

UNIVERSITY OF KWAZULU NATAL

**IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEES'
PERFORMANCE: A CASE STUDY OF DURBAN CONTAINER TERMINAL**

By

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DECLARATION

I the undersigned, Willard Nzeru, declare that the work contained in this dissertation is my own work and I have not submitted it to any other academic institution for an academic qualification.

Signed.....

Date.....

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ABSTRACT

The current economic environment for business is characterized by intense competition, globalisation and technological advances. The survival of an organisation entails having a sustainable competitive advantage. Training and development has become a key focus for organisations in their quest to nurture an innovative, knowledgeable, flexible and high quality workforce that can compete forcefully in the global arena. Whilst there is plenty of literature available on developed countries the same cannot be not be said on South Africa and other developing nations. The aim of the study was to determine the impact of training and development on employee performance at Transnet's Durban Container Terminal. A close ended questionnaire acted as the primary tool which was used to collect data by distributing to Transnet Durban Container Terminal internal employees selected using the simple random sampling method. Questionnaires were sent to a sample of 132 employees from a total population of 200 operational employees. The data obtained from the respondents was analysed using an SPSS version 21.0 package. The response rate for the study was 80.3 %. The sample was composed of 80.2 % male and 19.8 % female. Of the sample 37.1% had at most a Matric certificate, whilst 5.7% had a university qualification (undergraduate or postgraduate). There were 34.3 % respondents who possessed a certificate qualification whilst 21 % were holders of a diploma qualification. The remainder of the respondents, 1.9 % had a qualification categorised as "Other". Nearly 60 % of the respondents indicated that they were in employment for at least 5 years. Of this figure 45.3 % were in employment for 5 to 10 years, with 14.2 % having been employed at the Terminal for over 10 years. Statistical analysis revealed that training and development had a significant impact on the corresponding employee performance. There were also various benefits that were associated with training and development for various stakeholders, employees, unions, customers, communities, business entities and the government. It is recommended that organisations should spell out their strategic training and development objectives and policies and ensure that these are well understood by all employees in the organisation. Needs analysis must be conducted and identified through a formal performance appraisal mechanism and scheduled training programs must be in place for new entrants for each department.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW OF THE STUDY

1.1 Introduction

The current economic environment for business is characterized by intense competition, globalization and technological advances. The survival of an organisation entails having a sustainable competitive advantage. Human capital plays a pivotal role in organisations to achieve their strategic goals. For any organisation or a country for that matter to sustain effective performance and economic growth it is vital that the contribution from the employees is fully optimized. Training and development has become a key focus for organisations in their quest to nurture an innovative, knowledgeable, flexible and high quality workforce that can compete forcefully in the global arena. Sultana, Irum, Ahmed, and Mehmood (2012) have noted that training ensures an adequate supply of technically and socially competent employees capable of career development into specialized fields or management positions. Countries like the United States spend more than \$150 billion annually on training and development of its employees. The South African Department of Labour (2014) cites that after the government realised the critical need for training and development of its people and also trying to redress opportunity inequalities in the work environment caused by the previous apartheid system developed the Skills Development Act of 1998. This chapter will thus proceed to discuss the background and motivation for the study, the problem statement, study objectives as well as the limitations of the study.

1.2 Motivation for the study

Sultana et al (2012) further argue that for any organisation to perform effectively and efficiently it must have capital, equipment and resources, both human and materials. A major area of the Human Resource Management (HRM) function in the effective use of the human resources is training and development. The knowledge and skills of an organisation's employees have become increasingly important to its performance. Konings and Vanormelingen (2010) have noted employers, trade unions, customers, communities and governments voicing the need for upgrading the skills of workers and for continuous learning in order to adapt to the pressures brought about by technological changes and globalization. Sultana et al. (2012) found employees to be an expensive but crucial resource. To sustain an organisation's effective performance and economic growth, it is critical to optimize the contribution of an employee to the goals of the organisation. Training ensures an adequate

supply of technically and socially competent employees capable of career development into specialized fields or management positions.

With the advent of globalization, organisations have made employee training and development a critical and strategic imperative. Nurturing an innovative knowledgeable, flexible and high quality workforce has become important for organisations who are striving to compete in the global arena (Mansour, 2013). Effective training and development programs not only serve to develop the individual but help the organisation to optimally utilize this human resource in gaining a competitive advantage. An employee's thinking ability and creativity is sharpened, putting them in a better position to make sound productive business decisions. Employees will also be able to deal decisively and effectively to a customer's requirements or complaints. It thus will seem compulsory for organisations to plan for employee training programs so as to enhance their competencies and abilities which are required at their workplace. Also the training will give employees access to job opportunities at their workplace, offering a much broader scope for creativity and satisfaction. Any country's future prosperity ultimately depends on the number of people in employment and how productive they are (Elnaga and Imran, 2013).

This research work on the impact of training and development on employee performance served as a means of acquiring useful information on the subject area. It is noted that one burdensome task with research is not in collection of more data but in interpretation and making sense of what is already there (Elnaga and Imran, 2013). Before getting into depth on the study it will be important to get the background of the organisation where the research study was conducted.

1.3 Background to the study Organisation: Transnet

Transnet SOC Ltd the holding company to five operating divisions is a state owned entity and was formed in 1990. The South African government is the sole shareholder, through the Department of Public Enterprise. The company employs close to 50 000 employees and has an annual turnover of over R38 billion.

The operating divisions making up Transnet Group consist of:

- Transnet Freight Rail (TFR) : the freight rail division
- Transnet Rail Engineering (TRE): the rolling stock maintenance business.

- Transnet National Ports Authority (TNPA): fulfilling the landlord function for South Africa's port system.
- Transnet Port Terminals (TPT): managing the port and cargo terminal operations.
- Transnet Pipelines (TPL): the fuel and gas pipeline business.

Transnet Port Terminals (TPT) is the operational division responsible for commercial handling services of sea-route freight across exports, imports and transshipments in break bulk, bulk, containers and automotive. TPT operates seven terminals in South African commercial ports namely Durban, Richards Bay, East London, Ngqura, Cape Town, Saldanha and Port Elizabeth. The TPT division has a staff complement of over 7000. The case study Durban Container Terminal (Pier 1), a unit within the TPT division with a terminal capacity of 0.7million twenty-foot equivalent units (TEUs) plays a very crucial role in supporting the South African government's export led strategy. The Durban Container Terminal (Pier 1) employs over 500 permanent staff with temporary staff being utilised when container cargo volumes are high (Transnet, 2014).

1.4 Focus for the Study

The study was focused on Durban Container Terminal (Pier1) a sub division of TPT which operates 13 cargo terminals at seven Ports around the South African coastline. Only the operational employees (lifting equipment operators and artisans) were considered for this study. The researcher believes that the samples from the target population of operational employees at Durban Container Terminal were representative and the findings can be used to generalise across the TPT division and Transnet as whole.

1.5 Problem statement

European countries estimates shows that for a 1 % increment in the number of training days leads to a 3 % productivity increase and that the overall growth in productivity attributed to training is 16 % (ILO, 2010). Other past researches have proved that there is a strong link between training and employee performance, with benefits being realised for the employee as well as the firm through employees' competence and behaviour enhancement (Elnaga and Imran, 2013). Despite all the noted increase in effects of training and development on the workforce performance, there is very limited literature available in developing countries (Nassazi, 2013; Quaertey, 2012). Large volumes of the research and literature have concentrated more on the developed nations' training and developmental effects on employee

performance with very little literature available on the up and coming countries such as South Africa.

The available literature on the effects of training and development on employee performance has also been focussing more in other industries or areas other than Port Operations logistics. This thus then creates a gap in limited literature on training and development and its effect on employee performance in the developing nations as well as Port Operations logistics. The intended study will thus contribute in minimizing the said gap on available literature for the topic under discussion in South Africa. With the above discussion, this study intends then to answer the question: **Does training and development have an impact on employee performance at Transnet's Durban Container Terminal?**

1.6 Research Sub –Questions

The significant function of carrying out this study apart was from answering the main question as captured in the problem statement was also to answer the following glaring sub - questions:

- How effective is the training and development program at Durban Container Terminal?
- What are the benefits of training and development at Durban Container Terminal?
- What recommendations can be made to the Durban Container Terminal's Training Department regarding suitable training and development models for the employees.

1.7 Objectives of the study

Through the review of various relevant literatures on the research topic under discussion, the following could be drawn as objectives:

- To determine the impact of training and development on employee performance at Durban Container Terminal.
- To examine effectiveness of training and development at Durban Container Terminal.
- To identify benefits of training and development at Durban Container Terminal.
- To recommend to Durban Container Terminal's Training Department on suitable training and development models for port employees.

1.8 Hypotheses

The following hypotheses were constructed for the study:

- **H_{a0}**: Training and development has no impact on employee performance at Durban Container Terminal.
- **H_{a1}**: Training and development has an impact on employee performance at Durban Container Terminal.
- **H_{b0}**: Training and development is not effective at Durban Container Terminal.
- **H_{b1}**: Training and development is effective at Durban Container Terminal.
- **H_{c0}**: There are no benefits from Training and Development at Durban Container Terminal.
- **H_{c1}**: There are benefits from Training and Development at Durban Container Terminal.

1.9 Research methodology

This was a descriptive type of study which was carried out at the Durban Container Terminal, Durban, KwaZulu-Natal province in South Africa. The study was quantitative in nature done through the use of closed ended questionnaires distributed to 132 operational employees selected using the simple random sampling method. The questionnaire was designed from literature reviews using similar or modified research questions making use of a 5 point Likert scale. Data was collected through two different sources, primary and secondary. The primary source was through questionnaires to targeted participating employees. The secondary information collection method was through the use of company internal documents, annual reports and office files. Afterwards data was analysed using the SPSS statistical software. The study was done in five months.

1.10 Delineation of the study

The problem statement focused on the gap created by non-availability of literature in developing countries and more so in port operations. The study thus will focus on the South African commercial ports which are operated by Transnet Port Terminals. Realising the geographical area covered by the ports was vast a decision was taken to concentrate only on:

- KwaZulu Natal region
- City of Durban area
- The Container Division business

- Durban Container Terminal as the specific site
- Operational Staff

The decisions in this regard were taken in view of limited access to resources and time as the researcher was based in Durban at the business unit which is the study location.

1.11 Structure of the dissertation

The study is structured into six different chapters.

Chapter one will give a brief introduction to the topic. It will present the background of the study, problem statement, the research questions, highlighting the objectives of the study, the hypotheses, brief research methodology and limitations that the study faced.

Chapter two will focus on the theoretical position of the study in the form of literature review. The review will discuss issues on training methods, employee performance, benefits from training and development initiatives, evaluation of training effectiveness, training and development effects on employee performance and other related issues.

Chapter three will present the study methodology, discussions on the procedures used in obtaining the data, the reason for using this method, the research design discussing the construction of the instrument, recruitment of study participants, reliability as well as validity of the questionnaire.

Chapter four will give a presentation of data in the form of descriptive statistics and inferential statistics and the applicable analysis.

Chapter five will discuss the research findings, interpretation and explanations. The findings will be interpreted and explained in conjunction with applicable literature. The purpose for examining previous work and research being to either refute or concur with the findings of this study in order to make more meaningful contributions to stakeholders, business, community and customers.

Chapter six is the final chapter for the study. It gives recommendations and concludes the study. It seeks to find whether the research problem has been solved, discuss implications for the study, recommendations to solve the research problem as well as making recommendations for future studies.

1.12 Limitations of the study

There were numerous limitations encountered in carrying out this research,

- Resources, funding and time were constraints to carry out the study at all Transnet Port Terminal sites across the country and hence restricting only to one Durban site.
- Time limitations in terms of questionnaire returns, it took time to receive them back.
- Identifying and targeting of respondents, employees working shift system, hence had to come through at odd hours to approach potential participants.
- Some employees were suspicious of the research study's motive, faced challenges in trying to convince them of the real aim of same.
- Administering of the questionnaire, employees did not having a common meeting or gathering place at the time and this meant that they would be scattered all over and difficult to track and complete the questionnaire.

1.13 Conclusion

With the advent of globalization, organisations have made employee training and development a critical and strategic imperative. Despite all the noted increase in the effects of training and development on the workforce performance, there is very limited literature available in developing countries thus creating a gap for this study. Research questions and objectives were formulated after reviewing applicable literature with corresponding hypotheses meant to be answered by the research study at Durban Container Terminal. There were numerous limitations encountered in the study. The next chapter discusses literature review on training methods, employee performance, benefits from training and development initiatives, evaluation of training effectiveness and training and development's effects on employee performance.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The current economic environment for business is characterized by globalisation, technological advances and intense competition. The survival of an organisation entails having a sustainable competitive advantage. Salas, Tannenbaum, Kraiger and Smith-Jentsch, (2012) argue that in order to maintain a competitive advantage an organisation should do well in three areas; human capital, finance and market. Of the three it has been shown that building a more capable, better trained labour force offers the most sustainable advantage to organisations.

An organisation's employees' skills and knowledge have now become important for its performance. Employers, trade unions and other stakeholders have voiced the need for upgrading the skills of workers and for continuous learning in order to adapt to the pressures brought about by technological changes and globalization (Konings and Vanormelingen, 2010). Employees are an expensive but crucial resource. To sustain an organisation's effective performance and economic growth, it is vital that an employee's contribution is optimized to meet the goals of the organisation. Training ensures that employees are socially and technically competent for career advancement into management positions or specialized fields. With the advent of globalization, organisations have made employee training and development a critical and strategic imperative (Sultana et al., 2012). Mansour (2013) states that nurturing an innovative, knowledgeable, flexible and high quality workforce has become important for organisations who are striving to compete in the global arena. It is noted that the United States spends an annual amount of over \$150 billion on training and development of employees.

2.2. The Economic Theory

The human capital theory provides a theoretical framework from where labour economists started studying the impact of training on employees' performance in the work environment. The original framework is a simple economic model of investments on one side and the returns expected on the opposite side. With variations on the training type, the investment comprises of direct training costs as well as indirect costs of training which arises from opportunity costs, which is the cost which came to being because the trainee could have been

working instead on attending to the training course. Although the costs and associated benefits mostly comprise of the monetary elements: that is the wages and increased performances, they may also consist of other components that are non-economic, for example an increase in motivation (De Grip, Saucermann, 2012).

Building onto the foundation of cost benefit analysis, the theory of human capital states that it would only make sense to train an employee if the training output benefits exceed costs of training. Although the original work makes an assumption that participation will lead to an increase in skills, which would make the employee improve in performance, the positive returns shown after training interventions could be emanating from some other factors, for example stronger loyalty employees may have in appreciation of the employer investment in them or higher motivation. In this latter case, training is considered as consumptive spending rather than a human capital investment (De Grip and Saucermann, 2012).

An important conceptual distinction on the different training types was made in the original work. Differentiation was made between general, transferable as well as firm specific training. General training in this instance is being regarded as that which has an effect on the general human capital, thus enhancing the employee performance in different jobs with examples being language courses or general computers courses. While general knowledge and skills are transferable to any job in different firms, transferable skills and knowledge are transferrable only to those jobs in similar firms, an example being bricklaying. Firm specific training on the other hand is transferrable only to a workplace environment in the firm currently employed. This type of training refers to for instance knowledge gained on machines or certain firm processes applicable to where the worker is employed (De Grip and Saucermann, 2012).

The distinction found on the different types of training gives direction to the way firms invested; firms would have an incentive for investing in a firm specific training for human capital, while they would have lower incentives when they make investments in general human capital as employees could use training as a bargaining tool for higher wages or simply move on to another firm for a high wage. Firms could prevent such a situation through payment of lower wages to employees during the training period, as in the case of apprentices (De Grip and Saucermann, 2012).

2.3 A broader definition of training and development

Training and development can be understood in a very broad sense with a full cycle of life stages.

- Basic education is meant to provide individuals with a basis for development of their potential thus enabling the process to lay a base for employability.
- Initial training does provide core skills for work, general knowledge as well as industry based and professional competencies would make facilitation for the transition from education to a work environment.
- Lifelong learning would ensure an individual maintains their skills and competencies although there might be changes for work, technology and skill requirements (ILO, 2010).

Elnaga and Imran (2013) refer to training as interventions designed to enhance elements of an individual's job performance. This is all about skills improvement necessary to achieve the goals of an organisation. McDowall and Saunders (2010) on the other hand notes that training allows employees to perform to a given standard. It seeks to improve an individual's effectiveness in their current job role. Elnaga and Imran (2013) further elaborate that training is meant to bridge the gap that is between an employee's current performance and the desired or benchmarked standard performance in a job role. Training can be administered through various methods; coaching and mentoring, also through cooperation within peers and participation by the employees. Participation in team work enables the individual employee to gain on the job skills from others thus producing better performance, which translates to improved organisational performance.

Quartey (2012) views training as a way of giving employees both new and old the skills they require to perform in their jobs. This would involve demonstrating to the employees what to do and how they need to do it in a planned manner, equipping them with the knowledge, skills and abilities with an objective of capacitating and increasing performance for the organisation. Training should be organized by appreciating learning theories and approaches if it is to impact on performance. Training thus could be summarized as a systematic and planned modification of behaviors gained from programs and activities and also learning events which results in achievement of required levels of skills, knowledge by the participants in carrying out their tasks effectively. What this means then is that organisations must tailor- make training towards enhancing performance and productivity.

