

UNIVERSITY OF KWAZULU-NATAL

**THE ROLE OF SKILLS DEVELOPMENT ON EMPLOYEES' WORK  
PERFORMANCE: A CASE STUDY OF INYATHELO TRAINING AND  
DEVELOPMENT**

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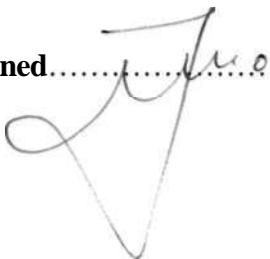
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## DECLARATION

This research has not been previously accepted for any degree and is not being currently submitted in candidature for any degree.

Signed..........

Date. **(3..h^j.9.i.**

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## DEDICATION

I dedicate this work to my parents Mika and Mildred Ncube who are late (may their souls rest in peace), my husband Bheki, my children Luthando, Luvuyo, Melokuhle and Silehelwe. May this work be a source of inspiration to my family and a blessing to my children.

## ABSTRACT

Historically, the majority of South African people, particularly Blacks, were denied access to free, compulsory basic education. This means that many citizens did not have access to education that would provide them with the skills necessary for quality work performance. Various arguments in this study imply that work performance is linked to the skills employees have in the work they do. The previous Bantu education system failed to produce people with the necessary skills for the economy of the country.

To compensate for this situation the present South African government introduced the Skills Development Act and Skills Levies Act which intended to provide the unskilled workforce with an opportunity to be trained and acquire skills. This is an investment in people through skills development, which is aimed at the improved work performance of the country's workforce.

The study aims to:

- Determine the impact of skills development programmes on employees' work performance;
- Determine whether the skills learned are actually applied in practice;
- Assess the general performance of a company through skills development of its workforce; and
- Determine how accessible skills development programmes are to employees in this company.

The research sample comprised ten facilitators, 15 employees and one employer. The data collected from the sample attempted to answer the following research questions:

- => What impact will skills development programmes have on employees' work performance?
- => What evidence there is that skills learned are actually applied in practice?
- => How the company performs in general when the workforce has undergone skills development programmes?
- => Whether the skills development programmes are accessible to the employees of the company?

The findings revealed that skills development programmes in the company under investigation were valuable and useful to employees. This is evident from the improved work performance of employees as observed by the employer, who confirmed that the employees do job more quickly with less wastage and less supervision.

The employer further confirmed that his company has attracted new clients who come for the sake of the service the company renders.

The researcher concludes with the following recommendations:

- The company should draw up a skills development programme schedule that will fit in well with its objectives. It is emphasised that these two aspects must not clash with each other, but instead complement each other so as to meet the set goal, that is, re-selling of the workforce. This should be integrated to the organisational goal.
- The company should spell out the aims of the skills development programmes and must make sure that these are well understood and adhered to by everyone in the company. This will aid in designing the programme according to the company's needs.
- The fact that very little evaluation of training is done indicates the probability that although expenditure on training is great very little is done to ensure to improved competence and performance. The vast majority of employers still see training and development as purely cost, not investment. In this instance, the employers should be

educated on the importance of investing in people through skills development programmes in order to gain improved work performance.



## TABLE OF CONTENTS

DESCRIPTION	PAGE
TITLE PAGE	(i)
DECLARATION	(ii)
ACKNOWLEDGEMENTS	(iii)-(iv)
DEDICATION	(v)
ABSTRACTS	(vi)-(viii)
LIST OF FIGURES	(xvi)-(xvii)
<b>CHAPTER 1</b>	<b>1-13</b>
<b>ORIENTATION, REVIEW AND PROBLEM - FORMULATION</b>	
1.1 INTRODUCTION	1-2
1.2 BACKGROUND OF THE STUDY	2-3
1.3 MOTIVATION OF THE STUDY	3-4
1.4 STATEMENT OF THE PROBLEM	4-5
1.5 VALUE OF THE PROJECT	5
1.6 DEFINITION OF CONCEPTS	5-6
1.6.1 Work performance	5
1.6.2 Employees	5
1.6.3 Skills Development	6
1.6.4 Life-skills	6
1.7 AIMS OF THE STUDY	6-7
1.8 HYPOTHESES	7
1.9 LITERATURE REVIEW	7
1.10 RESEARCH DESIGN AND METHODOLOGY	7-10
1.10.1 Research design	8
1.10.2 Sampling procedure	8-9
1.10.3 Research instruments	9
1.10.3.1 Questionnaires	9-10
1.10.3.2 Interviews	10
1.11 DELIMITATION OF THE STUDY	10

1.12	DATA ANALYSIS	10
1.13	LIMITATIONS	10
1.14	ETHICAL GUIDELINES	11
1.15	STRUCTURE OF THE STUDY	11-12
1.16	CONCLUSION	12-13
<b>CHAPTER 2</b>		<b>14-24</b>

## **REVIEW OF THE CASE STUDY OF INYATHELO TRAINING AND DEVELOPMENT**

2.1	INTRODUCTION	14
2.2	BACKGROUND OF THE COMPANY	14-16
2.2.1	Vision	16
2.2.2	Mission	17
2.2.3	Aims	17
2.3.	COMPANY POLICY	17-18
2.4	EXECUTION OF POLICY	18-22
2.4.1	ITD and Sector Education and Training Authorities	18
2.4.1.1	Education, Training and Development programme SETA	18-20
2.4.1.2	Service SETA	20
2.4.1.3	Wholesale and Retail SETA	20
2.4.1.4	Safety and Security SETA	21
2.4.1.5	Information Systems Electronics and Technologies Technical Skills (ISETT)SETA	21-22
2.4.1.6	Construction, Education and Training Authority SETA	22
2.5	THE ROLE OF EMPLOYEES' TRAINING IN WORK PERFORMANCE	22-23
2.6	CONCLUSION	23-24

**CHAPTER 3** **25-38**  
**LITERATURE REVIEW**

3.1	INTRODUCTION	25
3.2	THE SKILLS DEVELOPMENT ACT	25-28
3.2.1	The purpose of SDA	27-28
3.3.	SKILLS DEVELOPMENT LEVIES ACT	28-29
3.4.	ROLE OF GOVERNMENT AND EMPLOYERS IN SKILLS DEVELOPMENT	29-30
3.5.	INVESTING IN PEOPLE	31-32
3.5.1	Private returns on education	32-33
3.5.2	Public returns on education	33
3.7	ROLE OF SKILLS DEVELOPMENT IN OTHER CONTRIES	34-37
3.7.1	Lifelong Learning	35
3.7.2	Workplace Learning	35-37
3.8	OTHER STUDIES RELATED TO THE TOPIC UNDER INVESTIGATION	37-38
3.9	CONCLUSION	38

**CHAPTER 4** **39-46**  
**RESEARCH DESIGN AND METHODOLOGY**

4.1	INTRODUCTION	39
4.1.1	SAMPLE	39-41
4.1.1.1	Methods of selecting a sample	40
4.1.1.2	Sampling strategies	41
4.1.1.3	Random sampling	41

4.2	INSTRUMENTS FOR DATA COLLECTION	41-45
4.2.1	The questionnaire	42-43
	(a) Questionnaire construction	42-43
4.2.2	Interview	44-45
4.3	PILOT WORK	45-46
4.4	IMPLEMENTATION OF THE QUESTIONNAIRES	46
4.5	CONCLUSION	46
<b>CHAPTER 5</b>		<b>47-80</b>
<b>ANALYSIS OF DATA</b>		
5.1	INTRODUCTION	47-48
5.2	SKILLS DEVELOPMENT FACILITATORS	48-61
5.2.1	Gender of facilitators	48
5.2.2	Age of facilitators	49
5.2.3	Level of education	49-50
5.2.4	Venue where skills development programmes are offered	51
5.2.5	Learners abilities to cope with skills development programmes	52
5.2.6	Accommodation when attending skills development programmes	53
5.2.7	Fees charged for skills development programmes	53-54
5.2.8	Paid or volunteer facilitator	54-55
5.2.9	Volunteer facilitator	55-56
5.2.10	Improvement of employee's work performance	56-57
5.2.11	Ways in which employees improved work performance	57
5.2.12	Extent of the improvement of job performance	58
5.2.13	Facilities available in the venue	58-59
5.2.14	Professional growth as a skills development facilitator	59-60
5.2.15	Aims of skills development programmes	60
5.2.16	Future direction of skills development programmes	61

	<b>EMPLOYEES</b>	<b>61-76</b>
1	Gender composition of participating employees	61
2	Age grouping of participating employees	62
3	Last grade passed	62-63
4	Job description of participating employees	63-64
5	Attendance of skills development programmes	64
6	Arrangements on attending skills development programmes	64-65
7	Consultation with employees on skills development programme offered	65-66
8	Benefits on skills development programmes	66-67
9	Venue where skills development programmes were offered	67-68
10	Payment for skills development programmes	68-69
11	Attendance of skills development programmes	69-70
12	Reasons for missing skills development sessions	70
13	Languages used for skills development programmes	71
14	Provision of accommodation	71-72
15	Payment for accommodation	72-73
16	Mastering new skills through skills development programmes	73
17	Improvement of work performance	74
18	The ways to improve work performance	74-75
19	Improvement of the job performance	75-76
20	Changes due to attending skills development programmes	76
	<b>EMPLOYER'S INTERVIEW</b>	<b>77-80</b>
1	Venue where skills development programme are offered	77
2	Problems encountered when providing skills development programmes	77
3	Identification of skills lacking in the company	78
4	Compensation for attending skills development programmes	78-79
5	Changes of work performance after acquisition of skills	79
6	Current and future direction of skills development programmes	79
7	Alterations on skills development	79
8	Fees charged for skills development programmes	79

