course, Advanced management development.”*

Theme Six (6) - LOGIS System and BAS System

There are respondents who affirmed that they attended training on LOGIS and BAS systems.

Respondent No. 8 Said: *“Yes, I have attended two (2) training programmes, namely: compulsory induction programme, supply chain management course and LOGIS training.”*

Respondent No. 11 Said: *“Yes, the recent four (4) courses I have attended are LOGIS System, BAS system, AMDP and Fire Fighting training.”*

4.5 Selection Criteria that have been used to select employees for training.

Most respondents agreed that the Department uses selection criteria to select employees for training. Themes that emerged are as follows:

Theme One (1) - EMDP

EMPD has been identified as one of the selection criteria used by the Department to select employees for training.

Respondent No. 1 Said: *“Yes, EMPD was introduced to all employees at junior level. Minutes taking and report writing employees who are doing admin were selected.”*

Respondent No. 3 Said: *“The EMDP course selected all employees who are at salary level five (5) to eight (8), and I fall in a category hence I attended.”*

Theme Two (2) - Skills Audit

The skills audit has also been selected as a selection criterion for employees to attend training.

Respondent No. 5 Said: *“Yes, we complete a skills audit form that was provided by the HRD Unit. They use the skills audit form to identify our training gap that is where I indicated the type of training that needs to be addressed.”*

Respondent No. 12 Said: *“Yes, the HRD unit select based on the skills gap I have identified.”*

Theme Three (3) - Personal Development Plan (PDP)

One respondent mentioned PDP as a criterion used by the Limpopo Department of Social Development to select employee for training.

Respondent No. 4 Said: *“Yes, we communicate with Districts and Institutions to nominate employees who would like to attend the training. We also consult with Performance Management Development Section (PMDS) who provide HRD unit with PDPs to consider list of trainings that employees have indicated and wish to attend.”*

4.6 The frequency of employees attending training offered by the Limpopo Department of Social Development.

Participants were asked to indicate their frequency of attending training offered by the Department. The themes that emerged are as follows:

Theme One (1) - Once a Year

The minority of respondents said they attended training offered by the Department once in a year.

Respondent No. 6 Said: *“Once in Year.”*

Respondent No. 9 Said: *“Yes, sometimes we do attend training yearly, but due to budget we are unable to attend training as expected.”*

Theme Two (2) - Once in Three (3) Years

The majority of the respondents indicated that they attended training offered by the Department once in three (3) years.

Respondent No. 10 Said: *“Due to budget constraints employees attend training once after three (3) years. The depart has not being paying skills levy to HWSETA so we find it difficult to get training grants from the seta where we can use it to fund employee’s trainings.”*

Respondent No. 12 Said: *“Once after three (3) years, we don’t attended training regularly.”*

This study findings are incongruent to the results in the study conducted by Tagesse (2018) who revealed that respondents in their majority were trained once a year and some of them were never trained, and this was found to be a confirmation of poor training and development practices in the organisation.

4.7 The Methods Used for Training by the Department

Participants were asked to indicate the training methods used by the Department for training. The themes that emerged are provided below:

Theme One (1) - On-the-Job Training

The minority of the respondents affirmed that they attended on-the-job training.

Respondent No. 2 Said: *“All training I have attended was on the job training.”*

Respondent No. 15 Said: *“All trainings I have attended was on the job training.”*

Theme Two (2) - Off-The-Job Training

Respondents in their majority indicated that all trainings they have attended were off the job training.

Respondent No. 3 Said: *“All training I have attended was Off the job training.”*

Respondent No. 7 Said: *“All trainings I have attended was Off the job training.”*

Respondent No. 10 Said: *“All trainings I have attended was Off the job training.”*

Vasanthi and Basariya (2019) described off-the-job-training as a type training that is offered to employees away from the workplace. Vasanthi and Basariya (2019) stress that with this method of training, there is good transfer of knowledge because expert trainers are the ones providing training.

4.8 The Facilitation Method of Training Used by Facilitators

Participants were asked to indicate the facilitation methods of training that were used by facilitators. Themes that emerged are indicated below:

Theme Two (2) - Combination of Presentations and Group Discussions

The study findings indicate that majority of respondents indicated that a combination of presentations and group discussions were used by facilitators for training.

Respondent No. 4 Said: *“The method used by facilitators was combination of presentations and group discussions.”*

Respondent No. 6 Said: *“The method used by facilitators was combination of lecturing and presentations.”*

Respondent No. 10 Said: *“Mostly the method used by facilitators was combination of group discussions and presentations.”*

The findings of this study show that a combination of group discussions and presentations are used as the facilitation method of training by facilitator. Rahmat and Jon (2023) showed that group discussion was beneficial during the speaking class as it promoted interaction and learning, motivated participants to speak, and developed respect to another’s idea. It is important that facilitation methods relevant to the current generation’s needs be used timeously. The study done by Sivathanu and Radhika (2023) established that traditional methods will not be much effective and serve the current generation’s needs.

4.9 Training attended by Employees Impacting on their Skills, Knowledge, Knowledge, and Capabilities.

All participants responded positively to a question about the impact of training attended by employees, on their skills, knowledge, and capabilities.

Respondent No. 1 Said: *“Yes, especially the Minutes Taking and Report Writing assisted me a lot because requires me to take minutes and enhance my skills. My day-to-day work requires me to take minutes and compile reports.”*

Respondent No. 5 Said: *“Yes, especially the PERSAL training it has I assisted me a lot because before I attended the above-mentioned training (PERSAL) I did not have a skills and knowledge of capturing information on the system.”*

The study findings support the findings of Zweni's study (2019) where the study showed that seventy-six percent (76%) of the participants indicated that they gained value from training and development instructions in terms of increasing confidence when rendering a service. Surprisingly, literature review revealed that respondents in the study conducted by Mehale, et al. (2021) believed that training is time-consuming and unnecessary if there is lack of motivation for applying learnt knowledge and skills effectively. What is more, Hajjar and Alkhanaizi (2018) showed that the trainees' perspectives were that the training programs did not meet their expectations and needs when they attended training activities.

4.10 Training Attended by Employees Improving Employees' Job Performance

Participants were asked if the training they have attended improved their job performance. Most respondents confirmed that training improved their performance.

Respondent No. 6 Said: *"Before training I used to struggle to operate the photocopy machine. But after training my performance has improved a lot and I work smart."*

Respondent No. 7 Said: *"Yes, PERSAL training obviously improved my performance."*

Respondent No. 15 Said: *"Yes, the training I have attended has improved my job performance. Now when am rated in performance reviews I can score above satisfactory score four (4). This shows improvement of my job performance."*

There one (1) respondent (**Respondent No. 1**) who felt that training did not improve her performance. This respondent said: *"Not all of them. Only minutes taking and reporting writing and EMDP. The other workshop/training I attend it was just a matter of adding a number."*

The results of the study are congruent to the study findings by Wulnye, et al. (2018) who showed that training and development have positive impact on the performance of employees. Again, Karim *et al.* (2019) discovered that training motivated employees, and training and development resulted into performance that was high.

