

IMPACT ASSESSMENT OF
TRANSVERSAL TRAINING MANAGEMENT AGENCY (TTMA)
TRAINING
IN PERFORMANCE IMPROVEMENT
OF THE
EASTERN CAPE PROVINCIAL DEPARTMENT OF BASIC
EDUCATION (2005 - 2010)

Princess Nombeko Nontshokweni

MINI DISSERTATION SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS
of the
DEGREE OF MASTER IN PUBLIC ADMINISTRATION (MPA)

University of Fort Hare

SUPERVISOR: DR T. MLE

2011

DECLARATION

I, Nombeko Nontshokweni (Student Number 200903496), hereby declare that this mini dissertation, submitted to the University of Fort Hare for the Degree of Masters in Public Administration, has never been previously submitted by me for any degree at this or any other university. This is my own work in design and execution and that all material contained therein has been duly acknowledged.

Signed _____

Date _____

DEDICATION

I dedicate this to my parents, Mrs Nobhunga Mayekiso, and the late Mr Sizakele Mayekiso, who made me to be who I am today. If it were not for their inconveniences, pains and teachings to raise a daughter like me, I would have never reached this highest level of education. A special word of gratitude to both of them as well as my late husband, Mr Mlungiseleli Nontshokweni, who kept on encouraging me to further my studies so that in his absence I would be able to raise his children. May their souls rest in peace.

ACKNOWLEDGEMENTS

I acknowledge the presence of God upon my life, which gave me strength to work diligently to produce this study. It is by His amazing grace that I am still standing and strong. There are a number of people, who helped make this mini dissertation possible. Professor Buthelezi, who encouraged me to pursue the topic training impact assessment and for setting me on course in the initial stages. All the research participants for their valuable contribution and interest. Doctor Thozamile Mle, for his encouraging approach, which pushed me to finishing the study, his responsiveness to my work, quick feedback and sensitivity. All my Masters in Public Administration (MPA) group members, in particular Henry Ssekibuule, Andile Gijana, Mabuya J and Grace Khomba for their contribution. Henry has played a major role in the success of this research project through his assistance and monitoring of the progress. Tendai Chiguware's hard work and sacrifices has not gone unnoticed. My Pastor, Polela Trom for her encouraging words and prayers. My mother and all my family members for all their love, understanding and encouragement my children Sisanda, Sichumile, Sihle and Athi for their love, patience, understanding and support Princess Nombeko Nontshokweni King Williams Town 2011

ABSTRACT

Training is widely conducted in organizations and is actively encouraged by the recent legislation in South Africa. Millions of Rands are spent building human resource capabilities. Organizations therefore need to know whether this investment in training is bearing fruit in terms of changes in individual performance and overall impact on service delivery.

The need to improve Transversal Training Management Agency (TTMA) training programmes and skills development impact to government departments has triggered the survey. Three interdependent themes are explored: training evaluation in government departments, influence of non-training factors and human dynamics between stakeholders in the training evaluation process.

Structured questionnaires, based on best practises in literature were administered to key stakeholders involved in TTMA training programmes. Training managers and the Office of the Premier (OTP) Human Resource Development (HRD) officials were interviewed, while supervisors, trainees and trainers verified the data by post. Data were collected from the Department of Basic Education, Eastern Cape (EC), TTMA trainers and trainees.

Findings show that The Department of Basic Education in the EC does not fully follow a system's approach. Evaluations done during classroom sessions focus mainly on the reaction of participants to training and not on the behaviour change in the workplace. Training participants are not prepared for training; sometimes they do not even know why they attend training. Some trainees go to training just to get certificates that increase their CV's for promotion purposes or to run away from the stressful work environment and not for individual growth. Recommendations to use a systemic evaluation approach and involvement of trainees in their career development process are made. Further research is recommended on the managing of non-training factors that impede learning transfer.

LIST OF ABBREVIATIONS AND ACRONYMS

ASGISA	Accelerated Shared Growth Initiatives for South Africa
CIRO	Context, Input, Reactions, Outcome
EC	Eastern Cape
ETD	Education, Training and Development
ETDP	Education, Training and Development Practises
FHIG	Fort Hare Institute of Government
HR	Human Resources
HRD	Human Resource Development
JIPSA	Joint Priority Skills Acquisition
KSA	Knowledge, skills and attitudes
MPA	Master's in Public Administration
NQF	National Qualifications Framework
OTP	Office of the Premier
ROI	Return on Investment
SAQA	South African Qualifications Authority
SETA	Sector Education and Training Authority
SLA	Service Level Agreement
SPSS	Statistical Package for Social Scientists
TTMA	Transversal Training Management Agency
WPPSTE	White Paper on Public Service Training and Education

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF ABBREVIATIONS AND ACRONYMS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER 1	1
1.1 INTRODUCTION/BACKGROUND	1
1.2 BACKGROUND TO THE STUDY	1
1.3 STATEMENT OF THE RESEARCH PROBLEM	5
1.4 OBJECTIVES OF THE RESEARCH STUDY	5
1.5 SIGNIFICANCE OF THE STUDY	6
1.6 RESEARCH QUESTIONS	7
1.7 RESEARCH METHODOLOGY	8
1.7.1 Research design	8
1.7.2 Research site	9
1.7.3 Sample	10
1.7.4 Target population	10
1.7.5 Sampling methods	11
1.7.5.1 Stage 1 - Stratified purposive sampling	11
1.7.5.2 Stage 2 - Critical case sampling	11
1.7.5.3 Data collection	12
1.7.5.4 Description of the instrument	12
1.7.5.5 Administration of the instrument and data analysis	13
1.7.5.6 In-depth interviews	13
1.7.5.7 Literature review	13
1.7.5.8 Data analysis	14
1.8 DELIMITATION OF THE STUDY	14
1.9 ETHICAL CONSIDERATIONS	15

CHAPTER 2.....	17
LITERATURE REVIEW/THEORETICAL FRAMEWORK	17
2.1 INTRODUCTION	17
2.2 EVALUATING TRAINING	18
2.3 WHY MEASURE TRAINING?	18
2.4 SYSTEMS APPROACH TO TRAINING AND EVALUATION	19
2.5 KIRKPATRICK'S FOUR LEVELS OF EVALUATION	23
2.5.1 Criticism of the framework.....	24
2.5.2 Modifications to Kirkpatrick's framework.....	25
2.5.3 Alternative models and frameworks	25
2.5.4 The framework of four levels of evaluation	27
2.6 TRAINING EVALUATION	30
2.7 SOUTH AFRICAN LEGISLATIVE IMPERATIVES ON THE TRAINING OF EMPLOYEES.....	30
2.7.1 Skills development framework	30
2.7.2 Policy framework adopted	31
2.7.2.1 <i>Skills Development Act of South Africa, 1998</i>	31
2.7.2.2 <i>Skills Development Levies Act 9 of 1999</i>	32
2.7.2.3 <i>South African Qualifications Authority Act 58 of 1995</i>	32
2.7.2.4 <i>The Constitution of the Republic of South Africa, 1996</i>	32
2.7.2.5 <i>National Skills Development Strategy, 2005</i>	32
2.7.2.6 <i>White Paper on Human Resource Management in the Public Service, 1997</i>	33
2.7.2.7 <i>Public Service Sector Education and Training Authority, 2000</i>	33
2.7.2.8 <i>National Human Resource Development Strategy for South Africa</i>	33
2.8 FACTORS AFFECTING TRANSFER OF LEARNING	34
2.8.1 Training and organizational effectiveness.....	34
2.8.1.1 <i>Personal factors</i>	35
2.8.1.2 <i>Organizational factors</i>	35
2.8.1.3 <i>Adult learners</i>	35
2.8.1.4 <i>Trainee characteristics</i>	36
2.8.1.5 <i>Training design</i>	36
2.8.1.6 <i>Work environment</i>	37

2.9 LEARNING CONTRACT	38
2.10 CONCLUSION	38
CHAPTER 3	40
RESEARCH DESIGN AND METHODOLOGY	40
3.1 INTRODUCTION	40
3.2 RESEARCH DESIGN AND METHODOLOGY	40
3.2.1 Quantitative research	40
3.2.2 Qualitative research.....	41
3.3 TARGET AND SAMPLING.....	41
3.4 DATA COLLECTION METHODS AND PROCEDURES	42
3.5 OBSERVATION.....	42
3.6 DOCUMENTATION	43
3.7 INTERVIEWS.....	44
3.8 DATA ANALYSIS	44
3.9 CONCLUSION.....	45
CHAPTER 4.....	46
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	46
4.1 INTRODUCTION	46
4.2 QUANTITATIVE ANALYSIS	46
4.3 QUALITATIVE ANALYSIS	52
4.4 CONCLUSION.....	53
CHAPTER 5.....	54
FINDINGS, RECOMMENDATIONS AND CONCLUSIONS.....	54
5.1 INTRODUCTION	54
5.2 FINDINGS.....	54
5.3 RECOMMENDATIONS.....	56
5.4 CONCLUSION.....	58
BIBLIOGRAPHY.....	59
Hair, Wolfinbarger, Ortinau and Bush (2008) Essentials of Marketing Research,.....	60
Leedy, Paul. D, and Ormrod, Jeanne E. (2001). <i>Practical Research: Planning and Design</i> . (7th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.	60

McLinden, D. J. & Trochim, W.M.K. (1998). Getting to parallel: Assessing the return on expectations of training. <i>Performance Improvement</i> , 37, 21-26.....	60
Merriam, S.B. (1998): <i>Qualitative Research and Case Studies Applications in Education</i> . San Francisco: Jossey-Bass Publications.....	61
Neuman, W.L. (1994) <i>Social Research Methods: Qualitative and Quantitative Approaches</i> . Boston: Allyn and Bacon.	61
Schindler, D.R. & Cooper, P.S. 2003. <i>Business Research Methods</i> . Eighth Edition. New York, NY. McGraw-Hill.....	61
ANNEXURE A:	62
REQUEST TO DISTRIBUTE RESEARCH QUESTIONNAIRES	62
ANNEXURE B: QUESTIONNAIRE AND INTERVIEW QUESTIONS	63
ANNEXURE C: EDITOR’S CONFIRMATION LETTER.....	70

LIST OF TABLES

Table 2.1:	A basic model of systematic approach to training	23
Table 2.2:	Four levels of evaluation... ..	27
Table 4.1:	Gender representation of respondents	46
Table 4.2:	Education level of respondents	47
Table 4.3:	Respondents’ opinion on whether TTMA managed to carry Out its mandate of training to the EC Public Service	48
Table 4.4:	Respondents’ opinion on whether training covered all the Essential areas	48
Table 4.5:	Respondents’ opinion on whether training has improved service delivery	49
Table 4.6:	Respondents’ scoring on whether TTMA managed to meet the expectations of the EC Department of Education	50
Table 4.7:	Respondents’ scoring on the theoretical content of TTMA training... ..	51
Table 4.8:	Respondents’ scoring on the practical content of TTMA training	51
Table 4.9:	Respondents’ opinion on whether TTMA training is being implemented at the workplace	52

LIST OF FIGURES

Figure 2.1: Evaluation: Were goals met? To modify input or process?.....	20
--	----

CHAPTER 1

1.1 INTRODUCTION/BACKGROUND

The Government of apartheid was training and developing the skills of the White population groups including Coloureds and Indians, while Blacks occupied lower positions in the labour market, which did not need any skills. The Industrial Training Act No. 16 of 1964, clause no. 11-1 was accommodating only a few individual population groups. South Africa then suffered a massive shortage of skills as it is still lacking scarce skills and critical skills today. Millions of South Africans are poor and illiterate, equipped with low-level skills, trying to make a decent living. Moreover, the public is receiving very poor service from government departments, because of the shortage of knowledge and skills on how to do things the correct way to promote a better life for all South Africans. State departments are given huge budgets to spend, for example, the Basic Department of Basic Education and Health should meet the basic social needs of the society, but they do not spend due to low-level skills in financial management, supply chain management as well as poor leadership and management skills.

The training and development of public officials is extremely important, because it plays a critical role in equipping public officials with the necessary skills, knowledge and competencies vital for effective and efficient service delivery. Proper training and development of public officials through quality skills development programmes, is not only important towards improving organizational performance, but also for capacity building of employees to deliver high quality services to the public.

1.2 BACKGROUND TO THE STUDY

It has been said that people living in an age where learning is central to the success of an organization have to continually learn and develop themselves. Indeed, Cheney and Van Buren (1998) identify knowledge as the only remaining source of competitive advantage for organizations operating in an era of global competition and predict that the skill and commitment of the workforce will in future determine success or failure.

Training is central to the process of developing organizational knowledge, skill, and capability. Providing training to staff has many costs, the cost of resources involved in preparing and providing the training, the cost of participating in organizational travel and lodging as well as cost of staff being away from the workplace. To justify these costs, Armstrong (2005) noted that, managers should feel confident that the training they are providing, or asking their staff to attend, would make a difference in staff performance. They need to know that, staff members have not only acquired new knowledge, attitudes and skills from the training, but can do the job, thus put into practice what they have learnt. As a result of this, theorists have come up with different evaluations involved in the development and managing of a high-quality training programme, which will ensure results that managers need, these include needs assessments, baseline evaluations, input evaluations, process evaluations, outcomes evaluations and impact evaluations, which are used to evaluate individual job performance, organizational performance and programme performance.

According to Lewis (2000), the desired long-term impact of training is to improve organizational and programme performance and ultimately, to contribute to the success of the national economy. It is difficult to demonstrate a direct link between training and these long-term results, because of the time and costs involved, but it is, however, possible to demonstrate the impact of training on staff skills and performance. Hunt (2003) indicated that it is the duty of management to focus on the first level of impact, which is job performance of trainees with the assumption that good individual performance and better client services eventually make a significant contribution to the economy. There have been widespread changes in the world in terms of technology, which forces people to adjust to the modern, fast paced and dynamic as well as advanced technical work and technological environment. Employees have to be educated, trained and developed to improve service delivery to the communities.

- Changes have resulted in widespread shifts in the global economy, accompanied by the emergence of communication, shorter product lifecycles and information technology infrastructure that have revolutionized the way business operates. Muckrake and Wallace (2000) indicated that in the South

African context, widespread changes in the world of work have occurred since the end of apartheid in 1994, which brought in the opportunity for the discriminated majority to join in the workplace, however, these changes had a severe impact on the way work is done, since most of the individuals were not well equipped in terms of job required competences. As a result of this, South Africa experienced some form of a revolution. According to Morley and Garavan (1997), the major source of this revolution was the growing realization that strict controls, greater work pressure, more clearly defined jobs and tighter supervision were needed by employees to develop their skills more along these changes. All the changes were caused by the emergence of the knowledge era in which knowledge replaced physical labour and intellectual capital became an important organizational asset requiring an ability to adapt with speed and flexibility, to learn and remain open to change and new challenges. All these can only be addressed through training the work force.