5.4.9	Provision of accommodation	80
5.4.10& 5.4.11	Improvement in work performance	80
5.4.12	Extent of improvement in job	80
5.5	CONCLUSION	80
 <b>CHAPTER 6</b>		<b>81-86</b>
<b>FINDINGS, CONCLUSIONS AND RECOMMENDATIONS</b>		
6.1	INTRODUCTION	81
6.2	FINDINGS FROM FACILITATORS AND EMPLOYEES	81-84
6.3	FINDINGS FROM EMPLOYERS	84
6.4	SUMMARY AND CONCLUSIONS	84-85
6.5	RECOMMENDATIONS	85-86
6.6	CONCLUSION	86
	REFERENCES	87-89

	<b>APPENDICES</b>		<b>90-105</b>
<b>7.1</b>	<b>APPENDIX A:</b>	Questionnaire administered to the facilitators	90-97
<b>7.2</b>	<b>APPENDIX B:</b>	Questionnaire administered to employees	98-102
<b>7.3</b>	<b>APPENDIX C:</b>	Interview conducted to the employer	103-104
<b>7.4</b>	<b>APPENDIX: D</b>	Ethical clearance forms	105

## LIST OF FIGURES

Figure 5.1	Gender composition of facilitators (N= 10)	48
Figure 5.2	Age of facilitators (N= 10)	49
Figure 5.3	Level of education (N= 10)	50
Figure 5.4	Venue where skills development programmes are offered (N=10)	51
Figure 5.5	Learners' abilities to cope with skills development programme (N=10)	52
Figure 5.6	Accommodation when attending skills development programmes (N=10)	53
Figure 5.7	Fees charged for skills development Programmes (N= 10)	54
Figure 5.8	Paid or volunteer facilitator (N= 10)	55
Figure 5.9	Volunteer facilitator (N= 10)	56
Figure 5.10	Improvement in employees'work performance (N= 10)	56
Figure 5.11	Ways in which employees improved their work performance (N=10)	57
Figure 5.12	Extent of the improvement in work performance (N=10)	58
Figure 5.13	Facilities available at the venue (N=10)	59
Figure 5.14	Professional growth as skills development facilitators (N=10)	60
Figure 5.15	Gender composition of participating employees (N= 15)	61
Figure 5.16	Age grouping of participating employees (N= 15)	62
Figure 5.17	Last grade passed (N= 15)	63
Figure 5.18	Job description of participating employees (N= 15)	63
Figure 5.19	Attendance of skills development programmes (N= 15)	64
Figure 5.20	Arrangements for attending skills development Programmes (N=15)	65
Figure 5.21	Consultation with employees on skills development programme offered (N=15)	66
Figure 5.22	Benefits on skills development programmes (N= 15)	67
Figure 5.23	Venue where skills development programmes were offered (N=15)	68
Figure 5.24	Payment for skills development programmes (N= 15)	69
Figure 5.25	Attendance of skills development programmes (N= 15)	69
Figure 5.26	Reasons for missing skills development sessions (N=15)	70



Figure 5.27	Languages used for skills development programmes (N= 15)	71
Figure 5.28	Provision of accommodation (N= 15)	72
Figure 5.29	Payment for accommodation (N= 15)	72
Figure 5.30	Mastering new skills through skills development programmes (N=15)	73
Figure 5.31	Improvement in work performance (N= 15)	74
Figure 5.32	Ways to improve work performance (N=15)	75
Figure 5.33	Improvement in job performance (N= 15)	76

# CHAPTER 1

## ORIENTATION, OVERVIEW AND PROBLEM FORMULATION

### 1.1 INTRODUCTION

In a society dedicated to change, such as South Africa (SA), it must be understood that education and working are both parts of living and people should continue with both until they die (Deetlefs et al, 1999:21). Kuhn (1999:11) argues that the Skills Development Act (SDA) has the aim of sparking a skills revolution as a central part of South Africa's drive for growth in employment, ultimately adding new impetus to the economy. This means that a major challenge in this respect is eradicating an embedded attitude of the past that working and learning are two separate disciplines (Cross, 1990:29). This attitude contains the belief that learning is for youth and work for adults. The South African Qualifications Authority (SAQA) Act and SDA promote lifelong learning. These Acts intend to transform society by lifting the level of skills, enriching the depth of competence, liberating the opportunities of all people irrespective of age. Employees, irrespective of age, should intrinsically be motivated to learn because that will help them acquire practical skills that will improve their productivity at work.

Many people in SA want education to provide a base for a productive life in a fast changing technological age. Working and learning are no longer separate entities, as reflected in the SAQA and SDA, which were signed and endorsed by both the Ministers of Education and Labour (Skills Development Act, 2000:2).

In fact the gist of the Act is that workplaces should become learning organisations offering continuing education and training and providing an

institutional framework to devise, implement and integrate national, sectoral and workplace strategies. A learning organisation implies the promotion of lifelong learning in the workplace. Employers become committed to learning and understand that they undoubtedly benefit from the learning process. The employers understand that they should invest in their workforce because a higher level of education contributes to a high level of productivity. Employees likewise want to upgrade the vocational skills that are essential for their trade or profession and equip themselves with life-skills. Life-skills are those skills involved in developing high self-esteem, a healthy lifestyle, survival and self-empowering skills (Pickwork, 1989:3). It is clear that there is a need for skills to run industries, and to shape and develop economic policies to build a democratic society and enhance job - creation.

It is evident from the literature that in the past, learners had a very limited choice in the direction of their studies and where those studies could be undertaken. In the present democratic society all people are presented with an opportunity to acquire the skills of their choice at the institution of their choice, hence the need to institute skills development programmes in companies in order to train and re-train the workforce (Dekker & Lemmer, 1993:299). Many people in SA lack skills and therefore become less productive in their job performance. They need to develop their skills according to new technological demands. For this reason training is essential.

## **BACKGROUND OF THE STUDY**

The 21<sup>st</sup> century work organisation has made a remarkable shift in concepts about work, which has in turn challenged the existing management systems. The major challenge was the shift from the 'traditional' management and business systems to the adoption and incorporation of 'project management and entrepreneurial philosophy' in all kinds of businesses (Rider, 2003:2). The adoption of these principles created a need for a different type of workforce, which not only understands its tasks, but also how to produce locally and globally competitive goods and services. That requires understanding of the market and competition the organisation operates within (Castells, 2000:34). It

also creates a different consultative management system. Skills development should allow employees and organisations to experience this inevitable change positively. Managers and employees in the workplace are becoming progressively more involved in seeking and taking advantage of opportunities to improve their professional skills and increase their effectiveness.

According to Maslow's theory, some of the categories of needs include: biological and other needs, i.e. security or safety, affiliation, esteem, and a need for self-actualisation. Other needs will emerge only when biological needs have been reasonably satisfied. In a work situation, as employees advance in an organisation, their physiological and safety needs tend to decrease and their needs for affiliation, esteem and self-actualisation tend to increase (Oakland, 2003:322). The upward movement of need prominence results from upward career changes. These career changes are made possible through skills development. Achievement, recognition, challenging work, advancement and growth in the job yield feelings of satisfaction. This serves as a challenge to employers to give considerable attention to upgrading job content through skills development.

### **1.3 MOTIVATION FOR THE STUDY**

The inspiration to conduct this study comes from the concern of employers about their employees' work performance in their specific jobs. It is evident from the literature that a small company's progress in growth takes a long time, because there is insufficient facilitation from the government to ensure progress in skills development programmes for small companies. Training of staff from Inyathelo Training and Development (ITD) company is the government's responsibility, as it has fewer than 50 employees. According to the stipulations of the Employment Equity Act (1998), organisations with 50 or more employees will have to prepare and execute the Employment Equity Plan (Vial, 2004:6). ITD has fewer than 50 employees, which indicates that it should be government's responsibility to facilitate its skills development programmes. Such companies do not have enough knowledge about implementing skills development programmes, for instance, they lack

information on where to start and whom to contact. The SDA, No. 97 of 1998, was introduced for this purpose. This Act will be discussed in detail in chapter three.

Macmillan (1989:201) argues that South Africa's poor economic growth and export and import replacement are largely the result of the shortage of skilled personnel. There is a need for life-long learning in workplaces to keep up with technological changes and the knowledge explosion. In a dynamic society such as SA, education facilitates change. Thus, skills development programmes must be instituted to give employees the life-skills they deserve. Education promotes productivity at organizational level to improve staff performance. It develops human resources in industry, improves human capital and endows citizens with varied life-skills.

The lifting of sanctions on SA by the international community led to the globalisation and internationalisation of SA's economy. Internationalisation calls for different skills from the workforce as it faces global economic competition. Employees need to be educated in this economic race. It has consequently become the responsibility of industries to give their employees some form of skill that will enable them to function effectively at work and in society, and to contribute the Gross Domestic Product (GDP) of the country.

In this study ITD is chosen as data-gathering site. The focus subjects will be employees, employers and skills development facilitators in this company.

#### **1.4 STATEMENT OF THE PROBLEM**

Technological factors and the changing face of the workplace force workers to cope with new knowledge and rapid technological changes. To remedy the situation, companies must help employees to acquire the tools of development, which will also satisfy the need to improve production and offer the skills necessary to meet the demands of the economy at large.

This research will attempt to offer answers to the following research questions:

- 1.4.1 How will skills development programmes impact employees' work performance?
- 1.4.2 What evidence is there that skills learned are actually applied in practice?
- 1.4.3 How does the company perform in general when the workforce has undergone skills development programmes?
- 1.4.4 Are the skills development programmes accessible to the employees of the company?

## **1.5 VALUE OF THE PROJECT**

This study will determine whether skills development programmes have a positive impact on employees' work performance or not. If the impact on employees' work performance is positive, that will mean employees are productive and effective in their specific jobs.

## **1.6 DEFINITION OF CONCEPTS**

### **1.6.1 Work performance**

Work performance refers to observable behaviour proving that employees know exactly what they are required to do in a real world situation and their activities lead to the completion of the expected work in a given time (Dagada, 2004:1). In this study this term refers to behaviour where employees display the necessary competencies and knowledge in the job they are assigned to do.