Effective training and development programs not only serve to develop the individual but help the organisation to optimally utilize this human resource in gaining a competitive advantage. An employee's thinking ability and creativity is sharpened, putting them in a better position to make sound productive business decisions. Employees will also be able to deal decisively and effectively to a customer's requirements or complaints. It thus will seem compulsory for organisations to plan for employee training programs so as to enhance their competencies and abilities which are required at their workplaces (Elnaga and Imran, 2013).

The knowledge of employees has become so important for the organisation's performance, competitive advantage and its advancement. The theories that have placed the origin of the said advantages to external of the organisation are losing validity, the favor now being placed on internal elements, mainly the theory of resources and capabilities. One of those internal resources contributing to the competitive advantage is the human element, as a result of its intangible characteristics; skills, attitude and knowledge. Large amounts of money and time is spent by organisations for training of employees so as to assist them to acquire job related competencies. With huge financial investments made by organisations, there is a huge expectation on the return on investments from the training. Employers have to manage actively their assets by investing wisely in training. Sometimes new employees are trained informally through trial and error, introspection, self-assessment as well as asking questions. Older employees take advantage of the exposure and gain skills from on the job experiences. This unscheduled and informal haphazard type of training often leads to time wastages and workflow challenges. Studies are said to have shown that employees who are developed using the unstructured training route are found to be less productive than those who received formal training during a given developmental period (Singh and Mohanty, 2012).

Our discussions thus far have been focusing on training; employee development which complements training on the other side is regarded as a long term, open ended ongoing intervention to prepare for the future. The onus for development lies firmly with the employee themselves. The role of a manager's support is crucial for this activity (McDowall and Saunders, 2010). Okereke and Nnenna (2011) view development as job enrichment with an intrinsic mechanism which would motivate employees to accept and take on challenging tasks within the organisation. This involves activities which enable employees to be able to perform tasks comfortably and conveniently.

Table 2.1 Training and Development in Perspective

	Training	Development
Overall aim	Improving effectiveness in current role, provided by the organisation	Improving long term effectiveness, initiated by individual
Focus	Performance of specific job role	Individual progress, professionally
Objectives	Job specific for fixed term	Long-term, future career directed
Time span	Vary in length, delivered often as classroom type instruction, once off or a standalone	Ongoing, no specific timeframe
Role of manager	Very important for support	Support crucial
Theoretical underpinning	Rooted in learning theories and in cognitive psychology, acknowledges interplay between individual characteristics and organisational requirements.	Diverse roots, ranging from management development and organisational strategy. Ranging from managerial competence to models of factors influencing participants.
Learning	Through instructions and skill acquisition	Learning through feedback and self-reflection
Employee employer relationship	Job for life, onus on employer to train employees. Focusing on person –job-fit.	Onus on employees to acquire transferable skills for multiple careers.
Projected outcomes	Enhanced skills, individual level and benefits for organisation. Results in measurable improvement in performance	Increase in self-awareness and learning, increased prospects from current and future employer. Staff retention.

Adapted from McDowall, A. and Saunders, M.N.K. 2010. UK managers' conceptions of employee training and development. *Journal of European Industrial Training* [online], 34 (7): 609-630. Available at: <http://www.emeraldinsight.com/0309-0590.htm> [Accessed 7 February 2014].

2.4 Framework for skills development

Experience from the international scene shows countries that have managed to link skills development to productivity gains; development and employment successfully have targeted the policy on skills development through the following three objectives:

- Matching the supply to demand for skills
- Help workers as well as enterprises make adjustments to change
- To build and sustain competencies for future needs in the labour market

The first object mentioned deals with the relevance and quality of the training. Matching labour market demand with skills requires systems that can generate reliable occupational information that connects employers to training providers. The second objective talks to easing the worker movement and enterprises from low productivity. New skills gained or upgraded and lifelong learning would help employees remain employable with enterprises being able to be sustainable and remain competitive. The third object does call for a long term perspective, with the anticipation that the required skills for the future with the realisation that training fuels innovation, technological change, investment, job growth and economic diversification (ILO, 2010).

2.5 Training and development programmes

Competent workers do not remain competent forever. Skills do deteriorate, with time they could become obsolete and new ones need to be learnt. The national skills development system developed by South Africa is regarded as one of the most comprehensive in the world. To support the skills development legislation other mechanisms were developed such as National Skills Development Strategy and the Joint Initiative on Priority Skills Acquisition (JIPSA). South Africa's training legislation is made up of three main laws: South African Qualifications Authority Act 58 of 1995, which deals with the regulation of national qualifications framework. The Skills Development Act 97 of 1998 and the Skills Development Act 97 of 1998 and the Skills Development Levies Act of 1999 (Robbins, Judge, Odendaal and Roodt, 2009).

2.5.1 Skills Development Act, 1998: Explored

The Skills Development Act was promulgated in 1998 by the South African government. High unemployment, low investment levels into the South African labour, high income disparities and opportunity inequalities caused by the previous apartheid system were major drivers behind this act. By introducing the act, the government's intentions were twofold: to improve workforce skills with a corresponding improvement in productivity in order for companies and the country as a whole to successfully compete in the global economy as well as to redress imbalances emanating from the apartheid era by creating a much more cohesive and inclusive society.

The purpose of the Act being:

- Development of the workforce skills in South Africa so as to improve productivity as well as employer competitiveness.
- Investment level increment for education and training in workplace.
- Use of the workplace in providing better opportunities to new entrants in the labour market and enable them to gain experience.
- To improve prospects for employment of the previously disadvantaged through training and education.
- To encourage learnership programme participation by the workers.
- To ensure high quality levels of education and training in the workplace.

(Department of Labour, 2014).

2.6 Types of Training

Robbins et al. (2009) explain that training could involve everything from teaching of basic reading skills to advanced executive leadership skills as the following skill categories will show.

2.6.1 Basic literacy skills

In many developing nations, where majority workers cannot read, widespread illiteracy will mean little hope of the country competing in the global economy. Many of South African organisations have spent a lot of money in reducing illiteracy in their employees significantly but Adult Basic Education and Training (ABET) ranks in the top 15 important training programs for organisations.

2.6.2 Technical Skills

Today technical training has become critical mainly due to, new technology and structural designs in organisations. Improved methods and new technologies will result in job changes. Many workers in the auto repair have to go extensive training to maintain newer models with computer monitored engines and whole lot of other electronic gadgets. Organisations have also flattened their structures meaning employees have to master a wider variety of tasks as well as increased knowledge on the operation of their organisation

2.6.3 Interpersonal skills

Almost all workers belong to a work team and with their performance to some extent depend on their effective interaction with other team members. Not all employees have excellent interpersonal skills; hence training is then used to close the gap. The training includes learnings on how to become a good listener, clear communication of ideas and becoming an effective team player.

2.6.4 Problem solving skills.

The problem solving skills are meant for employees who perform non routine tasks. The training initiatives include sharpening of logic, reasoning, skills to define problems, ability for assessing causation, developing and analysing alternatives and selection of solutions

2.6.5 Stages of Training and Development Programs

Pallavi and Kulkarni (2013) argue that training must be conducted in a systematic manner if the benefits are to be optimally derived from it. The training has four stages to it, namely:

- Needs assessment for training and development.
- Training and development program design.
- Implementing the training and development program.
- Training and development program evaluation.

2.7 Methods of Training

Training methods can be categorised as formal or informal and then categorised as on the job or off the job training. Recent evidence show that 70% of learnings at the workplace comprises of informal training which is unplanned, unstructured and adaptable to individuals and situations (Robbins et al., 2009).

Pallavi and Kulkarni (2013) noted that different industries have different training practises, so too does different organisations. The need of any particular training and development

program is dependent on the requirements of the particular job profile. The training and development methods are as follows:

- On the Job Training, which consist of
 - Job instruction
 - Job rotation
 - Apprenticeship and coaching
 - Committee and assignment
 - Internship training
- Off- the Job Training, comprising of
 - Programmed Instruction, in the form of class room lectures, simulation exercises
 - Business games, through audio visual method, case study, experiential exercises, vestibule training, vestibule training, behavioural modelling, computer modelling, role playing, workshop seminars and conference.

2.8 Benefits of adequate investment in good quality training and development

“The most valuable asset of a 20th century company was its production equipment. The most valuable asset of a 21st institution will be its knowledge workers and their productivity” (Akilandeswari, 2014).

2.8.1 Benefits of Training and Development for Individuals and Teams

2.8.1.1 Skills

Skills development will enhance people’s capabilities to work as well as access to opportunities at the workplace, thus offering a much broader means for creativity and job satisfaction at work. Any country’s future prosperity ultimately will depend on the number of people that are in employment and also by their productive rates at the workplace. A lot of rich literature exists linking training, skills, productivity and economic growth. European countries estimates shows that for 1 percent increment in the number of training days would lead to a 3 percent productivity increase and that the overall growth in productivity attributed to training is 16 percent (ILO, 2010). Previous meta-analysis studies done concluded that training interventions had a positive impact on job related behaviours. Training effectiveness was found to vary according to the training delivery methods as well as the type of skill being trained on. The most effective programs included both cognitive and interpersonal skills, coming next were those including psychomotor skills (Aguinis and Kraiger, 2009).

2.8.1.2 Quality

Evidence available has firmly established that a good education base with good quality training that is relevant in the working environment:

- Empowers people in developing their capabilities fully and take advantage of employment and social opportunities.
- Raises performance of employees and that of enterprises.
- Contributes in the increase of future development and innovation.
- Encouragement of domestic as well as foreign investment giving rise to job growth, thus lowering unemployment.
- Leads to better and higher wages.
- Expands opportunities in the labour market thus assisting in reducing social inequalities (ILO, 2010; Akilandeswari and Jayalakshmi, 2014).

2.8.1.3 Satisfaction

According to studies by Hawthorne and other work on the productivity of the worker showed that satisfied employees would show a higher performance and higher retention in their jobs than those who were not happy in their jobs. It is further stated that employees were more than likely to leave their employer if they were not happy and felt demotivated to show any good performance. Employee performance is found to be higher in a happy and satisfied worker thus the management of an organisation would find it much easier to motivate high performers in attaining firm targets. Workers would only be satisfied when they were comfortable as well as have the competencies required to perform their jobs and this would be achieved through training initiatives (Elnaga and Imran, 2013).

2.8.1.4 Anxiety and frustration

Training programs are believed to help employees to decrease their anxiety and frustrations coming from their jobs. The workers who feel they are unable to execute given tasks at the expected level of performance often make a decision to leave the organisation. If they do stay, their contributions will not be as productive and will not add value to the organisation. The wider the gap found between the skills required to perform a task and those possessed by the employees the higher will be the job dissatisfaction of the employees. Trained employees are found to be more able to meet the customer expectations as well as showing a higher level of job satisfaction translating to superior performance (Elnaga and Imran, 2013).

2.8.1.5 Clarity

Okereke and Nnenna (2011) note that the direct benefits emanating from training and development are clarity on how to do the job, responsibility and competence increase in employees. The employee competencies then lead to efficiency in performance. The argument being that training will enable an employee to carry his task efficiently sooner, make him prepared to take an advancement in the organisation, enhancement of self-respect and a feeling of being economically independent thus making one feel secure. The organisation on the other hand will reap from the spin offs by recognizing the benefits in high quality, safety, efficiency, boosted performance and enhanced job satisfaction.

2.8.2 Benefits of Training and Development for Organisations

2.8.2.1 Environment

Elnaga and Imran (2013) argue that by appreciating the role of training practices, an organisation's management would be in a position to provide a conducive working environment which would be a driver to improve the employee motivational levels and performance. An organisation that intends to use knowledge as a competitive edge source must build up a system that would encourage and ensure constant learning and this can be achieved through training. Well trained employees are more capable in achieving performance targets and gaining market shares using their competitive advantage. Training is seen as that process which enables workers to work on a given task with greater efficiency, and thus is regarded as a vital element in managing the human resource in a strategic manner. The importance of training on an employee's performance by creating a viable environment and accelerating the process of learning has been highlighted in many a research. The employee performance realized through training results in an immediate improvement in skills, knowledge and ability to carry out a job task thus achieving more commitment on the goals of the organisation. Training should lead to a culture of learning enhancement, raising employee performance with the ultimate of a higher return on investment for the organisation.

2.8.2.2 Sustainability

Employees' performance is critical for the sustainability of an organisation, it is therefore imperative for an organisation to make an effort in helping low performers. Performance can be classified into five different sections (Elnaga and Imran, 2013).

- **Planning:** involving setting of goals, development of strategies and outlining schedules and tasks to achieve set goals
- **Monitoring:** here goals are reviewed in order to see how well they are being met. This involves continuously measuring the performance and providing feedback on an ongoing basis to the employee and the work team as a whole on their progress towards achieving the goals. The monitoring provides an opportunity to check whether predetermined standards are being met and then changes could be made to unrealistic standards.
- **Developing:** during this stage an employee would improve on any performance deficiencies that would have been picked up during the period the employee has worked for the company.
- **Rating:** This is a summary of the employee's performance. This is beneficiary for comparing an employee's performance over time or with other employees. Employers will be in a position to know the best performers.
- **Rewarding:** The stage is designed to recognize and reward excellent achievements and behavior which exceeds expectations.

2.8.2.3 Effectiveness

Several studies were done in the European community on the effect of training on organisational performance by operationalizing organisational performance into effectiveness and profitability. The conclusion in these studies was that the training activities which included on the job training and some in-house interventions were found to be related positively to most dimensions of effectiveness and profitability. Further strengthening the case was that results from questionnaires administered to one thousand five hundred and thirty (1530) directors in human resource in France found that 4.6 % variance in their companies financial performance was linked to training. An interesting observation was that from another previous study carried out on 9439 staff of a high technology manufacturer to assess the effects of employee turnover. It was noted that investment in training through the organisation's bursary scheme decreased turnover during the period of studying (Aguinis and Kraiger, 2009).

Salas et al (2012) argued that if properly done, training and development will have a major influence on a company's bottom line. It has also been shown clearly that training would have a reduction in life-threatening errors in environments of high-risk. Human error has been attributed to contribute between 30% - 80% of all major accidents within human-machine set ups, thus training programs that would increase knowledge, awareness and skills would drastically reduce the human error element and improve on worker and public safety. Salas et al (2012) further notes that a report by the Institute of Medicine showed 40 000 to 50 000 people dying a year in hospitals due to human error mishaps and poor coordination amongst healthcare providers. Elnaga and Imran (2013) takes a view that being the intellectual property of an organisation, employees through their training and development provide a very good source for competitive advantage for an organisation

2.8.3 Benefits of Training and Development for Society

2.8.3.1 Economy

The vast majority of studies done on the effects of training initiatives and the corresponding benefits have been spearheaded by economists with the main dependent variable being the performance of the national economic. The body of literature has led to the conclusions that training and development efforts improved the quality of the workforce which is one of the most crucial contributors to a nation's economic growth. Illustrating the analysis, calculations were done on the associated costs from on job training and the effects of such would have on country level macroeconomic variables. The conclusion from the researchers was that if companies received a credit of €115 per employee that is trained in their capacity as employers, the total expenses for the country would total €11 million, but €114 would be realized in increased revenue resulting from the new skills gained. Apart from the economic growth, training activities also have the potential of positioning a country for inclusion in powerful economic blocks such as the European Union. This comes from the fact that there are strict restrictions to join and be part of the block, and one requirement includes human capital development (Aguinis and Kraiger, 2009).

2.8.3.2 Investment in Employee Skills

All of the countries in the G20 bloc have isolated and identified employee skills as a strategic objective and as such are vigorously stepping up investments in this area. India has adopted a highly ambitious National Skills Development Policy as of 2009. The South African government on the other hand has started with the adjustment and alignment of training

strategies under the Ministry for Higher Education and Training. The United Nations in preparing a solid foundation for a capable future workforce feeder has pledged and committed to the Millennium Development Goal of achieving primary education universally: that is making sure that by 2015; children anywhere in the world, girls and boys alike, would be able to complete a full primary schooling course. In giving support to the campaign, UNESCO saw it fit to adopt new guidelines on technical and vocational education and training (ILO, 2010).

2.9 Training Evaluation

2.9.1 What is evaluation?

Mohamed and Alias (2012) puts down training evaluation as a collection of descriptive and judgmental information necessary for making of decisions which are related to selection, adoption, value as well as modification of instructional activities. It is the means that is used for determining the value brought about by training. Pineda (2010) notes that evaluation of training involves analyzing the training system value in both financial and social terms, in order to take stock on objective achievements. Singh and Mohanty (2012) viewed effective training programs as systematic and continuous; they are long term process and not a haphazard event. Needs assessments of employee and employer together with business strategies need to be conducted and then used in selection of the correct training methods as well as participants. Training programs that are consistent with both employer and employee's needs and goals will fit in with the business strategy and would achieve greater success in comparison to those that are not.