In response to the training requirements in South Africa, the Skills Development Act no. 97 of 1998, was introduced to address the imbalances and to improve the general performance of the employees. In trying to put the Act into practice, the Eastern Cape (EC) Provincial Administration Office of the Premier (OTP), initiated a programme, which was aimed at training public officials in the province. The Transversal Training Management Agency (TTMA), which previously operated under the auspices of the Fort Hare Institute of Government (FHIG), was established in 1998 to carry out the mandate of the Service Level Agreement (SLA), between EC Provincial Administration and the University of Fort Hare. As highlighted above the primary objective of the SLA was the provision of transversal training to the EC public service focusing on the critical and scarce transversal skills in fulfilment of the Skills Development Act.

According to TTMA 2002 opening report, the training was generally targeting public officials, who received training in:

- public policy formulation,
- provincial growth and development plan,

- customer care in the public sector,
- effective communication,
- media relations,
- managing service delivery,
- project management,
- leadership and empowerment for women managers,
- management and leadership development,
- management of change and diversity,
- planning and organizational development,
- constructive labour relations,
- human resource (HR) planning,
- information technology, and
- Communication.

A closer look at the courses offered by TTMA indicates that, the main objective of the agency was to improve service delivery in the public sector through employees' skills development. However, the question, which remains, is whether the agency was able to meet the expectations of the EC Department of Basic Education, Head Office Zwelitsha customers, in terms of service delivery. The South African Constitution (1996) promotes capacity building and empowerment programmes, which must improve the capacity of public officials.

At the heart of the proposed training for improvement of performance is the belief that enhancing the general and specific capabilities of all citizens is a necessary response to our current situation, which is embedded within the overall socio-economic, employment and social development programmes of the State. Training is a systematic process to change behaviour and attitudes, of public officials, who are functionaries in order to increase goal achievement within the departments (Matheka & Baucus, 2007). Development helps people gain experience, which makes them more effective in the workplace. It, therefore, means that training and development are a leverage for change as correctly averred in both the White Paper on Public Service Training and Education, 1998 (Notice 1428 of 1998) and White Paper on Transforming Public Service Delivery, 1997 (Notice 1459 of 1997).

From 2002 to date, public officials have received training from TTMA in areas of needs prescribed by the Skills Development Plan of the province and issued with competence certificates on completion of training, but the public still complains about poor service delivery. It is against this background and challenges cited above that this research study intends to assess the impact of TTMA training and skills development programmes in the improvement of workplace performance within the Head Office of the Department of Basic Education in Zwelitsha, EC Province.

1.3 STATEMENT OF THE RESEARCH PROBLEM

The proposed research will investigate the impact of TTMA training and skills development programmes in the workplace. Since TTMA started training public officials in the Head Office of the Department of Basic Education EC Province in 2002, evaluation forms, which include the evaluation of learner's reaction towards training, trainer, course content, logistics and other aspects, the extent to which the knowledge gained is utilized to improve delivery of services to the public, have never been analysed to assess efficacy.

The major concern is that although credit worthy training is continuously provided to participants in order to improve their performance, efficiency and quality of services rendered to the public. However, it is not clear whether it makes any difference in the work life of individual administrators or not and to the EC Education Department as a whole.

1.4 OBJECTIVES OF THE RESEARCH STUDY

The objective of the study is to assess the impact of TTMA training and skills development programmes in the EC Provincial Department of Education, Head Office, Zwelitsha. This will be done with the objective of examining the gaps between theory and practice. The challenges mentioned above between training and service delivery are the evidence of the existing gaps thereof. The study will attempt to address the following specific objectives:

- To establish the impact of TTMA training programmes on employee performance.
- To determine the major challenges that hinder public officials from delivering services in the Provincial Department of Education, Head Office EC.
- To propose recommendations to TTMA management on how to improve programmes.

1.5 SIGNIFICANCE OF THE STUDY

- The results of the study should contribute to the search for effective training and development approaches, techniques and methods, which could be used to equip public officials to impact positively in the workplace.
- It aims to bring solutions to the identified gaps/challenges, which hinder performance improvement in the Head Office of the EC Department of Basic Education, Zwelitsha. More knowledge about the EC Provincial Education System and the role of management in training and development will be gained.
- It further anticipates that the recommendations to the Department of Education managers, TTMA management, trainers and trainees will assist towards the attainment of set goals.
- The study should bring to the fore how the EC Department of Basic Education should create an enabling environment for employees to deliver services at the right time. The role of management in training and development of employees, trainers and trainees will be looked at and suggestions to improve will be made.
- The results of this study will be circulated to other government departments within the province. It is foreseen that the effort will benefit these departments in designing better strategies for training management, so that social, economic, political, and environmental needs of customers and the public are met.
- Other provinces could also use these results to increase the impact of training in their organizations.

- The study should not only determine challenges in the training and development process, but also suggest solutions.
- Ultimately this research aims to indicate how managers should use training and development as a tool that can lead to personal and professional development of employees in an organization.
- This study does not proceed from the assumption that training alone is a panacea to cure underperformance, but aims at improving the employees' skills, knowledge and attitudes (Swanepoel, Erasmus, Van Wyk & Schenk, 2000).

1.6 RESEARCH QUESTIONS

The goal of training is to improve performance in the workplace and the meeting of the predetermined standards or expectations (Parry, 1997). Evaluation provides feedback and measures of discrepancy and improvement with regard to both the individual and organization (Kaufman & Keller, 1994). Rae (1991) sees the purpose of training and evaluation in terms of seeking the answers to seven questions:

- Has TTMA training met its objectives?
- Has training met the needs of the clients?
- Are people operating differently at the end of and as a result of the training?
- Did training contribute directly to the different behaviour?
- Is the learning achieved being used in the real work situation?
- Has the learning contributed to a more effective and efficient worker?
- Has the training contributed to a more effective and efficient organization?

The first three questions relate to the training itself (efficiency), while the last four are concerned with the effect of training on work (effectiveness). Kearsley (1982) and Sheal (1989) classify the above two groups of questions as *formative and summative* evaluation.

- *Formative evaluation* collects data to determine in what way current or future programmes can be improved or revised.
- *Summative evaluation* collects data to establish the value of training to participants and organizations in terms of original goals it intended to satisfy.

Brown and Seidner (1998) contend that training today should be customer-focused and committed to continuous improvement. Evaluation should aim at improving training in terms of customer expectations, satisfaction and Return on Investment (ROI). Evaluation is not about maintaining the training budget, nor is its purpose to lay blame (Newby, 1992). It is a well-planned continuous process with clear objectives.

In seeking to understand the impact of TTMA, training programmes on performance of officials in the Head Office of the Department of Basic Education EC, Zwelitsha the following questions will be posed.

- To what level is TTMA training provision responsive to the needs of the Department of Education?
- What factors enhance employee performance improvement of training?
- What are the factors that hinder impact of TTMA training on performance?
- Which factors contribute to the application of training on performance?

1.7 RESEARCH METHODOLOGY

1.7.1 Research design

According to Leedy and Ormond (2001), research design provides the overall structure of the procedures that the researcher follow, from how the data will be collected and how it will then be analysed. The methodology, to be used for a particular research problem, must always take into consideration the nature of the data that will be collected in the resolution of the problem, thus the data dictate the research method. It is very important to use scientific measurements when describing behaviour.

This is an evaluative research therefore both quantitative and qualitative research designs are going to be used. As noted by Becker and Bryman (2005) qualitative research is flexible, such that the researcher is likely to uncover actor's meanings and interpretations rather than impose one's own understanding. These authors

emphasize that a qualitative research method is an appropriate form of investigation and assessment of contexts and their influences on actors. In addition Merriam (1998) classifies six strategies to ensure internal validity in qualitative research. Peer examination to solicit the opinions of colleagues and co-workers and collaborative research, which involves participants in the research process as well as the researcher's assumptions, views and theoretical orientation, before starting the research, will be explored.

Quantitative type of research involves identifying characteristics of an observed phenomenon or exploring possible correlations among two or more phenomena, in every case, descriptive research examines a situation as it is, it does not involve changing or modifying the situation, nor is it intended to detect cause and effect relationships (Leedy & Ormrod, 2001). The reason for the research is to determine the degree to which variables are associated and making predictions regarding the occurrences of the phenomena under study. According to Leedy and Ormrod (2001), quantitative research is used to answer questions about relationships among measured variables, for example, the relationship between training and employees' performance.

In the proposed study, the combination of both qualitative and quantitative types of research will be utilized. The evaluation of the impact of training will include understanding and application of training and development processes by managers and participants and the data collected will be analysed to ascertain how it answers the research questions.

1.7.2 Research site

The research will be carried out in the EC Provincial Department of Education, Head Office in Zwelitsha, University of Fort Hare, Bisho campus and the OTP. A separate venue where questionnaires will be administered will be organized. Permission to access the site and conduct research among participants will be requested (see Annexure A). Managers and public officials trained by TTMA will be approached.

1.7.3 Sample

Sampling is the process of selecting participants for a research project. This research focuses on the Department of Education officials, who received training from TTMA from 2007 – 2010. From the 30 000 trained over the past three years, five trainees, trained on Leadership and Management, Customer Care, Report Writing, Project Management and Skills Development Facilitation by TTMA, will be selected. In addition, a sample of five questionnaires will also be administered to training managers, five trainers and three Human Resource Development (HRD) officers from the OTP will be approached to respond to the research questions. According to Cooper and Schindler, (2003) the basic idea of sampling is that, by selecting some elements in the population, conclusions can be drawn about the entire population.

1.7.4 Target population

Hair, Wolfinbarger, Ortinau and Bush, (2008) define population as the identifiable set of interests to the researcher and pertinent to the information problem. The population of the study will consist of the Head Office of the Department of Education EC employees, who received TTMA training between 2007 and 2010.

The researcher needs an in-depth understanding as to why managers do not play their role by using training as a tool to improve performance or service delivery in the workplace. It also seeks to establish the effectiveness of TTMA programme on employee performance. This implies that the researcher will have to interview five managers per region and five information rich respondents or employees trained by TTMA, administrators in particular, who were trained by TTMA to empower and develop their skills for service delivery. The OTP HRD managers, who were involved in TTMA training management will also be visited, interviewed and requested to answer questionnaires.

1.7.5 Sampling methods

Maree (2007) points out that one has to select the respondents for one's research and indicate who they will be and where, how and when the data will be collected. Merriam (1998) states that the investigator should explain the sample selection and social context of the data collection clearly and unambiguously.

A sample is a portion of a larger group. In research it is part of the target population and has characteristics of the target population (Gay & Airasian, 2003). A sample of informants will be drawn from the population of this study. A two-staged purposive sampling procedure, to select research participants from the target population, will be used. Purposive sampling refers to the selection of participants that possess particular characteristics relevant to the study and are information rich (Struwig & Stead, 2001). The two stages are:

- stratified purposeful sampling, and
- critical case sampling

1.7.5.1 Stage 1 - Stratified purposive sampling

This involves identifying the main sub-groups in the target population that are of relevance to the group. Respondents will be selected from the Zwelitsha, Head Office of the Provincial Department of Education, staff within the three different sections of HRD, Teacher Development and Curriculum Management. Focus groups will be converged for discussions. The researcher will be able to analyse whether the training provided to participants made an impact or not in the workplace. Respondents will be randomly selected from the participants who attended TTMA courses.

1.7.5.2 Stage 2 - Critical case sampling

This sampling will be executed to selected staff from the Head Office Department of Education, Zwelitsha. Five managers, five supervisors and five administrators, will be selected. The main purpose is to select a total of 18 information rich participants,

(employees trained by TTMA), deemed to have knowledge about training provided by TTMA.

1.7.5.3 Data collection

The research will identify and earmark two major variables to study. These variables include TTMA training and performance of officials in the Head Office of the Department of Education EC. The study will investigate the relationship that exists between these variables among trained public officials. Specific methods of measuring these variables will be identified and developed.

The method to be used to collect information about how TTMA training impacts on employee performance and organizational productivity will be self-administered questionnaires with both closed-ended and open-ended questions; data would then be collected from a sample that represents a population in a form that is easily convertible to numerical indices as instructed in Leedy and Ormrod (2001). In addition to that, in-depth interviews will be conducted with the three HRD section officials from the OTP, who sponsored the programme, to determine the extent to which service delivery has improved in the Department of Education sector as a result of the training. The data will then be used to support the statistical information.

1.7.5.4 Description of the instrument

The questionnaires will have closed- and open-ended questions where respondents are supposed to tick the appropriate answer in a five point Likert scale, on how TTMA training influenced employee performance and organizational productivity. The employees' questionnaire will have three sections; the first section for demographic information, then section B will encompass training and section C will be for performance. The questionnaire for supervisors will have three sections as well, section A is for training, Section B is for performance and Section C is for productivity. It includes some open-ended questions, where respondents are supposed to indicate their views on certain aspects of both training and performance.

1.7.5.5 Administration of the instrument and data analysis

A total number of 18 questionnaires will be distributed to different public sector employees representing the Provincial Department of Education at Head Office Zwelitsha. Individuals from the department, will be randomly chosen. Most of the questions will be targeted to obtain information and some to establish a relationship between the training programmes provided and the performance after training, therefore, statistical data analysis methods will be used, for example, plotting the mean and correlations of variables employed.

1.7.5.6 In-depth interviews

In-depth interviews will be conducted with the 18 respondents, who received training from TTMA in the Head Office of the EC Department of Basic Education. A semi-structured interview guide with closed- and open-ended questions will be designed. This will help the researcher to keep the interviews focussed on the crucial questions of the study as well as achieving the same standard throughout. The researcher will take notes on site and will be aware of the subjectivity brought about by note taking and will therefore remain objective.

1.7.5.7 Literature review

Literature review highlight the state of knowledge, it is comprehensive, critical and contextualized (Hofstee, 2009). It provides the theory base, a survey of published work, legislations, strategies and journals that pertain to training. In addition, literature reviews prove that one is aware of what is going on in the training field.

A literature review will be done to establish the legislation and policies governing Training and Development, Skills Development and Performance Management of Public Officials in the Department of Education. Documents under review will include:

- Transversal Training Management Agency Close Out Report 2006-2007,
- National Human Resource Development Strategy 2001.

- Provincial Growth and Development Plan 2010 - 2014
- Skills Development Act of 1998,
- Skills Development Levies Act of 1999,
- Workplace Skills Plans of the OTP 2009 - 2010
- Annual Training Report of the Department of Education and Training
- National Skills Development Strategies 2010 - 2015
- Education Training and Development Practices Sector , Education and Training Authority five year strategic plans,
- State of the Nations and Provincial Address.