4.11 The Quality of Training Programs Attended by Employees

Participants were asked to rate the quality of training programs they have attended. The study findings reveal that all respondents indicated that the quality of the training programs they have attended was exceptionally good.

Respondent No. 4 Said: *“The trainings I have attended were good.”*

Respondent No. 9 Said: *“The trainings I have attended were excellent because they address all areas that I need to learn.”*

Respondent No. 15 Said: *“The trainings I have attended were excellent because some of the skills and knowledge I got from training helps me a lot in my job performance. These trainings I have attended they can assist e even when I have retired to use them.”*

According to Hajjar and Alkhanaizi (2018), the content of training must be applicable and understandable to learners and the materials are consistent with the proposed course, learning objectives, and outcomes.

4.12 The Relevance of Training to Employees' Job Functions.

A question was asked to determine the relevance of training to employees' job functions. All respondents asserted that the training they have attended was relevant to their job functions.

Respondent No. 5 Said: *“Yes, all trainings I have attended were relevant to my job functions, especially the PERSAL training.”*

Respondent No. 7 Said: *“Yes, all trainings I have attended were relevant to my job functions especially because I work with different group of people.”*

Respondent No. 14 Said: *“Yes, all trainings I have attended were relevant to my job functions they trained us on the things we are doing daily.”*

The results of this study are incongruent to the study conducted by Dalal. Et al. (2022) who found out that 58% of the respondents in the study by Dalal, Tanbur and Abbas (2022) considered that training did not improve their performance because the training they received was not relevant to their jobs. Again, the study carried out by Dalal, et al. (2022)

showed that 60.6% of the respondents asked for further training for the purpose of improving their performance.

4.13 The Department conducting skills audits to inform the selection of Employees Training Programmes.

Respondents were asked if the Department conducts the skills audit to inform the selection of employees training programmes. The study findings illustrate that most respondents affirmed that the Department conducts the skills audit to inform the selection of employees training programmes.

Respondent No. 5 Said: *“Yes, the department does conduct training audit which informs which trainings employees need to attend.”*

Respondent No. 7 Said: *“Yes, the department once did conduct skills audit. The skills audit informs the department what type of trainings they need to offer to employees.”*

The study findings also show that some respondent though in minority indicated that the Department does not conduct the skills audit.

Respondent No. 6 Said: *“No, the department does not conduct skills audit.”*

Respondent No. 9 Said: *“No, the department did not do much on skills audit. most the trainings I attended were more driven by the needs of profession that I am in rather than being influenced by the findings of skills audit.”*

It is evident that most respondents affirmed that the skills audit is being conducted to inform the selection of employees training programs. In a study conducted by McGuire, McVicar and Tarq (2023), it was found that skills audits add value where they are strategically linked to job’s design, recruitment, and initiatives of training.

4.14 The use of Personal Development Plans (PDPs) to identify Employee Training Programs.

Respondents were asked to indicate if PDPs are used by the Department to identify employee training programs. The study findings indicate that many of the respondents affirmed that the Department does not use PDPs to identify employees' training programs.

Respondent No. 1 Said: *"No, the Human Resource Development (HRD) Unit does not consider the Personal Development Plans (PDP) when they identify training programmes for employees. Most of the training I attended was just adding the number but not the training I have identify on my PDP."*

Respondent No. 2 Said: *"No, the department do not consider. I have not yet attended training I have indicated in the PDP."*

Respondent No. 10 Said: *"No, PDP is no used when the department identify trainings. The reason of not using PDP is because of budget constraints."*

The study findings also indicate that the respondents in their minority indicated that the Department does not use PDPs to identify employees' training programs.

Respondent No. 8 Said: *"No, the department does not consider the PDP when they offer training to employees."*

Respondent No. 10 Said: *"No, PDP is no used when the department identify trainings. The reason of not using PDP is because of budget constraints."*

Respondent No. 12 Said: *"No, we just complete it in the performance agreement but trainings we have identified are not consider during implementation of training plan."*

4.15 Alignment of Training offered by the Department with Employees' Training Needs

Participants were asked to give their views regarding alignment of training that has been offered with employees' training needs. The study findings indicate mixed feelings with regard to alignment of training offered with employees' training needs. Two (2) themes emerged in this regard.

Theme One (1) - Training Offered were Aligned with Employees' Training Needs

Respondent No. 4 Said: *"Yes, all trainings I have attended were aligned with my training needs."*

Respondent No. 10 Said: *"Yes, most of the trainings are aligned to my training needs."*

Respondent No. 9 Said: *"Yes, trainings I have attended were aligned to my training needs."*

Theme Two (2) - Training Offered were not Aligned with Employees' Training Needs

Respondent No. 1 Said: *"No, they are not aligned with training needs of an employee."*

Respondent No. 7 Said: *"No, the training offered to me were not aligned to my training needs. The course I wanted to attend were not considered."*

Respondent No. 12 Said: *"No, they are not aligned with training needs of an employee. The trainings I have attended were just invitation by the HRD but without necessarily looking on my personal training needs on the clearly indicated or listed on the PDP."*

Eneh, et al. (2015) discovered that job training was not a regular in the organisation where the study was carried out and training needs were not clearly identified. This led to misalignment of training needs with the training interventions.

4.16 The Challenges relating to Training and Development in the Limpopo Department of Social Development.

Respondents were asked to identify challenges relating to training and development in the Limpopo Department of Social Development. The themes that emerged are provided below:

Theme One (1) - Lack of Funds/Insufficient Budget

Most respondents identified lack of funds/insufficient budget as a challenge relating to training and development in the Limpopo Department of Social Development.

Respondent No. 2 Said: *"Insufficient budget is the main challenge."*

Respondent No. 6 Said: *"The training budget."*

Respondents No. 8 Said: *"The budget is the main problem."*

Respondent No. 10 Said: *“Training Budget constraints.”*

Theme Two (2) - Duration of the Training

Respondent No. 11 Said: *“The duration of the trainings is not adequate because everything compressed within shorter period. This impacted negatively on the attendees because they will be required to grab knowledge of the training within space of time.”*

Respondent No. 13 Said: *“It takes long to be taken to a training. The training I have identified in the skills audit and PDP is not consider.”*

The results of this study are consistent with the finding of the study conducted by Geoffrey, Chelanga’a and Oino (2015) in Kenya, where participants identified inadequate budgetary allocation to employees training as one of the major challenges facing effective employees’ training. A recommendation by Geoffrey, et al. (2015) was that the financial allocation for training should be increased to improve the quality of human resources.

4.17 CONCLUSION

This chapter discussed key finding from the primary data. The chapter covered demographic information and views of respondents on training and development programs in the Limpopo Department of Social Development.

CHAPTER 5: DISCUSSION OF RESULTS

5.1 Introduction

The focus of the previous has been on key findings from the primary study. This chapter provides discussion on the study results, and interpretation thereof.

5.2 Discussion of Results per research objective

This section gives an overview of the results of the primary study and relates the results with key findings from the literature review.