### **1.6.2 Employees**

Employees are any persons, excluding independent contractors, who work for another person or for the state and receive, or are entitled to receive, remuneration (Skills Development Act, 2000:3). In this study the term employees refers to people who are employed by an employer to do any work for hire or reward under an employment agreement.

### **1.6.3 Skills Development**

Skills development refers to cognitive and operational abilities that include interactive and communication skills. Those skills are gained through training and enable the employee to acquire adequate knowledge and attain better understanding of the employment he or she wants. This helps employees to comprehend and improve their quality of life (Hopson & Scally, 1981; Papalia & Olds, 1988:160). This allows an employee to be aware of his or her work experiences as they occur, prepare for future experiences, form expectations about career task performance and adjust his or her work behaviour to bring about the desired career task performance.

### **1.6.4 Life-skills**

Pickwork (1989:3) defines life-skills as the kind of behaviour based on psychological learning needed to help people cope with predictable developmental tasks, including skills and competencies that an individual needs to sustain and enrich life. Different life stages and tasks come with different life challenges, and the mastery of these challenges and tasks depends upon the successful acquisition of appropriate life-skills. In this study life-skills are those skills involved in building high self-esteem, a healthy lifestyle, survival and self-empowering skills. There may be a need to offer education in the workplace which goes beyond life-skills and offers employees a basic understanding of the social context in which re-skilling, updating and commercial demands are made.

## **1.7 AIMS OF THE STUDY**

There are skills development programmes already in place in ITD, which are aimed at alleviating the educational backlog of the workforce.

This study aims to:

- 1.7.1 Determine the impact of skills development programmes on employees' work performance;
- 1.7.2 Determine whether the skills learned are actually applied in practice;
- 1.7.3 Assess the general performance of ITD company through the skills development of its workforce, and
- 1.7.4 Determine how accessible the skills development programmes are to employees in this company.

## **HYPOTHESES**

- 1.8.1** How will skills development programmes impact on employees' work performance?
- 1.8.2 Are skills learned actually applied in practice?
- 1.8.3 How does the company perform general when the workforce has undergone skills development programmes?
- 1.8.4 Are skills development programmes accessible to the employees of the company?

## **LITERATURE REVIEW**

A literature review entails consulting written sources and collecting items of information which relate to the topic. The researcher will study other materials which have some bearing on the subject under investigation. She will make use of secondary sources such as publications on the internet and others: magazines, journals **and** textbooks and primary sources, such as official reports. The intention in using a literature review is to obtain perceptions about the significant impact of skills development programmes on employees' work performance.

An in-depth review of literature related to the **role** of skills development in employees' work performance in SA and abroad will be provided.



## 1.10 RESEARCH METHODOLOGY

This section provides a rationale for methods employed.

### 1.10.1 Research design

A research design can be viewed as the "blueprint" of the research project that precedes the actual research process. Mouton (1996:107) argues that a research design is like a route planner, as it is a set of guidelines and instructions on how to reach the goal a person has set for himself/herself. This study will gather its data from employees, employers and skills development facilitators of ITD. The pilot study was conducted to test the instrument on respondents who did not participate in the final part of the actual study.

This study will be descriptive in nature, meaning that it will describe the status events of skills development programmes in small companies. This will enable the researcher to obtain information on the topic under investigation. It further intends to fulfil or disprove the null hypothesis.

### 1.10.2 Sampling procedure

Mouton (1996:35) argues that before a researcher compiles a sample he/she should know the characteristics of the population. Such knowledge enables the researcher to draw up a representative sample. The target population for the present study will consist of employers, employees and skills development facilitators at ITD.

A stratified random sampling procedure will be used to select respondents who will participate in the study. The advantage of this sampling method is that it is important to ensure that three groups in the targeted population, such as employers, employees and skills development facilitators, are included in the study. All selected respondents will be briefed about the procedure of the study and will be requested to give consent for participation in the study. It will be emphasised that responses will be confidential.

The researcher will conduct research personally. The principal language of the interviewee will be used, and English will only be used if the level of education permits its use. Demographic information will be collected during the first intake interview. This will include information on age, experience, gender, income and level of education.

### **1.10.3 Research instruments**

A draft of research instruments will be reviewed and developed. The research instruments will include questionnaires and structured interview schedules. The advantage of using these instruments is described below:

#### **1.10.3.1 Questionnaires**

Questionnaires are cost-effective in that they collect data in a short time at very low cost. They will be constructed and used as instruments to elicit information on different experiences in skills development programmes. Both closed-ended and open-ended questions will be used. This will be done to allow the respondents to choose from stated alternatives and also to provide free responses.

Two different sets of questionnaires will be constructed to ascertain the respondents' disposition towards skills development programmes, how they feel about such programmes and whether training had an impact on work performance or not. The first questionnaire will be administered to the employees and the second one to the skills development facilitators employed or contracted by this company.

The questions in different questionnaires should complement the responses from another group, that is, skills development facilitators, employees and employers. The researcher will get permission to visit the site personally. It is also essential to note that the researcher will conduct a research personally to eliminate problems such as the participation of unintended respondents.

### **1.10.3.2 Interviews**

Individual semi-structured interviews will be conducted in order to allow the added advantage of triangulation of data. Interviews allow an interviewee an opportunity to get some clarification on certain questions when necessary. Some guidelines for conducting interviews will be developed prior to the process of data collection. A semi-structured interview will be conducted with the employers of the company under investigation.

### **1.11 DELIMITATION OF THE STUDY**

This study is delimited geographically to the Durban region of KwaZulu-Natal, one of the nine provinces of the Republic of South Africa. The study will be conducted in ITD, a small- medium-micro enterprise (SMME) based in the Durban area, because of its accessibility to the researcher.

### **1.12 DATA ANALYSIS**

The employees' skills needs, as identified by them, will be ranked according to their order of importance in the company. These employees' needs will be juxtaposed with the programmes companies offer their workforce or employees to determine how effective, beneficial and rewarding these programmes are in improving employees' skills and work performance. The manner in which data are analysed will be left flexible to permit qualitative and quantitative analysis.

### **1.13 LIMITATIONS**

This study may encounter the following limitations:

- Budget constraints, as the researcher does not have enough money to continue smoothly with the study.

- Limited time to finish this project, as the researcher is a student, an employee, a mother and a wife.

#### **1.14 ETHICAL GUIDELINES**

Ethical standards will be maintained throughout the study. The following ethical guidelines will be adhered to:

- The employers, employees and skills development facilitators will be informed about all the aspects of the research;
- Information gathered will be used for research and academic purposes only. It will also contribute to the body of knowledge in skills development programmes by outlining the expectations of SMMEs employees from training, which can be used to improve their work performance.
- All participants will be treated with respect and concern; and
- The researcher will ensure that the respondents involved in the study do not take advantage of the selected managers, employees and skills development facilitators.

#### **1.15 STRUCTURE OF THE STUDY**

##### **CHAPTER ONE - ORIENTATION, OVERVIEW AND PROBLEM FORMULATION**

This chapter consists of the introduction and background to the study. It includes a motivation for the study, statement of the problem, definitions of terms, aims of the study, literature review, research design and methodology, research questions, delimitation of the study, data analysis, limitations of the study and the organisation of the study.

## CHAPTER TWO - REVIEW OF THE CASE STUDY OF INYATHELO AND DEVELOPMENT TRAINING

This chapter will detail the review of the case study of the company under investigation by providing its historical background, functions, vision, objectives and mission.

## CHAPTER THREE - LITERATURE REVIEW

This chapter will attempt to provide a theoretical background and framework to the study. A review of previous and relevant research findings in this field is provided. This chapter attempts to present some exemplary models used by industries in various countries to provide skills development programmes to their workforce. This chapter will further more look into the theoretical framework of skills development in SA.

## CHAPTER FOUR - RESEARCH DESIGN AND METHODOLOGY

This chapter will detail the research design and methodology of the study. It will include the collection of data, selection of subjects and a plan for organising and analysing data.

## CHAPTER FIVE - PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

Chapter five will focus on the analysis and interpretation of data. The main findings of the study will be presented and summarised in this chapter.

## CHAPTER SIX - FINDINGS, SUMMARY, CONCLUSION AND RECOMMENDATION

This last chapter of the research will conclude by discussing the findings, summary, conclusions and recommendations.

## 1.16 CONCLUSION

A new perspective that promotes human resource development as a function that enhances performance, multiple-skill development and job advancement rather than simply a mechanism for developing core skills, is evolving. This perspective emphasizes the development of individuals that will result in improved work performance, career - opportunities and enhanced employability opportunities. An orientation, overview and problem formulation are presented in this chapter. Chapter two will look into the review of the case study of the company under investigation and the theoretical background and framework to the study.

## CHAPTER 2

### REVIEW OF THE CASE STUDY OF INYATHELO TRAINING AND DEVELOPMENT

#### 2.1 INTRODUCTION

SA has approximately 15 million illiterate people (Vision document on Technology Infrastructure to Support learning, 2000:213). The high rate of illiteracy makes it difficult for people to participate meaningfully in issues of development and effective delivery of essential services, such as provision of water and housing. This situation also contributes to the high rate of unemployment and ultimately to poor living conditions. The nation needs to develop and transform itself into a skilled workforce. This backlog in skills development is attributable to the legacy of the past education system. It produced an unskilled, semi-skilled and unemployable workforce. The current government wanted to remedy this situation by introducing the Skills Development Act of 1998, which will be discussed in depth in chapter three. This call for skills development motivated ITD to contribute to skills development by providing training that would eradicate illiteracy. This chapter looks into the contribution of skills development.

#### 2.2 BACKGROUND OF THE COMPANY

This study focuses on ITD as its case study, to trace the impact of skills development on employees' work performance. ITD opened its doors in July 1997 in its quest to eliminate illiteracy and poverty.