2.9.2 Investment Returns

In order to consider training as an investment it has to be accountable like any other investment made by an organisation and it has to be shown that the decisions taken were relevant as well as profitable. The actual contribution coming from training to the organisation must be ascertained, and the tool used for this purpose would thus be evaluation. An organisation's training evaluation is directly linked with quality systems since the information provided enables training results to be analyzed, deficiencies picked up and improvements made in order to optimize the whole training function (Pineda, 2010).

2.9.3 Benefits of Evaluating Training

Evaluation is an integral part of a system for effective training. Through evaluation organisations can make decisions to continue with those training programs that are working and to be able to modify or even discontinue those programs that are not adding value. Evaluation outcomes could also be used for marketing training to other organisations as well as motivation for future trainees. Over the last couple of years conceptual work and research has resulted in considerable innovation in best training evaluation practices (Salas et al., 2012). Evaluating training provides an organisation with benefits:

- to determine if a particular program is achieving its objectives
- to identify an organisation's training program's strengths and weaknesses
- to determine the training program's cost benefit ratio
- to decide who must be selected for future training programs
- to identify participants who had benefited the most or the least from the given training program
- to establish database for decision making purposes (Mohamed and Alias, 2012).

Evaluating training effectiveness is useful: to this effect training evaluation models have been developed for assessments on training. Empirical studies indicate that the affective and emotive aspects from training are very much significant in predicting an employee's behavior and attitude. Involving workers in training programs would send a signal to them that they are valuable and will thus feel obliged to reciprocate by genuinely contributing a high performance rate. High levels of perceived opportunities of training by the employee may contribute to need fulfillment enhancing work performance as well as organisational citizenship behavior. Employees' perception is that the more educated one is the more formal training the worker would receive. Educated workers would have a comparative advantage in job opportunities requiring a large amount of knowledge which would provide an opportunity for training (Quartey, 2012).

2.9.4 Evaluation Models

Mohamed and Alias (2012) have noted that various evaluation models have been proposed in literature, however the most widely used and popular one is the Donald Kirkpatrick's model which is captured in figure below:

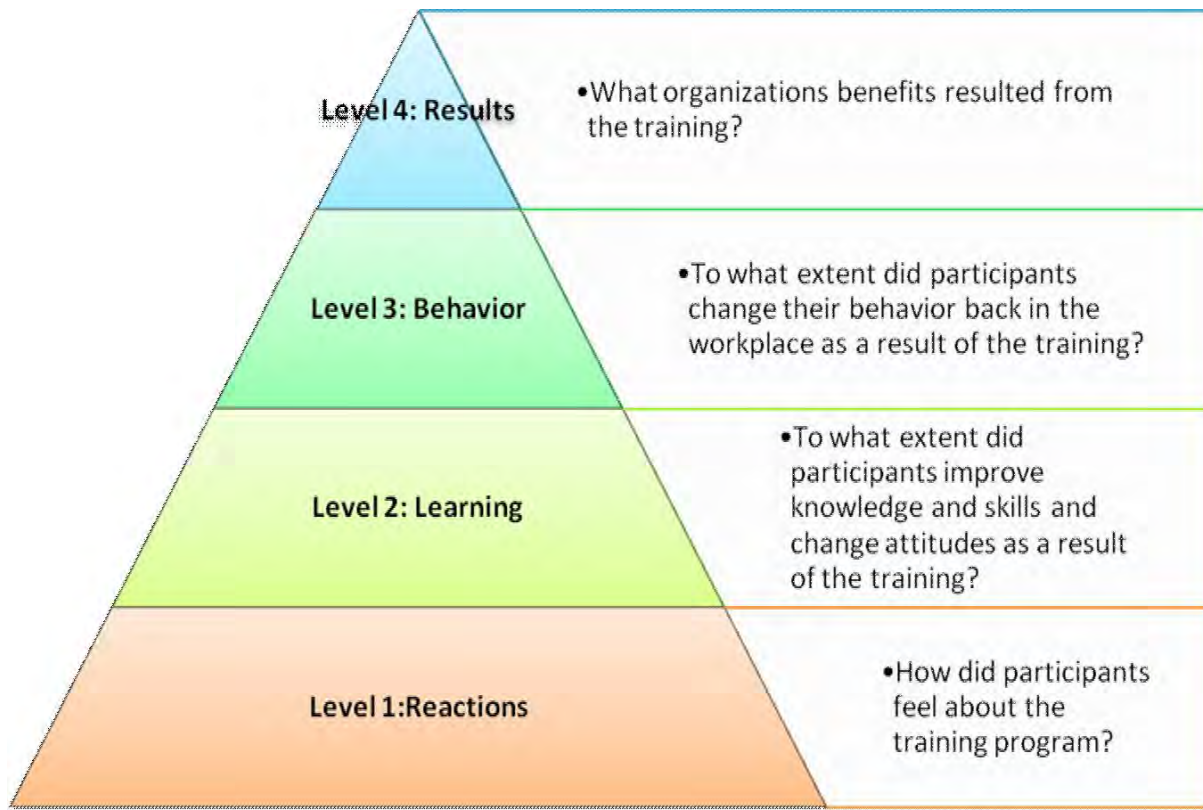


Figure 2.1 Kirkpatrick's four levels of evaluation model

Mohamed, R. and Alias, A.A.S. n.d. *Evaluating the Effectiveness of a Training Program Using the Four Level Kirkpatrick Model in the Banking Sector in Malaysia* [online].

Available at: http://eprints.oum.edu.my/717/1/evaluating_rosmah.pdf [Accessed 15 February 2014].

The Kirkpatrick's model comprises of four evaluation levels as explained in the following paragraphs:

2.9.4.1 Level 1: Reaction.

This level focuses on the participant's perception of the training program and it is viewed as a measurement for customer satisfaction. A reaction that comes out as positive means those participants viewed the training program as satisfactory and would thus more than likely be using the skills learnt. It is crucial for the training department to collect factual information and confirm that the reactions were favorable, if not then the participants will not be motivated to learn which would result in the training program not adding any value.

2.9.4.2 Level 2: Learning

The level aims to do an evaluation on how much has been learnt by the participant from before to after the training program. Pretests and post tests could be used by the assessors if the program is meant to measure the knowledge learnt. If the training program was to make improvements in skills of the participants, the evaluators can then make use performance tests. If the training is targeting attitude change, then the assessors need to use attitude surveys.

2.9.4.3 Level 3: Behaviour

In this level measures are done on whether the knowledge, skills and attitude which were learnt were transferred into the workplace. It needs to be emphasized that if learning does not get transferred to the workplace and the job, then there would not be any impact to the job and organisation.

2.9.4.4 Level 4: Results

The level captures the impact on the business as a result of the participant's performance improvements. The aim is to find out if the learning had an impact on the business by providing high profits, more sales or reduction of customer complaints. Experts and academics in the field of training have suggested the need for a much more comprehensive evaluation criterion that will incorporate the monetary returns on investment. The suggested criterion to evaluate the monetary value was the return on investment (ROI) (Sunardi, Widyarini and Tjakraatmadja, 2012).

2.10 Relationship between training and development and employee performance

2.10.1 What is performance?

Employee performance refers to employee output and productivity as a result of training and developmental interventions. Productivity means lucrative, fruitful and profitable (Sultana et al., 2012). Quartey (2012) defines performance as evaluated behaviours as to their contribution to organisational goals. Performance of the employee will have an ultimate effect on the organisational effectiveness. Organisational effectiveness in this context means the achievement of overall goals of the organisational. Hameed and Waheed (2011) argue that the training and develop of an employee leads to improved performance which ultimately leads to organisational effectiveness.

2.10.2 Performance Management

Hough, Thompson Jr, Strickland III and Gamble (2011) note that to survive in the highly competitive and ever changing business environment of today, organisations must continuously reinvent themselves. Entrepreneurship, market orientation, organisational learning and innovativeness are considered as primary capabilities that lead to competitive advantage. Performance management has become a core process for creating shareholder value which can be used to ensure continuous improvement and relevance. Performance management acts as an integrating mechanism to achieving accountability at the level of an individual, team and organisation. Core elements of performance management include following.

2.10.2.1 Role Profiling

Specific roles are developed at individual levels to ensure employees know exactly what their position entails. The role profile is used as a standard for alignment of a company's strategy and the performance objectives as shown in the following figure.

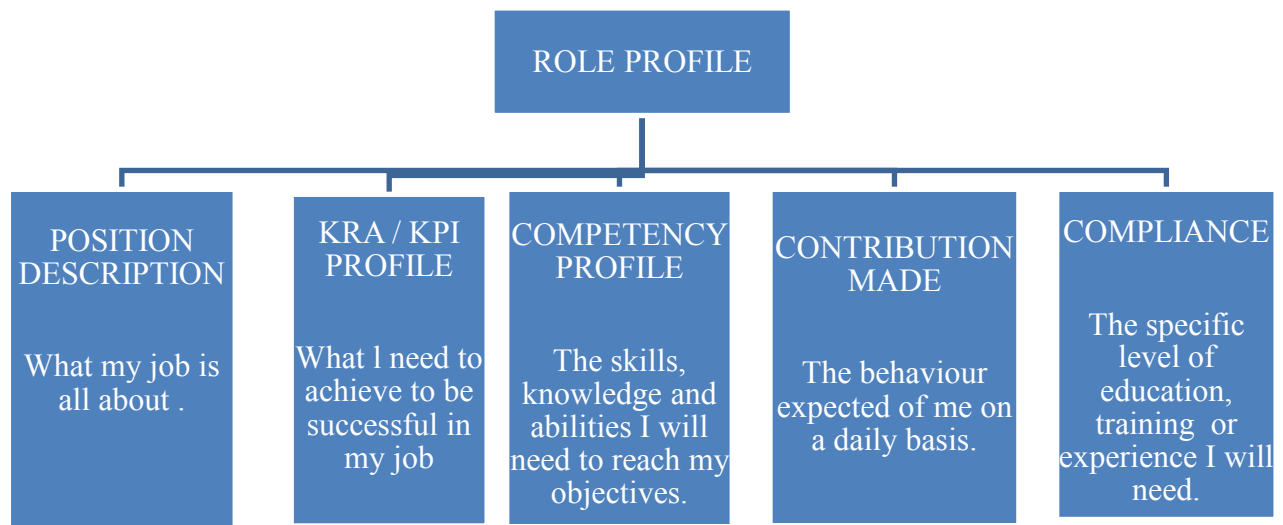


Figure 2.2 Role Profile

Adapted from Hough, H., Thompson Jr, A.A., Strickland III, A.J. and Gamble, J.E. 2011. *Crafting and Executing Strategy: Creating Sustainable High Performance in South Africa: Text, Readings and Cases*. 2nd ed. Berkshire: McGraw-Hill Education. p232.

2.10.2 .2.The Performance Contract

Both the input and output must be considered in performance management. An individual's input in the application of the relevant and required competencies will lead to behaviour which in turn will produce results. The competencies and results relationship is shown below.

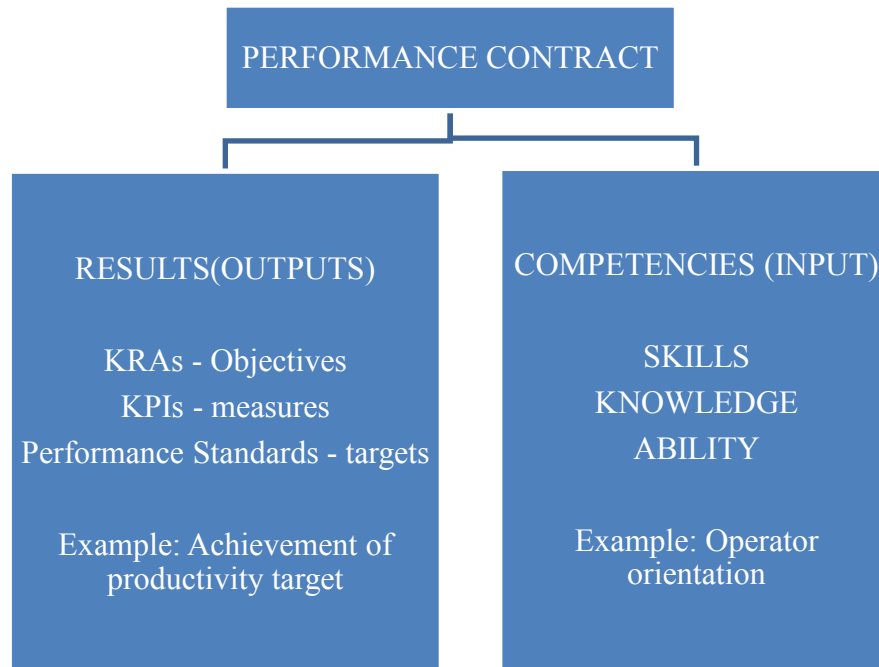


Figure 2.3 Overview of a performance contract

Adapted from Hough, H., Thompson Jr, A.A., Strickland III, A.J. and Gamble, J.E. 2011. *Crafting and Executing Strategy: Creating Sustainable High Performance in South Africa: Text, Readings and Cases*. 2nd ed. Berkshire: McGraw-Hill Education. p234.

2.10.3 Performance Evaluation

Evaluating performance serves in assisting an organisation's management in making general human resources decisions which could be transfers, promotion or terminations. Training and development needs will come to the fore through evaluations which would highlight skills and competencies gaps for which remedial programs can be developed. Evaluations do fulfil the role of providing feedback to the workforce on how the company views their performance. Decisions by organisation on who should get merit salary increases as well as other rewards are determined in most cases by performance evaluations. The most common and popular criteria used by management when appraising employee performance are:

- Individual task outcomes
- Behaviours

- Traits

Most organisations make use of the following as methods of performance evaluation,

- Written essays
- Critical incidents
- Graphic rating scales
- Behaviourally anchored rating scales (BARS)
- Forced comparisons (Robbins et al., 2009).

2.11 Study findings: relationship between training and development and employee performance

Jagero, Komba and Mlingi (2012) in their study found that a relationship existed between training and the resultant employee performance in the execution of different tasks. Employees who had received training appeared to be more capable in executing their tasks, doing so in an effective and efficient manner. Konings and Vanormelingen (2010) found a clear distinction between what is regarded as general training and firm specific training. General training skills were found to be equally applicable to other firms whilst firm specific skills were lost when a trained worker left the organisation. Research done at sector level on British firms found that by raising the industry proportion of workers who receive training by 1 % point had a corresponding increase in value per worker of 0.6 % on average. Konings and Vanormelingen (2010) further empirically investigated the impact of training from a firm specific view on employee performance. Firm level data from over 170 Belgium firms was used, collecting data on each firm on the number of employees who would have received formal training and the hours they would have spent on training in the period 1997 to 2006. The advantage on the use of firm level data in comparison to individual level data was that an objective measure for worker productivity would be obtained. The results indicated that an employee that had received training had a productivity premium of 23 % on average. It was further found that in the manufacturing sector the largest gains in productivity are found in the Chemicals sector.

Singh and Mohanty (2012) noted the following with regards to effect of training on various industry sectors:

- Automobile and Agricultural: a stronger relationship was found between employee training and employee productivity. The higher the number of training initiatives the higher was the productivity.

- Credit banks: These are classified as high profit and high risk businesses, training in this sector was found to play a very small part in the performance of the employees.
- Luxury items like branded wall paint industries: training was found to have a very limited role to play in employee performance.
- Service industry: insurance companies, the effect of training and development on performance was found to be very low.

Ariga, Kurosawa, Ohtake, Sasaki and Yamane (2012) in a study considered the impact of On the Job training (OJT) on automobile assembler productivity on information obtained from two of Japan's automobile makers. Their finding was that automobile assemblers who received OJT perceived their gains in productivity from training exposure. Another finding was that older assemblers were more than likely to get moved around, when the need arose to a different section or team as they could adapt more quickly to change than the young workers due to their higher skills level.

Sultana et al. (2012) carried a study of training practices in the Pakistan Telecommunication sector to determine their impact on employee performance. 360 questionnaires were distributed to 5 telecommunication companies. The conclusion from the study was that if investment in the right type of training for the employees was made by the organisation it can enhance employee performance. Khan, Khan and Khan (2011) concurs saying that it is crucial for an organisation to design employee training carefully in accordance with employee requirements. Organisations getting the right balance of the training design always get exceptional results. According to Sultana et al. (2012) training is considered to be a means by which employees cope with technological innovation changes, organisational structuring and extensive market competitions. For an organisation to achieve its training plan objectives, its design and implementation should be planned and systematically tailored to enhance performance.

A field experiment study was carried out in Netherlands at a telephone organisation's call centre to analyse the effect training had on employee performance. A compulsory 38 hour training programme was arranged for selected call centre agents. Regression results showed that performance rates of the call centre agent was 9 % higher after receiving training. It was also found out that agents who were not part of the training programme also had improved performances through externalities. These indirect effects arose either from spill over of knowledge between trained and their untrained colleagues or social pressures. It was found

that a 10 % points increase in share of treated peers lead to a 0.45% increase in performance (De Grip and Sauermann, 2011). Moreover a similar study conducted in a Pakistan telecommunication sector found R^2 as 0.501 meaning that 50.1 % of the variations in the employee performance were brought about by training initiatives. The T- value was found to be 8.58 explaining that employee training was a good predictor of employee performance (Elnaga and Imran, 2013). Mansour (2013) carried a similar study in Saudi Arabia and concurs on the relationship between training and performance with an outcome that gave R^2 as 0.371 meaning 37.1 % variance in performance being explained by training participation. Other investigative results showed a positive correlation between employee training and employee performance with $r = 0.233$. Hawthorne studies on worker productivity highlighted that employees satisfied with their jobs have higher performances than those not happy with their jobs. Higher employee performances were found from employees who were happy and satisfied and it was easy for management to motivate the high performers in attaining the firm targets. Employees could only feel satisfied if they are competent in performing their jobs which comes from better training programmes (Elnaga and Imran, 2013).