5.2.1 Research objective one (1): Understand employees' perceptions on the importance of training and development in the Limpopo Department of Social Development.

To determine the participants understanding of the important of training and development, respondents were asked about their attendance of training, selection criteria, the frequency of employees attending training, and the methods used by the Department to select employees for training programs.

5.2.1.1 Participants Attendance of Training

Participants were asked if they have attended training since they joined the Limpopo Department of Social Development. The study findings indicate that all respondents (one hundred percent (100%)) attended training in the Limpopo Department of Social Development. It is pleasing to discover that all respondents affirmed that they have attended training. In the study by Githinji (2014) it was found that majority of the respondents at fifty-eight percent (58%) attended staff training occasionally, while thirty-three percent (33%) often attended employee training, and nine percent (9%) rarely attend training. shows that ninety-one percent (91%) had underwent training in the last twelve (12) months. In the study conducted by Jency (2016) in India, showed that seventy-six percent (76%) of the respondents agreed that training reduces constant supervision, and twenty percent (20%) of the respondents strongly agreed with the same statement. Likewise, the emphasis made by Elmaga and Imran (2013: 144) on the significance of training and development is that they improve employees' competency level, filling the gap between the required

performance and the current performance. Equally important, Kum, *et al*, (2014: 102) revealed that training assists employees in reducing mistakes and improves organisational productivity through employee performance. It is, therefore, imperative that employees in any organisation, should be given an opportunity to attend training.

5.2.1.2 Selection Criteria that have been used to select employees for training.

The study results indicate that most respondents agreed that the Department uses selection criteria to select employees for training. This is an indication that employees are not haphazardly being selected for training in the Department. In a similar study conducted by Mzimela (2016), fifty-five percent (55%) of the respondents indicated that their selection for training happened upon joining the organisation, while thirty-three percent (33%) indicated that they were trained on recommendation by their supervisors.

5.2.2.3 The frequency of employees attending training offered by the Limpopo Department of Social Development

The minority of respondents said they attended training offered by the Department once in a year. Furthermore, many of the respondents indicated that they attended training offered by the Department once in three (3) years.

5.2.2 Research objective two (2): Understanding the factors affecting the implementation of training and development programs in the Limpopo Department of Social Development

This section deals with the factors affecting the implementation of training and development programs in the Limpopo Department of Social Development. The factors are as follows:

5.2.2.1 Skills Audit

The study findings illustrate that most respondents affirmed that the Department conducted a skills audit to inform the selection of employees training programmes. McGuire, D., McVicar, O. & Tariq (2023) stressed that the most important mechanism through which individuals could gain an insight into their own capabilities and skills, and determine personal goals, is the skills audit.

5.2.2.2 Personal Development Plans

The study findings indicate that many of the respondents affirmed that the Department does not use PDPs to identify employees' training programs. In Teffu and Shipalana's study (2021), it was discovered that fifty-two percent (52%) of the respondent agreed to the statement that PDPs is a useful tool for indicating their training needs that have been identified. This has been found to evident that PDPs are useful for indicating employees training needs as and when they are identified. Furthermore, sixty percent (60%) of the respondents in the study conducted by Teffu and Shipalana (2021) agreed that the PDPs are important for aligning employees' identified training needs with the Department's Workplace Skills Plan.

5.2.2.3 Lack of Funds/Insufficient Budget

Respondents were asked to identify challenges relating to training and development in the Limpopo Department of Social Development. Most respondents identified lack of funds/insufficient budget as a challenge relating to training and development in the Limpopo Department of Social Development. This is congruent with the results of the study conducted by Legodi (2019) who indicated that respondents in their majority, cited budget constraints as the major problem regarding training and development of employees.

5.2.2.4 Duration of Training

Duration of training has also been identified as a factor that affects implementation of training and development.

5.2.2.5 Alignment of Training Offered with Training Needs

The study findings indicate mixed feelings regarding alignment of training offered with employees' training needs. This is inconsistent with the results of the study conducted by Bangura (2017) who found that respondents considered the training and development to be aligned with their training needs, the nature of their job in the organisation, and was well constructive.

5.2.2.6 The Methods Used for Training by the Department

Participants were asked to indicate the training methods used by the Department for training. The minority of the respondents affirmed that they attended on-the-job training. However, respondents in their majority indicated that all trainings they have attended were off the job training. The study findings are incongruent with the findings from previous studies. In the study by Jency (2016), it was shown that seventy percent (70%) of the respondents preferred both on the job and classroom training. According to Aklilu (2021), on-the job training methods are less disruptive because employees are always on the job, and they are less expensive.

5.2.3 Research objective three (3): Determine the impact of training and development on employees' performance in the Limpopo Department of Social Development

5.2.3.1 The Quality of Training Programs Attended by Employees

The study findings reveal that all respondents indicated that the quality of the training programs they have attended was exceptionally good.

5.2.3.2 The Relevance of Training to Employees' Job Functions.

A question was asked to determine the relevance of training to employees' job functions. All respondents asserted that the training they have attended was relevant to their job functions. Manzini and Shumba (2014) found that many respondents did not feel motivated by the training provided by the organisation, and many did not participate in job related training and development activities. Similarly, in Aklilu's study (2021), respondents replied that the topics covered during their training were not relevant to them. The study by Thomo (2021) revealed that due to the lack of evaluation, employees were sent on training courses that do not satisfy their individual or departmental training needs.

5.2.3.2 Training Attended by Employees Improving Employees' Job Performance

Participants were asked if the training they have attended improved their job performance. Most respondents confirmed that training improved their performance. This agrees with the results of the study shown by previous studies. Kanwal and Arshad (2017) indicated that

employees are helped by training, to do work in a manner that is effective and efficient. Again, the study by Wulnye, *et al* (2018) showed that training and development have positive impact on the performance of employees. Amoch-Mensah and Darkwa (2016) found that: “the design of the training and development programme was the strongest predictor of employees” performance. The findings in a study by Akinseye and Mugri (2020) indicated that management support of training significantly affect employee performance. Adom’s Study discovered that the performance of majority of the respondents (ninety-seven percent (97%)) had improved due to training and upgrading programmes in which they had participated.

5.2.3.3 Training attended by Employees Impacting on their Skills, Knowledge, Knowledge, and Capabilities.

All participants responded positively to a question about the impact of training attended by employees, on their skills, knowledge, and capabilities. In the study conducted by Omokojie and Oriakhi (2019) showed that the training and development provided to employees were relevant and knowledge, skills and attitude gained enhanced their job performance. Likewise, the majority (fifty percent (50%)) of respondents in the study of Kumari and Balanagalakshmi (2019) strongly agreed that the training program helped in enhancing their knowledge.

5.3 Conclusions

This chapter discussed key findings from the primary study and ensured integration with key findings from the literature review. The next chapter, which is chapter six (6), focuses on the study conclusion, limitations, and recommendations.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

6.1 Introduction

The focus of this chapter is on study conclusion, limitations, and recommendations that have been made based on the study findings.