Risks attached to document analyses are that they may not have enough information to address the research question, but this will be reinforced by interviews and questionnaires. Updated Journals on the Training and Development topic will also be analysed in order to gain more information about the research topic.

1.7.5.8 Data analysis

Collected data will be coded and categorized in order to examine the themes, relationships and critical issues for the interpretation of the data. Coding is the process of studying the transcribed data carefully, line by line and dividing it into meaningful analytical units. It is therefore defined as marking the segment of text in a transcript. A code or label is assigned to signify a particular label. Seidel and Kelle (1995) differentiate codes into two basic ways. These codes can act as “objective transparent, representations of facts or as heuristic tools to enable further investigation and discovery”. The analysis would be descriptive of the state of training and development strategies in the Head Office of the EC Department of Basic Education. The data collected from questionnaires will be both qualitative and quantitative in nature as a Statistical Package for Social Scientists (SPSS) to reflect percentages and averages will be used to explain results/findings.

1.8 DELIMITATION OF THE STUDY

The challenges facing the Department of Education are common to all provinces, but due to financial constraints and personnel challenges focus will be directed at the

Head Office of the EC Department of Education, targeting only sampled trainees of TTMA and their managers. However, even in the event of these employees having received TTMA training, the different locations and circumstances of the province still precludes the relevance of the research findings to areas outside the EC Province. Although there are teacher unions within the Head Office of the Department of Education EC, forming part of the Skills Development Committees, and playing a vital part in the training and development of public officials by other service providers, they will not form part of the study as they were not trained by TTMA, which is the focus of this study.

The 23 districts of the Department of Education are provided annually with a budget for Skills Development by the province and are able to train their officials in the specific areas of need per district and these are not confined to the Work Place Skills Plan. The impact of that training will not form part of the study either as it is not offered by TTMA.

1.9 ETHICAL CONSIDERATIONS

All ethical considerations of research will be strictly observed including informed consent and in addition, since the research is dealing with a sensitive issue of individual performance, the respect and protection against job loss dangers of subjects will be strictly observed. Moreover, no subject will be forced to participate in the study if the person is not comfortable with the matter under study.

As this is an academic study, approval from the University of Fort Hare will also be requested. As recommended by Strydom and Fouche (2005), ethically, in the process of conducting the research, the researcher will:

- avoid harm to respondents;
- avoid misleading the respondents;
- avoid violating the privacy of the subjects;
- safeguard against questions that address sensitive issues like political orientation, sexuality as well as age; and
- conduct debriefing sessions with respondents.

In addition, quantitative and qualitative approaches will be used in the collection of data; information will be analysed using quantitative methods as well as to validate the information obtained from the selected participants. The unit of analysis will be the trained participants of TTMA, individual trainees, groups and managers from the Department of Education.

Chapter 2 will deal with the literature review.

1.10 CONCLUSION

The main goal of human resource skills development is to ensure effective and efficient service delivery to the public. The context in which the assessment of impact of Transversal Training Management Agency (TTMA) training on performance improvement is the focus of this research.

South Africa has created an opportunity for growth and development of public servants through the Skills Development Act (97 of 1998). Employers are forced to change the workplace into an active learning environment.

CHAPTER 2

LITERATURE REVIEW/THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter will take an in-depth look at recorded research on the evaluation of training. The systems approach and the universally accepted Kirkpatrick's evaluation framework provide the foundation for the investigation. The purpose and the scope of training and evaluation models available in literature as well as the debate surrounding Kirkpatrick's framework will be presented.

Employee training, development and education programmes according to Carrel and Norbert (1998) is seen as a key factor in meeting the employer's strategic, business and operational goals. International competition, corporate reorganization and technological advances along with social and economic pressures increase the importance of training and development in the South African workplaces. HR professionals are not faced with a question of whether there should be training or not, but are instead faced with a responsibility to respond to the Skills Development Act 97 of 1998, which forces all organizations to skill their employees in order to improve service delivery. The act will be discussed later.

The government, in an endeavour to establish a competitive nation passed a number of Acts in this regard:

- the South African Qualifications Authority (SAQA) Act 58 of 1995,
- the Skills Development Act 97 of 1998,
- the Skills Development Levies Act, 9 of 1999.

All of the above have far-reaching implications for all education and training efforts in South Africa. These acts will be discussed later in the chapter in conjunction with South Africa's training challenges.

2.2 EVALUATING TRAINING

Training and evaluation cannot exist in isolation. Fischer as quoted by Erasmus and Van Dyk (1996) describe training evaluation as the determination of the extent to which the training activities have met their goals. These authors provide Bramley's systems point of view that evaluation is the process by which the suitability of each critical aspect in the design of training is tested. Carrel and Norbert (1998) further elucidate that the purpose of training evaluation is to determine whether trainees actually learned new skills and attitudes or only a body of knowledge as a result of the training and development programme.

2.3 WHY MEASURE TRAINING?

It has often been stated that a life not examined/measured is not worth living. Some scholars maintain it is not possible to manage what cannot be measured. Therefore, a clear argument exists that in a quality driven, continuous improvement training environment, the following are some of the reasons why training has to be measured (Oakland, 2000):

- To ensure that customer requirements are met.
- To set sensible objectives and to comply with them.
- To highlight quality problems and determine which areas require priority attention.
- To justify use of resources.
- To provide feedback for driving the improvement effort.

Newby as quoted by Clementz (2005) confirms that training is not about maintaining a training budget nor is its purpose to lay blame; it is a well-planned continuous process with clear objectives not an ad hoc activity. This source also identifies five benefits of training evaluation as:

- better quality control;
- greater efficiency in training;
- improved integration of training in the organizations;
- enhanced ability to negotiate for training resources; and
- enhanced professional stature of the training function.

2.4 SYSTEMS APPROACH TO TRAINING AND EVALUATION

According to Mbana (2000), training must be systematically developed if it is to be effective and contribute to the attainment of the department's overall objectives. It is assumed that the Department of Basic Education Head Office, EC is seldom, if ever taken into consideration when training objectives are prepared, that training programmes are never evaluated and that behaviour changes do not form part of the overall HRD. The systems approach to training evaluation has been recommended over the last three decades (Bramley, 1991; Edney, 1972; Goldstein, 1986). The approach requires evaluation to take place at each stage of the training process, starting from needs analysis to design as well as development and implementation (Parry, 1997; Rosenberg, 1989). Buckle and Caple (1992) also hold the view that the systems approach describes how trainers apply themselves to the training function. The systems approach views the department, organization, entity or activity as an arrangement of interrelated parts, interacting in specified or predicted ways (Marx, Reynders, & Van Rooyen, 1995).

SAQA (2000) requires that South African companies put a quality assurance system in place to monitor quality of Education, Training and Development (ETD) practice in their organizations. Parry in Clementz (2005) defines a system as a group of interrelated components working together to produce a predetermined goal. According to this author a system comprises four main stages, namely, input, processing output and control.

According to Carrel and Norbert (1998), successful training and development involves considerable effort both before and after the trainer and trainees are brought together. In other words, training is best thought of as a complex system that involves a number of distinct, but highly interrelated phases. He points out three major phases of training (1) assessment; (2) training and development; and (3) evaluation.

Each major stage in the training evaluation cycle – analysis of needs, design, development and implementation, cascades into subsystems supported by feedback

control loops. Rosenberg as quoted by Clementz (2005), clearly shows how evaluation is carried out throughout the entire training process.

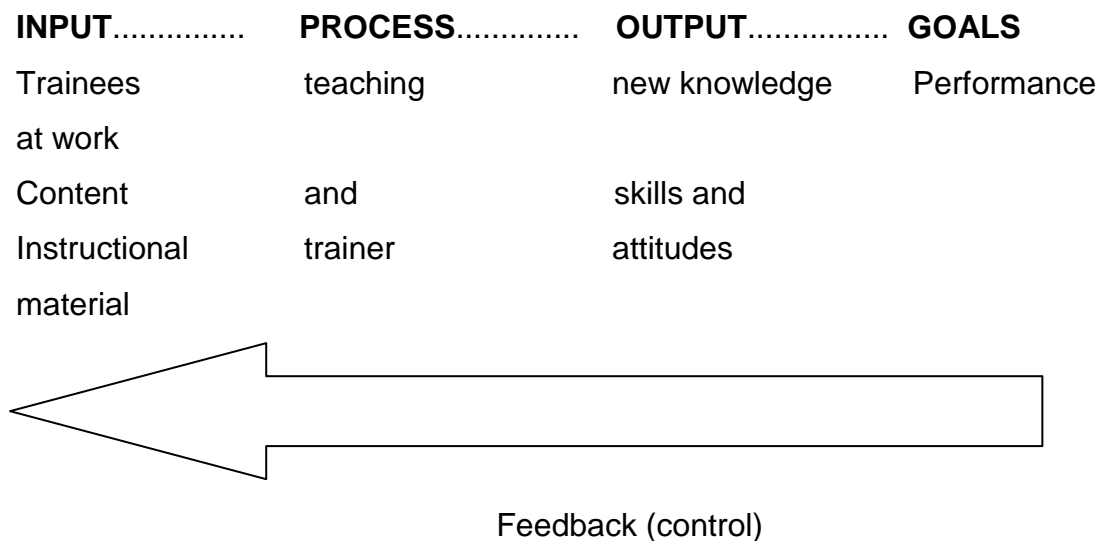


Figure 2.1: Evaluation: Were goals met? To modify input or process?

Therefore, most scholars confirm that training has to be systematically developed if it is to be effective and contribute to the attainment of the department's overall objectives. Training, as a response to organizational underperformance, has to be systematic in approach, because, amongst other things, not only will it assist in the identification and explanation of the most important elements of the system, but also in highlighting each element's interdependence and how weaknesses of each variable can affect the entire organization.

Buckle and Caple (1995) interpret the systems approach as a logical relationship between the sequential stages in the process of investigating training needs, designing, delivering and validating training. Atkins adds by indicating that the emphasis on logical and sequential planning and actions makes it more appropriate to describe the process as systematic. Both sources highlight 14 stages and functions to be conducted for each stage. These are:

- **Stage 1:** Establish terms of reference: Specification and agreement with the trainer as what needs to be done exactly and commitment to and ownership of the project.

- **Stage 2:** Further investigation: The trainer may conduct further investigation to confirm previous findings or to undertake a further study of the training requirements.
- **Stage 3:** Knowledge, skills and attitudes (KSA): Analysis of job tasks skills, attitudes and knowledge needed for the job, it is essential for the trainer to make appropriate decisions.
- **Stage 4:** Analysis of the target population: There is a need to analyse not only the job needs, but also the capabilities of and other features of the target population.
- **Stage 5:** Training needs and content analysis: This stage is regarded by Caple and Buckle (1995) as an important reporting point and may lead to the trainer and client negotiating to ensure that the best possible training content is agreed.
- **Stage 6:** Develop criterion measures: The standard or level of performance expected of a competent jobholder has to be clarified to ensure that training can be designed to achieve that level.
- **Stage 7:** Prepare training objectives: Training objectives must be written to provide unambiguous statements, which describe precisely what trainees are expected to be able to do as a result of their learning experience. Objectives are the key to the design of good training and are essential to assessing its effectiveness.
- **Stage 8:** Consider principles of learning and motivation: Having identified the knowledge, the skills and attitudes, which trainees need, the trainer should then be concerned with creation of a suitable environment for the achievement of training objectives.
- **Stage 9:** Select training methods: Close attention must be given to constraints, target population, objectives and sometimes political implications when deciding about such things as internal or external courses, various forms of learning as well as on- and off-the-job training.
- **Stage 10:** Design and pilot: Caple and Buckle (1995) suggest that every aspect of a training programme, including the administration thereof, be planned in detail and be executed with an eye for minutiae.

- **Stage 11:** Deliver the training: The selection of, or the systematic design and development of the training content is no guarantee of success; training has to be properly delivered.
- **Stage 12:** Internal validation: This is a process where trainees' performance is measured to see if they have achieved the objectives of training. A series of tests, exercises, and assessment instruments must be designed and used to examine objectively the progress of the trainees.
- **Stages 13 and 14:** Application and monitoring of training: Once the training has been delivered and learning has taken place, the trainees should be able to apply their knowledge and skills on the job. Assessment of the total value of training could be conducted. At this stage measurement of cost benefits, social and individual benefits as well as the operational effectiveness of training is done.

Depending on the nature of the project the trainer could start at any point in the model, once terms of reference have been established. The way in which the trainer enters the systematic approach, will depend largely on why and how the training department has become involved.

According to Carrel, Elbert, Hatfield, Grobler, Marx & Van der Schyf (1995) the actual process of training people is only a small part of the training process that involves considerable effort; both before and after the trainer and trainees are brought together. Training is a complex system that involves a number of distinct and interrelated phases.

Swanepoel *et al* (2000) concur with the other scholars that a systematic approach to the development of training is essential. In addition, these authors also agree that there are three phases that constitute systematic training as illustrated in the table below:

TABLE 2.1: A basic model of systematic approach to training

PHASE ONE:	PHASE TWO:	PHASE THREE:
Needs assessment	Training	Evaluation
Assess instructional needs		Evaluation levels
Organizational and job task analysis	Learning principle and training media and methods	Evaluation designs
Individual analysis	Conduct training	Value of training
Derive, Training		Feedback Objectives

The training process includes three distinct, but related phases mentioned in the table above. Each phase is important for successful training and development and none can be absent. In training and development, administrators should make every effort to evaluate training. It is only through evaluation that trainers will receive support from managers and show how training can improve results. Carrel et al (1995) indicate that training and development efforts should improve organizational effectiveness.

Major training and development efforts should include the following levels of evaluation: reaction, learning, behaviour change and results. These levels will be discussed further as Kirkpatrick's theory of training evaluation.

2.5 KIRKPATRICK'S FOUR LEVELS OF EVALUATION

First introduced in 1960, the Kirkpatrick framework is entrenched in the arena of training evaluation. It is a sequence of four levels (Kirkpatrick, 1979).

- **Level 1** is concerned with how the learner perceives and experiences the course.
- **Level 2** measures learning as a result of a training programme.
- **Level 3** looks at an individual on the job demonstration of behavioural change.

- **Level 4** determines the impact the training programme has on the organization (Clementz, 2005).

Two major features of the model are its simplicity and flexibility, and from the introduction Kirkpatrick's framework (1979), it has encouraged those attempting evaluation, to borrow from the experiences of others that have used the framework.

2.5.1 Criticism of the framework

Although generally accepted in industry, Kirkpatrick's framework has been the subject of considerable academic research over the last two decades. It has drawn a range of criticisms and suggestions from various authors.