Increasing the average employee training participation in a study carried out in British industries from 10 % to 15 % of the working force showed an increase in the firm productivity by 4 %. A similar study in manufacturing and services firms showed that the productivity premium was at an average of 17 % for a trained employee (De Grip and Sauermann, 2012). A study in Ghana supported the notion of training having a significant impact on employee performance with a study carried out in the print media industry. The study revealed that any training done had an effect on organisational performance at large, showing a direct correlation: $0.20 \leq r \leq 0.50$. Thus showing a direct correlation exists, and for that matter, an effect of training initiatives on employee performance, firm profitability and shareholder value for both short and long terms, which represent the aspects training has an effect on (Quartey, 2012). Most of existing literature on training and development concentrated on industrial settings, neglecting service organisations in government ministries and parastatals. A study on training and development was thus carried using civil servants in Ebony State, Nigeria. It was observed that employees in the government and parastatal sectors performed way below standards in comparison to their private sector colleagues. The perceived suspicion emanates from observed truancy, perceived lack of commitment, high absenteeism rates, nepotism and failure to distinguish private life to organisational life. This

below standard performance scuttles the brilliant government policies (Okereke and Nnenna, 2011).

An investigation on academic development programmes' impact of lecturers performances in the classroom was carried on 60 FET college lecturers and 6 academic managers drawn from 6 FET colleges in Gauteng, Western Cape and Limpopo. The study was done using focus group discussions and completion of questionnaires. The findings showed that, training programmes that were tailor made to suit the lecture's needs had a positive output in students' progress as well as lecturers themselves feeling empowered and appreciated. The view being that, when lecturers are properly trained they would in turn provide quality teaching which benefits the learner thereby enhancing value for FET colleges (Mokone, 2011).

A study seeking to determine perceived performance resulting from participation in a training programme by Human Resource Assistants at a South African mine according to four dimensions: personal, customer, internal business and learning and growth was carried out. Self-administered close ended questionnaires were used for the study. The results from the study showed that the training and development programme significantly contributed to an increase in employees' performance. Under the four dimensions the average score was significantly higher for those who took part in the course than those who did not participate. In each given case the p value was < 0.0005 clearly indicating a difference in the perceived performance between the two groups (Tshikovhi, 2012). In fact, there are noted increases in organisations' awareness that by investing in training corresponding performance improvements would be reaped in terms of high sales, productivity, enhanced quality, market share, reduced turnover, absenteeism and conflict (Thang, Quang and Buyens, 2010).

2.12 Other factors contributing to improved employee performance?

Apart from training and development found that other factors also had an impact on employee performance. In a study carried out at DHL and FedEx, courier companies in Dar es Salaam in Tanzania, 96.5% of respondents strongly agreed that other factors were contributing to an improved employee performance. The factors included employee skills, working environment, communication flow, motivation and reward and organisational culture (Jagero et al., 2012).

2.13 Training and Development Models: Recommendations for Human Resource Department

The training spends for organisations in the United States of America amounts to billions of dollars yearly. Interventions in training and development made organisations to be safe, compete, adapt, produce, innovate, excel, improve service and reach goals. Training is used successfully to minimize errors in such high-risk set ups such as aviation, emergency rooms and the military. However, in conventional organisations training is equally important. Organisations do understand the need for training and that it helps them to remain competitive through the continual education of their workforce. There is also an understanding from the organisation that the training investment in the employees will yield greater results. However, it is argued that training is not as intuitive as it may seem. It is documented that there is a science of training which shows the correct and wrong way to designing, delivering and implementation of a training program (Sultana et al., 2012).

Salas et al. (2012) further notes that existing research and literature has provided very strong evidence to show that training programs that are well designed will provide the necessary benefits to individuals, teams, organisations as well as society. An argument is further made of optimal training benefits being attained when lessons learnt from effectiveness research are used in the design as well as delivery of future training. An outline of the process on how training programs must be developed, delivered, and monitored will be given below; shown below will also be recommendations and best practices to maximize effectiveness of training. The discussions will center on: what matters before, during, and after training.

Table 2.2 Training requirements

Before Training	<ul style="list-style-type: none"> ❖ Training needs analysis conducted: <ul style="list-style-type: none"> ➤ Conduct a job–task analysis. ➤ Conduct an organisational analysis. ➤ Conduct a person analysis ❖ Prepare a climate of learning: <ul style="list-style-type: none"> ➤ Schedule properly. ➤ Employees to be notified of policy, training and attendance. ➤ Prepare the leaders and supervisors.
During Training	<ul style="list-style-type: none"> ❖ Enablement of trainee’ right mindset: <ul style="list-style-type: none"> ➤ Building of self-efficacy. ➤ Promotion of learning orientation. ➤ Learning motivation boost. ❖ Follow appropriate instructional principles: <ul style="list-style-type: none"> ➤ Provide opportunities to practice. ➤ Use of valid training design and strategy. ➤ Promotion of self-regulation. ❖ Wise use of technology: <ul style="list-style-type: none"> ➤ Correct use of computer-based training. ➤ User control structured correctly. ➤ Use of simulations in learning.
After training	<ul style="list-style-type: none"> ❖ Ensure proper transfer of training: <ul style="list-style-type: none"> ➤ Removal of obstacles. ➤ Provide tools/advice for supervisors. ➤ Encourage the use of debriefs. ❖ Evaluate training: <ul style="list-style-type: none"> ➤ Clear specification of purpose. ➤ Consideration of evaluating at multiple levels. ➤ Precise link to training needs

Adapted from Salas, E., Tannenbaum, S.I., Kraiger, K. and Smith-Jentsch, K.A. 2012. *The Science of Training and Development in Organisations: What Matters in Practice* [online]. Available at: <http://www.psychologicalscience.org/index.php/publications/journals/pspi/training-and-development.html> [Accessed 15 February 2014].

2.14 Technology and Innovation

ILO (2010) writes that innovation and technology are powerful economic growth drivers. What is of note in the current environment is the speed at which innovations spread into mass usage. Rapid innovation will dictate the way enterprises invest and expand into new services and products. In all the global arena the effects of skills development are momentous. The greater portion of the jobs which are to be generated over the next two decades does not exist today: yet the workforce for these future jobs is already in the education and training system.

2.15 Conclusion

Training and development have a significant impact and role to play in resultant employee performance. It is crucial that training and development should form a part of an organisation's strategic drive to gain a sustainable competitive advantage in the market place. It is important thus for an employee and organisational needs analysis to be conducted for optimal results. To sustain an organisation's effective performance and economic growth, it is critical to optimize the contribution of an employee to the goals of the organisation. Training ensures an adequate supply of technically and socially competent employees capable of career development into specialized fields or management positions. With the advent of globalization, organisations have made employee training and development a critical and strategic driver. Training and development impact is industry dependent, with some industries being significantly impacted than others. The next chapter deals with the research methodology that was followed in the collection and analysis of the study data in order to solve the research questions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The preceding chapter focussed on literature review on training and development and its subsequent effect on employee performance. Having established previous work done on the topic the next step was to conduct the research. Research which is quite an intimidating term for many deals with finding solutions for a problem after going through an intense study and analysing the situational factors. In organisations managers have always engaged in the study and analysis of work problems and thus involve themselves in some way of research in the process of finding solutions at the workplace (Sekeran and Bougie, 2013). Welman, Kruger and Mitchell (2009) explain that the process of research involves obtaining knowledge in a scientific manner through objective methods and procedures.

3.2 Aim and Objectives of the Study

A research study aim looks at a broad statement for desired outcome or the general intention of a research giving a view on the research proposal. The research aim gives an emphasis on what is to be accomplished, not on the how it is to be accomplished as well as addressing the long term project outcomes by giving a reflection on the aspirations and expectations of the research topic (Queen's University, 2013). Farrugia, Petrisor, Farrokhyar and Bhandari (2010) argue that the primary objective of a study should have a link to study hypothesis. Research objectives do define the aims of a given study and must be stated clearly in the research protocol introduction. The research objective provides a statement on how the specific research question will be answered. Objectives can thus state which of the outcome measures would be used in their statements. Objectives are important as they provide guidelines for the development of the protocol and design of a study as well as playing a role in the sample size calculations.

This study carried out at Transnet's Durban Container Terminal aimed at investigating the impact of training and development on employees' performance. The objectives for the study being:

- To determine the impact of training and development on employee performance at Durban Container Terminal.
- To examine effectiveness of training and development at Durban Container Terminal.

- To identify benefits of training and development at Durban Container Terminal.
- To recommend to Durban Container Terminal's Training Department on suitable training and development models for port employees.

3.3 Participants and Location of the Study

In research the selection of participants is guided by what is reasonably practical. Whilst sometimes it might be feasible to gather data from the entire organisation's employees, the total population, for most studies it is not practical. The resources available to conduct the study in majority of cases constrain the amount of data collected and analysed, hence it only becomes practical to deal with only a sample of the population. Consequently it becomes necessary to carefully consider the choice of study participants, the sample, for which data would be gathered from in answering a research question which would meet our research aim (Saunders, 2012).

A quantitative research, which this study is, requires the selection of participants and the standardisation of procedures in order to remove any influence that might come through from external variables. Amongst the most critical tasks in research design is identifying subjects appropriately. The decisions on selection of participants are based on the research questions and theoretical perspectives. The participants sampled should be able to inform important facets as well as perspectives to the study (Sargeant, 2012). Participants' selection needs to be carefully thought of as this will help clarify the research question, design thereof and also determine ability to generalise. Participants have a huge impact on the study outcome, thus decisions made on whom to study will greatly influence the causal inferences made (Stone 2012).

Transnet Port Terminals, a division within the Transnet Group operates seven commercial logistical ports in South Africa. The majority of Southern African's import and export commodities are processed via these seven ports and rightly so are regarded as key engines for economic growth. Durban Container Terminal (Pier 1), a unit within the Port division with a terminal capacity of 0.7million twenty foot equivalent units (TEUs) play a very crucial role in support of the export led strategy of South African government. The knowledge and skills of the organisation's employees is critical to its performance and ultimately its competitive advantage (Transnet, 2014).

The participants of this quantitative study were selected from a target population of operational personnel consisting of Overhead Lifting Equipment Operators (OLEs) and Artisans. Operators who physically handle import, export and transshipment cargo in the Terminal and Artisans who maintain and ensure the equipment is reliable, efficient and safe for the operators to use were chosen for this study. These categories of employees are at the face of the physical movement of cargo and are rightly so considered to be the heart of the Terminal operation. The Terminal's Key Performance Indicators (KPIs), Gross Crane Hourly Moves (GCH): a measure on how many container boxes is moved an hour either in or out of a ship vessel and Ship Working Hour (SWH): machine time on a vessel is all solely influenced by these operational staff. Thus the way an operator performs has a great significance in how productive the Durban Container Terminal is. Artisans' selection is based on the critical support they provide to the operators through proper machine maintenance and quick turnaround in case of machine malfunction.

The location of the study being in the Port of Durban's Bay Head Area, Durban in KwaZulu-Natal province, Republic of South Africa at the Transnet Port Terminal's (TPT) Durban Container Terminal (Pier 1). The site is accessible to by both road and rail as well as by sea.

3.4 Data Collection Strategies

3.4.1 Sampling

In research projects it is uneconomical and impractical to include all the members of a population, as usually populations interesting human behavioural scientists are huge such that it becomes simply not possible at all to conduct research on them. For a study it thus becomes necessary to rely on data for a sample of the population (Welman et al., 2009). Sekeran and Bougie (2013) note that covering the entire population for a study would be prohibitive, considering cost, time and other resources. It is further alleged that a study using a sample is likely to produce results which are more reliable. The accuracy in findings from a sample is attributed to less fatigue and errors as opposed to when dealing with huge numbers from a population. Welman et al. (2009) further state that the selection of a sample thus becomes critical as it would want to generalise the results back to the population. Generalisation of study results is considered extremely important since it is only when the said results are able to be generalised from the sample to the population that the findings of a study can have meaning beyond the limited settings they were obtained from.

In carrying out the study on the impact of training and development on employees' performance, the target population was permanent Durban Container Terminal's operational staff as per the company's pay roll. Operational staff in this context refers to Overhead Lifting Equipment Operators (OLEs) and Artisans and amounted to 200 employees. These employees as mentioned earlier are at the face of the physical movement of cargo and are considered to be the heart of the Terminal operation.

In view of the delineation process which resulted in the study being carried out at the Durban Container Terminal, the other factors which were considered in choosing respondents from the site included:

- Durban Container Terminal operates highly sophisticated equipment, meaning that operators would need to be highly trained and developed in order to reach high productivity levels
- Sophistication of the Durban Container Terminal lifting equipment presents safety risk challenges which means operators would need to be competent through proper training
- Maintenance personnel in the form of artisans would need to understand the sophisticated Durban Container Terminal equipment in order to be able to resolve any technical malfunctions hence location site ideal for study feedback
- The Durban Container Terminal is the hub of container business in Africa and as such the study would be focusing on the correct population in terms of answering the research questions
- High volumes and through put of container traffic at the Durban Container Terminal would require high efficiencies in order to meet customer demands, thus participants' response would give good insight to the study with regards to training and development
- The site under study is an economic hub and thus is credited to be a driving force for the South African government's export strategy. Feedback from the site will thus give a representative reflection and view of a critical and important institution in the port logistics sector.

The population for the study comprised of operators and artisans who because of the nature of their jobs and recruitment policies were fully trained either in their current employment or at their previous employers.

- Operators are only appointed after having passed the rigorous internal training and licensing done by Transnet's own Maritime School of Excellence. This training is discharged through theory done in classroom setup, followed by an on the job training (OJT) practical for a specified period before assessments and licensing.
- Relicensing for the operators is done periodically after the expiry of the operating licence which expires after two years.
- Typical training for artisans being external specialised Programmable Logic Circuits (PLC) courses, Drives, Automation and Substation Switching. This training is carried out by accredited external institutions and also done via class room type set up, followed by practical and on the job training.
- Training interventions for the selected operational staff would have been at least three to five times per year depending on the job type.

3.4.2 Determining the study sample size for Durban Container Terminal

Sekeran and Bougie (2013) argue that in a research study the question would arise as to how one is to come up with a sample size. The decision is simplified by the use of a generalised scientific guideline table with sample sizes for a given population. Using the given generalised scientific table, for a population of **200** Durban Container Terminal operational staff a corresponding sample of **132** were chosen. This sample size chosen from the given table would generalise sample findings back to the population parameters. Factors taken into consideration when choosing this sample of 132 for the study were as follows:

- The objective of the research
- Extent of desired precision
- Allowable risk in the prediction of the level of precision
- Variability in the said population
- Constraints of time and cost.
- Population size (Sekeran and Bougie (2013)).

3. 4.3 Acceptable Return Rates

A literature review of published social research material have suggested that 50 % return rate for a study of distributed questionnaires is regarded as adequate for data analysis and reporting. A rate of response of 60 % is regarded as good, whilst a rate of response of 70 % is regarded as very good. It is cautioned though that these are rough guidelines and have no statistical basis (Babbie, 2008). Nulty (2008) concurs by noting that 50 % response rate is

acceptable and rates of more than 60 % are desirable. For this study at Durban Container Terminal 132 questionnaires were distributed to selected participants, 106 questionnaires were received back. The questionnaire return equates to a response rate of 80.3 %. Looking back at the response rate literature discussed above a rate of 80.3% is regarded as extremely good.

3.5 Research Design and Methods

3.5.1 Description and Purpose

Research design is regarded as the overall plan that connects conceptual research problems to the pertinent empirical research. The research design articulates on the data required, the methods for collecting and analysing the data, and how the research question will be answered. The way data and the methods are configured in the research study need to be effective in its way of generating answers to the research questions. Different design logics are used for different types of study (Van Wyk, 2013). Research studies can either be descriptive, exploratory or causal in their nature. The study nature, be it descriptive, exploratory or causal would depend on the stage at which the knowledge on the given topic has progressed. Design decisions get more intense as one proceeds from the exploratory stage, where there is an attempt to explore new business research areas, to descriptive stage, where one tries to describe certain characteristics of the phenomena on which interest centres, through to the causal, hypothesis testing stage, where there is an examination to find out if the conjectured relationships have been substantiated (Sekaran and Bougie, 2013). The study on the impact of training and development on employees' performance at Transnet was descriptive, where there was an attempt to describe the relationships.