Inyathelo is a **Nguni** name, which means a step forward in **isiZulu**: "ukuthatha **igxathu eliyaphambili**". The main focus of this company is to provide training and development of skills to South African communities. It provides services especially in rural areas to improve their standard of living.

Most of the black communities in these areas have a shortage of elementary education, which includes reading, writing and arithmetic and life skills.

The company has ten members and the boards of directors and of governors, one director and an executive committee. It has workforce of about 30 employees. ITD has two different types of employees, permanent and temporary employees. When employees are hired they are provided with a job description, which explains the rules of the company.

ITD targets women, the physically challenged (also referred to as disabled people), out of school-leaving, retrenched workers and unemployed people, to provide them with opportunities to enter and re-enter the labour market and gain experience. This company also intends to improve the employment prospects of persons previously disadvantaged by unfair discrimination, to enter and re-enter the labour market and to redress those disadvantages through training and education. The issue that motivates this group is lack of quality education, which is due to the historical backlog attributable to the previous education system. It also targets community-based organisations, church organisations, public and private sector institutions, education and training institutions, local government councillors, community development committees, traditional leaders and small business people.

Initially, ITD wanted to provide only training and development services but later it realised that its target population needed more than these services. This realisation inspired the company to offer also skills training for income-generating projects, such as construction, business training and co-operative training, which will equip the target population with entrepreneurial skills, enabling people to take the initiative to establish SMMEs. This initiative is directed at eradicating poverty because these skills will enable people to start their own businesses.



The company is also responsible for community enrichment. It works co-operatively with community and church organisations. It renders services that are directed at helping individuals to become involved in the business sector.

These services include the following:

- Pre-registration counselling - which informs the prospective entrepreneur about necessary factors to be considered when establishing an enterprise;
- Access to finance - which relevant institutions to approach for funding;
- Preparation of legal documents - which are necessary for the registration of the company for licensing and taxation purposes;
- Skill development levy advice - which will teach them the right channels for training the workforce; and
- Co-operative development and leadership training - those who are retrenched owing to restructuring and outsourcing should be able to form co-operatives; ITD acquaints them with this information.

### **2.2.1 Vision**

**ITD** will be among the leading training agents that contribute to the process of skills development, which will bring about change that will change the lives of historically disadvantaged individuals in South Africa. ITD subscribes to the following beliefs and values:

- Meeting and exceeding the expectations of the target population;
- Respecting society, the environment and the individual;
- Developing a relationship with clients' community leaders, government departments, development agencies, funders and donors based on mutual respect and understanding;
- Maintaining the highest level of integrity in all dealings with stakeholders; and
- Supporting the objectives of the government, mainly in the development of skills among members of previously disadvantaged groups.

## **2.2.2 Mission**

Its mission is to act as an effective company, educating, developing and thus enhancing empowerment skills, working towards equal access to opportunities for historically disadvantaged communities.

## **2.2.3 Aims**

This company aims at:

- Promoting the extension and the strengthening of civil society through education, training and collaboration;
- Engaging with communities in issues and programmes essential for their economic, social and political development;
- Supporting targeted communities in building and sustaining viable SMMEs;
- Ensuring the existence of sufficient adult educators and practitioners in targeted communities;
- Building capacities means to acquire skills that are useful in and for targeted communities by providing a range of appropriate basic, intermediate and advanced educational programmes, and
- Participating with other companies in collaborating activities that will access resources and influence policy.

## **2.3 COMPANY'S POLICIES**

ITD has adopted as its policy commitment to rendering a quality service of the highest standard, specifically seeking to meet the needs of clients in doing this. The company is committed to acting in line with the spirit of reconstruction and development by engaging and empowering previously disadvantaged communities. The company sees this as a direct contribution to building the nation and developing the abundant but underdeveloped human resources of its indigenous people. This policy is in line with the purposes of the SDA,

which places emphasis on improvement of the quality of life of employees, their prospects of work and labour mobility.

Its main focus is training in traditional rural communities, informal settlements and urban areas. It targets mainly areas within KZN Province, but also renders its services to other provinces when needed.

## **2.4 EXECUTION OF POLICIES**

ITD as an accredited training provider deals with skills training and development. It works co-operatively with Sector Education and Training Authorities (SETAs) as the official body for skills development (Report of the Labour Relations Code Review Committee, 1999:4). This connection makes it essential to look at the working relationship between ITD and SETAs.

### **2.4.1 ITD and SETA**

SETAs have been established to ensure that the needs of every sector of the South African economy are identified and that training is available to provide for these skills. The information is presented in an easily accessible manner covering both general areas and information specific to employers (Rider, 2003:1). There are 25 SETAs in SA and ITD is registered with only six of these, namely Education, Training and Development Programmes (ETDP); Service; Wholesale and Retail; Safety and Security; Information System, Technologies and Technical Skills (ISETT) and the Construction, Education and Training Authority (CETA).

#### **2.4.1.1 ETDP SETA**

The vision of the ETDP SETA is to be a promoter and facilitator in the development and improvement of the skills profile of the sector's workforce in

order to benefit employers and employees in the sector (Annual Report, 2004-2005:23). ITD is the national service provider in Adult Basic Education and Training (ABET) and SMMEs skills training. It has the expertise and capacity to deliver ABET in a substantial and effective manner through the internal curriculum development unit. It is committed to ensuring that its literacy programmes are relevant to the current needs of the adult learner in the business and society at large.

ITD is involved in providing skills for ABET practitioners. It also offers short courses for an assessor and moderator training. These include the following:

- ABET Practitioner Programme ( Adult Educators Certificate );
- ABET (Adult Basic Education and Training level 1-4);
- Human Rights and Democracy Education ; and
- Consumer Education.

After learners have acquired the above mentioned skills, ITD as the accredited provider issues the statement of results and the qualification is issued by the Education and Training Quality Assurance body (ETQA). Those who are involved in these training programmes are able to establish their own businesses, which will in turn acknowledge and respect the rights of employees. Democratic education will help traditional leaders and local government personnel to be democratic in dealing with the community, whereas consumer education will teach people to be conscious about their health and also to provide catering services.

ITD has ABET centres in various areas. The first ABET centre was opened at Ixopo on the South Coast in 1998. More ABET centres were opened in the following areas: KwaMkhizwana in Cato Ridge and Magonsini in Nongoma which were both opened in 1999, followed by Ndumu ABET centre in KwaNgwanase, Mabheleni, KwaNhlalwana and Johnsdale, all of which are in

rural areas of Highflats on the South Coast of KZN. Since 2003, ITD has centres in almost all the districts of KZN.

#### 2.4.1.2 Service SETA

A service SETA was introduced in KZN in 2000. It was established as a concern to rectify the lack of skills in the province in particular. Unemployed were identified and given a chance to attend training as skills development facilitators (Rider, 2003:2)). They obtained qualifications in areas such as project management, office administration and payroll administration. After this training they qualified to become employers and work with SETA, to equip people with skills such as computer skills. The founding members of ITD attended this training. They obtained skills, which they used to establish their own business and work with this SETA. This SETA deals with customer service. ITD has worked with this SETA to equip others with conflict management, time management and project management skills. Those who are involved in this training are remunerated. During their training they do 70 percent practical and 30 percent theoretic work. When they complete their training the company is not forced to hire them. If the company hires them, the SETA pays a grant for hiring them.

#### 2.4.1.3 Wholesale and Retail SETA

The Wholesale and Retail SETA (W&RSETA) was established and registered in March 2000 in terms of the SDA of 1998. The role of the W&RSETA is to ensure the provision of quality learning in the wholesale and retail sector (Dagada, 2004:13).

In this category the service provider, which is ITD, focuses on advising small businesses on store management, financial management and merchandising. They are trained in sale marketing skills, marketing communication, brand marketing, customer management and arranging and displaying products on the shelves.

#### 2.4.1.4 Safety and Security SETA

The Police, Private Security, Legal, Correctional Services and Justice Sector Education and Training Authority and Diplomacy, Intelligence, Defence and Trade Education and Training Authority SETAs have amalgamated and a new SETA, called Safety and Security (SASSETA) SETA was formed on 1 July 2005 (Annual Report, 2004-2005:8). This SETA is mandated to facilitate and promote skills development across the South African economy to elevate the country's competitiveness and productivity and to redress the skills and education inequalities of the past. SASSETA's vision is to be a leader in skill development for safety and security. Its mission states that it is an Education and Training Authority that ensures quality provision of skills development and qualifications for South African citizens in the safety and security environment through effective and efficient partnerships (internet 8). This SETA deals with training in security and it also funds training programmes and monitors quality assurance. It further monitors whether the programme is in line with unit standards.

ITD has a security-training programme and it helps people who have undergone this training to obtain employment. Others become interested in starting their own security companies. ITD then helps them to establish a registered company.

#### 2.4.1.5 ISETT SETA

The ISETT SETA is a training accreditation body committed to skills development in the Information and Communications Technology (ICT) sector (Annual Report, 2005:61). The ISETT SETA is a body established under the SDA whose main purpose is to contribute to the improvement of skills in South Africa. An employer who sends employees to accredited training institutions is eligible to enter into a beneficial learnership agreement with the ISETT SETA. Once the learnership agreement between the ISETT

SETA and the employer is approved, the employer is awarded learnership grants and tax incentives.

New employees' skills are checked at ITD and those that are lacking are identified. Some employees come from school and have no practical experience, for instance, those who have a computer course but have not used it in a real life situation. Those who are employed in administration positions and who are computer illiterate are put on a computer course. In this instance, ITD as the employer organises training and the SETA pays the expenses.

#### 2.4.1.6 CETA SETA

CETA was established in April 2000 by way of the Skills Development Act. Its main objective is to influence the course of training and skills development strategically by ensuring that all training reflects current sectoral needs and requirements of the construction sector (Annual report, 2004-2005:3). Various skills projects and learnerships aim to develop a pool of skilled and motivated employees whose skills are recognised and valued in terms of the National Qualifications Framework (NQF). The SAQA accredits CETA as an ETQA. The ETQA status authorises CETA to accredit and monitor the delivery of training by accredited training providers.