6.2 Conclusions in terms of the research objectives of the study

The findings of the study show that the skills audit has been identified as a selection criterion for employees to attend training. Additionally, most of the respondents indicated that they attended training offered by the Department once in three (3) years. What is more, respondents in their majority indicated that all trainings they have attended were off the job training. The study findings reveal that all respondents indicated that the quality of the training programs they have attended was exceptionally good. In view of the study findings, it can be concluded that the respondents are satisfied with the quality of the training programs they have attended. Also, the study indicated that training and development programs implemented by the Department impact positively on the performance of employees.

6.3 Limitations of the research

This study has been conducted in one (1) department which is the Limpopo Department of Social Development. The study employed qualitative research method and used structured interviews to collect qualitative data. Thus, future research should investigate employee training and development using other research methods to get deep understanding of factors affecting implementation of training programs in various organisations.

6.4 Recommendations

Based on the study findings, the following recommendations are made:

- The Department should ensure that employees attend training and development interventions identified by employees in their annual Personal Development Plan (PDP). This will be able to address the gaps that makes employees not optimal demonstrate their performance, skills, and knowledge.

- The department should make sure that the training courses that are offered to the employees is aligned to the training needs identified by employees in their respective PDPs.
- The department should make sure that the skills audit is periodically conducted so that the training plan is aligned to the training needs of the employees in the department.
- The Department should make sure that the PDPs are used whenever planning of the training and development interventions is concerned.
- The department should make sure that the training is aligned to the employees' training needs. This will help the department to realize the importance of training and development to its employees; and
- The department should make sure that the duration of the training and development interventions are adequate and accredited.

6.4.1 Recommendations for the organisation

The department should make sure that one percent (1%) of the Compensation of Employees budget for training and development is set aside. This will assist the department to be able to provide training and development interventions to its employees and pay the necessary skill levy to the relevant Sector Education and Training Authorities.

6.4.2 Recommendations for the future research

Future research should investigate the influence of training and development on employees' performance in other public organisations, especially in the South African context.

6.5 Closing Remarks

The focus of this study has been on training and development, and their impact on employees' performance in the Limpopo Department of Social Development (LDoSD). A gap that has been identified by the study is that although the Department invests in employees training and development programmes, available Departmental training reports are silent on post training evaluation. The study found that all respondents indicated that the quality of the training programs they have attended was

exceptionally good. Again, all respondents asserted that the training they have attended was relevant to their job functions. What is more, most respondents confirmed that training improved their performance. The study recommends that the Department should ensure that employees attend training and development interventions identified by employees in their annual Personal Development Plan (PDP). This will be able to address the gaps that makes employees not optimal demonstrate their performance, skills, and knowledge. Again, the study suggests that the department should make sure that the training courses that are offered to the employees is aligned to the training needs identified by employees in their respective PDPs. The recommendations drawn from this research will contribute extensively to improving employee performance in the Limpopo Department of Social Development and provide guidelines that can be used by other public intuitions.

References

- Abelson, A. (2017). Learning Through Simulation. *Disaster Emergency Medical Journal*. 2 (3), 125 - 128.
- Adeleye, A. D., Adegbite, S. A., and Aderemi, H. O. (2014). Training and Development in Public Research and Development Organisations, *International Journal of Academic Research in Management*. 3 (3), 258 - 275.
- Agwor, T. and Adesina, O. (2017). Ethical Issues for Consideration in Conducting Research in the Social and Behavioural Sciences. *The International Journal of Humanities & Social Studies*. 5 (12), 185 - 188.
- Ahmad, S.A., Amand, M., and Asghar, R.A. (2014). Impact of Training and Development on Employee Performance. *Industrial Engineering Letter*, 4 (9), 36-39.
- Ahmed, S.K. (2024). The Pillars of Trustworthiness in Qualitative Research. *Journal of Medicine, Surgery, and Public Health*, 2 (2024), 1-4.
- Akhtar, I. (2016). Research Design, *Research in Social Science: Interdisciplinary Perspectives*. Research Gate, 68 - 84.
- Aklilu, B. A. (2021). The Effect of Training Practice on Employees Job Performance in Addis Ababa City Government Plan and Development Commission. A Thesis Submitted to St. Mary's University, School of Graduate Studies in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Business Administration.
- Alemu, S. (2017). Problems and Challenges of Training & Development practices: Descriptive Study. *International Journal of Research in IT and Management*, 7 (3), 209-220.
- Al Harrasi, N. (2022). Impact of Training and Development on Employee Performance in Haya Company. *Journal of Student Research*. 1 - 9.
- Alharahsheh, H. H. and Pius, A. (2020). A Review of Key Paradigms: Positivism vs Interpretivism. *Global Academic Journal of Humanities and Social Sciences*. 2 (3), 39 - 43.
- Al Khawaldeh, E.D. (2023). The Impact of Training & Development on Improving Employee Performance: A Case Study on Employees in the

Directorate of Education of Ma'an District, International Journal of Professional Business Review, 8 (10), 01-24.

- Amoah-Mensah, A. (2016). Training and Development Process and Employees' Performance in the "Chop Bar" Industry. Journal of Research and Development (JRnD). 3 (1), 34 - 57.
- Anupama, K. (2018). Hypothesis Types and Research. International Journal of Nursing Science Practice and Research. 4 (2), 78 - 80.
- Apuke, O. D. (2017). Quantitative Research Methods a Synopsis Approach. Arabian Journal of Business and Management Review (Kuwait Chapter), 6 (10), 40 - 47.
- Arulsamy, A. S., Sigh, I., Kumar, M. S., Panchal, J. J. and Bajaja, K. K. (2023). Employee Training and Development Enhancing Employee Performance - A Study. Samdarshi, 16 (3), 406 - 416.
- Askarzai, W. and Unhelkar, B. (2017). Research Methodologies: An Extensive Overview. International Journal of Science and Research Methodology. 6 (4), 1 - 22.
- Ateya, W. L. and Maende, C. (2018). Employee Training and Performance of Programme for Agriculture and Livelihoods in Busia County, Kenya. International Academic Journal of Human Resource and Business Administration. 3 (3), 132 - 172.
- Azeroual, O. (2017). Improving the Data Quality in the Research Information Systems. International Journal of Computer Science and Information Securing. 15 (11), 82 - 86.
- Banihashemi, S.A. (2011). The Role of Communication to Improve Organisational Process. European Journal of Humanities and Social Sciences, 1 (1), 13-24.
- Basit, A., Sebastian, V. and Hassan, Z. (2017). Impact of Leadership Style on Employee Performance (A Case Study on A Private Organisation in Malaysia), International Journal of Accounting and Business Management. 5 (2), 112 - 130.
- Bayraktaroglu, S. and Cickusic, E. (2014: 2125). Impact of Training and Development on Employees Performance in Bosnia and Herzegovina, European Researcher, 89 (12-2), 2125-2132.