3.5.2 Construction of the Instrument

The questionnaire is the most widely used means for quantitative data collection. A questionnaire consists of pre-formulated set of questions which are given to participants to record and give feedback, mostly within closely defined alternatives. They are regarded as an efficient mechanism of collecting data in descriptive or exploratory studies. Questionnaires are less time consuming and inexpensive than other forms as interviews and observation, though they introduce a much larger chance of nonresponse. They are designed for collection of large numbers of quantitative data (Sekaran and Bougie, 2013; Wong, Ong and Kuek, 2012).

A good questionnaire satisfies two criteria: accuracy and relevancy. A questionnaire is deemed relevant when only relevant and sufficient information is collected to answer the research questions. A questionnaire is deemed accurate if responses are reliable and valid. A questionnaire should have three types of questions: administrative, classification and target questions. Administrative questions would identify the interviewer, the respondent and location. Classification questions deal with demographics such as age, gender, race, etc. of the respondents. The target questions are the most important in the design of the questionnaire as the resulting responses must be able to provide the research questions with answers (Wong et al., 2012).

Lee (2005) notes that constructing a questionnaire is one of the most critical research processes. A good questionnaire has several attributes. It must be well-organized, have clear questions, well-drawn with exhaustive response options, a natural flow to the questions keeping the participant moving towards questionnaire completion. There are seven noted tasks that are required to achieve above mentioned results with each tasks requiring a series of decisions and activities:

- Review the information required which need to be obtained from a questionnaire.
- Develop potential questions which would satisfy the information required for study.
- Assess potential questions carefully.
- Determine questions types.
- Decide on question wording.
- Decide on questionnaire structure.
- Questionnaire evaluation

Taking cues from the discussions above, the questionnaire for the study was constructed by searching for questionnaires that were used by other researchers when collecting data on the effect of training and development on employee performance. The sources used for questionnaires and applicable measuring scales included Singh and Mohanty (2012), Nassazi (2013), Ameer and Hanif (2013) and Sultana (2013). The questions from these literature reviews were modified to suit the current study. The resultant questionnaire was closed ended and made use of a 5 point Likert scale. The questionnaire consisted of both the classification questions and the target questions. As the participants generally prefer to remain anonymous, identification questions were deemed not necessary and hence omitted. The questionnaire was divided into two sections, Section A and Section B. Section A comprised of four

classification questions such as age, gender, education level and number of years in the company and Section B consisted of twenty target questions.

3.5.3 Recruitment of Study Participants

Recruitment is the dialogue between a researcher and a potential respondent before the actual consent process initiation. The process starts with identifying, targeting and enlisting participants for the research. Information is provided to the potential participant as a means of generating interest in the study. The two main goals of recruitment are:

- Obtaining a sample representative of the target population;
- To obtain sufficient participants meeting sample size requirements as well as power requirements for the research (Patel, Doku and Tennakoon, 2003).

There are two main sampling design types: probability and non-probability. For probability sampling the population elements have a known chance of selection as subjects as opposed to non-probability where the chances of selection are not known. Probability sampling design suits situations where the representativeness is of paramount importance for the sake of generalizability. When time, cost or other factors are more important rather than generalization then non probability is generally the one to be used. Probability sampling can either be simple random sampling (unrestricted) or complex random sampling (restricted). Simple random sampling offers least bias and more generalizability whilst complex random sampling gives a more viable and efficient alternative (Sekaran and Bougie, 2013).

In view of the importance placed on the generalizability for the study on the effect of training and development on employees' performance at the Transnet's Durban Container Terminal a simple random sampling technique was used. Welman et al. (2009) explain the two steps followed to draw a random sample:

- First, identify all the units of analysis in the sampling frame and give them consecutive numbers, i.e. 001, 002, 003 etc. The sample frame in this study was the permanent operational employees on Transnet's Durban Container Terminal payroll.
- Secondly, the mechanism used to choose the units of analysis must ensure that each number has equal chances of selection. This would be achieved through the use of a table of random numbers or through a computer. In this study the unit of analysis, which were the operational staff were chosen through the use a 3 digit random number table.

3.5.4 Ethical Considerations and Limitations

In carrying out the research study it was crucial to ensure that ethical issues were taken care of. Before the study could be done permission had to be sort in the form of an ethical clearance letter from the university through presentation of the study proposal and questionnaires. Measures were taken to protect the autonomy of respondents and to prevent social stigmatisation and secondary victimisation of respondents. In order to abide with the institution's ethical policies the collection of data was not to include the following:

- Access to confidential information without prior consent of participants
- Participants being required to commit an act which might diminish self-respect or cause them to experience shame, embarrassment, or regret
- Participants being exposed to questions which may be experienced as stressful or upsetting, or to procedures which may have unpleasant or harmful side effects
- The use of stimuli, tasks or procedures which may be experienced as stressful, noxious, or unpleasant
- Any form of deception

An informed consent form was given to the potential respondent for their acknowledgement. The consent noted that the participation in the study would be voluntary. The potential respondent had the choice to refuse to participate or withdraw from the study at any time with no negative consequence. It was pointed out that there was no monetary gain from participating in the survey. It was highlighted on the consent documents and the questionnaire that confidentiality and anonymity was to be upheld (UKZN, 2014).

3.5.5 Pretesting and Validation

Kazi and Khalid (2012) argue that a questionnaire needs to be taken through a validation procedure to ensure it measures accurately what it aims to do, irrespective of the respondent. A valid questionnaire would thus collect quality and credible data. A valid questionnaire would have characteristics as follows

- Simplicity and viability
- Reliable with precision words
- Adequate to measure the problem
- Capable to measure change

Sekaran and Bougie (2013) takes a view that whether it is a structured interview or questionnaire it is crucial to pretest and validate the instrument in order to ensure that it is understood by the respondents, and that there are no issues with the wording. The pretesting and validating would involve use of a small number of the respondents by testing of question appropriateness and comprehension. This would help identify and rectify inadequacies before administering the instrument to the respondents thus reducing bias.

The questionnaire for this study was pretested and validated with five respondents randomly picked from the target population. This helped change some questions that were found to be ambiguous and not clear to the respondents. For this study questions had to be rephrased, revised, and others discarded. The questions were reduced in number from the initial thirty one to twenty four dropping repetitive views and unclear ones. The following questions were revised:

- Section A: Question 4.
- Section B: Question 7, 15, 17 and 19.

3.5.6 Administration of the Questionnaire

Lee (2005) explains that self-completion questionnaires, whether paper-based or electronic, have the benefit of not having someone interviewing. This thus removes a major potential source of bias in the responses obtained as this makes it a lot easier for participants to give honest answers on sensitive subjects. As additional to good questionnaire development, there are other several administrative guidelines for improving questionnaire effectiveness in data collection as summarised below:

- Explain the purpose of a Questionnaire.
- Have a neutral person or third party administer the Questionnaire.
- Provide a copy in advance for lengthy Questionnaires.
- Provide enough time for completing the Questionnaire.

Questionnaires for this study were administered to selected employees in person, during the employees' break by the researcher as well as by assistances that had been carefully trained for the purpose. The purpose of the questionnaire and study were explained to the participants mostly in groups. The consent form was also explained to the participants, that participation was voluntary, confidential and anonymous. Questionnaires were filled in, collected from the participants the same time or where it was not possible they were dropped off in a locked box or picked up from the participants on the follow up visit.

3.6 Analysis of the Data

The questionnaire acted as the primary tool which was used to collect data by distributing to the Transnet Durban Container Terminal internal employees. The data obtained from the respondents was analysed by the use of the SPSS package, version 21.0. The results were presented as descriptive statistics through the use of graphs, cross tabulations and other figures for the quantitative data that was collected.

3.7 Conclusion

The study used a closed ended 5 point Likert questionnaire, personally administered to a sample of 132 respondents selected from a target population of 200 operational staff at Transnet Durban Container Terminal in KwaZulu-Natal. The questionnaire was pretested to be sure it was not ambiguous. The analysis of collected data was done using the SPSS software package. The researcher believes that the applicable methods used for this study were reliable and valid for the collection of relevant data. The next chapter will give a presentation of data and the applicable analysis.

CHAPTER FOUR

PRESENTATION OF RESULTS

4.1 Introduction

The chapter will be presenting the results obtained from questionnaires in the research study. The questionnaire acted as a primary tool which was used to collect data through its distribution to the Transnet's Durban Container Terminal internal employees. The data obtained from the respondents was analysed by the use of the SPSS package, version 21.0. The results will be presented as descriptive statistics through the use of graphs, cross tabulations as well as other figures for the quantitative data which was collected.

4.2 The Sample

A total of 132 questionnaires were distributed to selected Durban Container Terminal participants, 106 questionnaires were returned giving a rate of response of 80.3%.

4.3 The Research Instrument

The study instrument was comprised of items which total to 24, measuring at a nominal or an ordinal level. The questionnaire was presented in 5 different parts or sections that were to measure the various themes as captured below:

Section A: Biographical Data

Section B1: To determine the impact of training and development on employee performance at Durban Container Terminal.

Section B2: To examine effectiveness of training and development at Durban Container Terminal.

Section B3: To identify benefits of training and development at Durban Container Terminal.

Section B4: To recommend to Durban Container Terminal's Training Department on suitable training and development models for port employees.

4.4 Reliability Statistics

Reliability and validity are two of the most important precision aspects. Reliability can be verified by one measuring the same subjects several times. A reliability coefficient of 0.70 or higher is regarded as "acceptable". The table below shows the Cronbach's alpha scores obtained from the questionnaire items.

Table 4.1 Cronbach alpha scores

		Number of Items	Cronbach's Alpha
Section B1	To determine the impact of training and development on employee performance at Durban Container Terminal	5	0.875
Section B2	To examine effectiveness of training and development	5	0.717
Section B3	To identify benefits of training and development	5	0.834
Section B4	To recommend to Training Department on suitable training and development models for port employees	5	0.709
	Overall	20	0.901

The overall reliability score obtained from each of the sections was found to exceed the recommended 0.70 value. The result thus indicates a high degree of acceptable, consistent scoring for the research study. All of the themes (sub-sections) have values that exceed the acceptable standard.

4.5 Factor Analysis

4.5.1 Why is factor analysis important?

Factor analysis can be regarded as a statistical technique used in data reduction. The technique is largely used in survey studies which make use of a number of questions that can be represented with a small number of hypothetical factors. In reality factors are given names, interpreted and referred of as real things. Components get divided into finer components as in the following illustration in the rotated component matrix (Singh 2014).

Table 4.2 Rotated Component matrix

	Component			
	1	2	3	4
Training and development programs have helped me improve my work performance.	.717	.171	.326	.070
I am of the opinion that training and development has greatly improved the quality of my work	.794	.045	.147	.210
Training and development has empowered me to work independently with no supervision.	.657	.116	.091	.122
I believe training and development has made me more confident when doing my work.	.794	.247	.227	.105
I believe training has helped me improve my overall skills to do my job.	.805	.192	.177	.214
I am given a chance to try out the training learned on the job immediately.	.242	.019	.416	.610
I can easily apply the learnings from training to my work.	.510	.282	.225	.316
The quality of training programs I participated in was very high.	.328	-.029	.311	.630
I believe the frequency of training provided by my organisation has an impact on my job.	.422	.040	.268	.584
Training and development is intended to develop better skills and knowledge.	.075	.602	.018	.081
Training and development will enable me to gain on career advancement opportunities.	.317	.460	-.186	.455
I believe that training and development is intended at motivating employees at work.	.023	.645	-.053	.528
Training and development will assist employees to achieve productivity targets.	.315	.574	-.197	.410
I am of the opinion that training and development will assist me in making good business decisions.	.323	.744	.011	.129
Training and development will make the company more competitive in the marketplace.	.304	.757	.214	-.049
Training needs must be identified through a formal performance appraisal mechanism.	-.204	.343	.366	.376
I think Durban Container Terminal must have a training program in place for new entrants for each department.	.005	.713	.088	-.132
I am aware of the organisation's training and development strategic objectives?	.209	-.008	.842	.108
My organisation has a training and development policy applicable to all employees and I fully understand it.	.285	.018	.795	.218
My organisation links training and development with our company business strategy.	.363	.085	.761	.112

Giving reference to the above table:

- The principle component analysis was used as the extraction method, with rotation method being Varimax and Kaiser Normalization.
- Factor analysis and loading show inter-correlations between variables.
- Items of questions that loaded similarly would mean measurement along a similar factor. An examination of the content of items loading at or above 0.5 effectively measured along the various components.

It was noted that the variables that constituted two sub-sections of Section B loaded perfectly along one factor each (B1 and B3). This meant that the statements constituting this component had perfectly measured the component. In other words the component did measure exactly what it was meant to be measure. The remaining sub-themes split along three components. This implies that respondents identified certain aspects of the sub-themes as belonging to other sub-sections.

4.6 Biographical data of Participants

The demography of the 106 participants took into consideration the age, gender, qualifications and the number of years the participants had been with Transnet's Durban Container Terminal. The information offered some insight into the composition of the participants relative to gender and age as well as respondents level of education.

4.6.1 Gender and Age Distribution

The composition of the participants in terms of gender and age is shown in the table below.

Table 4.3 Gender distribution by age.

		Gender		Total	
		Male	Female		
Age	20 - 29 years	Count	22	12	34
		% within Age	64.7%	35.3%	100.0%
		% within Gender	25.9%	57.1%	32.1%
		% of Total	20.8%	11.3%	32.1%
	30 - 39 years	Count	44	8	52
		% within Age	84.6%	15.4%	100.0%
		% within Gender	51.8%	38.1%	49.1%
		% of Total	41.5%	7.5%	49.1%
	Over 40 years	Count	19	1	20
		% within Age	95.0%	5.0%	100.0%
		% within Gender	22.4%	4.8%	18.9%
		% of Total	17.9%	0.9%	18.9%
Total	Count	85	21	106	
	% within Age	80.2%	19.8%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	
	% of Total	80.2%	19.8%	100.0%	

The male to female ratio approximated to 4:1 (80.2%: 19.8%). In the age group category of 20 to 29 years, 64.7% represented males. Within the male category, 25.9% were found to be between the ages of 20 to 29 years. This male category of ages between 20 to 29 years contributed to 20.8% of the sample total. Females made up 35.3 % of the age category of 20 to 29 years. Within the female category 57.1% were between the 20 to 29 age group. This category of females made up 11.3% of the total sample.

In the 30 to 39 years category 84.6 % were male. Within the category of males 41.5% were between this age group of 30 to 39 years. The male category of 30 to 39 year olds made up 41.5 % of total sample. The females on the other hand made up 15.4 % of the 30 to 39 years category. Within the female category 38.1 % was constituted of the 30 to 39 year olds. This female category of 30 to 39 years made up 7.5% of the total sample.

In the over 40 years category 95% were male. Within the category of males 22.4 % were in the age group of over 40 years. The male category of the over 40 year olds made up 17.9 % of the total sample. Within the over 40 years category 5 % were females. In the female category 4.8 % were over 40 years. The females in the over 40 years category made up 0.9 5 of the total population.

4.6.2 Participants Qualification level

Respondents' qualifications are illustrated as in below figure 4.1. The qualification variable was important as it would show the level of education within the respondents and how this would relate to how they view the effect of training and development on corresponding employee performance. The figure below indicates the highest qualifications of the respondents.

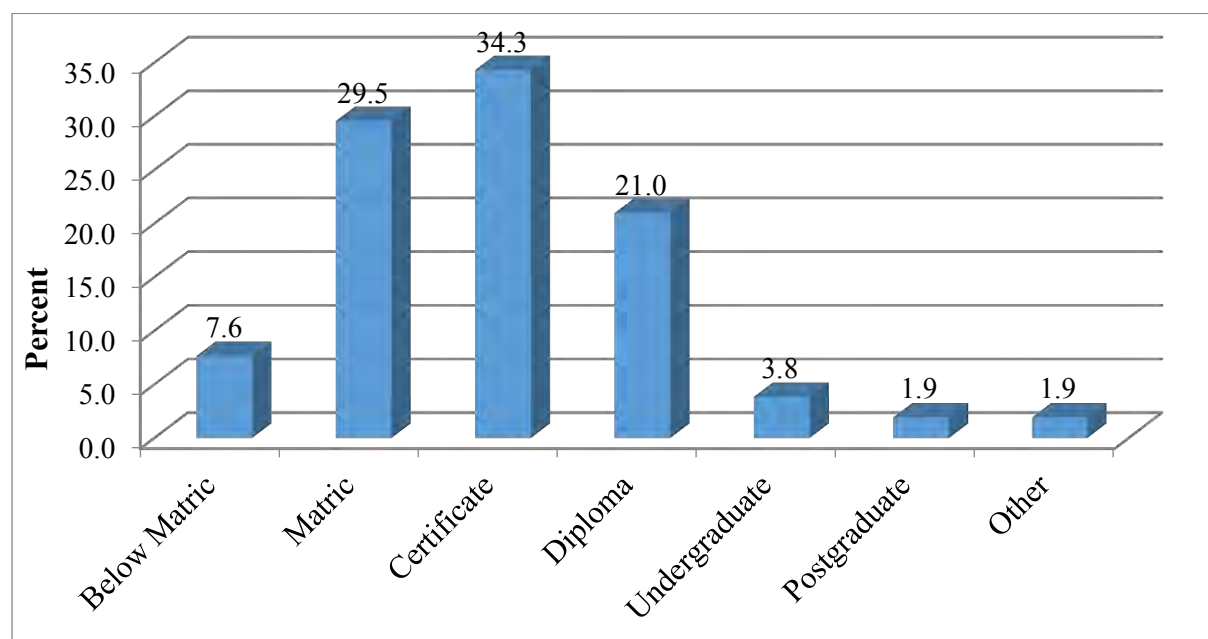


Figure 4.1 Respondents' Qualifications.