ITD equips people with skills such as block- making, bricklaying, carpentry and painting. It has a block-making project at Magonsini, Ndema, where it has trained 32 unemployed people in block making and in co-operatives. Almost all of the trainees are employed by the project. Their first client is Mvula Trust. Mvula Trust is buying more than 10 000 blocks a month for the building of toilets in the surrounding areas. ITD has helped it to register its company as a co-operative, which provides blocks and construction services.

## **2.5 THE ROLE OF EMPLOYEES' TRAINING IN WORK PERFORMANCE**

**ITD** is registered with different SETAs and has a sewing project in the ABET centre of Mabheleni in Highflats, South Coast of KZN. About 20 learners are participating in this project.

The company is currently involved in learnerships as an employer. It is working with the ETDP SETA, where six people are trained as ABET practitioners. Through the Services SETA, there are people in the company that are currently undergoing a learnership on Project Management. Of the people who are undertaking learnerships, 90% are learners who are currently unemployed and hope to get employment after the training. The company will be employing these learners, as it is working on projects with other institutions at community level where it will need their expertise and skills.

Learners' progress will be monitored formally by means of internal examination and continuous assessment, which is put together by facilitators and external examination bodies provided by the Independent Examination Board. The company has a good relationship with the communities in which it operates. ITD believes in Outcomes-based-education, therefore, learners will be observed and monitored when solving problems or doing certain tasks and their general performance will count towards their development as people.

ITD, as a skills training and development company, provides training services to different communities, as indicated in the above-mentioned information. Other people who were equipped with entrepreneurial skills through ITD became competent and were able to start their own businesses.



## CONCLUSION

SA as a developing country is focusing on developing its workforce so that it can compete in the international community. SA has been engulfed with the problem of an unskilled workforce. The current focus is on developing a skilled workforce so that it can be competent and efficient internationally. This process needs the effort and commitment of all stakeholders, including government, service providers and learners.

ITD as a service provider is committed to making a remarkable contribution in terms of the development of skills to the South African workforce. The aims of ITD were discussed and linked to those of the SDA. The mission statement and the vision were also provided in this chapter in order to elucidate the skills shortage in SA.

This chapter also outlines the strategies and techniques used by ITD in eradicating poverty through skills training. The targeted communities were provided with basic learning skills such as counting, reading and writing. Later the company included income-generating projects like construction, block- making and sewing in its training programme.

This chapter also focuses on information on the company policies, which are used as practical guidelines. The role played by ITD in working with SETAs was discussed in this chapter. The effects of skills training in the workplace were also highlighted. The next chapter will review the introduction and the implementation of the SDA. Reliable sources and previous research studies that are related to skills development will be used.

## CHAPTER 3

### LITERATURE REVIEW

#### **INTRODUCTION**

This chapter reviews the initial attempt by the previous government to rectify the education system. It further examines recent legislation, policies and practices that reflect the new approach to learning and training. This approach promotes the importance of human knowledge and securing appropriate work for all people. It reviews the new objectives of education and training to enhance productivity and economic competitiveness in an integrating world economy. It promotes the inclusion of all people in economic and social life.

Some first world countries such as America and developing ones such as the Republic of Korea, invest heavily in their human resources. This chapter therefore looks into these and other advanced countries in relation to investing in human resources. Poor countries have not been able to maintain investment at sufficiently high levels to meet their needs. SA is rectifying this backlog by introducing SAQA and SDA, which will be discussed in detail later.

One of the greatest dangers to business in South Africa, as well as to economic empowerment, is competition from better skilled and educated businesses from other countries. To counter this and enhance job creation, the legislature has passed the SDA. The legislature aims to prescribe high training standards for South African employees. Related to the SDA is the Skills Development Levy Act, which are also the interest of this chapter.

#### **THE SKILLS DEVELOPMENT ACT**

SA as a nation is profoundly challenged by both the necessary changes in the society and the post-1994 exposure to the international community. These changes mean, among other things, that SA has to face up to being

competitive, not just in Africa, but also in global markets. The short supply of skilled staff is a serious obstacle to the competitiveness of industries in South Africa.

There was a need for skills to run industries, to shape and develop economic policies, build a democratic society and enhance job creation. The workers should be able to advance along a career path through training and increased skills for remuneration. In this case there was a need to negotiate with employers and the state for a nation-wide skills development programme open to workers and the wider community. It was clear, therefore, that life-long learning should underpin a re-distributive economic growth strategy aimed at redressing the imbalances and injustices of the past and meeting the current needs of all South Africans. Governments in most countries increasingly view skill development as an important factor in the drive to enhance productivity, stimulate economic competitiveness and raise people out of poverty (Rider, 2003:1).

Many large companies have trained their employees and their focus and expenditure have not been on the least skilled members of the workforce. As that group has suffered the injustices and inequalities of the education system in the past, the need for training and development is enormous.

In their training programmes, many large companies focused on developing the management personnel and ignored the least skilled members of the workforce. The small companies are surviving with small profit margins and are under massive threat from international competitors and instability in the southern part of the continent. This poses a challenge not merely to learn more but rather to train in such a way that the training has an impact on the organisation and on the capability, capacity and performance of each individual, trained employee. The above exposition motivated the government to address the needs of the whole workforce, particularly the previously disadvantaged unskilled employees.

The SDA is a government-driven initiative to uplift the economy and create long-term growth employment opportunities in South Africa. The Act was passed to provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce. It also integrates those strategies within the NQF stipulated in the SAQA Act of 1995. It provides for learnerships that lead to recognised occupational qualifications. The next logical concern was the financing of the project of skills development. The Act addressed the financing of skills development by means of a levy- grant scheme and a National Skills Fund (Report of the Labour Relations Code Review Committee, 1999:1).

### **3.2.1 Purpose of the SDA**

The SDA, No. 97 of 1998, stipulates the following purposes:

- (a) To develop the skills of the South African workforce by
  - improving the quality of life workers, their prospects of work and labour mobility;
  - improving productivity in the workplace and competitiveness of employers;
  - promoting self-employment; and
  - To improve the delivery of social services.
- (b) To increase the levels of investment in education and training in labour and improve the return on that investment;
- (c) To encourage employers to
  - employ persons who find it difficult to be employed, for example those who had been retrenched, to re-enter the labour market.;
  - use the workplace as an active learning environment;
  - provide employees with the opportunity to acquire new skills; and
  - provide opportunities for new entry to the labour market;
- (d) To improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education;
- (e) To ensure the quality of education and training in and for the workplace; and

- (f) To encourage partnership between the public and private sectors of the economy to provide education training in and for the workplace (Report of the Labour Relations Code Review Committee, 1999:4).

From the above-mentioned purposes, it is clear that the quality of workers, their prospects of labour mobility and productivity in the workplace and the competitiveness of employers could be improved. The Act emphasises the fact that employers should use the workplace as an active learning environment and provide employees with opportunities to acquire new skills. By taking skills development seriously in the workplace, employers would be in a position to assist retrenched workers to re-enter the labour market and also to find qualified employees.

### 3.3 SKILLS DEVELOPMENT LEVIES ACT

The Skills Development Levy is a tax that is payable by the employers to the government in order to establish funds that will cater for the training and development of the workforce. The levy grant scheme aims to expand the knowledge and competencies of the labour force, resulting in improvements in employability and productivity. This will be achieved through new approaches to planning for training, learning programmes, incentives and an improved employment service. If a company participates fully in the scheme it reaps the benefits of a better skilled and more productive workforce (Rider, 2003:2).

According to the Act every employer with more than 50 employees must pay a skills development levy. The leviable amount means the total amount of remuneration, paid or payable, or deemed to be paid or payable, by an employer to its employees during any month.

This tax system started to operate on 1 April 2000 at a rate of 0,5 per cent of the leviable amount. The employers that have trained their employees are eligible for remuneration from the appropriate SETA according to the procedures described in the preceding chapter. An employer can claim this money back. Those that have not utilised their tax by training employees are not eligible for remuneration.

Some employers had negative attitudes about training their employees and still felt that it was not their duty to do it. It is clear that the employers and the state have a duty to train and help finance training. All employees have a right to paid education and training leave. Education and training should thus continue throughout a worker's life to enable him to keep pace with technological change and develop his abilities. This negative attitude of the employers compelled the government to increase tax to one percent of the leviable amount, which is the total payroll of the company. Every month an employer pays 1% of the total payroll to South African Revenue Services. This is in turn distributed to the SETAs through the implementation of learnerships and the facilitation of effective training. Employers can claim this money back (internet 2), but most of organisations do not claim it because of lengthy administration processes. The person responsible for training and skills development, in a company should apply for the remuneration. The government or SETA responds to the application for the tax return.

An employer must, not later than seven days, or such longer period as the commissioner determines, after the end of each month in respect of which the levy is payable, pay the levy to the commissioner and together with such payment submit a statement. If the amount of any levy, interest or penalty paid by an employer to the commissioner was not leviable or payable, or was in excess of the amount leviable or payable in terms of the Act, that amount must be refunded to the employer by the commissioner, which refund is a drawback against the National Revenue Fund. This aims at promoting employer commitment to the payment of levies (Report of the Labour Relations Code Review Committee, 1999:5)

### **3.4           ROLE OF THE GOVERNMENT AND EMPLOYERS IN SKILLS DEVELOPMENT**

#### **3.4.1   Skills for productive citizenship for all**

The government's commitment to promote active labour market policies is well demonstrated in the SDA 1998 and the Skills Development Levies Act, 1999. These two pieces of legislation introduce new institutions, programmes and funding policies designed to increase investment in skills development. There are two over-riding

priorities that this legislation seeks to address. The first is the ever-present reality of the global economy and the imperative to increase skills to improve productivity and the competitiveness of industry, business, commerce and services. The second is to address the challenges of social development and the eradication of poverty (Report of the Labour Relations Code Review Committee, 1999:7).