An analysis by Alliger and Janak (1989) found no evidence to support the relationship between the levels. The authors indicate that enjoyment of a training course does not guarantee learning; learning does not guarantee behavioural change in the workplace and behavioural change does not guarantee improvement of organizational results. In addition, both authors concluded that the model should not be presented as a hierarchy. Kirkpatrick (1994, 1996) however denies ever calling his framework "a hierarchical model" but puts emphasis on the different evidences provided by each level, which makes it imperative to carry out evaluation in each area.

Alliger and Janak (1997); Brinkerhoff (1987) as quoted by Clementz: (2005); Kaufman and Keller (1994); Phillips (1998) as well as Warr and Bunce (1995) criticize the framework for limited definitions at each level and offer expanded definitions. Kirkpatrick's Level 4 only quantifies outputs in non-monetary terms. Phillips (1998) states that few cases exist on which training is the only input variable that has an influence on output within the training timeframe. This source suggests ways of isolating training. Kirkpatrick's model largely ignores the effects of external influences. Holton (1996), as will be discussed later, points out that Kirkpatrick ignored the primary and secondary contexts that could affect transfer of training.

2.5.2 Modifications to Kirkpatrick's framework

Researchers have presented a number of modifications to Kirkpatrick's evaluation model, each offering new insights and broader definitions within the model. Phillips as quoted by Clementz (2005) also argues for a fifth level ROI, which focuses on whether monetary benefits of the training exceeded the cost. Moreover, Kaufman and Keller (1994) suggest adding a sub level to Level 1, to account for quality and efficient use of resources. This pair also proposes a fifth level, examining the impact of training on external clients and society as a whole. Measuring contribution to the nation also fits in with the objective of SAQA (RSA, 1995).

2.5.3 Alternative models and frameworks

Other alternative training evaluation models, apart from the most widely used Kirkpatrick model, are cited in literature, and these will be described briefly:

- McLinden and Trochim's (1998) contribution is a tool for measuring return on expectations of training. This duo's framework integrates the diverse expectations of multiple stakeholders into a consensual view about the expected levels of achievement. Training outcomes are "corresponded" to baseline expectations to determine a return on expectation.
- Warr, Bird and Rackham (1979), developed the CIRO model, where each letter represents an evaluation category.
 - **Context** - includes current conditions in the operational context needs identification, performance problems, and ultimate objectives;
 - **Input** - evaluation of the actual training event;
 - **Reactions** – during and after the event;
 - **Outcome** – focusing on defining training objectives, the construction of evaluation instruments, the use of instruments, reviewing of results.

- Holton (1996) criticized Kirkpatrick for ignoring the impact that primary and secondary variables may have on training. He extended the Kirkpatrick framework to include the influence of four intervening variables.

- **Enabling elements** – transfer design and link to organization goals;
- **Environmental elements** – reaction and transfer climate;
- **Motivational elements** - and
- **Secondary influences** - personality and job attitudes.

Holton (1996) expected that this model would help practitioners correctly diagnose possible barriers to the success of training. Kaplan and Norton (1992) worked on the assumption that what is measured in an organization, strongly affects behaviour. These authors proposed a balanced scorecard performance management system, which places strategy at the centre, supported by measures in four key areas that is, customer concerns, organizational perspective, internal excellence and financial measures. Success in any area of strategy is highly dependent on the ability of organizations and individuals to learn to change. Kaplan and Norton (1996) identify and encourage the nurturing of three elements in the system essential to learning:

- **Communication and clear results;**
 - A **feedback system** focusing on casual relationships between performance drivers and objectives;
 - **Continual review.**
- Finally, according to Clementz (2005) **training, development and evaluation**, should concentrate on supporting key indicators of an organization's strategy.

2.5.4 The framework of four levels of evaluation

TABLE 2.2: Four levels of evaluation

Level	Description
1. Reaction	Measures learners' reaction to the programme.
2. Learning	Measures the extent to which participants change attitudes, improve knowledge, and increase skills.
3. Behaviour	Measures the extent to which change in behaviour occurs.
4. Results	Measures the changes in business results.

The first level determines how participants react to training. According to these four levels of evaluation, it is important to get a positive reaction, because trainees do not act favourably when they are not motivated to learn. Measuring trainee perception serves the purpose of providing:

- feedback for improving future programmes,
 - information about trainer effectiveness,
 - quantitative information for management, and
 - output for establishing standards for future courses.
-
- **Level 1:** evaluations used by most organizations because of its simplicity (ASTD, 1997).
 - **Level 2:** A training programme sets out to accomplish improved knowledge, increased skill and/or changed attitudes. Evaluation at this level seeks to determine whether learning has taken place and whether instructional methods are effective.
 - **Level 3:** The primary purpose of training is to improve and/or change behaviour in the workplace. This level investigates individual on-the-job demonstration of behavioural change as a result of a training programme. The

National Qualifications Framework (NQF) provides for outcomes based training, which influences the role of assessments by focussing on learning outcomes and the application of competences (Mabaso, 2001). Kirkpatrick (1994) offers guidelines for measuring improvement. Firstly, evaluation should not be attempted until trainees have had the opportunity to use the new behaviour. Where possible evaluate the behaviour before training and make use of appropriate intervals.

- **Level 4:** Abernathy (1999) states that the real purpose of training is to improve the performance of an organization and therefore, this level examines training impact on an organization. Kirkpatrick (1994) rates organizational results as the most important, but also the most difficult level to measure. The ASTD survey of 1997 shows that evaluation on this level is attempted in less than 30% of organizations. There are three probable reasons for this. It is difficult to isolate training from other influencing factors. Shelton and Alliger (1993) contend that evaluation on this level, only needs to take place when training is likely to have a detectable effect on business results and Kirkpatrick (1994) advises seeking evidence of improvement rather than concrete proof.

Salisbury (1995) believes that the measure of performance and desired results should be identified at the needs analysis stage and should be decided upon in consultation with relevant stakeholders (Kirkpatrick, 1994). Evaluation results should be fed back to those involved in policymaking or development of training programmes (Spilsbury, 1995). Communication and stakeholder participation becomes important.

Although Kirkpatrick's model is more than fifty years old, it remains valid, and this is because of its simplicity, comprehensiveness and applicability to a variety of training situations. Recently, a higher number of organizations have deemed it necessary to evaluate the impact of training and the model has gained momentum. Increasingly, executives require the training function to show the value it brings to the organization in the same terms as other operational functions. In order to address this, training needs to show its financial contribution to the organization, while balancing that data with additional measures.

Phillips (2002) expands Kirkpatrick's four levels to add a fifth level, the ROI. This compares the monetary value of the business impact with the costs for the programme. Horngrens, Anthony and Reece as quoted by Phillips (2002) state, "..... the most common measure for value added benefits in other operational functions is return on investments". In other words, this additional measure takes into account the steps of the cost benefit analysis process and the calculation of the ROI ratio.

Parry (1996) identifies several benefits from measuring the ROI.

- Firstly, it raises the credibility of human resource development in the organization.
- Secondly, it helps justify and expand the training budget.
- Thirdly, it allows training courses to be offered on a financial basis.
- Fourthly, it anticipates better commitment from both trainees and line management. Management is also responsible for the follow up (Alliger et al, 1997). In addition, these authors believe that ROI can be used to decide between programme alternatives.

The ROI measures are not always appropriate. According to Parry (1996), ROI should only take place when courses are expensive, repeated regularly, presented to many participants and/or when these courses cover jobs with well-defined and quantified expectations. Phillips (1996) submits that it is not appropriate where no prior training of a similar nature exists, where programme benefits cannot be clearly defined or substantiated and in cases where no measurable expectation exists.

Phillips (1996) suggests that ROI follow a six-step process:

- First, Level 4 evaluation data is collected.
- Second, the effects of training are isolated from other factors that may have contributed to the results.
- Third, data are collected using a variety of sources.
- Four, the results are changed into monetary benefits.
- **ULTIMATE VALUE:**

While most level 5 evaluation centres on ROI, Hamblin (1974) as well as Kaufman and Keller (1994) propose that level 5 use other measures.

Hamblin (1994) argues for a fifth level that would explore the impact that training has on individual career goals. Kaufman and Keller (1994) look beyond an organization and propose finding answers to questions like “Are clients satisfied?” and “What contribution did we make to society?” Facilitating individual career paths and determining contributions to the development of the nation’s skill are two major objectives of the NQF. This is aligning companies to the current training legislation. The five levels of Kirkpatrick’s augmented framework focus on individual and organizational outcomes.

2.6 TRAINING EVALUATION

The above discussions show that training involves both formative and summative evaluation:

- **Formative evaluation;** when evaluation is conducted to improve the training process. It provides information about how to improve the training programme.
- **Summative evaluation;** when evaluation is conducted to determine the extent to which trainees have changed as a result of participating in the training programme. That is, whether they have acquired knowledge, skills, attitude or other outcomes identified in the training objectives. It can include measuring the monetary benefits that the company receives out of the training programme (Neo, 2005).

2.7 SOUTH AFRICAN LEGISLATIVE IMPERATIVES ON THE TRAINING OF EMPLOYEES

There are many pieces of legislation governing and enforcing the training of the workforce of both government and private sector.

2.7.1 Skills development framework

South Africa, as a developmental state, is facing a challenge of skills shortage, which has the potential of causing serious problems like poor service delivery to the public.

The developmental agenda of the state will not succeed if the public officials lack the skills to do their job. The only way to improve the competencies of the public servants and make them more effective and efficient in the role they play is through skills development.

The South African Government has prioritized training and education as a means towards cultivating a competent and skilful public service. The number of pieces of legislation and policy framework indicates evidence of the serious commitment of the government towards addressing the skills shortage in South Africa.

2.7.2 Policy framework adopted

2.7.2.1 Skills Development Act of South Africa, 1998

The Skills Development Act is the South African legislation, which provides an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce. Since this act provides ways and actions, which organizations and corporations must take in developing and improving the skills of their workforce, it becomes an important tool in this topic. Haasbroek (2003) states that the Skills Development Act was put in place to redress the historical imbalances in all spheres of life of the previously disadvantaged, with specific reference to the poor quality of general education. It also attempts to create self-sufficient schemes, rendering of social services, enhancement of productivity, effectiveness and efficiency in the work place.

Section 2 of The Skills Development Act states the purpose of the act:

- As the training and development of the South African workforce.
- It is meant to up skill the groups of employees, who were discriminated against in the past for improvement of performance in the workplace.

Employers have been given the responsibility by this act to ensure that they implement it in their workplaces and avoid discrimination in their training and development policies. Bringing it closer home, TTMA came into existence as a

training provider aiming at assisting the EC Province with the implementation of the Act among the public officials. Some of its major objectives point to the purpose of the Act.

2.7.2.2 Skills Development Levies Act 9 of 1999

It enforces organizations to set aside a skills development levy/budget to finance the process of skills development.

2.7.2.3 South African Qualifications Authority Act 58 of 1995

This Act ensures integration of training and education and provision of high quality education to address the shortage of skills. The NQF and Quality Assurance (RSA, 2000) also require companies to have a quality assurance system in place.

2.7.2.4 The Constitution of the Republic of South Africa, 1996

The Constitution is the supreme law of South Africa, which places an obligation on government to skill, build capacity and to educate its citizens. It stipulates that one has a right to education. Every citizen of South Africa has to be empowered to live a better quality of life. Chapter 10 of the South African Constitution lays foundations on basic values and principles governing public administration, which includes delivery of efficient, effective, fair and impartial services to the society.

2.7.2.5 National Skills Development Strategy, 2005

It aims at sustainable development of skills' growth as well as development and equity of skills by aligning work and resources to the skills needed for effective delivery of services.

2.7.2.6 White Paper on Human Resource Management in the Public Service, 1997

This Paper provides the framework that will facilitate the development of HR practices, which support an effective and efficient public service. The vision of the White Paper is the development of a dedicated, productive and people centred public service staffed by public servants, whose performance is maximized and whose potential is fully developed via comprehensive provision of appropriate and adequate training and education at all levels. (WPPSTE, 1998:14)

2.7.2.7 Public Service Sector Education and Training Authority, 2000

Its mission is the development of a coordinated framework for ensuring the provision of appropriate and adequate public service education and training, which will be sufficient to meet current and future needs of the public service.

2.7.2.8 National Human Resource Development Strategy for South Africa

This Strategy's vision is to train, develop and equip public servants with knowledge, and skills that will improve their lives. The initiatives taken by the government (RSA), such as, The Joint Priority Skills Acquisition (JIPSA), which is aimed at ushering the skills revolution by bringing government business, labour, and training institutions together to boost economic growth are applauded (Carrel et al, 1998). The South African government has developed plans to assist in terms of solving skills development. These plans include the introduction of Accelerated Shared Growth Initiatives for South Africa (AsgiSA), which is aimed at addressing matters pertaining to skills development and efficiency of the state system (Mbeki; 2006:11 as quoted by Kroukamp, 2007).

With the above legislative and policy framework, the government has tried to provide solutions to the skills shortage in the South African public service in order to give each citizen a better life. Public officials have to change the way they act towards the public and be responsive to the needs of the communities. However, given the reality

of poor, ineffective and efficient service delivery, which is being experienced by the country; it is obvious that these strategic interventions to strengthen the capacity of public servants have not yet borne the desired results.

It is critical to train public officials in the relevant areas of need; managers must be involved from the very first stage of needs identification, analysis and in the provision of on-the-job training and out-of-the-job training in order to improve performance in the work place.

The National Human Resource Development Strategy spells out the vision for South Africans as, “A Nation at Work for a Better Life for All. Its purpose is to ensure that people are equipped to participate fully in society, to be able to find or create work, and to benefit from it.”

2.8 FACTORS AFFECTING TRANSFER OF LEARNING

Even though training is being identified as an important tool that employers could use to enhance performance of employees, there are various factors that can affect the effectiveness of this operation. These factors virtually render it ineffective and useless in spite of the plans developed and the efforts expended.

According to Holton (1996), these factors cannot be separated from the training evaluation process. Other researchers, including Kirkpatrick and Phillips, do not pay attention to these factors.

2.8.1 Training and organizational effectiveness

There are a number of factors that can lead to training being ineffective, such as, personal factors, organizational factors, adult learners, trainee characteristics, training design, and the work environment. Below is a brief discussion of each factor.

2.8.1.1 Personal factors

A trainee, might not want to go for training, but is forced by the manager and does not want to learn and therefore rejects learning. This becomes a fruitless expenditure.

2.8.1.2 Organizational factors

Trainers can influence trainee perceptions (Level 1) and learning (Level 2), but they virtually have no control over the workplace behaviour (Level 3).

Touger (1998) found that only 10-20% of trainees report about training on-the-job. Furthermore, Stolovitch and Maurice (1998) as quoted by Clementz (2005) point to research showing that 80% of performance gaps stem from environmental factors and that organizations cannot anticipate significant gains from training, until these causes of inadequate performance are addressed.