A little more than a third of the respondents (37.1%) had at most a Matric certificate, whilst 5.7% had a university qualification (undergraduate or postgraduate). There were 34.3 % respondents who possessed a certificate qualification whilst 21 % were holders of a diploma qualification. The remainder of the respondents, 1.9 % had a qualification categorised as "Other".

4.6.3 Respondents' Tenure at Transnet Durban Container Terminal

Participants were asked how long they had been working at the Container Terminal. This was to give an overview of the respondents work experience within the organisation. The figure below illustrates the period of employment at the Transnet Durban Container Terminal.

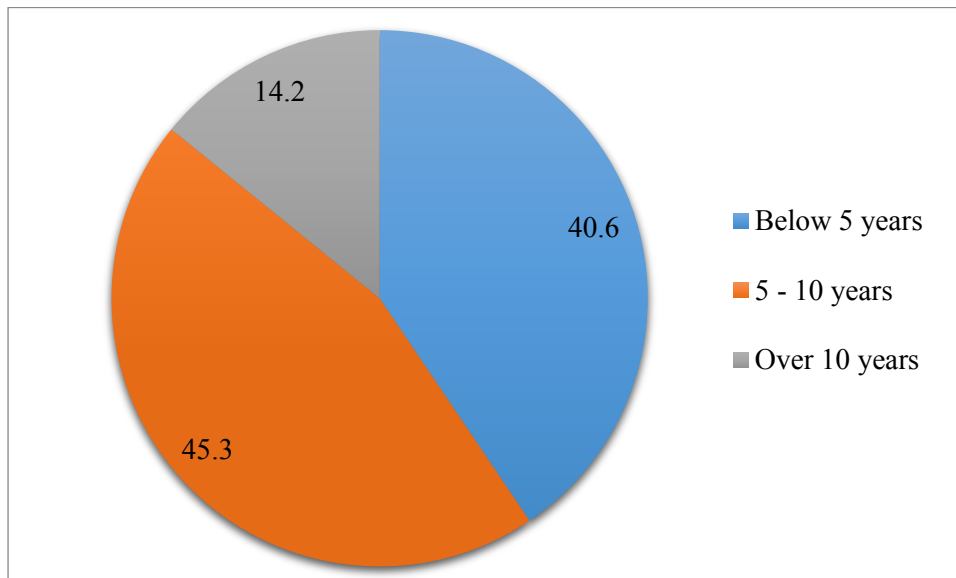


Figure 4.2 Participants' Employment period

Nearly 60% of the respondents indicated that they were in employment for at least 5 years. Of this figure 45.3% were in employment for 5 to 10 years, with 14, 2% having been employed at the Terminal for over 10 years. This is useful as it indicates that the responses from the respondents are from some level of experience and should provide a reasonably accurate reflection of the opinions of the respondents. In addition, nearly two-thirds of respondents are over the age of 30 years which also provides a level of maturity. The consistency in the scoring patterns is also observed in the high reliability scores.

4.7 Conclusion

The respondents had a reasonably high level of education with 92.4% of respondents having at least a matric certificate. This is important as it meant that for the target participants they would understand and comprehend the questionnaire to give genuine feedback. It was noted that 80.2% of the respondents were male; revealing that the Terminal work environment is male dominated. Nearly 60% of the respondents indicated that they were in employment for at least 5 years. This was useful as it indicates that the feedback from the respondents was from some level of experience and should provide a reasonably accurate reflection of the

opinions of the respondents. In addition, nearly two-thirds of respondents are over the age of 30 years which also provides a level of maturity. The next chapter will discuss the research findings, interpretation and explanations. The findings will be interpreted and explained in conjunction with applicable literature.

CHAPTER FIVE

RESEARCH FINDINGS AND INTERPRETATION

5.1 Introduction

The following sections will be analysing the patterns of scoring from the respondents for each variable and the corresponding objective. Disagreement levels in the form of negative statements were collapsed so that they would present a single category of “Disagree”. The same process was used for the agreement levels (positive statements) which were also collapsed to a single category of “Agree”. This process of collapsing into a single category is possible because of the acceptable levels of reliability. The results will be presented first through percentages which will be summarised for the applicable variables constituting each objective. The results will be analysed further in accordance with importance of the statements.

5.2 Objective 1: To determine the impact of training and development on employee performance at Durban Container Terminal.

This section deals with investigating the effect of training and development on employee performance at Transnet’s Durban Container Terminal. Information was sourced from the participants to ascertain their views on whether there is a relationship between training and development and employee performance. The objective had five statements under it which were put across to the participants for feedback. The summarised scoring patterns from the five statements under the objective are shown in the two tables below.

Table 5.1 Scoring pattern on impact of training and development on employee performance.

	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Training and development programs have helped me improve my work performance.	33	31.1	61	57.5	10	9.4	1	.9	1	.9
I am of the opinion that training and development has greatly improved the quality of my work	32	30.2	63	59.4	7	6.6	3	2.8	1	.9
Training and development has empowered me to work independently with no supervision.	39	36.8	48	45.3	8	7.5	10	9.4	1	.9
I believe training and development has made me more confident when doing my work.	42	39.6	54	50.9	6	5.7	3	2.8	1	.9
I believe training has helped me improve my overall skills to do my job.	38	35.8	58	54.7	4	3.8	5	4.7	1	.9

Table 5.2 Collapsed summarised scoring on impact of training and development on employee performance

	Agree		Indifferent		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
Training and development programs have helped me improve my work performance.	94	88.7	10	9.4	2	1.9
I am of the opinion that training and development has greatly improved the quality of my work	95	89.6	7	6.6	4	3.8
Training and development has empowered me to work independently with no supervision.	87	82.1	8	7.5	11	10.4
I believe training and development has made me more confident when doing my work.	96	90.6	6	5.7	4	3.8
I believe training has helped me improve my overall skills to do my job.	96	90.6	4	3.8	6	5.7

The feedback for the objective which was on the impact of training and development on employee performance after having been tabulated as above, would further be illustrated in the form of a graph as shown below.

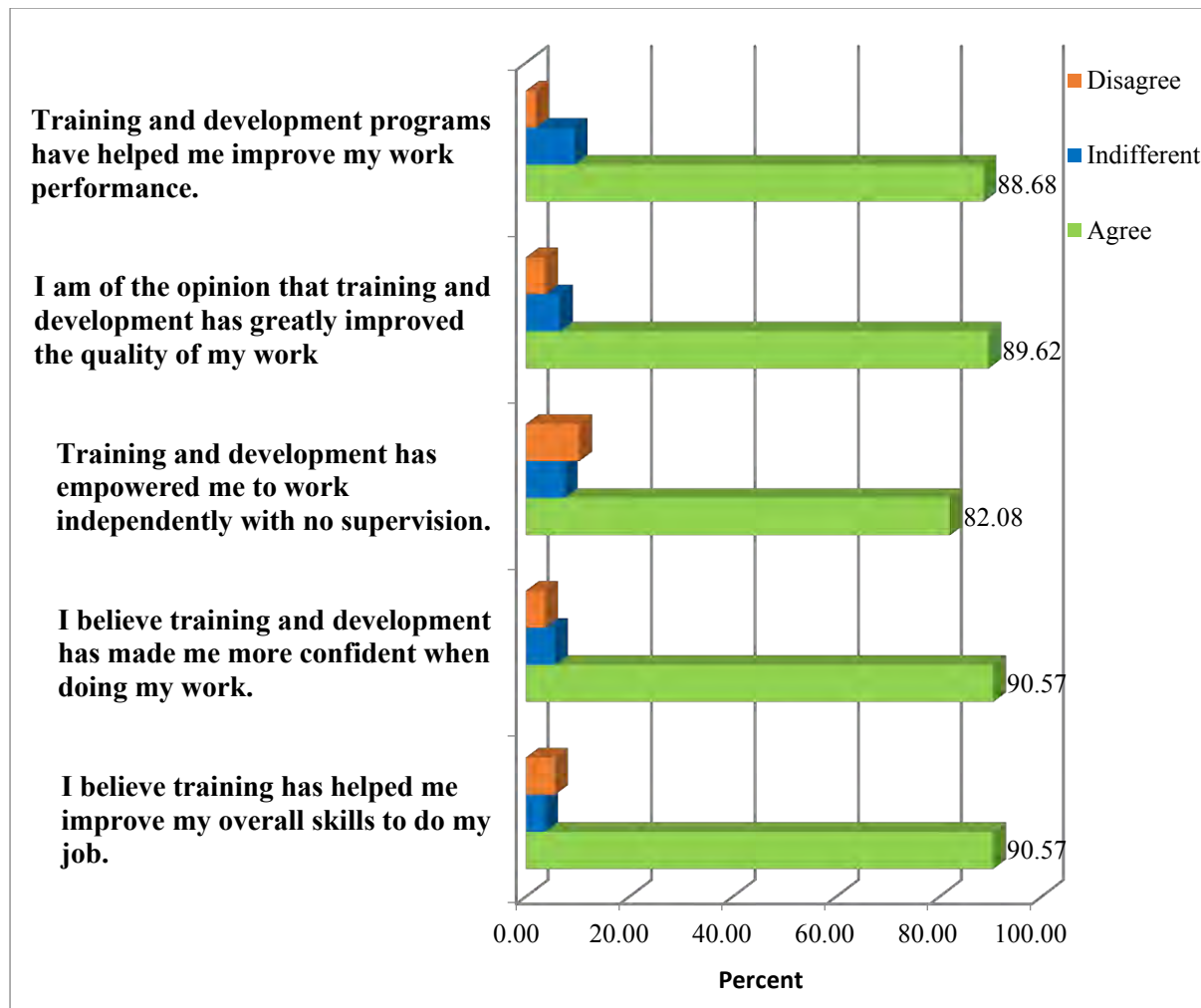


Figure 5.1 Collapsed summarised scoring graph on impact of training and development objective.

The average level of importance for this objective: determining the impact of training and development on employee performance at Durban Container Terminal was 88.3%. Four of the statements averaged 90% with the middle statement, lowering the overall average. Even though the level of agreement is high, the statement relating to training and development is empowering respondents to work independently with no supervision, scores lower than the rest, scoring at 82.03%. What this simply means for the low score in the category is that though the study reveals a high positive effect of training and development on employee performance respondents felt that there was still a bit of supervision required when doing

their tasks. This is important realising that 40.6 % of the respondents had been employed at Durban Container Terminal for less than 5 years. This would mean that as much as training and development positively affects their performance they would still need to build on their skills and knowledge through mentoring, coaching and supervision. With the passing of time they would for sure be empowered to work independently with no supervision.

Four of the five statements scored strongly positive with an average of 90 %.

- Training and development programs have helped me improve my work performance.
- I am of the opinion that training and development has greatly improved the quality of my work.
- I believe training and development has made me more confident when doing my work
- I believe training has helped me improve my overall skills to do my job.

This trend shows a reasonably strong view from the respondents that in fact training and development was adding value to them in terms of improved work performance, quality of work, confidence in execution of tasks as well as the overall skills and knowledge for the job. This supports the notion from previous study work. McDowall and Saunders (2010) mention that training allows employees to perform to a given standard. It seeks to improve an individual's effectiveness in their current job role. Elnaga and Imran (2013) adds on saying training is meant to bridge the gap that is between an employee's current performance and the desired or benchmarked standard performance in a job role. Training can be administered through various methods; coaching and mentoring, also through cooperation within peers and participation by the employees. Participation in team work enables the individual employee to gain on the job skills from others thus producing better performance, which translates to improved organisational performance.

Quartey (2012) views training as a way of giving employees both new and old the skills they require to perform in their jobs. This would involve demonstrating to the employees what to do and how they need to do it in a planned manner, equipping them with the knowledge, skills and abilities with an objective of capacitating and increasing performance for the organisation. Jagero, Komba and Mlingi (2012) in their study found that a relationship existed between training and the resultant employee performance in the execution of different tasks. Employees who had received training appeared to be more capable in executing their tasks, doing so in an effective and efficient manner. Konings and Vanormelingen (2010) argue that in research work done at sector level on British firms it was found that by raising

the industry proportion of workers who receive training by 1 % point a corresponding increase in value per worker of 0.6 % on average was achieved. Konings and Vanormelingen (2010) further empirically investigated the impact of training from a firm specific view on employee performance. Firm level data from over 170 Belgium firms was used, collecting data on each firm on the number of employees who would have received formal training and the hours they would have spent on training in the period 1997 to 2006. The results indicated that an employee that had received training had a productivity premium of 23 % on average.

The most important levels of agreement were for the last two statements.

- I believe training and development has made me more confident when doing my work
- I believe training has helped me improve my overall skills to do my job.

The two statement came through at the same score of 90.57% in agreement. The respondents saw the statements as one or at least complementing each other, training and development giving them a whole lot more confidence translating to one's overall skills improvement in doing the job. The respondents are convinced that at Durban Container Terminal the training interventions and developmental initiatives have empowered them positively. The tasks they carry out in operating lifting equipment in a fairly dangerous environment requires that they are skilled and competent to make the business safe, effective and efficient. In order to determine there was significance in the differences, chi-square tests were carried out by variable. The null hypothesis would put to test the claim of no differences being found in the scoring patterns per statement. The results would be presented as follows.

Table 5.3. Chi- square test for training and development impact on employee performance variable.

Test Statistics					
	Training and development programs have helped me improve my work performance.	I am of the opinion that training and development has greatly improved the quality of my work	Training and development has empowered me to work independently with no supervision.	I believe training and development has made me more confident when doing my work.	I believe training has helped me improve my overall skills to do my job.
Chi-Square	147.019 ^a	151.264 ^a	113.453 ^a	156.302 ^a	156.302 ^a
Df	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

From the above table it shows that all the values (p-values) are less than 0.05 (the level of significance), it would mean that the distributions were found not to be even. That is, the differences between the levels of agreement were significant.

5.3 Objective 2: To examine effectiveness of training and development at Durban Container Terminal.

This section deals with examining how effective training and development is at the Durban Container Terminal. This entailed getting feedback from respondents on five statements posed under the above objective. The summarised scoring patterns are captured in the two tables below.

Table 5.4 Scoring on effectiveness of training and development

	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am given a chance to try out the training learned on the job immediately.	22	20.8	61	57.5	10	9.4	11	10.4	2	1.9
I can easily apply the learnings from training to my work.	26	24.5	70	66.0	4	3.8	5	4.7	1	.9
The quality of training programs I participated in was very high.	13	12.3	74	69.8	11	10.4	7	6.6	1	.9
I believe the frequency of training provided by my organisation has an impact on my job.	26	24.5	61	57.5	7	6.6	9	8.5	3	2.8
Training and development is intended to develop better skills and knowledge.	49	46.2	55	51.9	1	.9	1	.9	0	0.0

Table 5.5 Collapsed summarised scoring pattern on effectiveness of training and development

	Agree		Indifferent		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
I am given a chance to try out the training learned on the job immediately.	83	78.3	10	9.4	13	12.3
I can easily apply the learnings from training to my work.	96	90.6	4	3.8	6	5.7
The quality of training programs I participated in was very high.	87	82.1	11	10.4	8	7.5
I believe the frequency of training provided by my organisation has an impact on my job.	87	82.1	7	6.6	12	11.3
Training and development is intended to develop better skills and knowledge.	104	98.1	1	.9	1	.9

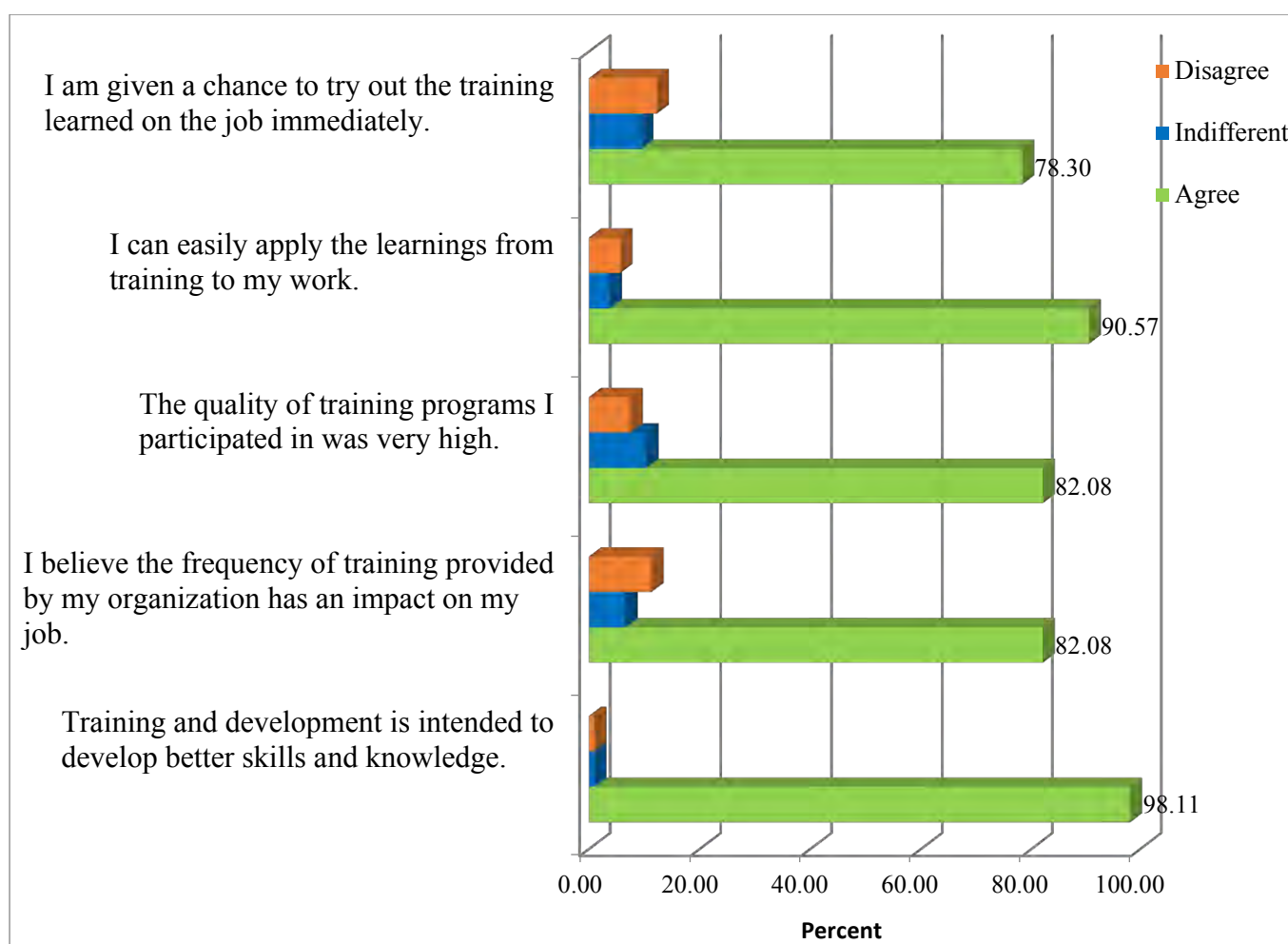


Figure 5.2 Collapsed summarised graph on effectiveness of training and development.