- Befekadu, S. (2018). Assessment on Factors Affecting Employees' Performance in the Case of Debre Birhan University. A Thesis submitted to the Department of Management of Debre Birhan University in Partial fulfilment of the Requirements for the Award of Master's Degree in Business Administration.
- Bhardwaj, P. (2019). Types of Sampling in Research. *Journal of the Practice of Cardiovascular Sciences*. 5, 157 - 63.
- Bhatia, S. (2017). Advantages of Training and Development for the Employees. *International Journal of Latest Technology in Engineering, Management & Applied Science*. VI (IV), 134 - 137.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices*. Textbooks Collections, 3.
- Biggam, J. (2008). *Succeeding with your Master' s Dissertation*. Berkshire, England: Open University Press.
- Chivanga, S. Y. and Monyai, P. B. (2021). Back to Basics: Qualitative Research Methodology for Beginners. *Journal of Critical Reviews*. 8 (2), 11 - 17.
- Clarke, R. J. (2005). "Research Models and Methodologies", University of Wollongong, viewed on: 15 January 2023 www.uow.edu.au/content/groups/public/@web/.../doc/uow012042.pdf.
- Creswell, J. W. (2002). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Boston MA: Pearson Education.
- Creswell, J. W. (2007). *Research design. Qualitative and mixed methods approaches*, Sage Publications. London:
- Dabale, W. P., Jagero, N. and Nyauchi, M. (2014). The Relationship between Training and Employee Performance: The Case of Mutare City Council, Zimbabwe. *International Journal of Human Resource Studies*. 4 (4), 61 - 7.
- Dalal, H.R., Tanbur, R., & Abbas, N. (2022). The Impact of Training on Employees Performance: An Empirical Study of Hospitals in North Lebanon, *Research in Economics and Management*, 7 (2), 42-66.
- Dappa, K.B. (2016). Impact of Training and Development on Employee Performance. *International Journal of Business Systems and Economics*, 6 (3), 43-56.

- Daramola, L. and Daramola, A. A. (2020). How Impactful is Employee Training on Employee Performance? *International Journal of Emerging Engineering Research and Technology*. 8 (1), 1 - 10.
- Degraft-Otoo, E. (2012). The Impact of Training and Development on Employee Performance at Accra Polytechnic. A Thesis submitted to the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology in partial fulfilment of requirement for the degree of Commonwealth Executive Master of Business Administration.
- Denney, A. S. and Tewksbury, R. (2012). How to Write a Literature Review? *Journal of Criminal Justice Education*. 24 (2), 218 - 234.
- Easterby-Smith, M., Thorpe, R. and Jackson, P. (2008). *Management Research*. Third (3rd) Edition. London: Sage.
- Elnaga, A. & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*. 5 (4), 137 - 147.
- Eneh, S.I., Inyang, B.J. & Ekpe, E.O. (2015). The Effect of Job Training on Workers Efficiency and Productivity: A Study of Pamol Nigerian Limited, Calabar. *International Journal of Managerial Studies and Research*, 3 (1), 57-65.
- Fleming, J. and Zegwaard, K. (2018). Methodologies, Methods and Ethical considerations for conducting research in work-integrated learning. *International Journal of Work-Integrated Learning, Special Issue*. 19 (3), 205 - 213.
- Flegl, M., Depoo., L. & Alcázar, M. (2022). The Impact of Employees' Training on Their Performance Improvements. *Quality Innovation Prosperity*, 26 (1), 70-88.
- Geoffrey, T., Chelanga'a, J.K. & Oino, P.S. (2015). Challenges Constraining Effective Employees' Training in Eldoret Municipal Council in Kenya. *Global Journal of Advanced Research*, 2 (7), 1210-1217.
- Giday, D. G. & Elantheraiyan, P. (2023). A Study on the Effect of Training on Employee Performance in the case of Mekelle City, Tigray, Ethiopia. *Social Sciences & Humanities, Open*, 8, 1 - 11.

- Golzar, J., Noor, S. & Tajik, O. (2022). Convenience Sampling, Sampling Method / Descriptive Research. *International Journal of Education & Language Studies*, 1 (2), 72 - 77.
- Habib, H. (2021). Positivism and Post-Positivist Approaches to Research. *UGC Journal*, 31 (17), 1000 - 1007.
- Hajjar, S. T. E. & Alkhanaizi, M. S. (2018). Exploring the Factors That Affect Employee Training Effectiveness: A Case Study in Bahrain. *SAGE OPEN*, 1 - 12.
- Hammersley, M. (2013). *What is Qualitative Research?* London and New York: Bloomsbury.
- Hancock, B. (2002). "An Introduction to Qualitative Research", *Trent Focus for Research and Development in Primary Health Care*, viewed on: 22 January 2023, <https://www.icgp.ie/.../5_Introduction%20to%20qualitative%20research>.
- Hermina, U. N. & Yosepha, S. Y. (2019). The Model of Employee Performance. *International Review of Management and Marketing*, 9 (3), 69 - 73.
- Kishore, S. & Fonceca, C. M. (2023). Impact of Training and Development on Employee Performance and Productivity. *Journal of Academia and Industrial Relations Research*, 11 (3), 43 - 47.
- Kum, F. D., Cowden, R. and Karodia, A. M. (2014). The Impact of Training & Development on Employee Performance: A Case Study of Escon Consulting, *Singaporean Journal of Business Economics, and Management Studies*. 3 (3), 72 - 105.
- Kuria, R. N. and Nzuve, N. M. (2015). Factors Perceived to Influence Employees' Performance, a Case of the Kenyan State Law Office. *Journal of Business & Economic Policy*. 2 (3), 214 - 220.
- Kuruppu, C. L., Kavirathne, C. S. and Karunaratna, N. (2021). The Impact of Training on Employee Performance in a Selected Apparel Sector Organisation in Sri Lanka. *Global Journal of Management and Business Research: A Administration and Management*. 21 (2), 5 - 1.
- Lan, Y. C. (2002). *Management of information technology issues in enterprise Globalisation*, thesis, University of Western Sydney, viewed on: 17 January 2023, Australasian Digital Thesis database.