It is widely agreed that South Africa is not yet equipped with the skills it needs for economic and employment growth and social development. There are still challenges to the effective implementation of legislation. Many more employers have yet to be convinced of the economic and commercial benefits of skills development. The employers need to remember that the productivity of the employees depends on the skills that they provide them with. The mission statement of the National Skills Development programme also stresses the important role that should be played by employers (internet 2). They need to equip employees with skills in order to succeed in the global market. They also have to offer opportunities to individuals and the community for self-advancement to enable them to play a productive role in society.

As employers are responsible for training, the company's training officer needs to ensure that the top management buys into skills development strategies. The training officer needs to promote skills development through company strategy and communicate the desired goals to fellow employees. The company has to know the following information.

- (a) How to develop and implement learnership effectively;
- (b) How to accelerate skills development by implementing recognition of prior learning programmes;
- (c) Employment equity and black economic empowerment targets through skill development;
- (d) That by submitting the workplace skills plan the company becomes eligible for a rebate; and
- (e) How to apply for a grant for the implementation of learnerships in the company (Skills Development Act No. 97 of 1998:1).

If the training officer does not have this information the company is heading for conflict with government. It could find itself in a position where it is fined R500 000. The penalty levied for failure to subscribe to the stipulations of the SDA is aimed at motivating employers to provide skills development programmes.

### **3.5 INVESTING IN PEOPLE**

Employers should consider training as an investment in human resources by developing the skills development programmes that would equip employees with industrial skills. Hartshorne (1992:61) argues that apartheid education produced 'educated' employees who could not be absorbed into the economic sector, since the previous education system was concentrating on theory and placed less emphasis on equipping people with skills.

A nation's ability to supply goods and services depends on its human resources as well as on its physical capital. If the size of the labour force increases, more output could be produced on any given price level. The increase in human resources in skills and knowledge of the workforce adds to the nation's potential output. The larger the skills gap between the unemployed workers and the requirement of emerging jobs (Schiller, 2000:324), the harder it can be to absorb such workers in the labour market.

A critical challenge that faces human society at the start of the 21st century is to attain full employment and sustained economic growth in the global economy and social inclusively (ILCS, 2003:3 in (Dagada, 2004:6). Economic, social and technological change is gathering pace and calls for continuous policy and institutional adaptation in order to meet new needs and seize the opportunities that are opening rapidly in an integrating world economy.

It has been increasingly recognised that people's endowment of skills, capability and investment in education and training constitute the key to economic and social development. Skills and training increase productivity and incomes, and facilitate everybody's participation in economic and social life.



The difficulties involved in putting into effect the employment and growth oriented policies that give high priority to education and training are formidable. First world countries and rapidly industrialised countries such as Singapore and the Republic of Korea invest heavily in their human resources. Poor countries like SA have not been able to maintain investments at a sufficiently high level to meet their needs. These countries need to implement effective and inclusive policies and programmes for education and training for all in order to close the skills gap.

The International Labour Organisation set a suitable work framework, which addresses both the quality and quantity of employment and provides the basis for new resources development and training policies. This requires the attainment of the following strategic objectives that are vital to social progress.

- Employment creation, supported by increased and effective investment, learning and training for employability, competitiveness, growth and social inclusion of all;
- Promoting fundamental rights at work;
- Improving social protection; and
- Strengthening social dialogue (Rider, 2003:3).

The right of individuals to education and training is acknowledged at the international level in the Universal Declaration of Human Rights and the Declaration of the Right and Duties of Man. In SA this right is recognised through SAQA and SDA.

The Skills Development Levies' Act is a policy tool for increasing human capital investment as well as physical investment. In this case tax credits are made available to employers who offer more work training. Such credit reduces the employer's after-tax cost of training.

### **3.6.1 Private returns on education**

Learning, education and training benefit individuals, enterprises and society alike. The amount of education acquired by workers has an important impact on labour market experience. It also improves individuals' productivity and income-earning

opportunities at work and their mobility in the labour market, and widens their choice of career opportunities (Dagada, 2004:9).

Recognition of the increased importance of education has caused S A to evaluate the quality of educational systems to ensure that all students benefit through skills development, securing skills training for people from disadvantaged backgrounds is a primary goal of the SAQA Act.

### **3.6.2 Public returns on education**

Economic growth and social development of countries are invariably associated with large and sustained investments in education and training. Countries with the highest incomes are those where workers are most educated. Some 98% of the adult population in high-income countries are considered skilled. By contrast, in the least developed countries (LDCs) primary education enrolment in 1997 was 71.5%, secondary education enrolment 19.3%, and tertiary education enrolment a mere 3.2 per cent of the respective age groups (UNESCO, 1999:11-20) in Castells (2000:18). Basic literacy, essential for learning and trainability, as well as for employability and access to suitable employment in today's world, eludes a significant share of adults in Africa and South Asia. The developed countries invest 30 times more per student in education and training than the LDCs.

These figures in African countries indicate that the basic literacy level of adults is low compared to high income countries. This low level of basic literacy has an impact on the education and trainability of adults in LDCs, which are mainly African countries. This information also displays the level of government spending in education in LDCs compared to first world countries as indicated by the deficiencies of about 30 times more spending on education.

Human resource development and training contribute to improved productivity in the economy, reduce skill mismatches in the labour market, and promote a country's international competitiveness (Schiller, 2000:5). Human resource development and training underpin the fundamental values of the society, equity, justice, gender

equality, non-discrimination, social responsibility and participation of all in economic and social life.

### **3.7 ROLE OF SKILLS DEVELOPMENT IN OTHER COUNTRIES**

The formulation of learning, education and training objectives and strategies is paramount in determining the role of skills development in different countries. Training objectives and strategies can be formulated at various levels, for example, national enterprise, training institution, international and regional levels (Schiller, 2000:9). National human resource development and training objectives have often been formulated in the context of countries' efforts to undertake major education and training reforms, aimed at ensuring that their training policies and systems meet contemporary economic and social needs better. Such reforms have occurred in Australia.

In many less developed countries, particularly in Africa, economic stagnation and growth of the informal economy have made redefining human resource development and training objectives imperative. In SA the aims of the SDA are to balance the supply of skilled manpower at all levels with the demands of the economy and to serve as a vehicle for improved productivity and income generation and less inequality among people. More specific objectives include raising labour productivity and promoting entrepreneurship and economic participation in order to increase economic efficiency in all sectors. In some countries, such as Ireland, skills development intends to effect poverty reduction and social inclusion of disadvantaged groups, including women (Rider, 2003:7). The vision of the Philippines Technical Education and Skills Development Authority is to develop world class technically skilled and educated workers with positive work values.

Dekker and Lemmer (1993:253) argue that the private sector requires people who have the ability to develop new skills, to acquire new knowledge and concepts and to adapt to technological change with enthusiasm and without fear. This concurs with Merriam and Cunningham (1990:118), who maintain that the private sector in the USA spends \$30 billion per year on the formal training of its employees. They further add that the federal government spends \$5 billion per year. The state and local government are also deeply involved in employee training. This means that a certain

percentage of tax should be used to run skills development programmes for the workforce.

### **3.7.1 Lifelong learning**

Many countries increasingly formulate their human resources development objectives in terms of lifelong learning. For example, in Finland the government's development plan for the 1999-2004 period calls for, among others, helping the youth to apply for upper secondary general or vocational education and complete their studies. It also emphasises the development of students' learning skills in all sectors of the education system (Schiller, 2000:4). The provision of non-university higher education is increased. The adults are encouraged to study for higher secondary and post-secondary vocational qualifications and to pursue other studies that improve their employability and capacity for further learning. The programme introduced developing methods for recognising non-formal and informal learning.

The advanced countries usually referred to as the eight major industrialised nations (G8), including USA, France, Britain and others, are committed to helping the developing and underdeveloped countries to invest in human resources. They call for renewed commitment from governments to enhance education and training on all levels from the private sector, training the existing and future employees and from individuals, developing their own abilities and careers. These countries adopted the Cologne Charter, which is aimed at promoting lifelong learning (Rider, 2003:10). This commitment must be underpinned by three principles, i.e. everyone should have access to learning and training, including the disadvantaged and illiterate, all workers should be courageous and enabled to continue learning throughout their lives and developing countries should be helped to establish comprehensive, modern and efficient education and training systems.

### **3.7.2 Workplace learning**

Dekker & Lemmer (1993:77) contend that skills development has become a household word, training workers into the 'new breed of students' who caused industries to become educational institutions. They further maintain that technological

change and the changing face of the workplace put more pressure on the worker in society to keep up with new knowledge, given the rapid technological changes to which he as a consumer as well as a producer has to adapt. There should be a growth of the learning society. It is clear, therefore, that people should adapt in order to meet new changes.

The increase in work-related skills development could be partially attributed to computerisation in the work setting, which resulted in a demand for more job-related programmes. The government should not only consider workers who wanted to further their education, but the unskilled workforce as well, because they also need basic life-skills, such as numeracy and literacy for survival. There must be more collaboration between industries and educational agencies. This means that the private and public sectors would inevitably have to adjust to a contracting labour pool by offering attractive training opportunities.

In the USA State funds were set aside to pay for the training of employees for new industries or for the expansion of existing business operations. Major technological changes meant that information became outdated. It seemed, therefore, that an education system was needed which would present everybody, even those working for employers not interested in in-service training, with opportunities to update their knowledge and skills.

From the literature it is argued that most governments made it clear that they believed companies ought to make a contribution to the education for work of their own employees. Titmus (1989:97) maintains that employers should be taxed to help fund programmes, as in Sweden, but should also be offered remission of it to the extent that they provide training for their own workers, as in France and the United Kingdom. Dole (1989) (in Merriam & Cunningham (1989:410) contends that more and more employers (in the industry and commerce sector) are relying on the skills of workers to raise efficiency and quality, improve customer service and develop new applicants for existing products and services. To meet the changing skills requirements, employers were expanding the training available to current workers who lack basic skills or whose skills were outmoded.