Thus, non-training factors impeding training transfer should be included in this study of training evaluation. What are the non-training factors? Baldwin and Ford (1998) identified three broad categories, namely:

- trainee characteristics,
- training design, and
- the work environment.

2.8.1.3 Adult learners

Almost all trainees of an organization are adults. Malcolm Knowles' work shows that adult learning tends to be governed by five underlying principles:

- Adults are motivated to learn as they develop needs that learning will satisfy.
- Adults orientate towards life or work centred learning.
- Experience is the richest source for adult learning.
- Adults are also self-directing.
- Finally, individual differences among adult learners increase with age and experience.

Implications flowing from Knowles' work are to be discussed below.

2.8.1.4 Trainee characteristics

Many individual characteristics affect transfer of training. Motivation and self-efficacy and the implications these characteristics have on transfer of learning are to be discussed. Holton (1996) reports that trainee motivation increases with motivation readiness, which results from learner involvement in needs assessment, the voice of training, planning and in clarification of expectation. Rae (1991) advocates the involvement of learners throughout the training and evaluation process.

Self-efficacy is a measure of the extent to which one believes that one has knowledge to master a task (Stajkovik & Kuthans 1998). Self-efficacy is task specific and has a direct effect on work related performance. Persons with low self-efficacy doubt that they can do what is necessary to succeed, causing them to resist learning.

Mathieu, Martineau and Tannenbaum (1993) offer four ways to improve self-efficacy:

- Firstly, set pertaining goals.
- Secondly, remove situational constraints, such as, competing demands on the trainees' time. Managers need to give particular attention to obligations and pressures of the trainees while they are away on training.
- Thirdly, give more choice of training to the participants.
- Finally, allow repeated task related experiences during and after training.

Trainees have to be prepared for training.

2.8.1.5 Training design

According to Baldwin and Ford (1998), transfer of learning is improved when the stimulus and response elements are identical in the training and transfer settings. Training has to relate to the job situation. Masie (1995) maintain trainees should be given an opportunity to successfully practise or apply learning and trainees should be successfully given an opportunity to practise learning with enough examples.

Sufficient time should be allowed for learning and changes of behaviour to take place.

Trainers, according to Clementz, (2005) should respond to each individual learning environment that is informal and non-threatening. Feedback on progress towards goals (Sheal, 1989) and knowledge of results play a critical role in trainee performance, but must be timely and specific (Baldwin & Ford, 1989).

2.8.1.6 Work environment

Many work-environmental factors, both system- and people-related influence training. A favourable work environment creates opportunities for trainees to apply new knowledge and skills in the job context after training. Baldwin and Ford (1989) explain that there should be an open communication climate and systems, which should support the flow of communication to all relevant stakeholders. There should be a match between training and departmental goals. A rewards system should be in place, because people tend to repeat the actions, for which they are positively rewarded, both intrinsically and extrinsically.

Line management support is a key variable in affecting the transfer process, as employees look to their superiors for information regarding on how to work successfully in the organization. Baldwin and Ford (1998) as well as Rae (1991) also report that managers could make the work environment more conducive to skill transfer by:

- Encouraging trainee attendance;
- Getting involved in setting training goals with subordinates;
- Communicating support for the training goals;
- Applying reinforcement methods;
- Ensuring that trainees are able to use their new skills; and
- Behaving in ways congruent with the training objectives, often requiring managers to be trained with or before their subordinates.

The support of co-workers is also important. An environment where peer training continues, by informal question and answer method and information sharing after the trainee returns to the workplace is a powerful way to apply new skills.

2.9 LEARNING CONTRACT

Stolovitch and Maurice (1998) identify lack of clear expectations and insufficient feedback as the two greatest causes of under-achievement of workers at all levels. Thus, Rae (1991) strongly recommends that pre-course discussion should take place between the manager and participant a few days before training. The meeting demonstrates that the manager is actively involved in the learners' development. Rae (1991) advises that a learning contract specifies:

- The skills to be developed;
- That training is the relevant path;
- How training objectives meet the needs of organizations;
- The learners approach to the training;
- Guarantees from the manager to assist the learner put training into effect; and
- A date for post-training discussion and feedback.

Parry (1997) recommends that the performance contract be concluded between trainer, trainee and line manager. It is critical to know that training is a cooperative activity, which involves participation of relevant stakeholders, effective communication between stakeholders, and stakeholders taking ownership of processes.

2.10 CONCLUSION

Training often brings to mind a trainer, participants and traditional training techniques; film clips being shown, lectures, and the learning environment. Nonetheless, the actual process of training people is only a small part of the training process. Successful training and development involves considerable effort both before and after the trainer and trainees are brought together. Training is best thought of as a complex system that involves a number of distinct but highly

interrelated phases, hence the training systems model. All the training phases have to be taken seriously by all involved in order to produce good results. It is therefore important for organizations to see training as a key factor in meeting employer's strategic, business and operational goals.

The next chapter will be examining how the study will be conducted, that is the research methodology.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methodology of the study. It describes and justifies the research methods and processes that were used in collecting data that was used in answering the research questions. The specific methodology should assist the researcher to be ethical and sensitive to the issues when conducting a particular study as well.

3.2 RESEARCH DESIGN AND METHODOLOGY

Both quantitative and qualitative research methods were used in the implementation of the study. Quantitative and qualitative approaches to research have important differences (Punch, 2005). The different emphasis between the two approaches are situated in the nature of each approach's data and in the methods for collecting and analysing data.

3.2.1 Quantitative research

Quantitative research is thought to be more concerned with deductive testing of hypotheses and theories, with heavy reference to numbers and statistical processes. In addition, it conceptualizes reality in terms of variables and the relationship between the variables. It rests on measurements and therefore, restores data, research questions as well as design.

The data collection procedures and types of measurements were constructed in advance and applied in a standardized manner. The measurements were focused and specific variables were quantified through rating scales and frequency counts. The quantitative descriptive methods required the use of questionnaires for data collection and explanatory designs.

3.2.2 Qualitative research

Qualitative research is focused on exploring a topic with inductively generating hypotheses and theories. Furthermore, qualitative approach deals with cases. Qualitative methods are flexible. These methods can be used in a wider range of situations and for a wider range of purposes. The methods can also be easily modified as a study progresses. Qualitative methods are the best way to obtain the insider perspective or the respondent's definition of the situation. This means that these methods can be used to study the lived experiences of people, including people's meanings and purposes. Qualitative research have a holism and richness, and are well able to deal with complexity of social phenomena.

3.3 TARGET AND SAMPLING

Sampling is a process of selecting the individuals who participate (observed or questioned) in a research study from a population (Regenesys, 2006). Stratified random sampling was used in the study. This sampling method was chosen, because it promoted representivity (Regenesys, 2006). Stratified random sampling has the advantage of guaranteeing equal representation of each identified strata (Leedy, 2005). In stratified random sampling the researcher samples equally from each one of the layers in the overall population (Leedy *et al*, 2005).

Stratified random sampling was used to identify TTMA evaluation study respondents. It was not financially and logistically possible to include all the project beneficiaries, so only a selected sample was randomly chosen to ensure that all the project beneficiaries had an equal chance to be selected. The random sample was stratified to ensure gender equity and representative from all departments.. The sample also included both the trainers and the trainees from the programme.

3.4 DATA COLLECTION METHODS AND PROCEDURES

Data in this study were collected using questionnaires. A questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample (Hussey & Hussey, 1997). Questionnaires are associated with both positivistic and quantitative methodologies. The collection of data from all the participants took a period of three to four weeks. All the participants were requested to participate by first sourcing their permission and cooperation.

Questionnaires are easily used in a study, because it is more convenient and relatively inexpensive to administer. Information is easy to tabulate, confidentiality is maintained and no expertise is needed to administer. In addition, if properly designed and coded, other parties not necessarily by the researcher can administer a questionnaire.

This study used the questionnaire survey as the main source of data collection. Structured questions were sent out to the Head Office of the Education Department in Zwelitsha. The questions were structured in the form of closed- and open-ended questions. The researcher distributed five questionnaires to training managers, five to trainers and three HRD Officers from the OTP, who were approached to respond to the research questions.

3.5 OBSERVATION

Observation was also important in collecting the data for this study. This is more so, because the researcher was also part of the team that conducted the various training programmes. Therefore, the information from the questionnaires and interviews complimented by the researcher's own practical experiences.

A great deal of what researchers do in the field is to pay attention, watching and listening carefully. All senses are employed, noticing what is seen, heard or touched. The researcher becomes an instrument that absorbs all sources of information. In observation, the researcher carefully scrutinizes the physical setting

to capture its atmosphere. Observation has a long tradition in the social sciences. In naturalistic observation, observers neither manipulate nor stimulate the behaviour of those whom they are observing, in contrast to some other data gathering techniques. The situation being observed is not contrived for research purposes. This is pure or direct or non-participant observation, in contrast with participant observation. (Neuman, 1994).

There are two main practical issues in planning the collection of observation data, namely: approaching observation and recording. Approaching observation means establishing the focus of the observation, selecting the cases for observation and, as appropriate, selecting within cases for observation that means the researcher has to select what will be observed and why. These are sampling decisions and need to be made with reference to the relevant questions. There may be advantages to combining these different methods. The choice here is influenced by the extent to which data is structured or unstructured (Punch, 2005). The observation is based mainly on the managerial processes of the project, an assessment of the monitoring of the project and the community's perception on the project.

3.6 DOCUMENTATION

Documents are important academic sources and were extensively consulted in this study. The researcher consulted a wide range of literature that researched TTMA and training in the EC. These were important in providing the bigger picture and were also useful in determining how different public participation projects in different areas have fared so far. Besides the texts, use was also made of various government reports and policy documents on the state of training delivery both in the EC and at national level. Lastly, use was made of research papers as well as various other articles from periodical journals. These were important in keeping abreast with the latest scholarship trends as well as new findings. Unlike conventional texts, these had the advantage of being up to date.

The types of documents that were studied on TTMA and training methodologies include strategic policies, working manuals, and training plans. Evaluation reports and annual reports were also consulted as part of the research process. Besides

these primary publications, use was made of more conventional books and journal articles that scrutinised all the aspects of the area under study.

3.7 INTERVIEWS

In-depth interviews were conducted with the 18 respondents, who received training from TTMA in the EC Department of Basic Education Head Office. A semi-structured interview guide, with closed- and open-ended questions was designed (see Annexure B). This assisted the researcher to keep the interviews focused on the crucial questions of the study and of the same standard. The interviewees included five managers and five information rich respondents or employees trained by TTMA, administrators in particular, who were trained by TTMA to empower and develop their skills for service delivery. The OTP HRD Managers, who were involved in TTMA training management were also visited, interviewed and completed the questionnaires.

3.8 DATA ANALYSIS

The data were analysed by using tables in order to depict trends and patterns of recruitment and appointment processes. In addition, descriptive data analysis was used in order to elaborate thematic issues in question. The analysis was descriptive because of the state of training and development strategies in the EC Department of Education. The data collected from questionnaires were both quantitative and qualitative in nature as a SPSS to provide percentages and averages, which indicated and explained the results/findings.

3.9 CONCLUSION

The design and methodology were relatively adequate and relevant in allowing the researcher to gather all the data necessary for conducting the study. The questionnaires enabled the researcher to elicit relevant information on the impact of TTMA training and were designed in such a way not to be tedious to the respondents. The interviews were key and up to the point and allowed the researcher to gain relevant information yet open enough to allow respondents to contribute data that might be more useful to the researcher though not necessarily covered during the interviews. Observation was important because of the researchers' experience during the training programme.

Chapter 4 will deal with data presentation, analysis and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter deals with data presentation, analysis and interpretation of the data, which was collected during the evaluation of the TTMA programme in the EC. Several tools were used to collect the data and it is both quantitative and qualitative. First, quantitative data is presented and interpreted primarily in the form of tables, indicating the replies from the respondents. This is followed by qualitative data largely made up of the opinions and observations of the respondents.

4.2 QUANTITATIVE ANALYSIS

Table 4.1 below gives the breakdown of the gender of respondents. This table further indicates there was equal gender representivity amongst the respondents.

Table 4.1: Gender representation of respondents

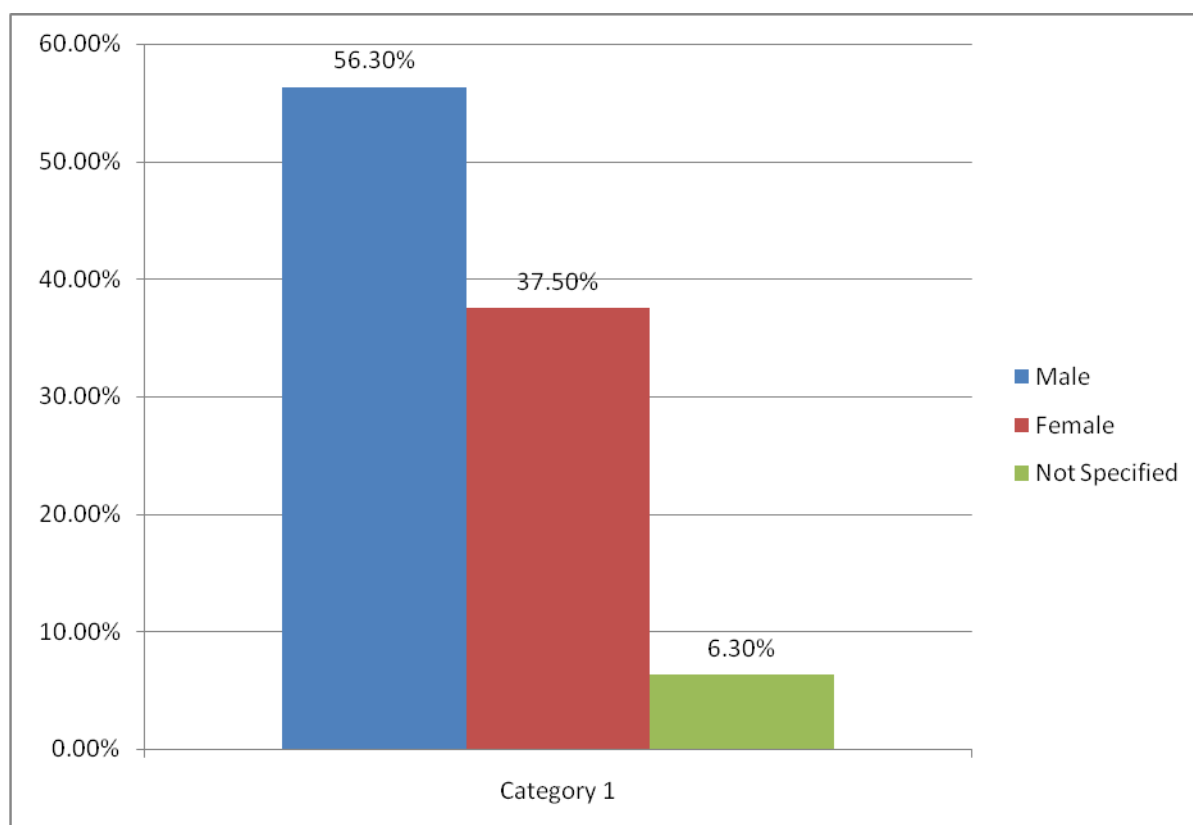


Table 4.2 below shows the education levels of the respondents. As seen from the table, all the respondents had a post-matric tertiary qualification. This is consistent with the fact that the respondents work in the education sector, therefore, it is expected that they hold tertiary education qualifications. This made them suitable candidates to be either trainers or trainees in the programme. However, it is important to point out that while all the respondents have tertiary qualifications, none of them indicated having a post-graduate qualification either. However, the standard of education made it possible for the respondents to make a meaningful informed contribution to the study.