- Majeed, A. and Shakeel, S. (2017). Importance of Training and Development in the Workplace. *International Journal of Scientific & Engineering*. 8 (4), 498 - 504.
- Mahadevan, A, & Yap, M.H. (2019). Impact of Training and Methods on Employee Performance in a Direct Selling Organisation, Malaysia. *IOSR Journal of Business and Management*, 21 (10), 07-14.
- Malaolu, V. A. & Ogbuabor, J. E. (2013). Training and Manpower Development, Employee Productivity and Organisational Performance in Nigeria: An Empirical Investigation, *International Journal of Advances in Management and Economics*, 2 (5), 163 - 177.
- Manzini, S. & Shumba, V. (2014). An Investigation into The Impact of Training and Development on the Performance of Public Servants at the Passport Office in Bulawayo, Zimbabwe. *International Journal of Economics, Commerce, and Management*, II (11), 1 - 19.
- Markus, S. & Ewa-Lena, B. (2021). When face-to-face interviews are not possible: tips and tricks for video, telephone, online chat, and email interviews in qualitative research. *European Journal of Cardiovascular Nursing*, 20 (4), 392 - 396.
- Martin, B. O., Kolomitro, K. & Lam, T. C. M. (2013). Training Methods: A Review and Analysis. *Integrated Literature Review, Human Resource Review*. 13 (1), 11 - 35.
- Martin, M. (2020). *Introduction to Survey Research*. Nelson Report, 1 - 5.
- McGuire, D., McVicar, O. & Tariq, U. E. H. (2023). 'Skills audits: an integrative literature review'. *Industrial and Commercial Training*, vol. 55, no. 1, 34 - 46. <https://doi.org/10.1108/ICT-06-2021-0042>.
- Mualuko, J., Rintori, N. & Moguche, A. (2023). Effect of Training and Development on Employee Productivity in Private Hospitals in Nyeri County, Kenya. *Human Resource and Leadership Journal*, 8 (1), 29-39.
- Mzimela, T. (2016). Employee Perceptions of Training and Development practices in the Information and Technology Sector, in KwaZulu-Natal, South Africa. A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Business Administration. College of Law and Management Studies and Graduate school of Business & Leadership.

- Moravcsik, A. (2019). Transparency in Qualitative Research. SAGE Research Methods Foundations, 1-14.
- Ndimande, A. M., Chisoro, C. & Karodia, A. M. (2016). Investigating The Internal Factors Affecting the Training and Development of Sugar Engineers: A Case Study of Tongaat Hulett Sugar (South Africa). Kuwait Chapter of Arabian Journal of Business and Management Review, 5 (2), 101 - 143.
- Nkwanyana, B. & Mutereko, S. (2020). The Need for Training and Development in Provincial Government Departments: A Case of a Government Communication & Information System. International Journal of Innovation, Creativity and Change, 15 (10), 934 - 999.
- Nnanna, N. S. (2020). Effects of Training on Employee Performance: A Case Study on Airtel Networks Limited. Abuja, Department of Business Management, Faculty of Management and Social Sciences, Baze University, Abuja.
- Paull, M., Whitsed, G. and Girardi, A. (2016). Applying the Kirkpatrick Model: Evaluating an Interaction for Learning Framework curriculum intervention. Issues in Education Research. 26 (3), 490 - 507.
- Pérez, I. A., Rapiman, M. E., Orellana, M. C. and Castro, L. R. (2017). Seven (7) Ethical Requirements for Quantitative and Qualitative Research in Nursing: Experiences of Three (3) Research Ethics Committees from Santiago, Chile. International Journal of Humanities and Social Science. 7 (7), 19 - 24.
- Prakash, T. H. & Himabindu, N. (2016). Effectiveness Training and Development. International Journal of Science Technology and Management, 5 (10), 188 - 192.
- Ragab, M. A. F. and Arisha, A. (2018). Research Methodology in Business: A Starter's Guide. Management and Organisational Studies, 5 (1): 1 - 4.
- Rahi, S. (2017). Research Design and Methods: A Systematic Review of Research Paradigms, Sampling Issues and Instruments Development, International Journal of Economics & Management Sciences, 6 (2): 1 - 5.
- Rahmat, H. & Jon, R.D. (2023). Benefits and Challenges of Group Discussion as Creative Strategies in Speaking Class. International Journal of Education & Curriculum Application, 6 (1), 72-80.

- Reda, B. H. & Narula, S. (2017). Employees Performance in Public Service Organisations: Ethiopia, Tigray. *International Journal of Engineering Science and Computing*. 7 (5), 12451 - 12457.
- Rehman, A. A. & Alharthi, K. (2016). An Introduction to Research Paradigms, 3 (8), 51 - 59.
- Rehman, A. A. and Alharthi, K. (2016). An Introduction to Research Paradigms, *International Journal of Educational Investigations*, 3 (8), 51 - 59.
- Research Methodology MMAN (Management of Management-Full Dissertation), STADIO (Pty) Ltd.
- Research Methodology V Study Guide (MET50A & B), (2017). Southern Business School, Krugersdorp.
- Roopa, S. and Rami, M. S. (2012). Questionnaire Design for a Survey. *The Journal of Indian Orthodontic Society*, 46 (4), 273 - 277.
- Sajeevanie, T. L. (2021). Literature Review and Academic Research. *International Journal of Creative Research Thoughts (IJCRT)*. 9 (1), 2713 - 2720.
- Samad, K. A., Yusof, N. S. M., Sarkam, S. F., Azis, R. A., Hussain, N. J. & Yaacob, W. Z. W. (2018). Factors Influencing Training Effectiveness Among Employees: A Case of Sigmol Sdn Bhd. *International Journal of Academic Research in Business and Social Sciences*. 8 (9), 1070 - 1081.
- Shariff, N. B. M. & Al-Makhadmah, I. M. (2012). Work Environment Factors Influencing in Achieving Training Effectiveness in AQABA Special Economic Zone Authority Aseza. *Academic Research International*, 2 (3), 598 - 609.
- Sharma, G. (2017). Pros and Cons of different sampling techniques. *International Journal of Applied Research*. 3 (7), 749 - 752.
- Shahbaz, A., and Ul Hadi, N. (2021). Impact of Training and Development Programs on Employee Performance through Individual Learning: Moderating Role of Affective Commitment. *City University Journal*, 11 (2), 233-252.
- Sivathanu, N. & Radhika., R. (2023). A Conceptual Study to identify the Problems & Challenges in current Training Systems in IT Industries. *International Journal of Professional Business Review*, 8 (4), 1-8.
- Slavković, A., & Slavković, V. (2019). The importance of training in Contemporary Organisations. *Hotel and Tourism Management*. 7 (2), 115 - 125.

- Sohail, M., Ahmad, N., Igbal, N., Haider, Z. & Hamad, N. (2014). Impact of Training and Development on The Employee Performance: A Case Study from Different Banking Sectors of North Punjab. *Arabian Journal of Business and Management Review (Nigerian Chapter)*. 2 (4), 19 - 23.
- Sothy, C. (2019). The Impact of Training and Development on Employee Performance: A Case Study of Selected Private Secondary Schools in PHNOM Penh Cambodia. *Global Journal of Human Resource Management*, 7 (3), 40-49.
- Stahl, N. & King J.R. (2020). Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research. *Journal of Developmental Education*, 44 (1), 26-28.
- Sudhakar, R. & Basariya, S. R. (2017). Perspectives and The Factors Influencing Effectiveness of Training and Development on Employees' Performance. *International Journal of Civil Engineering and Technology*. 8 (9), 135 - 141.
- Tahir, N., Yousafzai, I. K., Jan, S. & Hashim, M. (2014). The Impact of Training and Development on Employees Performance and Productivity, A Case Study of United Bank Limited Peshawar City. *International Journal of Academic Research in Business and Social Sciences*, 4 (4), 86 - 98.
- Teffu, M. E. & Shipalana, M. L. (2021). The Effects of Training and Development in the Public Health Sector: Towards Enhancement of Health Care System, A Case of Sekhukhune District in Limpopo Province of South Africa. *International Journal of Innovative Science and Research Technology*, 6 (4), 1003 - 1011.
- Tagesse, T. (2018). The Impact of Training and Development on Employees Performance in the Case of ASKU PLC. A Thesis Submitted to ST. Mary's University School of Graduate Studies in Partial fulfilment of The Requirement for the Degree of Master of Business Administration, Addis Ababa, Ethiopia.
- The White Paper on Human Resource Management in the Public Service, 1997.
- Thi Lan, H. V. (2021). Factors which Affect the Effectiveness of the Training Program for School Managers in Vietnam. *Palarch's Journal of Archaeology of Egypt/Egyptology*, 18 (4), 1912 - 1926.