There are four levels of agreement patterns. The lowest ranked statement refers to “I am given a chance to try out the training learned on the job immediately” (78.30%). This implies that a little more than three quarter of the respondents believe that they have this opportunity. Though the level of agreement is reasonably high the statement scored low in the category. Close to a quarter of the participants feel there is a lag before they get an opportunity to put the learnings into practice. The Container Terminal has a drive to capacitate the skills level of operators such that they become multi-skilled, in a sense that they would be able to operate different types of Port machinery. This would mean that an operator might not get an immediate opportunity to practice on a machine not in line with their current job due to business demands which would allow such initiatives only during low demands.

The highest ranked statement is “Training and development is intended to develop better skills and knowledge” (98.11%). Almost all of the respondents agreed that effective training and development would equip workers with improved skills and knowledge. Equal importance was given to the 3rd and 4th statements (82.08%),

- The quality of training programs I participated in was very high and
- I believe the frequency of training provided by my organisation has an impact on my job.

Participants are in unison agreement that the quality of training was of a high standard with the same level of agreement being afforded to the frequency which they feel plays a significant role, which concurs with available literature. ILO (2010), Akilandeswari and Jayalakshmi (2014) have firmly established that a good education base with good quality training that is relevant in the working environment empowers people in developing their capabilities fully, raising their work performance as well as the overall performance of the business.

The second highest level of agreement being for “I can easily apply the learnings from training to my work” (90.57%). The majority of participants responded positively in agreement with the statement which gave a strong indication that whatever the training initiative or program that they participated in, they can transfer that knowledge or skill with ease to the working environment. This is good for the organisation in that it shows that the training programs run are effective as shown by the respondents. Only 9.43% thought otherwise.

The overall average level of agreement for this objective was 86.23%, meaning there was a strong positive agreement on the statements supporting the objective under review on effectiveness of training and development at Durban Container Terminal. This means that in the participants' view training and development at Transnet's Durban Container Terminal is effective, which bodes well for the organisation. This would assist the organisation in achieving its strategic goals which in turn plays a very crucial role of support to the government of the Republic of South African in its export led strategy. This concurs with previous studies. Elnaga and Imran (2013) argue that effective training and development programs not only serve to develop the individual but help the organisation to optimally utilize this human resource in gaining a competitive advantage. An employee's thinking ability and creativity is sharpened, putting them in a better position to make sound productive business decisions. Elnaga and Imran (2013) further note that employees will also be able to deal decisively and effectively to a customer's requirements or complaints. It thus will seem compulsory for organisations to plan for employee training programs so as to enhance their competencies and abilities which are required at their workplace.

In line with previous sections, chi-square tests were carried out for each variable in order to determine whether statement differences were significant. The null hypothesis would test the claim of there not being any differences in the scoring patterns per statement. The chi square test results are as captured in the table below.

Table 5.5 Chi- square test on effectiveness of training and development variable.

Test Statistics					
	I am given a chance to try out the training learned on the job immediately.	I can easily apply the learnings from training to my work.	The quality of training programs I participated in was very high.	I believe the frequency of training provided by my organisation has an impact on my job.	Training and development is intended to develop better skills and knowledge.
Chi-Square	96.585 ^a	156.302 ^a	113.453 ^a	113.679 ^a	200.170 ^a
Df	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

Since the p-values were all less than 0.05, it goes to imply that the scoring trends were significantly different for each variable.

5.4 Objective 3: To identify benefits of training and development at Durban Container Terminal

This section investigates the benefits emanating from training and development at Durban Container Terminal. Participants responded to five statements which were structured in such a way that they would respond to the study objective under discussion which dealt with appropriate benefits. The summarised scoring patterns from the five statements the objectives are shown below.

Table 5.6 Scoring on benefits of training and development

	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Training and development will enable me to gain on career advancement opportunities.	45	42.5	52	49.1	1	.9	7	6.6	1	.9
I believe that training and development is intended at motivating employees at work.	44	41.5	57	53.8	2	1.9	2	1.9	1	.9
Training and development will assist employees to achieve productivity targets.	45	42.5	56	52.8	2	1.9	2	1.9	1	.9
I am of the opinion that training and development will assist me in making good business decisions.	44	41.5	58	54.7	1	.9	2	1.9	1	.9
Training and development will make the company more competitive in the marketplace.	54	50.9	45	42.5	2	1.9	4	3.8	1	.9

Table 5.7 Collapsed summarised scoring on benefits of training and development.

	Agree		Indifferent		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
Training and development will enable me to gain on career advancement opportunities.	97	91.5	1	.9	8	7.5
I believe that training and development is intended at motivating employees at work.	101	95.3	2	1.9	3	2.8
Training and development will assist employees to achieve productivity targets.	101	95.3	2	1.9	3	2.8
I am of the opinion that training and development will assist me in making good business decisions.	102	96.2	1	.9	3	2.8
Training and development will make the company more competitive in the marketplace.	99	93.4	2	1.9	5	4.7



Figure 5.3 Collapsed summarised graph on benefits of training and development.

There are four levels of agreement patterns for this objective on the benefits of training and development at the Container Terminal. The lowest ranked statement refers to “Training and development will enable me to gain on career advancement opportunities”. The statement scored 91.51%. Though this was a low score in the category the level of agreement is still very high. Participants are of the opinion that opportunities will open up for them to advance their careers as a result of the training interventions together with available development initiatives. This is a positive sign for the organisation in that employees seem to be appreciating the value that training and development brings to their lives. This thus will

benefit the organisation in that training and development is taken seriously by the employees resulting in improved organisational performance. The positive agreement with the statement supports applicable literature. Sultana, Irum, Ahmed, and Mehmood, (2012) argues that training ensures that employees are socially and technically competent for career advancement into management positions or specialized fields. With the advent of globalization, organisations have made employee training and development a critical and strategic imperative.

The second lowest ranked statement referred to “Training and development will make the company more competitive in the market” which scored 93.4 %. What this implies is simply that participants strongly believed that the organisation would be able to sustain and compete in the market place as a result of employees’ improved skills levels, quality of work which comes through as result of training received. This statement concurs with the earlier literature reviews. Salas, Tannenbaum, Kraiger and Smith-Jentsch (2012) cite that the current economic environment for business is characterized by globalization, technological advances and intense competition. The survival of an organisation entails having a sustainable competitive advantage. Salas et al. (2012) further argue that in order to maintain a competitive advantage an organisation should do well in three areas; human capital, finance and market. Of the three it has been shown that building a more capable, better trained labor force offers the most sustainable advantage to organisations. Konings and Vanormelingen (2010) conclude in their study that employers, trade unions and other stakeholders have all voiced the need for upgrading the skills of workers and for continuous learning in order to adapt to the pressures brought about by technological changes and globalization.

Elnaga and Imran (2013) have noted that by appreciating the role of training practices, an organisation’s management would be in a position to provide a conducive working environment which would be a driver to improve the employee motivational levels and performance. An organisation that intends to use knowledge as a competitive edge source must build up a system that would encourage and ensure constant learning and this can be achieved through training. Well trained employees are more capable in achieving performance targets and gaining market shares using their competitive advantage. Training is seen as that process which enables workers to work on a given task with greater efficiency, and thus is regarded as a vital element in managing the human resource in a strategic manner.

The second highest scoring gave equal importance to the 2nd and 3rd statements with a score

of 95.28 %.

- I believe that training and development is intended at motivating employees at work.
- Training and development will assist employees to achieve productivity targets.

Thus 95.28 % of the participating employees of Durban Container Terminal felt that the training and development initiatives at the terminal will lead to higher productivity. They were also in strong agreement of the benefits of training and development which came through in the form of motivation. ILO (2010) noted that European countries estimates have shown that a 1 % increment in the number of training days would lead to a 3 % productivity increase and that the overall growth in productivity attributed to training is 16 %. De Grip and Sauermann, (2012) argue that increasing the average employee training participation in a study carried out in British industries from 10 % to 15 % of the working force showed an increase in the firm productivity by 4 %. A similar study in manufacturing and services firms showed that the productivity premium was at an average of 17 % for a trained employee.

The strong showing on the agreement that there is motivation gains at work supports the finding by Elnaga and Imran (2013) which showed that satisfied employees had higher performance and higher retention in their jobs than those who were not happy in their jobs. It further stated that employees were more than likely to leave their employer if they were not happy and felt demotivated to show any good performance. Employee performance is found to be higher in a happy and satisfied worker thus the management of an organisation would find it much easier to motivate high performers in attaining firm targets. Workers would only be satisfied when they were comfortable as well as have the competencies required to perform their jobs and this would be achieved through training initiatives.

The highest scoring statement “I am of the opinion that training and development will assist me in making good business decisions” perched at 96, 23%. This meant that a strong majority of participants concurred that they would be able to make solid and decisive business decisions for the betterment of the organisation. This would seem to be supporting the argument by Elnaga and Imran (2013) which stresses that through training and development an employee’s thinking ability and creativity is sharpened, putting them in a better position to make sound productive business decisions. Employees will also be able to deal decisively and effectively to a customer’s requirements or complaints. The average level of agreement for the objective is 94.34 %. This is a very high level of agreement. Respondents strongly identify the benefits of training and development at Durban Container Terminal.

In order to determine the significance in the differences, chi-square tests were carried out by variable. The null hypothesis would put to test the claim of no differences being found in the scoring patterns per statement. The results would be presented as follows.

Table 5.8 Chi-square test on benefits of training and development variable.

Test Statistics					
	Training and development will enable me to gain on career advancement opportunities	I believe that training and development is intended at motivating employees at work.	Training and development will assist employees to achieve productivity targets.	I am of the opinion that training and development will assist me in making good business decisions.	Training and development will make the company more competitive in the marketplace.
Chi-Square	162.132 ^a	183.075 ^a	183.075 ^a	188.736 ^a	172.208 ^a
Df	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

Since the p-values are all less than 0.05, it implies that the scoring patterns were significantly different for each variable.

5.5 Objective 4: To recommend to Training Department on suitable training and development models for port employees.

This section is concerned with looking at best case models or ways that could be used for preparation of training and development for employees at Durban Container Terminals and other related industries. The information was obtained through five statements which were part of the questionnaire and grouped under the applicable objective above. The summarised scoring patterns from the five statements under the objective are shown below.

Table 5.9 Scoring on recommendation for training and development models

	Strongly Agree		Agree		Indifferent		Disagree		Strongly Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Training needs must be identified through a formal performance appraisal mechanism.	31	29.2	64	60.4	7	6.6	3	2.8	1	.9
I think Durban Container Terminal must have a training program in place for new entrants for each department.	52	49.1	47	44.3	6	5.7	1	.9	0	0.0
I am aware of the organisation's training and development strategic objectives?	12	11.3	63	59.4	16	15.1	11	10.4	4	3.8
My organisation has a training and development policy applicable to all employees and I fully understand it.	14	13.2	63	59.4	16	15.1	9	8.5	4	3.8
My organisation links training and development with our company business strategy.	17	16.0	70	66.0	14	13.2	1	.9	4	3.8

Table 5.10 Collapsed summarised scoring on recommendation for training and development models.

	Agree		Indifferent		Disagree	
	Count	Row N %	Count	Row N %	Count	Row N %
Training needs must be identified through a formal performance appraisal mechanism.	95	89.6	7	6.6	4	3.8
I think Durban Container Terminal must have a training program in place for new entrants for each department.	99	93.4	6	5.7	1	.9
I am aware of the organisation's training and development strategic objectives?	75	70.8	16	15.1	15	14.2
My organisation has a training and development policy applicable to all employees and I fully understand it.	77	72.6	16	15.1	13	12.3
My organisation links training and development with our company business strategy.	87	82.1	14	13.2	5	4.7

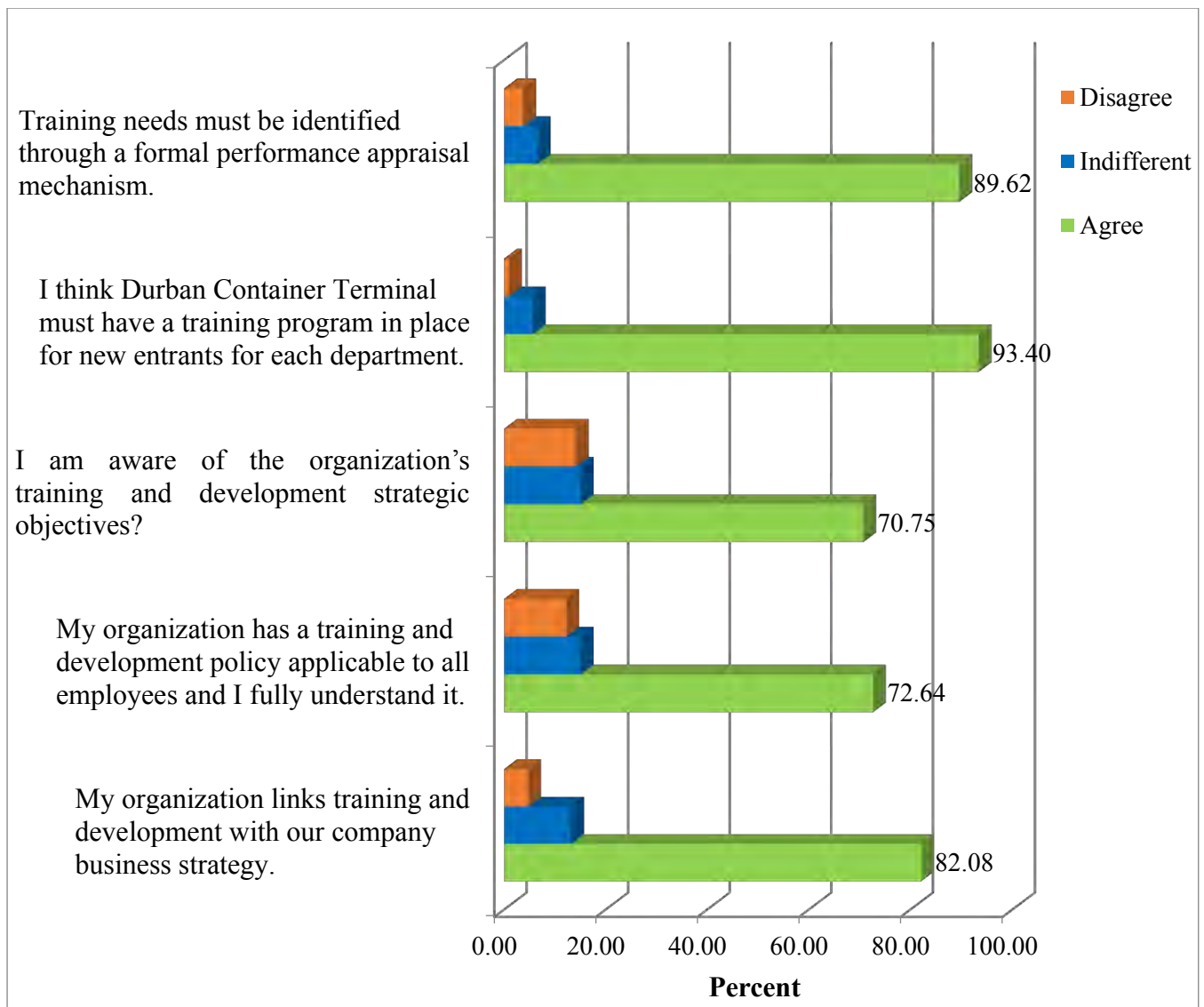


Figure 5.4 Collapsed summarised graph on recommendation for training and development models

The average level of agreement for the objective was 81.70%. This average is the lowest amongst the study's four objectives. The statements which were responsible for the lowering of the value were "I am aware of the organisation's training and development strategic objectives" (70.8%) and "My organisation has a training and development policy applicable to all employees and I fully understand it" (72.6%). This analysis shows that just over 70 % of respondents are informed of the organisation's training and development objectives and policies. Though this score is in the majority agreement for the two statements it will be worrying for the organisation realising that it spends millions of rands yearly on training and development. It is important to note from Salas et al (2012) that there is an understanding from the organisation that the training investment in the employees will yield greater results.