Table 4.2: Education level of respondents

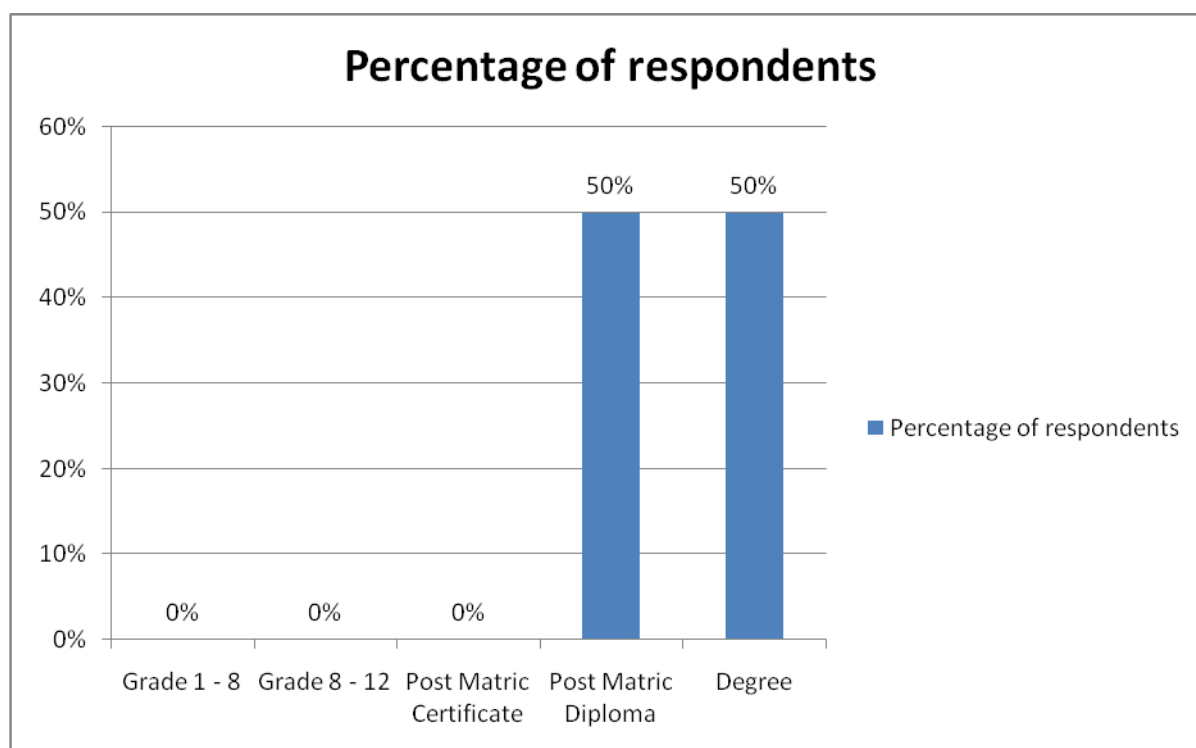


Table 4.3 below indicates the respondents' opinion on how they perceived the effectiveness of the training relative to their mandate to provide effective training in the EC Province. As seen from the table, the respondents were almost evenly balanced, with a slight majority of the respondents (56.3%) believing that TTMA programme has managed to fulfil its training goals and the remaining (46.7%) minority believing otherwise. The slight majority can be interpreted to mean that people generally have faith in the training programmes, which TTMA has been conducting.

Table 4.3: Respondents' opinion on whether TTMA managed to carry out its mandate of training to the EC Public Service

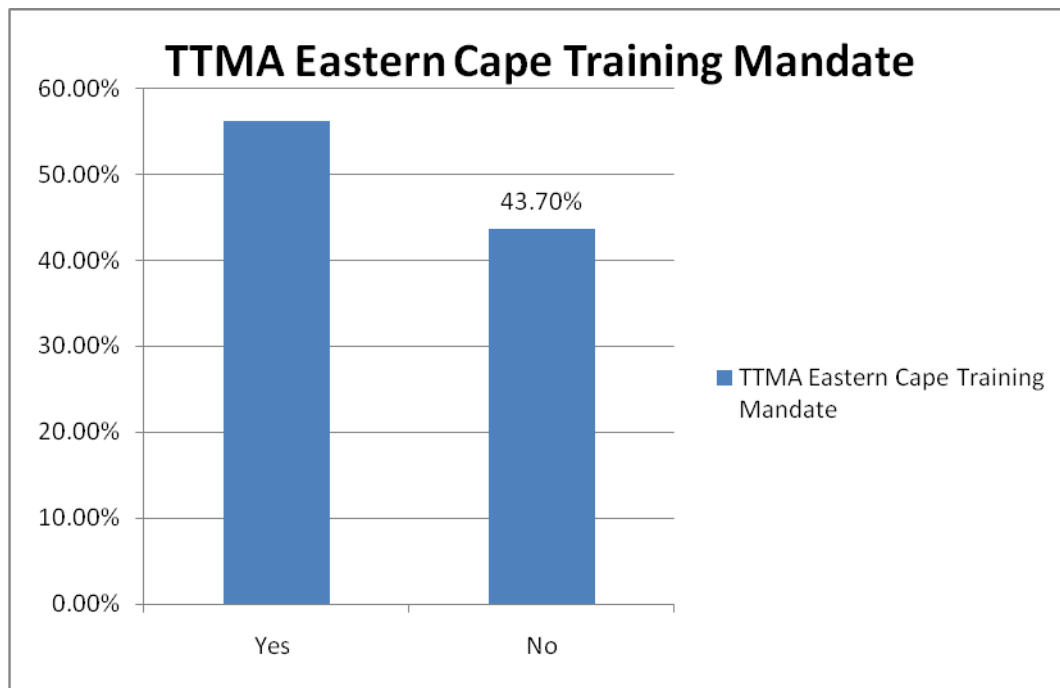


Table 4.4: Respondents' opinion on whether training covered all the essential areas

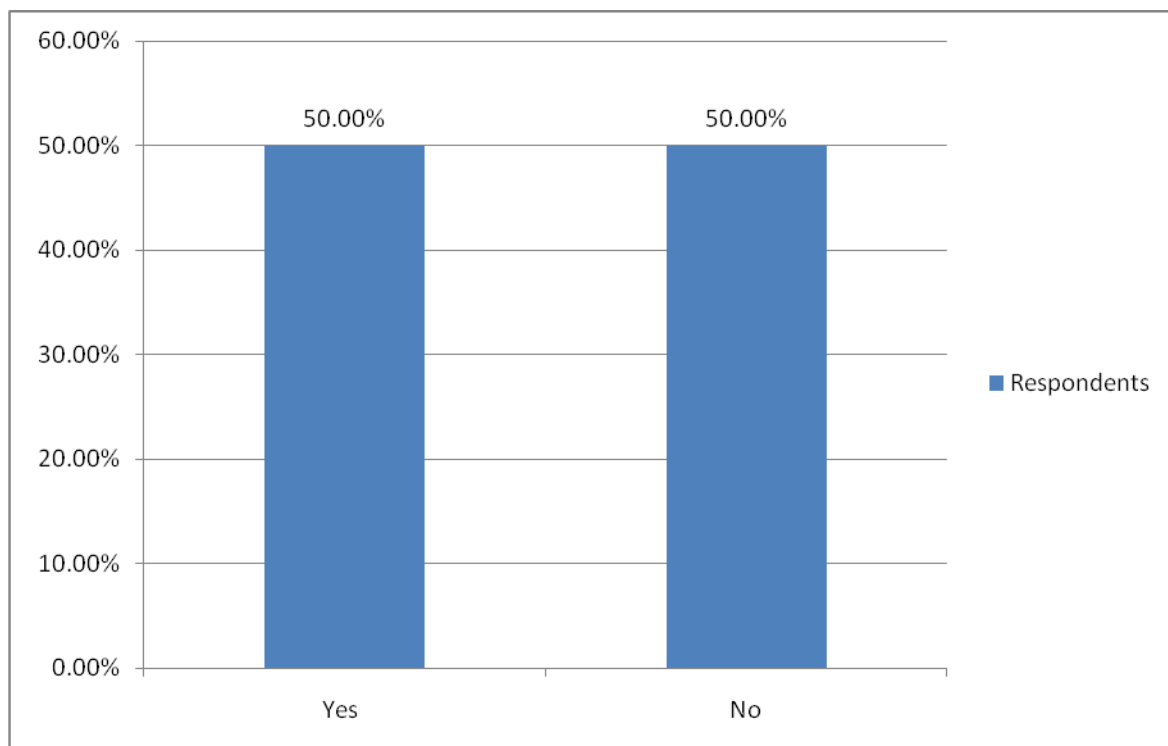


Table 4.4 above depicts how the respondents felt on the comprehensiveness of the programme. The respondents were equally divided, with 50% of the respondents indicating that the programme covered all the important areas, while 50% of the respondents thought there were some areas, which were not adequately covered. Some of the areas that respondents would have preferred to see covered included teamwork and conflict management.

Table 4.5: Respondents' opinion on whether training has improved service delivery

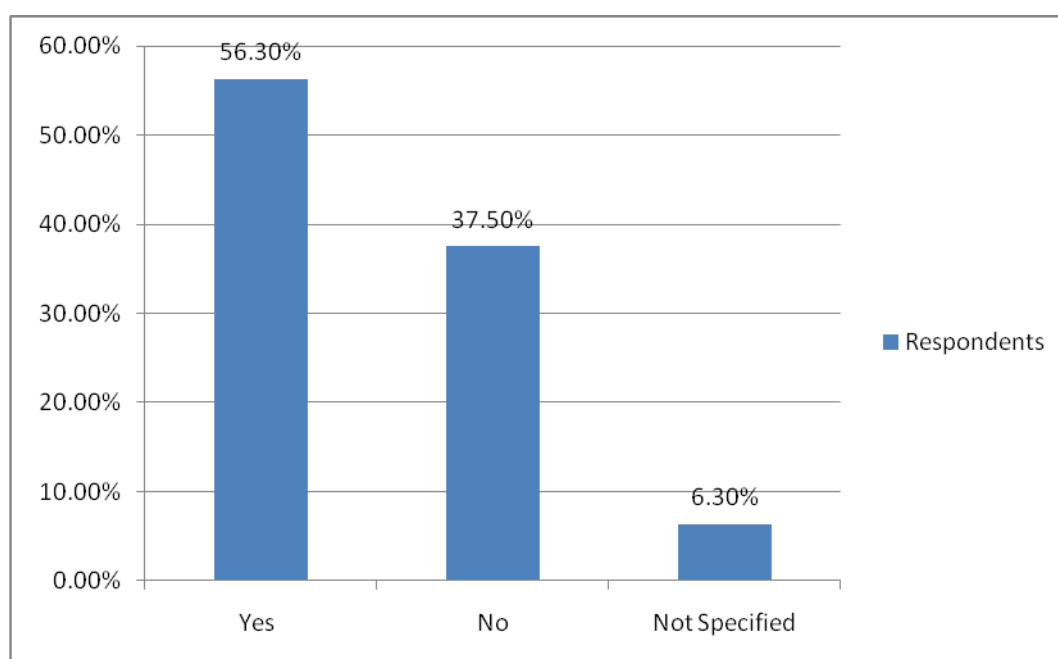


Table 4.5 above illustrates the extent to which the respondents believed TTMA programme contributed to overall service delivery within the education department. The majority of the respondents, amounting to 56.3% were of the opinion that the programme has contributed to service delivery. However, noticeable 43.7% respondents held that the programme did not contribute much to service delivery. Nonetheless, there are two things worth noting about this question:

- Firstly, there were no pre-defined and acknowledged variables of what defines 'service delivery'. It was thus left to individual's interpretation as to what service delivery is and whether it has been achieved.
- Secondly, there was no baseline over which the impact of the training programme could be measured against.

Table 4.6: Respondents' scoring on whether TTMA managed to meet the expectations of the EC Department of Education

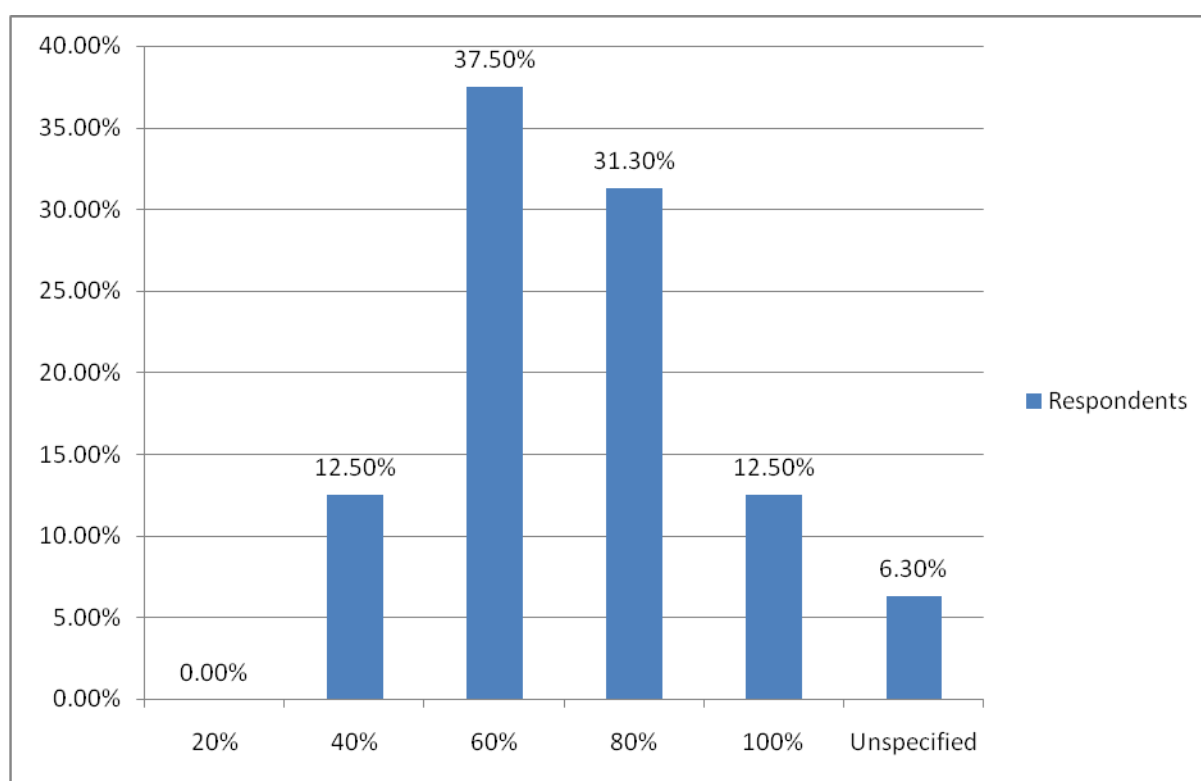


Table 4.6 above demonstrates respondents' opinions about the extent to which TTMA programme managed to meet the expectation of the Department of Basic Education, EC. The respondents were asked to give a ranking of one to five (which here is translated to mean 20% to 100%). As shown by the by the table, most responses were in the middle ground rather than in the extremities.