- Thomo, W. S. (2021). The Impact of Training and Development Practices on Employee Performance at Inyatsi Construction, Swaziland. Dissertation submitted in fulfilment of the Requirements for the Degree: Master of Management Sciences: Human Management Faculty of Management Sciences at the Central University of Technology, Free State.
- Tuli, F. (2010). The basis of distinction between quantitative and qualitative in social science: reflection on ontological, epistemological and methodological perspectives. *Ethiopian Journal of education and science*, 6 (1), 97 - 108.
- Tukunimulongo, J. (2016). Effect of On-The-Job Training on Employee Performance in Kenya: Case of Munias Sugar Company Limited. *International Journal of Research in Commerce Economics and Management*, 3 (1), 7-24.
- Van Zyl, L. E. (2014). *Research Methodology for the Economics and Management Sciences Eighth (8th) Ed*, Pearson Education, South Africa.
- Vasanthi, S. & Basariya, B. (2019). Pross and Cons of on-the-Job Training versus Off the Job Training. *International Journal of Scientific & Technology Research*, 8 (10), 671 - 674.
- Wayessa, E. M. (2016). Effects of Training on Employees Performance: The Case of Hidassie Telecom Sare Company. A Thesis Presented in Partial fulfilment of the Requirements of the Degree of Master of Business Administration (MBA). St. Mary's University School of Graduate Studies.
- Waziri, F. & Stephen, T. (2013). Factors Influencing Implementation of Training Programme in Public Organisations in Tanzania: The Study of Temeke Municipality Council. *Developing Country Studies*, 3 (10), 94 - 99.
- Wellington, J. & Szczerbinski, M. (2007). *Research methods for the social sciences*, London: Continuum.
- Yang, T. H. & Wang, C. M. (2020). Preliminary Study of Factors Affecting the Training Performance in Property Management Companies. *Advances in Economics, Business and Management Research*, 174, 71 - 75.
- Young, T. T. (2016). Questionnaires and Surveys. In Zhu Hua, Ed. *Research Methods in Intercultural Communication. A Practical Guide*, Oxford, Wiley: 165 - 180.

- Younas, W., Farooq, M., Khalil-Ur-Rehman. & Zreen, A. (2018). The Impact of Training and Development on Employee Performance. IOSR Journal of Business and Management, 20 (7), 20-23.

Annexure A: Questionnaire/Interview Schedule

Research Title: The perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo Province

Section A: Demographic Information

1. What is your Gender?

Gender Classification	Responses
Male	
Female	

2. What is your Age?

Items	Responses
Between 18 – 25	
Between 26 – 30	
Between 31 – 35	
Between 36 – 40	
Between 41 – 45	
Between 46 – 50	
51 and above	

3. What is your rank/occupation? _____

4. How long have you been working for the Limpopo Department of Social Development? _____ Years.

5. Have you attended any training since employed by the Limpopo Department of Social Development?

If yes, please explain _____

6. Are there any selection criteria that have been used to select employees for training?

If yes, please explain _____

7. How often do you attend training offered by the Limpopo Department of Social Development? _____

8. What were the methods used for your training?

8.1. On-the-Job Training

8.2. Off the Job Training

9. What facilitation method of training was used by facilitators when you attended the training?

Methods	Responses
Presentations	
Lecture	
Seminar	
Demonstrations	
Group Discussions	

10. In your view, do you think the training you have attended impacted on your skills, knowledge, and capabilities? _____
If yes, please give reasons for your answer _____

11. In your view, do you think the training you have attended improved your job performance as an employee? _____
If yes, please give reasons for your answer _____

12. How can you rate the quality of the training program (s) you have attended?

Good	Very Good	Poor	Very Poor	Average	Excellent

13. In your view, the training you have attended, was relevant to your job functions?
If yes, please give reasons for your answer _____

14. In your view, does the Department conducts skills audits to inform the selection of employee training programmes?
15. In your view, are Personal Development Plans used to identify employee training programs? _____
16. In your view, is the training offered aligned with your training needs as an employee? _____
17. What are the challenges relating to training and development in the Limpopo Department of Social Development? _____

Thank you for your time and responses.

Letter of Information

Ethics clearance reference number: **Stadio-202301—MM--21912534**

Date:

Title: The perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo Province

Dear Prospective Participant

My name is **Tshimangadzo Azwianewi Reuben Mabilu** and I am doing research with **Dr Piet Pretorius**, a Lecturer in the Department of Computer Sciences towards a **Master of Management** at **STADIO**. We are inviting you to participate in a study entitled the perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo Province.

I am conducting this research to determine the perceived impact of training and development on employees' performance to have a dynamic understanding of the impact and then recommend approaches that can be used to enhance employee's training and development in the Limpopo Department of Social Development.

The consent and the approval letter to conduct research in the Department was obtained from the Head of Department and the copy is attached for your reference. The estimated sample size population for the study is fifteen (15) employees at the Provincial Head Office of the Limpopo Department of Social Development. The face-to-face interviews will be used to collect data from the participants. The interviews will only require 30 to 45 minutes of your time.

Kindly be informed that your participation in the study will remain anonymous and any personal information will not be shared with anyone without your written consent. Your participation in this research is voluntary, and you have the right to decide to participate

or decide to withdraw from the study after you have agreed to participate. The information you provide will be kept confidential and will only be used for the purpose of this study. I hereby request you to participate by filling in a questionnaire attached to this memo as part of research.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research OR your name will not be recorded anywhere. No one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

The transcriber/external coder will have access to the data and will ensure that your individual personal information remain confidential they will sign a confidentiality agreement.

Your answers may be reviewed by people responsible for ensuring that research is done correctly, including the transcriber, external coder, and the Research Ethics Review Committee members. Otherwise, records that identify you will be available only to people working on the study unless you permit other people to see the records.

Your anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings.

The hard copies of your answers will be stored by the researcher for a minimum period of fifteen (15) years in a locked cupboard at 37 Boshoff Street, Flora Park, Polokwane, 0699 and for future research or academic purposes; electronic information will be stored on a password-protected computer. The hard copies will be shredded and/or electronic copies will be permanently deleted from the computer's hard drive through the use of a relevant software programme.

This study has received written approval from the Research Ethics Committee of the STADIO. A copy of the approval letter can be obtained from the researcher if you so wish.