As a low-skilled workforce is likely to imply high unemployment, the way in which a country addresses the challenge of building a skilled workforce would determine its place in the economy as well as the living standards of its people. Investment in worker training is in the economic self-interest of employers and employees. The importance of workplace learning has been pointed out. Although some South African industries have shown interest in skills development programmes, they should copy some excellent ideas implemented from other countries in order to improve their skills development programmes for the workforce.

In conclusion, the views of different authors have been used in the study under review. In the next chapter the researcher investigates the respondents' views or opinions on skills development programmes as offered by their organisation.

It was the policy of the Council for South African Trade Unions that employers and the state should provide facilities for classes, pay workers while they attended classes and assist in paying for teachers and the costs of developing teaching materials (NEPI, 1993:58). This is in line with what happens in Sweden and in most developed countries, where workers are entitled to four weeks of paid leave per year for further education throughout their working lifetime (Hutton, 1992:12).

### **3.8 OTHER STUDIES RELATED TO THE TOPIC UNDER INVESTIGATION**

South Africa's national development vision in the first democratic decade showed a clear commitment to both skills and small enterprise development, but there has been concern among researchers that the interface between these two policy areas has been characterised by poor policy coherence and weak delivery. There has not been much research on skills development in the South African context. Those interested in the topic have delivered papers on the relationship between skills development and tourism and on poverty alleviation and local economic development interventions. Some researchers have looked into ABET, which was addressing basic skills rather than the contribution of skills development in the work performance of an employee (Dagada, 2004:24).

Interest has also been shown in skills development in the field of nuclear energy (HSRC, 2005:1). The report related to the topic under investigation is entitled, "skills development in very small and micro enterprises" This report entails the debate about an analysis of the state of skills development for smaller enterprises in SA.

Organizations seeking a competitive edge are focusing more on the development of leadership. They believe that it is through leadership development that businesses grow and thrive in the complex and fast changing world of a new millennium.

### 3.9 CONCLUSION

The major challenge is to improve the quality of education at all levels. In working to strengthen the state's ability to implement the programmes that would lead to viable economic development, skills development is the point of departure. The focus is also on relations with the rest of the world and especially on the African continent. The aim of skills development is to speed up the economic growth to at least 6% a year between 2010 and 2014. This will reduce the unemployment rate and poverty. This government initiative for economic development cannot be a success if the country has an unskilled workforce. As highlighted in the chapter, the compatibility and competitiveness of the employees relies heavily on the skills acquired by employees.

The government's commitment to skills development is reflected in the introduction of the Accelerated and Shared Growth Initiative in South Africa (ASGISA). Its ultimate objective is to halve unemployment and poverty by 2014. It responded to a range of constraints that included skills shortages and the challenges faced by a SMMEs and emphasised partnerships with business and civil societies. The next chapter will deal with the research tool that will be used to collect data for the research study.

## CHAPTER 4

### RESEARCH DESIGN AND METHODOLOGY

#### INTRODUCTION

The preceding chapters focused on the government attempt to address the issue of an unskilled and insufficiently-skilled workforce in SA. This study identified ITD as the company where data will be collected to verify the aims of the study, which were to:

- Determine the impact of skills development programmes on employees' work performance;
- Determine whether the skills learned are actually applied in practice;
- Assess the general performance of a company through skills development of its workforce; and
- Determine how accessible the skills development programmes are to employees in this company.

This chapter of research methodology outlines the procedure to be followed in the collection of data. It also clarifies that the data gathered will be both qualitative and quantitative. This will be achieved by constructing a questionnaire using both open -ended and close - ended questions. The questionnaires were administered to the skills development facilitators (who are also the employees of ITD) and to other employees other than the facilitators. The employer was interviewed in order to provide the researcher with qualitative data.

#### SAMPLE

The primary purpose of research is to discover principles that have universal application. It is impracticable, if not impossible, to study a whole population in



order to arrive at generalisation. Rummel (1994:67) acknowledges that a study does not have to apply to the whole human race or to the whole population to be scientifically valuable. It may be limited to the single company to which the researcher has access. A sample is a small proportion of a population selected for analysis. This means that a sample is a smaller representative of a larger whole. In this case the focus is on ITD.

The process of sampling makes it possible to draw valid inferences or generalizations on the basis of careful observation or manipulation of variables within a relatively small proportion of the population. Description of samples inevitably contains technical terms. A population is a group of individuals that have one or more characteristics in common that are of interest to the researcher (Dooley, 1995:133).

#### **4.1.1 Methods of selecting a sample**

Sampling is the process of selecting the number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The purpose of sampling is to gain information about a population.

The sampling ratio or fraction indicates the proportion of the population included in the sample. This refers to the ratio size of the sample and the target population (Neuman, 1994:195). For, example, if the population has 20 000 people and the researcher draws a sample of 120 from it, the sampling ratio is 120:20 000. The sample should reflect the major characteristics of the population it represents. The sample in this study was randomly selected to avoid unintended information. ITD has a population of about 30, employees. The sample consisted of 25 employees, including permanent and temporary employees. Fifteen employees are skills development facilitators, whereas ten employees are secretaries and securities respectively. An interview was conducted with one director who serves as an employer.

## **4.1.2 Sampling strategies**

The manner in which the sample is drawn is an important factor. It determines how useful the sample is for making judgements about the population from which it is drawn.

### **4.1.1.3 Stratified random sampling**

A stratified sample is a probability sample, where the parent population is divided into a mutually exclusive and exhaustive subset (Ghauri & Gronhaug, 2003:88). An important reason for stratified sampling is that variability, and thus standard error of estimates may be reduced. Stratified sampling can separate results for each stratum.

A stratified random sampling procedure was used to select respondents who participated in the study. The advantage of this sampling was that it was possible to ensure that three groups within the targeted population, namely employers, employees and skills development facilitators, were included in the study.

## **4.2 INSTRUMENTS FOR DATA COLLECTION**

The use of multiple methods of collecting data is one form of what is called the triad (Walker, 1999:79). Methodological triangulation or triad combines dissimilar methods, such as interviews, observations and physical evidence to study the same unit. Walker (1999:65) maintains that the most significant findings have emerged from points at which different methods have complemented each other. Data can be dichotomised into quantitative and qualitative data. Data conveyed through words have been labeled qualitative, whereas data conveyed in number form are quantitative. Patton (1980:22) and Merriam (1988:67) assert that qualitative data consist of detailed description of situations, events, people, interactions, observed behaviours and direct quotations from people about their experiences, attitudes, beliefs and thoughts. Based on the definitions of the qualitative and quantitative

data, this study collected both types. The instruments used were the questionnaires and interview.

#### **4.2.1 Questionnaire**

A questionnaire is used when opinions and /or views are desired (Best, 1997:157). It is restricted to a data collection instrument or schedule to be filled in by an informant rather than by the researcher. Tuckman (1998:196) believes that questionnaires are used by researchers to convert into data the information given directly by a person. By providing access to what is 'inside a person's head', these approaches make it possible to measure what a person knows (knowledge information), what a person likes and dislikes (values and preferences), and what a person thinks (attitudes and beliefs). Questionnaires can be used to discover what experiences have taken place (biography) and what is occurring at present. This information can be transformed into numbers or quantitative data by using attitude scaling or rating scale techniques. Sax (1981:222) agrees that questionnaires are a way of getting data about persons by asking them rather than watching them behave or by sampling a small part of their behaviour. In this study different types of questionnaires are constructed. The first one was administered to the skills development facilitators and the second to the employees.

##### **4.2.1(a) Questionnaire construction**

A questionnaire should be a scientific instrument for measuring and collecting particular kinds of information (Sibaya, 1994:70). Sekaran (1990:145) further defines a questionnaire as a pre-formulated set of questions to which respondents record their answers, usually within rather closely defined alternatives. It is clear that not any question can be in a questionnaire but that questions must be relevant to the purpose or aim of the study. The questions in the questionnaires of this study took into cognisance of the aims of the study. Bias and error can also enter the study through the questionnaire. Neuman (1994:226) views a good questionnaire as an integrated whole. The questions are interwoven together and flow smoothly. Unclear or badly worded items introduce random error because they force respondents to interpret them. When constructing a questionnaire a researcher needs to choose words that have precise meanings whenever possible.

The researcher should avoid complex or awkward word arrangement and must avoid jargon, slang and abbreviations in the items. Double-barrelled or compound questions should be avoided. Such questions consist of two or more questions joined together. They could make the respondent's response ambiguous. Items using vague terms force the respondent to guess at the meaning of the question. Vockell (1993:259) suggests that the questionnaire designer should facilitate rather than impede the respondent's ability to provide exactly the information the researcher wants. Writing a good questionnaire item is largely a matter of using unambiguous and simple language which will consider the level of and education and understanding of the respondents. Shezi (1998:259) contends that some respondents give answers that they suspect the researcher wants to hear. That can be avoided by giving alternatives.

Sibaya (1994:91) asserts that questions can be either open-ended or closed-ended. Closed-ended questions are restrictive and open-ended questions are unrestrictive. A good questionnaire is one that includes both types of questions. The closed or restrictive questions are the type of items in which the responses of the subject are limited to stated alternatives. These alternatives may be simply Yes or No or they may provide for various degrees of approval. Close-ended questions give the respondent fixed answers from which to choose. The reason for using closed questions in the questionnaire is to avoid boring respondents with long questions, which demand long answers. Their drawback is that they may introduce bias, either by forcing respondents to choose from alternatives or by making them select alternatives that might not have occurred. Open-ended questions are designed to permit a free response from the subject rather than one limited to stated alternatives. In this study questions are arranged sequentially from easy to more difficult ones.

For the purpose of this study, the researcher used questionnaires with both closed-ended questions and open-ended questions with the aim of probing the role of skills development in changing the work performance of the employees in ITD.