Table 4.7 below designates the responses on the overall theoretical content of the training programme. The respondents were asked to give a scoring of one to five, which in this table was presented in percentages ranging from 20% to 100%. One thing worth noting is that although the answers varied, the scoring started at 40%. High scores above 60% were limited as the highest marks were at the 12.5% level.

Table 4.7: Respondents' scoring on the theoretical content of TTMA training

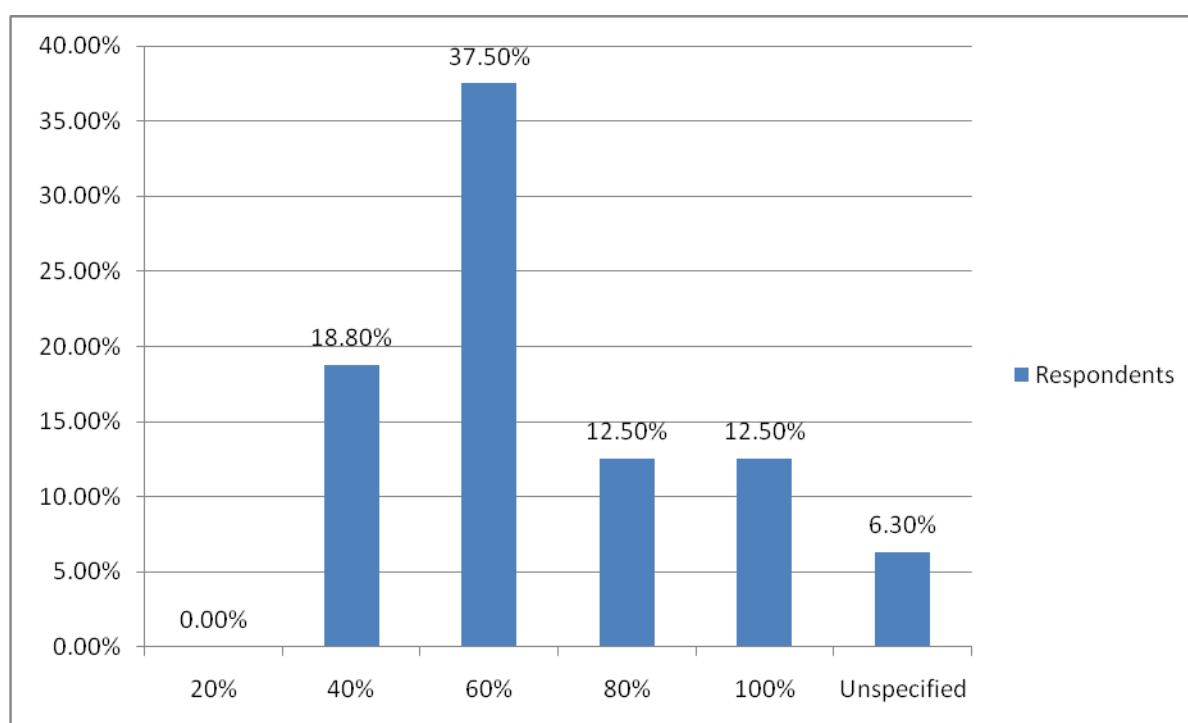


Table 4.8: Respondents' scoring on the practical content of TTMA training

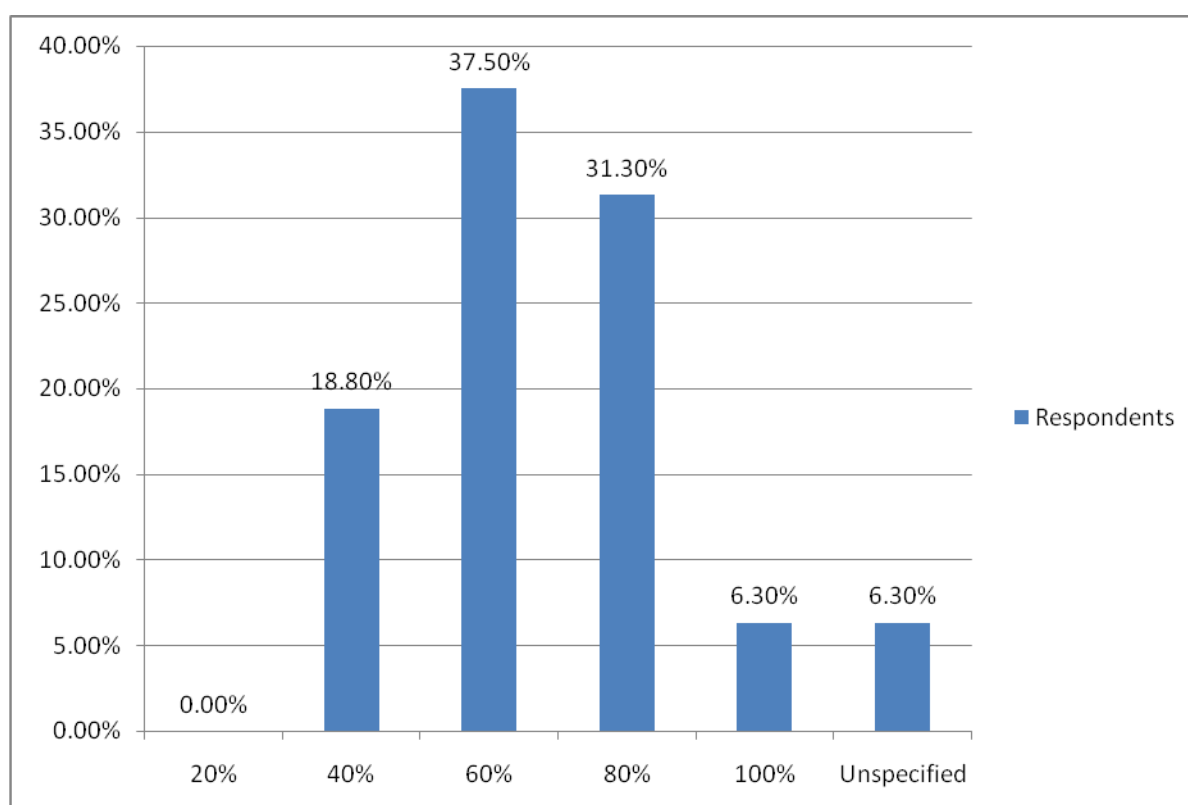
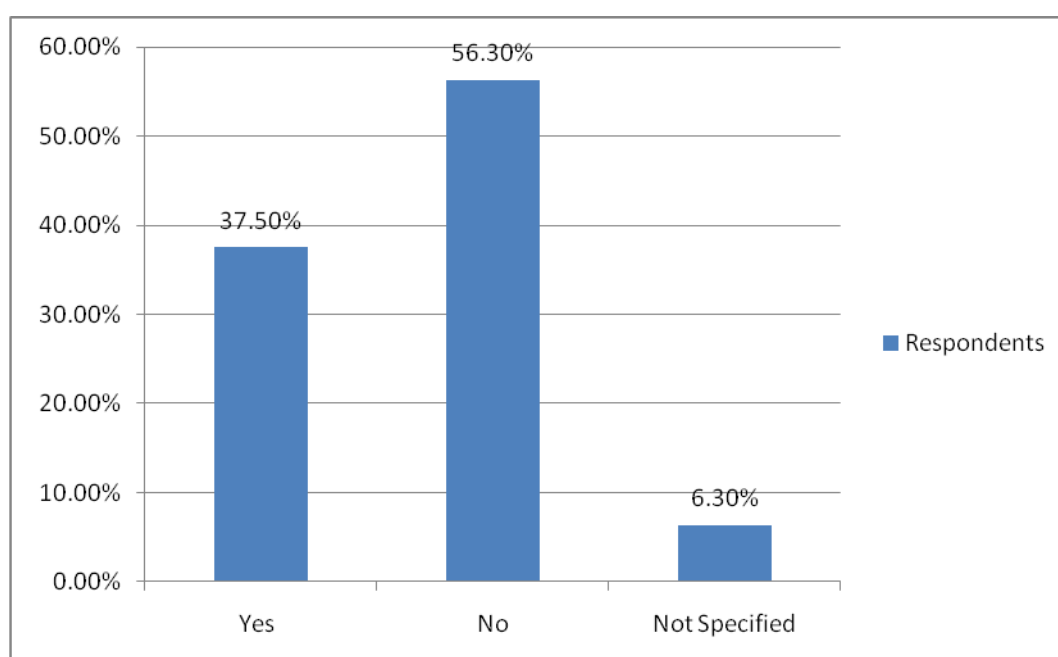


Table 4.8 above looks at the practical content of TTMA training. Like the previous one, this table expresses the answers of respondents, who were asked to rank on a

score of one to five the quality of the practical content. It is worth noting that 61% of the responses on the theoretical content closely mirror those on the content of the practical content, while 39% of the responses indicate how they practically use the knowledge gained in the workplace.

Table 4.9: Respondents' opinion on whether TTMA training is being implemented at the workplace



When asked whether the trainees were implementing what they learned during the programme, the majority of respondents (56.3%) felt that this was not happening, while a smaller minority (43.7%) felt this was being implemented.

4.3 QUALITATIVE ANALYSIS

When asked whether the EC, Department of Basic Education employees were implementing what they learned during the training, 60% answered in the negative. Most of the respondents went on to give their opinions as to why they think the lessons from the programme were not being implemented. The most common reason given was that either there was hostility at the workplace to implement these lessons or in some cases, the environment at the workplace was not convenient

enough. One of the reasons mentioned by several respondents was that the new policies and practices, to be implemented, were not in their job descriptions and terms of reference. As a result, there was no legal basis to push the new policies for adoption in the workplace. The other reason given for the minimal adoption was that the new policies were going to add extra pressure and workload to a workplace that already has too much of both.

When asked if the programme could have been improved most of the respondents had some recommendations to make on the programme.

- The first issue raised was about the quality of the programme content. Respondents thought the quality of the content could be improved and it would be more appropriate to have facilitators, who are experts in the subject matters they would be delivering. Respondents also thought it would be better to have accredited courses that come with quality assurance built in.
- The second issue mentioned by the respondents was the structure of the training programme. Most respondents thought it would be much better if the programme was a bit longer and there was ongoing mentoring to ensure that participants go on to implement what they learned. Linked to mentoring was also the need for follow-up training or refresher courses so that new policies are constantly inculcated into the participants.
- Lastly, respondents also recommended that training be tailor-made for specific departments or units. This would ensure their relevance to the intended participants instead of all having the same training.

4.4 CONCLUSION

Given the limitations of the study, the objectives of the study were achieved to a satisfactory level.

Chapter 5 contains the findings, conclusions and recommendations of the study.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This study is an evaluation of TTMA training programme, which was conducted to equip public officials with various skills. Some of the skills intended for the trainees included public policy formulation, project management, labour relations and effective communication. Since the training was conducted, there has not been a scientific academic study to evaluate the training on whether it managed to achieve its intended objectives. For sampling purposes, the study looked at the staff of the Department of Basic Education officials in the Zwelitsha office. Below is an outline of some of the findings, which were revealed from the chapters during the study process.

5.2 FINDINGS

Chapter One of the study provided an introduction into the study and discussed some key issues that were to be covered by the research. The chapter started by explaining the general, historical context in South Africa, which basically favoured the whites and to some extent the coloured. The study also briefly dealt with the various legal instruments, like the Skills Development Act, and white papers, which led to the culmination of TTMA.

In addition, the first chapter also introduced the broad objectives of the study. These included an evaluation of the impact of the general training programme, an analysis of the challenges that hinder public officials from effectively discharging their duties and an investigation into possible recommendations that could lead to the overall improvement of the programme.

Furthermore, the first chapter highlighted the significance of the study.

- Firstly, the fact that an evaluation of the programme, where the results would be circulated to various government departments, would lead to better programme designs in future proposed training programmes.

- Secondly, by showing the (positive) impact of the training, this could serve as a motivation for such public officials-oriented training programmes to be initiated.

In conclusion, chapter one also contained the research questions. These stipulated the core questions the overall study attempted to answer, and the (research) methodology, which was used to gather data during the study.

Chapter Two of the study was the literature review and it gave an insight into some of the research that has been done on TTMA programme and on public officials training in general.

- The literature review also elicited some research trends and debates on public officials training evaluation and these were put in the context of the research questions.
- Some of the themes covered in the research included public training, evaluation of training programmes, quality assurance in training programmes through the use of state instruments like SAQA and other SETAs, and a systems approach to learning and evaluation.
- The chapter also indicated how similar training programmes, conducted elsewhere, have been evaluated.
- Throughout the chapter, and wherever possible, the study showed gaps, contradictions, debates and major changes in the public training research area.

Chapter Three explained some of the research methods that were used to collect data during the study. The chapter started by giving an overview of the definitions of key terms and a brief literature overview on how scholars perceived some of the research tools.

Additionally, the chapter also described and justified some of the data collection tools used in the fieldwork part of the study. The primary tools used in the data collection were the questionnaire and the interview. The questionnaire in particular was designed to collect both quantitative and qualitative data.

The other area covered in the third chapter is that of sampling and sample sizes. Here, the chapter outlined how the respondents would be selected from the pool of all potential respondents. In addition, the chapter also confirmed the sample sizes of both the questionnaire and the interview techniques.