I shall provide you with a summary of the findings within three (3) months of the study's successful completion.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mabilu T.A.R. at cell phone number: 082 884 9285, telephone number: (015) 230 4339 and email: mabilu.reuben@gmail.com

Should you have concerns about how the research has been conducted, you may contact Supervisor: Dr Piet Pretorius, email: oldocpiet@gmail.com telephone number: (011) 662 1444. Contact the Research Ethics Chairperson: Prof. Elmarie Sadler email: ElmarieS@stadio.ac.za or ethicalclearance@sbs.ac.za and telephone number **(011) 662 1444** or cell phone number **083 703 5109** if you have any ethical concerns.

Thank you for taking the time to read this information sheet and for participating in this study.



Mabilu Tshimangadzo Azwianewi Reuben

INFORMED CONSENT

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as described in the information sheet.

I have had sufficient opportunity to ask questions and I am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that this study's findings will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the face-to-face interviews.

I have received a signed copy of the informed consent agreement.

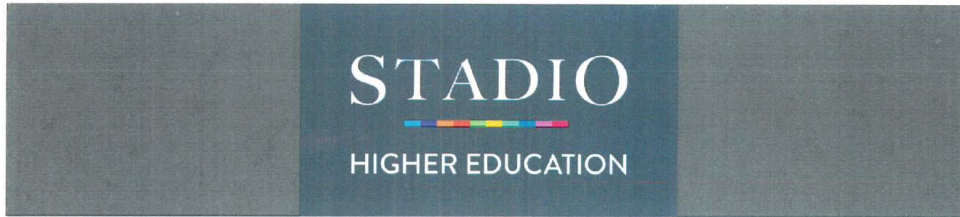
Participant Name & Surname: (please print)

Participant Signature: **Date**

Researcher's Name & Surname: (please print)

Researcher's signature..... **Date**.....

Annexure B: Ethical Clearance Certificate



STADIO ETHICS REVIEW COMMITTEE

Date: 18 July 2023

Unique reference number: Stadio-202301--MM--21912534

Decision:

Ethics Approval from 18 July 2023 to 31 December 2023

Researcher: MABILU TAR

Qualification: Master of Management (full dissertation)

Supervisor: Dr Piet Pretorius

Approved Title: The perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo Province

The low-risk application was expedited by the STADIO Research Ethics Committee in compliance with the STADIO Policy on Research Ethics.

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the study adheres to the safety precautions set out in the COVID-19 guide for fieldwork if the data collection method(s) involve physical contact with participants.
2. The researcher will ensure that the research project adheres to the values and principles expressed in the STADIO Policy on Research Ethics.
3. The researcher will conduct the study according to the methods and procedures set out in the approved application.

Office 101, The Village Square, c/o Oxford and Queen Streets, Durbanville, Western Cape, 7550

CPD Vorster – Director | S Totaram – Director | D Singh – Director | JJ Human – Director

Company registration number: 2004/031722/07

Annexure C: Permission Letter to Conduct the Study



Confidential
LIMPOPO
 PROVINCIAL GOVERNMENT
 REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
SOCIAL DEVELOPMENT

Ref : S4/3/2
 Enq : MJ Moloisi
 Tel : 015 230 4381 / 082 457 7120
 Email : MoloisiMJ@dsd.limpopo.gov.za

37 Boshoff Street
 Flora Park
 Polokwane
 0699

Dear Mr TAR Mabilu

**RE: THE PERCEIVED IMPACT OF TRAINING AND DEVELOPMENT ON
 EMPLOYEE PERFORMANCE AT THE DEPARTMENT OF SOCIAL
 DEVELOPMENT IN THE LIMPOPO PROVINCE**

The above matter has reference.


Thank you for applying for permission to conduct research at the Department of Social Development. The department further acknowledges receipt of the research review outcome from the Limpopo Provincial Research and Ethics Committee certifying that you have been granted full approval and ethical clearance to conduct a study titled: "*The perceived impact of Training and Development on Employee Performance at the Department of Social Development in the Limpopo Province*".

The following statements are articulated in the research proposal; namely that:

- The study seeks to explore the perceived impact of training and development on employee performance within the Limpopo Department of Social Development in Head Office.
- The study will investigate the extent to which the programs of training and development in the Department are effective, and responsive to the expectations and needs of employees and how this affects employees' performance.
- The recommendations drawn from this research will contribute extensively to improving employee performance in the Limpopo Department of Social Development and provide guidelines that other public intuitions can utilise.

To this effect, this letter serves to grant you (i.e., Mr TAR Mabilu) permission to conduct research at the Department of Social Development in Limpopo Province.

We trust you will find this to be in order.


 Head of Department
 Limpopo Department of Social Development

27/09/2013
 Date

21 Biccard Street, Polokwane, 0700, Private Bag x9710, POLOLKWANE, 0700
 Tel: (015) 230 4300, Fax: (015) 291 2298 Website: <http://www.dsd.limpopo.gov.za>

The heartland of Southern Africa – *development is about people*

Appendix D: Certificate/Letter from Editor**Hannelie Pretorius Editing Report**

Monday, February 12, 2024*

To whom it may Concern

RESEARCH PAPER

I hereby declare that I have proofread and edit the Research of:

Tshimangadzo Azwianewi Reuben Mabilu

Student No.: 21912534

Certificate No.: JCP/22/24/01/05/110/ZA**

And the student needs to make some changes according to our tracking changes and editor's notes, in the 'Research Paper'. Then it is ready to be handed in. I didn't change the format and/or the layout of the paper.

Kind regards

Prof. Hannelie Pretorius

Hannelie.proefleser@gmail.com

SAFREA Editor: SAF 03198

SAFREA Senior Team Supervisor Editor: SAF 000811

Professional Editor's Guild (PEG): PRE009

* Please take note that the date is automatically changing to today's date every time you open the document.

** Please take note that I implemented a certificate registration number to avoid fraud under students. This is a unique once off number for each letter.

Annexure E: Turnitin Report

21912534 - MMN900 Full Disseration Template (Qualitative)-
V4 (10 January 2024) - 21912534 Mabilu TAR.docx

ORIGINALITY REPORT

10%	10%	7%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Southern Business School Student Paper	2%
2	Submitted to Vaal University of Technology Student Paper	1%
3	ulspace.ul.ac.za Internet Source	1%
4	hdl.handle.net Internet Source	1%
5	repository.nwu.ac.za Internet Source	1%
6	www.scirp.org Internet Source	1%
7	Askarzai, Walied. "The effects of Virtual Management on employee behaviour in Small and Medium-sized Enterprises.", University of Western Sydney (Australia), 2018 Publication	1%
8	Submitted to Botswana Open University Student Paper	

		1%
9	repository.ju.edu.et Internet Source	1%
10	Submitted to University of KwaZulu-Natal Student Paper	1%
11	univendspace.univen.ac.za Internet Source	1%
12	ir.cut.ac.za Internet Source	1%

Exclude quotes Off
 Exclude bibliography On

Exclude matches < 1%