However, it is argued that training is not as intuitive as it may seem. It is well documented that there is a science of training which shows the correct and wrong way to designing, delivering and implementation of a training program.

The first two statements have the highest scoring patterns “Training needs must be identified through a formal performance appraisal mechanism” and “I think Durban Container Terminal must have a training program in place for new entrants for each department” with scores of 89.62 % and 93.4 % respectively. This trend shows that respondents strongly agree that there must be a formal performance appraisal system in place in order to identify gaps in performance which will thus be addressed through training. The same strong response is obtained as respondents are of the view that a training program needs to be drawn up for new employees in various departments. This thus will assist new employees to understand their new working environment and gain necessary skills for the job at hand thus ensuring the efficiency levels are up held.

Salas et al. (2012) notes that existing research and literature has provided very strong evidence to show that training programs that are well designed will provide the necessary benefits to individuals, teams, organisations as well as society. An argument is further made of optimal training benefits being attained when lessons learnt from effectiveness research are used in the design as well as delivery of future training. Salas et al. (2012) further state that a need analysis must be conducted before any training taking place through a job–task analysis, organisational analysis and a person analysis. Singh and Mohanty (2012) have argued that new employees are sometimes trained informally through trial and error, introspection, self-assessment as well as asking questions. This unscheduled and informal haphazard type of training often leads to time wastages and workflow challenges.

An investigation on academic development programmes’ impact of lecturers performances in the classroom was carried on college lecturers and academic managers drawn from FET colleges. The findings showed that, training programmes that were tailor made to suit the lecture’s needs had a positive output in students’ progress as well as lecturers themselves feeling empowered and appreciated. The view being that, when lecturers are properly trained they would in turn provide quality teaching which benefits the learner thereby enhancing value for FET colleges (Mokone, 2011) .

The third trend with a reasonably strong positive agreement was obtained from the statement “My organisation links training and development with our company business strategy” with a score of 82.08%. This implies that 82.08% of respondents at the Terminal felt that the organisation had managed to make a connection between training and development and its business strategy which would bring a competitive edge and sustainability to the business. Sultana et al. (2012) cited that employees are an expensive but crucial resource. To sustain an organisation’s effective performance and economic growth, it is vital that an employee’s contribution is optimized to meet the goals of the organisation. Training ensures that employees are socially and technically competent for career advancement into management positions or specialized fields. With the advent of globalization, organisations have made employee training and development a critical and strategic imperative. Mansour (2013) argue that nurturing an innovative knowledgeable, flexible and high quality workforce has become important for organisations who are striving to compete in the global arena.

In order to determine the significance in the differences, chi-square tests were carried out by variable. The null hypothesis would put to test the claim of no differences being found in the scoring patterns per statement. The results would be presented as follows.

Table 5.11 Chi- square test on recommendations for training and development models variable.

Test Statistics					
	Training needs must be identified through a formal performance appraisal mechanism.	I think Durban Container Terminal must have a training program in place for new entrants for each department.	I am aware of the organisation’s training and development strategic objectives?	My organisation has a training and development policy applicable to all employees and I fully understand it.	My organisation links training and development with our company business strategy.
Chi-Square	151.264 ^a	172.434 ^a	66.811 ^a	73.830 ^a	114.472 ^a
Df	2	2	2	2	2
Asymp. Sig.	.000	.000	.000	.000	.000

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 35.3.

Since the p-values are all less than 0.05, it implies that the scoring patterns were significantly different for each variable.

5.6 Hypothesis Testing

A widely used approach to reporting a result is through a statement of statistical significance. A p-value would be generated from a test statistic. A significant result would thus be indicated with " $p < 0.05$ ". To determine the existence of a statistically significant relationship between the variables a chi-square test was done. The null hypothesis states that there is no association between the two. The alternate hypothesis would indicate that there is an association.

The p-value between "Training and development programs have helped me improve my work performance" and "Highest Qualification" was found to be 0.021. Since this value is less than the significance value of 0.05 it means that there is a significant relationship between the variables. That is, the qualification of a respondent has role to play in terms of how training and development programs have helped improve work performance. A significant relationship also exists between "I am aware of the organisation's training and development strategic objectives" and "Highest Qualification" with a p value of 0.006. This means that a respondent's qualification plays a significant role in one being aware of the organisation's training and development strategic objectives.

5.7 Correlations

Two correlations were performed. The first was a statement by statement correlation (Correlations I) and the second was an overall relationship by objectives (Correlations II). The results are presented below.

5.7.1 Correlations I

Bivariate correlation was also performed on the (ordinal) data. The results indicated a pattern that is described below.

A correlation value of 0.280 was found for business factors between "The quality of training programs I participated in was very high" and "Training and development programs have helped me improve my work performance". This finding shows a directly related proportionality where respondents are agreeing that the better the quality of the training, the better respondents performed at work as a result.

Other correlations found to note were “Training and development will assist employees to achieve productivity targets” and “I believe that training and development is intended at motivating employees at work” which had a value of 0.529. What this means is that participants agree that the better motivated the participants the better the productivity.

5.7.2 Correlations II

Correlation tests were carried out for overall relationship between objectives. The results from the test were summarised as illustrated in the table below.

Table 5.12 Correlations of the summarised objective means.

			Impact of training and development on employee performance at Durban Container Terminal	Effectiveness of training and development	Benefits of training and development	Recommendations on suitable training and development models for port employees
Spearman's rho	Impact of training and development on employee performance at Durban Container Terminal	Correlation Coefficient Sig. (2-tailed) N	1.000 106			
	Effectiveness of training and development	Correlation Coefficient Sig. (2-tailed) N	.549** .000 106	1.000		
	Benefits of training and development	Correlation Coefficient Sig. (2-tailed) N	.399** .000 106	.465** .000 106	1.000	
	Recommendations on suitable training and development models for port employees	Correlation Coefficient Sig. (2-tailed) N	.495** .000 106	.638** .000 106	.377** .000 106	1.000 106

It is noted that all of the sub-themes are significantly positively correlated with one another. This means that there is a directly proportional relationship between the objectives. Between any two objectives, as one increase, so does the other and vice versa.

5.8 Conclusion

The results of the study through the statistical analysis has shown a trend in the applicable objectives which are in agreement with the fact that training and development have a significant impact on the respondents' performance. There are a couple of benefits which are obtained from training and development as well as strong views that give an indication that in fact training and development is effective at the Container Terminal. Findings showed the need for the organisation to spell out the strategic training and development objectives and policies and must ensure that these are well understood by all employees in the organisation. Results also showed that qualifications of a respondent play a role in terms of how training and development programs improves their work performance as well as awareness to organisation's training and development strategic goals. The findings are further discussed in the next chapter which summarises and gives recommendations.

CHAPTER SIX

RECOMMENDATIONS AND CONCLUSIONS

6.1 Introduction

In the previous chapter the study findings were presented, analysed and then interpreted. This chapter will summarise, recommend and conclude the findings. The chapter will tie up the four objectives of the study which were presented in chapter one with the findings and thus bring the study to a closure. The main aim of the study was to investigate the impact of training and development on employee performance. This was achieved by testing various objectives as well as hypotheses.

6.2 Has the problem been resolved?

Through the research instrument used, which was a questionnaire for this study, the following were found.

Objective 1: To determine the impact of training and development on employee performance at Durban Container Terminal.

From the study findings as captured in section 5.2 and available literature presented the researcher concludes that training and development has a positive impact on corresponding employee performance. This conclusion thus rejects the null hypothesis in favour of the alternate as below;

H_{a1}: Training and development has an impact on employee performance at Durban Container Terminal.

Objective 2: To examine effectiveness of training and development at Durban Container Terminal.

Having presented and analysed the statements for the objective where the overall agreement score was 86. 23% as well as applicable literature the conclusion drawn is that training and development at Durban Container Terminal is effective. What the conclusion does is to reject the objective's null hypothesis and to support the alternative,

H_{b1}: Training and development is effective at Durban Container Terminal.

Objective 3: To identify benefits of training and development at Durban Container Terminal. The benefits emanating from training and development at Durban Container Terminal have been well documented in the previous Chapter 5 presentation and analysis. Literature reviews have also identified benefits associated with training and development for the employee,

work team, employer as well as communities. It thus can be concluded from the study that training and development at Durban Container Terminal provides the stakeholders with a vast of benefits. The finding rejects the null hypothesis in favour of the alternative hypothesis which states the following:

Hc1: There are benefits from training and development at Durban Container Terminal.

Objective 4: To recommend to Durban Container Terminal's Training Department on suitable training and development models for port employees.

After having analysed the data in section 5.5 in the previous chapter the researcher has noted a reasonably strong agreement (81.7%) to the various statements which were presented. This means that there were numerous recommendations on training and development models which would be reported on the Durban Container Terminal. The recommendations would however be presented in the sections to follow in this chapter.

6.3 Implications of this research

This research work on the impact of training and development on employees' performance served as a means of acquiring useful information on the subject area. After presentation and analysis of data conclusions were made that: training and development have an impact on employees' performance, there were strong agreements on effectiveness of training at the case study organisation, there were benefits from training and development and lastly recommendations were made. All this contributes to the body of scholarship knowledge that would be made available thus helping in addressing the problem statement which mentioned the need to close the gap on limited literature in developing countries. Different stakeholders, employers, trade unions, customers, communities and the government will all benefit from the study. This thus dovetails in with previous studies, Konings and Vanormelingen (2010) had earlier argued that employers, trade unions, customers, communities and governments were all voicing the need for upgrading the skills of workers and for continuous learning in order to adapt to the pressures brought about by technological changes and globalisation.

From the study findings organisations would be compelled to make employee training and development a critical and strategic imperative in order to sustain the organisation's effective performance and economic growth. Mansour (2013) is in support having highlighted that the nurturing of an innovative, knowledgeable, flexible and high quality workforce had become important for organisations who were striving to compete in the global arena. The strategy on training and development once adopted by the organisation will ensure employees are motivated, knowledgeable and skilled which translates to higher productivity. Trade unions

will benefit from spin offs as skilling of their members open up career advancement opportunities and better salaries. On the other hand the knowledgeable and skilled employee will make decisive business decisions, attend to customer complaints effectively. The benefits will cascade down through to the communities where these organisations are located and the bigger picture being the growth in economy which will be the ultimate for the government.

In support with the current study at hand, Elnaga and Imran (2013) had found out that effective training and development programs not only serve to develop the individual but help the organisation to optimally utilise this human resource in gaining a competitive advantage. Employees would be able to deal decisively and effectively to a customer's requirements or complaints. Elnaga and Imran (2013) further stresses that it would seem compulsory for organisations to plan for employee training programs so as to enhance their competencies and abilities which are required at their workplace. Employees would gain access to job opportunities at the workplace, offering a much broader scope for creativity and satisfaction. Any country's future prosperity ultimately depends on the number of people in employment and how productive they are.

6.4 Recommendations to solve research problem

In view of the study findings as well as applicable literature reviews the research made the following recommendations:

- Organisations need to afford employees the opportunity to try out training learnt almost immediately after the training intervention. This can be incorporated as part of the training program continuation or practical exposure. This would assist in ensuring that skills are polished up whilst it is still fresh with the employees. This will address the finding from the statement "I am given a chance to try out the training learned on the job immediately" in Chapter 5.3.
- Training and development has become a key focus for organisations in their quest to nurture an innovative, knowledgeable, flexible and high quality workforce that can compete forcefully in the global arena. It is critical that the organisation spell out the strategic training and development objectives and applicable policies and must ensure that these are well understood by all employees in the organisation. This recommendation will be linking to feedback from objective statements in Chapter 5.5.

- Organisations must ensure that it conducts a needs analysis by doing a job–task analysis, person analysis and organisational analysis before training takes place. Training needs must be identified through a formal performance appraisal mechanism. This ensures that there is no waste in resources by embarking on training that will not add value to the business or the individual. This section addresses points raised in Chapter 5.5.
- Organisations sometimes train new employees informally through trial and error, introspection, self-assessment as well as asking questions. This unscheduled and informal haphazard type of training often leads to time wastages and workflow challenges. It is thus put across to the organisations to have a structured training program in place for new entrants for each department. This will assist with new employees to settle in and get to know the expected work standards in their new environment much quicker and be able to add value to the organisation in the shortest period. This recommendation will address the statement finding from Chapter 5.5

6.5 Recommendations for future studies

The current study was carried out at only one site of the Transnet Port Terminals container division which was at Durban Container Terminal. The focus was on a sample from only a selected category of operational personnel, Overhead Lifting Equipment (OLE) operators and Artisans from the site. A recommendation for future would be to consider:

- All the seven commercial port terminals in South Africa, which operate a total of thirteen cargo terminals
- All the Transnet Port Terminal's business units inclusive of automotive, bulk, break bulk and not just the container division
- A representative sample of all the employee categories in the business and not just limited to selected operational staff.

An inclusive study of more South African port terminals could highlight trends which could come from individual business sites, provinces or regions and this could enable possible comparative analysis.

6.6 Conclusion

Training and development have been found to have a significant impact and role to play in corresponding employee performance in the workplace. It is thus crucial that training and development should form part of an organisation's strategic drive to gain a sustainable

competitive advantage in the market place. This has been necessitated by the advent of globalization and technological advancements. To sustain an organisation's effective performance and economic growth, it is critical to optimize the contribution of an employee to the goals of the organisation. An employee and organisational training needs analysis must be conducted for optimal results. Training ensures an adequate supply of technically and socially competent employees capable of career development into specialized fields or management positions. Transnet's Durban Container Terminal, the subject of the case study spends millions of rands yearly to train and develop its employees and is reaping the benefits thereof. It is the belief of the researcher that the data collected has fully answered the main research question and all the sub questions that emanated from it.

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**THE QUESTIONNAIRE TO BE ANSWERED BY TRANSNET DURBAN
CONTAINER TERMINAL INTERNAL EMPLOYEES**

NB. The information provided in this questionnaire will remain anonymous and confidential.

The questionnaire seeks to determine the impact of training and development on employee performance at Durban Container Terminal. Please respond to the Questionnaire from question 1 Section A to question 24 in Section B, by inserting an X in the appropriate box.

SECTION A

1. What is your age?

Below 20 years	
20-29 years	
30- 39 years	
Over 40 years	

2. What is your Gender?

Male	
Female	

3. What is your highest qualification?

Below Matric	
Matric	
Certificate	
Diploma	
Undergraduate	
Postgraduate	
Other	

4. How long have you been working for Transnet Durban Container Terminal?

Below 5 years	
5-10 years	
Over 10 years	

SECTION B

5. Training and development programs have helped me improve my work performance.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

6. I am of the opinion that training and development has greatly improved the quality of my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

7. Training and development has empowered me to work independently with no supervision.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

8. I believe training and development has made me more confident when doing my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

9. I believe training has helped me improve my overall skills to do my job.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

10. I am given a chance to try out the training learned on the job immediately.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

11. I can easily apply the learnings from training to my work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

12. The quality of training programs I participated in was very high.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

13. I believe the frequency of training provided by my organisation has an impact on my job.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

14. Training and development is intended to develop better skills and knowledge.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

15. Training and development will enable me to gain on career advancement opportunities.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

16. I believe that training and development is intended at motivating employees at work.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

17. Training and development will assist employees to achieve productivity targets.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

18. I am of the opinion that training and development will assist me in making good business decisions.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

19. Training and development will make the company more competitive in the marketplace.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

20. Training needs must be identified through a formal performance appraisal mechanism.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

21. I think Durban Container Terminal must have a training program in place for new entrants for each department.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

22. I am aware of the organisation's training and development strategic objectives?

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

23. My organisation has a training and development policy applicable to all employees and I fully understand it.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

24. My organisation links training and development with our company business strategy.

Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree

The End

Thank you for your time and co-operation.