Data analyses were also another area that was addressed in chapter three. It outlined how both the quantitative and qualitative data would be analysed as well as the methods and computer applications used in the process.

Chapter Four sketched the findings that were revealed during the fieldwork.

- Quantitative data in particular was presented in the form of tables to give a visual interpretation of the respondents' answers and in some cases the variances in their responses.
- Qualitative data presented in this chapter was largely in the form of observations and recommendations. Some of the variables that were covered in the findings included the level of education of the respondents, gender, and respondents' observation on whether TTMA managed to carry out its mandate and if service delivery improved after the training programme. Respondents were also asked to comment on the practical and theoretical content of the training programme and give respective scores.

From chapter four, various recommendations can also be drawn and these are outlined below in the next section.

5.3 RECOMMENDATIONS

- a) There is a need to make the workplace compatible, conducive and flexible enough for change. One of the reasons proffered about why people were not implementing what they learnt was that it was not possible to do so within the current environment in their workplace. As a result, there is a need to ensure work environments can adapt to new policies, even if they are radically different from the *status quo*. New policies can be drafted to ensure smooth changes at work places and with adequate input from HR personnel these can be drafted in such a way that they do not contravene any labour laws, at the

same time allowing the employer to facilitate change that can lead to better service delivery. As an added safety measure, these new policies can be introduced in the job descriptions of incoming employees to make sure they are introduced to the new policies at an early stage.

- b)** Consistent with the sentiments of most respondents, there is a need to improve the general content of the training material. This would be in the form of subtle changes to course material to acknowledge the differences in the various departments to be trained. For example, the same training material for health workers can be adjusted to be a bit different to that of education officials, taking into cognizance their different professions, work ethics, expectations and even the very nature of their professional training. This way, the training will be more relevant to the trainees as they get targeted training not blanked training where everyone receives the same training even though the way, nature and extent of the way they discharge their duties are different.
- c)** In line with what most respondents observed, there is a need to have the modules, which form part of the training programme, accredited. This serves the following purpose:

 - Firstly, by accreditation, trainees are assured of the quality of the training material as well as the facilitators.
 - Secondly, training using accredited material allows the trainees to receive nationally recognized qualifications, which they can use even when they move to the private sector.
 - Thirdly, accredited training also allows the trainees to build a foundation, upon which they can further their education by following up on the study area.
- d)** There is also a need for post-training service to trainees. This can be in the form of mentorship and refresher courses. Refresher courses are important in that the trainees are constantly exposed to the same values, principles and broad themes until they are inculcated in their psyche and everyday work behaviour. This way they are unlikely to forget what they have learnt.

Refresher courses are also important in introducing new policies, research findings, better and new ideas to public officials so that their workplace is constantly dynamic. Mentoring on the other hand allows the workers to implement what they have learnt, with the facilitators guiding them all the way.

5.4 CONCLUSION

Training has been regarded as a “sunk cost” in organizations for too long. The time has come for training to prove its worth as an investment to the company. In addition, training has been regarded as an auxiliary function far too long. Where there is a shortage of funds, departments quickly use training funds for other functions. Now it is up to HRD sections and trainers to step forward and prove that employee training, if done properly, has a far-reaching impact. It positively affects the lives of individuals. It is critical to the long-term success of an organization. It contributes to the wellbeing of the country. This proof however can only be accomplished through a systematic evaluation process, underpinned by shared responsibility.

BIBLIOGRAPHY

- Abernathy D, 1999, "Thinking outside the evaluation box ". Training and Development, 53 (2): p.18 - 23.
- Alliger, G. & Janak, E. 1989, 'Kirkpatrick's levels of training criteria: thirty years later', *Personnel Psychology*, summer 1997.
- Alliger, G., Tannenbaum, S., Bennet, W., Traver, H. & Shotland, A. 1997. A meta-analysis of the relations among training criteria .*Personnel Psychology* Summer
- Bak, N. 2004, *Completing Your Thesis: A Practical Guide*, Van Schaik Publishers.
- Baldwin, T. & Ford, J. 1998, 'Transfer of training a review and direction for future research', *Personnel Psychology*, no. 41.
- Barbazette, J. 2008, *Managing the training function for bottom line results*.
- Barney Erasmus et al: 2008 South African Human Resource Management for the Public Sector.
- Bassi, L.J. Cheney, S., & Van Buren, M. (1997). Training industry trends 1997. *Training & Development*, 51, 46-60.
- Bramley, P. 1991. *Evaluating training effectiveness*. London: McGraw Hill.
- Brinkerhoff R.O. (1987) *Achieving Results from Training*, Proquest/Csa Journal Div, North Dakota.
- Brewster, Dowling, P Grobler, P; et al, 2000. *Contemporary issues in Human Resource Management: Gaining a Competitive Advantage*. Oxford University Press, Cape Town.
- Brown, S., and Seidner, C. (1998). *Evaluating corporate training: Models and issues*. Boston/Dordrecht/London: Kluwer Academic Publishers.
- Buckley Roger and Caple Jim: 1995. *The Theory of Practice and Training*: Kogan Page.
- Carrell M.R, Grobler P. A, Norbert FE, et al. 1998. *Human Resources Management in South African*. Prentice Hall South Africa (Pty) Ltd.
- Clementz A.F. 2005, *Training Evaluation Management* Gardenview: Zytex Publishers

Chelechele T.L, Journal of Public Administration, vol. 44 no1 2009.Skills Development in South African Public Service; Problems and Solutions.

De Vos, A. S. Strydom, H., Fouché, C. B. and Delport, C. S. L. (2005). Research at grass roots. (3rd Ed). Pretoria: Van Schaik Publishers.

Fouche CB. Delport C.S.C & Strydom, M. 2005.Research at Grass roots 3rd Ed. Pretoria; Van Schaik Publishers.

Hair, Wolfinbarger, Ortinau and Bush (2008) Essentials of Marketing Research, McGraw-Hill International Edition.

Holton, E.F. (1996), "The flawed four-level evaluation model", *Human Resource Development Quarterly*, Vol. 1 pp.5-21.

Kaplan R S and Norton D P (1992) "The balanced scorecard: measures that drive performance", *Harvard Business Review* Jan – Feb pp. 71–80

Kaufman, R., & Keller, J. (1994). Levels of evaluation: Beyond Kirkpatrick. *Human Resource Development Quarterly*, 5(4), 371-80.

Kearsley (1982) Costs, Benefits, and Productivity in Training Systems by Greg Kirkpatrick, D. L. (1994). *Evaluating Training Programs*. San Francisco: Berrett-Koehler Publishers, Inc.

Kirkpatrick, D. (1979).Techniques for evaluating training programs. Training and Development Journal, 33(6), 78-92.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy*. Englewood Cliffs: Prentice Hall/Cambridge.

Kuye,J.O. Journal of Public Administration vol 42 no 7, November, 2007; "The Role of Public Administration in Leadership and Governance: A Review of Civics, Citizenship and Political Education"

Kumar, R. 2005. Research Methodology: A Step by Step guide for Beginners: London: Sage.

Leedy, Paul. D, and Ormrod, Jeanne E. (2001). *Practical Research: Planning and Design*. (7th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Marx S, Reynders & Van Rooyen D.C., (1995 Onderneming (2nd Uitgawe) Pretoria: J.L. van Schaik uitgawes.

McLinden, D. J. & Trochim, W.M.K. (1998). Getting to parallel: Assessing the return on expectations of training. Performance Improvement, 37, 21-26.

Merriam, S.B. (1998): *Qualitative Research and Case Studies Applications in Education*. San Francisco: Jossey-Bass Publications.

Neuman, W.L. (1994) *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Oakland, J. (2000), *Total Quality Management ± Text With Cases*, 2nd ed., Butterworth Heinemann, Oxford.

Punch K (2005) *Introduction to Social Research. Quantitative and Qualitative Approaches*, London, Sage.

Republic of South Africa. 1999, Skills Development Levies Act 9 of 1999.

Republic of South Africa. 1998, Skills Development Act no. 97 of 1998.

Republic of South Africa. 1998, White Paper on Public Service Training and Education (WPPSTE), 1998 (Notice 1428 of 1998).

Republic of South Africa. 1997, White Paper on Transforming Public Service Delivery, 1998:14, 1997 (Notice 1459 of 1997).

Republic of South Africa. 1996, The Constitution of the Republic of South Africa.

Republic of South Africa. 1995, South African Qualifications Authority Act 58 of 1995.

Rosenberg, Morris. 1989. *Society and the Adolescent Self-Image*. Revised edition. Middletown, CT: Wesleyan University Press.

Schindler, D.R. & Cooper, P.S. 2003. *Business Research Methods*. Eighth Edition. New York, NY. McGraw-Hill.

Seidel, J. & Kelle, U. (1995) 'Different Functions of Coding in the Analysis of Textual Data' in U. Kelle (editor) *Computer-Aided Qualitative Data Analysis: Theory, Methods and Practice*. London: Sage.

Swanepoel, B.J., Erasmus, B.J., Van Wyk, M.W. & Schenk, H.W. (2000). *South African Human Resource Management: Theory and Practice* (2nd edition). South Africa: Juta & Co Ltd.

Stolovitch, H.D. and Maurice, J-G. (1998). calculating the return on investment in training: a critical analysis and a case study. *Performance Improvement*, 37:8, 9-20.

Struwig. F. and Stead. G. (2001) *Planning, designing and reporting research*. Cape Town, Pearson Education South Africa.

Sybert Liebenburg, Peter Steward 1997; *Participatory Development Management and the RDP*.

Thomas N. Garavan, Michael Morley, Mary Flynn, (1997) "360 degree feedback: its role in employee development", *Journal of Management Development*, Vol. 16 Isis: 2, pp.134 – 147.

Warr, P. Bunce, D. (1995), "Trainee characteristics and the outcomes of open learning", *Personnel Psychology*, Vol. 48 pp.347-75.

Warr, P. Bird, M., Rackham, N. (1979), *Evaluation of Management Training*, 6th ed., Gower, Farnborough.

ANNEXURE A:

REQUEST TO DISTRIBUTE RESEARCH QUESTIONNAIRES

17 Wilsons Place
King Williams Town
5600
13 November 2010

The Department of Education
Steve Tshwete Complex
Zone 6
Zwelitsha

REQUEST TO DISTRIBUTE RESEARCH QUESTIONNAIRES TO THE EMPLOYEES OF THE DEPARTMENT OF BASIC EDUCATION, OFFICE OF THE PREMIER AND TTMA TRAINER

This serves to request permission to distribute questionnaires and to interview the Department of Basic Education, Zone 6 Zwelitsha employees for research purposes.

I am currently busy with the dissertation towards the completion of my studies, the Masters Programme in Public Administration. The research topic is on the assessment of TTMA training impact on performance improvement of trained personnel.

I am confident that results of the study will assist TTMA improve training delivery, programmes and the Department in its training management endeavours.

Thanking you for your cooperation in this regard.

Yours Faithfully
Nombeko Nontshokweni

ANNEXURE B: QUESTIONNAIRE AND INTERVIEW QUESTIONS

Assessment of the Impact of Transversal Training Management Agency (TTMA) Training and Skills Development Programmes in Performance Improvement in The Head Office of the Department Of Education in Zwelitsha

OVERVIEW

The Transversal Training Management Agency (TTMA), which previously operated under the auspices of the Fort Hare Institute of Government (FHIG),

A. Background Information

Questionnaire number:.....

Interview Date:...../...../.....

1. Gender

Male	1
Female	2

2. Highest Standard of Education Passed

Didn't attend school	1
Grade 1-3	2
Grade 4-6	3
Grade 7-8	4
Grade 9-10	5
Grade 11-12	6

3. Do you think the Transversal Training Management Agency (TTMA) managed to carry out its mandate of providing training to the Eastern Cape public service?

Yes	
No	

4. In your opinion do you think the training covered all the important areas that needed covering?

Yes	
No	

5. If you answered 'No' to the above question, please list the areas that you feel were not adequately covered, below:

1	
2	
3	
4	
5	
6	
7	
8	

6. One of the mandates of the TTMA was to improve service delivery in the public sector through employees' skills development. Do you think service delivery has improved because of the training?

Yes	
No	

- 7. On a scale of one to five, how much do you think the TTMA managed to achieve its objective of meeting the expectations of the EC Department of Education, Head Office Zwelitsha customers in terms of service delivery.**

Tick the appropriate box	
1	
2	
3	
4	
5	

- 8. On a scale of one to five, how much credit do you give to the theory of the TTMA training?**

Tick the appropriate box	
1	
2	
3	

4	
5	

- 9. On a scale of one to five, how much credit do you give to the practical content of the TTMA training?**

Tick the appropriate box	
1	
2	
3	
4	
5	

- 10. Do you think the public officials who received the TTMA training are implementing it in their workplace?**

Yes	
No	

- 11. If you answered 'No' to the question above, what do you think are the reasons preventing public office holders from implementing the skills they learned during the TTMA training?**

1	
2	
3	
4	
5	

- 12. In your opinion, what do you think was the impact of the TTMA training?**

- 13. In your opinion, what recommendations would you give to improve the overall effectiveness of the TTMA training?**

1	
2	
3	
4	
5	

ANNEXURE C: EDITOR'S CONFIRMATION LETTER

SOLI DEO GLORIA

EDITOR'S CONFIRMATION LETTER

TO WHOM IT MAY CONCERN

I hereby state that I have edited the document:

AN ASSESSMENT OF THE IMPACT OF
TRANSVERSAL TRAINING MANAGEMENT AGENCY (TTMA)
TRAINING AND SKILLS DEVELOPMENT PROGRAMMES
IN PERFORMANCE IMPROVEMENT

IN

THE HEAD OFFICE OF THE
DEPARTMENT OF BASIC EDUCATION

IN

ZWELITSHA, EASTERN CAPE PROVINCE (2005 - 2010)

BY

NOMBEKO NONTSHOKWENI
(STUDENT NUMBER 200903496)

MINI DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN PUBLIC ADMINISTRATION
(MPA)

IN THE

FACULTY OF MANAGEMENT AND COMMERCE
UNIVERSITY OF FORT HARE
SUPERVISOR: DR T. MLE

Disclaimer

At time of submission to student, language editing and technical care was attended to as requested by student and supervisor. However, at the time of editing the Bibliography was incomplete. The student was advised to attend to this matter before submission. In addition, any other corrections and technical care required after submission is the sole responsibility of the student.

Kind Regards

Hani Sammons

D.Litt.et Phil (University of Johannesburg)

SOLI DEO GLORIA Language Editing

Cell: 073 778 1801

Email: sdgproofed@gmail.com

DATE: 4 April 2011