#### **4.2.2 Interview**

An interview is used to determine attitudes and/or opinions. If the size of the representative sample group is comparatively small, an interview technique is most appropriate. There are two types of interviews, viz personal and telephone interviews. Orlich (1991:9) states that the personal interview is highly structured and it specifies the identical set of questions to be answered by all respondents. The telephone interview is restricted to those who have telephones and who answer them. Some people have an answering machine constantly on duty to screen calls. That means that a selected person may have a chance of not answering if he/she does not desire to be an interviewee.

In this study personal interviews were used in order to observe the surroundings and non-verbal communication with the interviewees. The questions contained in the structured interview required the same information but were phrased differently in order to assess the consistency of the interviewee. It also provided an opportunity to establish rapport with the interviewee to stimulate trust and cooperation. The presence of the interviewer provided the interviewee with an opportunity to ask for interpretation and explanation of questions.

The procedure followed in preparing for the interview and conducting of questionnaires with the management of the company entailed:

- Secure an appointment with an employer through the secretary.
- Explain the purpose of the visit and provide the informed consent document for authenticity reasons.
  - A brief explanation on how the subject was identified.
  - The employer as the intended interviewee will be informed about the intention to conduct an interview with him.
  - An agreement is reached on using a tape recorder and taking some notes in collecting the data.
- Estimate total time involved in explaining and completing the questionnaire.
- Reach an agreement on the dates to distribute questionnaires to the intended subjects/respondents in time.

- \*t\* Return on the agreed date and group all the respondents in one venue, introduce the researcher and explain the purpose of the visit and aims of the study.
- Assure the respondents of confidentiality or anonymity and obtain their voluntary participation in the completion of the questionnaire.
- \*l\* On completion, the respondents are free to ask for more information on any question in the questionnaire.
- Collect questionnaires from the respondents one by one in order to check if each has properly completed.
- The interviewee is informed of the intention to interview him/her.

The interview is conducted with the employer at ITD. This interviewee is included to establish the company's plan and means to address the implementation of skills development.

### **4.3 PILOT WORK**

Abhilak (1994) mentions that pilot work is sometimes referred to as pilot testing. It is a preliminary trial of research measures and techniques that precedes the carrying out of any investigation or project. The pilot work provides the opportunity to assess the appropriateness of data collection instruments. This means that it permits preliminary data testing of the hypothesis. If the researcher employs a questionnaire, validation in terms of its use should be ascertained through a pilot study. A group of people can be used to test the wording of sequence and items. The pilot study yields information on the instrument's deficiencies as well as how it can be improved.

In compliance with these views about pilot work, in this study a pilot trial run of the questionnaire was done. The researcher randomly selected only three skills development facilitators and two employees of the ITD. This selection is attributed to their accessibility to the researcher. The pilot study helped to change some of the questions because they were ambiguous and not clear to the respondents. In this study

certain questions were revised and others rephrased, while unclear questions were discarded. The following questions were changed:

#### **Questions in Appendix A - Skills development facilitators**

(a) Questions 11, 12 and 13.

#### **Questions in Appendix B - Employees**

(a) Questions 16, 17,18 and 19.

### **IMPLEMENTATION OF THE QUESTIONNAIRES**

The questionnaires are aimed at validating data gained through the literature review. The questionnaires were handed in personally. The researcher introduced herself to both the skills facilitators and the employees at ITD. For instance, ITD was visited where the researcher introduced her research topic and its aims. As indicated above, the questionnaires were not mailed and the responses were not elicited over the telephone. The questionnaires were administered personally, therefore the probability of respondents not returning them was very low.

### **CONCLUSION**

The researcher believed that the methods used in this research were valid and reliable for the collection of relevant data as required for this study. Through the use of questionnaires, the researcher was able to draw on beliefs as viewed by the facilitators of skills development programmes and their effects on employees' work performance. In the next chapter an in-depth analysis of data collected is offered, showing how the findings on each and every question contributed to significant conclusions in the study.

# CHAPTER 5

## PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

### 5.1 INTRODUCTION

In the preceding chapters the researcher indicated that empirical survey is essential in this study. The research tools that were used to obtain data were interview and questionnaires. The researcher interviewed the employer of ITD. Two types of questionnaires were designed and distributed to the facilitators and employees. The Skills development facilitators' questionnaire (Appendix A) consisted of the following sections:

<b>Section A: Personal particulars</b>	<b>(questions 1-3)</b>
<b>Section B: Skills development programmes</b>	<b>(questions 4-16)</b>

The employees' questionnaire (Appendix B) consisted of the following sections:

<b>Section A: Personal particulars</b>	<b>(questions 1-4)</b>
<b>Section B: Skills development programmes</b>	<b>(questions 5-17)</b>
<b>Section C: Value of skills development programmes</b>	<b>(questions 18-22)</b>

It was indicated in Chapter two that ITD has 30 permanent employees. The drafted questionnaire was piloted on a sample of five, which included three facilitators and two employees and 25 questionnaires were administered to both skills development facilitators and employees.

The presentation, analysis and interpretation of results are the culmination of any research study. This is no exception. This chapter makes an attempt of clarifying the issues that have been discussed throughout the study in graphical form. The analysis process will start by presenting data collected



from skills development facilitators and employees of ITD. Lastly, data collected from employers are analysed.

## 5.2 SKILLS DEVELOPMENT FACILITATORS

The demography of ten skills development facilitators in ITD took into consideration gender, age and qualifications. The information offered insight into the facilitators' level of education and influence and the way they conduct their skills development programmes for their employees. Figure 5.1 reflects the gender composition of the skills development facilitators.

### 5.2.1 GENDER COMPOSITION OF PARTICIPATING SKILLS DEVELOPMENT FACILITATORS

The composition of skills development facilitators by gender is depicted in the next figure.

**FIGURE 5.1**

#### **GENDER COMPOSITION OF PARTICIPATING SKILLS DEVELOPMENT FACILITATORS (N=10)**

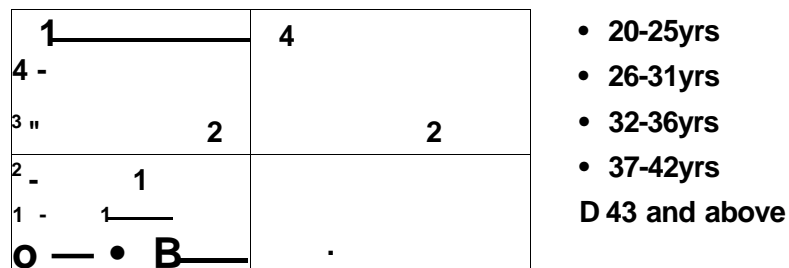


Figure 5.1 indicates that seven skills development facilitators were males and three were females. Most of the skills development facilitators were males. This large number of males engaged in skills development programmes reflected the nature of the company chosen as male-dominated.

## 2.2 AGE GROUPING OF PARTICIPATING SKILLS DEVELOPMENT FACILITATORS

The age grouping represented by the skills development facilitators of ITD is presented in figure 5.2.

**FIGURE 5.2**  
**AGE GROUPING OF PARTICIPATING SKILLS DEVELOPMENT**  
**FACILITATORS (N=10)**

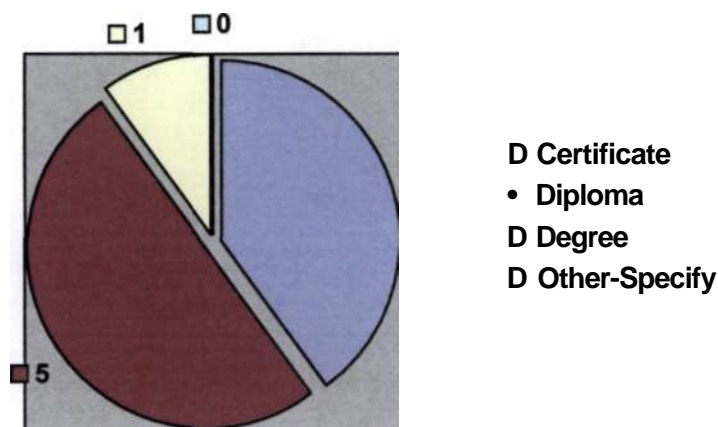


The age group categories of 20-25 years and 37-42 years had one each, whereas, the categories 26-31 years and 43 and above had two each. There were four respondents in the age group 32-36. This meant that the majority of the skills development facilitators in skills development programmes came from the middle age group. It became clear that the middle age group is interested in providing other people with skills which they acquired in their education.

## 2.3 LEVEL OF EDUCATION

The level of education of facilitators is depicted in figure 5.3. This variable was determined because it could relate to the qualifications that the skills development facilitators have, which differentiate them from the employees whom they provide with skills.

**FIGURE 5.3**  
**LEVEL OF EDUCATION OF FACILITATORS WHO PARTICIPATE IN**  
**SKILLS DEVELOPMENT PROGRAMMES (N=10)**



There was no response in the category of "other". Figure 5.3 showed that four facilitators had certificates, whereas five of the facilitators had diplomas. Only one facilitator had a degree. This meant that facilitators had the basic qualifications to conduct skills development programmes.

On the issue of skills development programmes offered, the following sections are discussed:

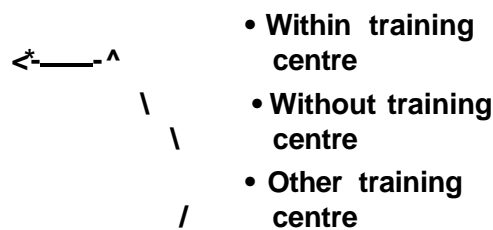
- Venue where skills development programmes are offered.
- Learner's abilities to cope with skills development programmes.
- Accommodation when conducting skills development programmes.
- Fees charged for skills development programmes.
- Paid or volunteer facilitator.
- Improvement of learners' work performance.
- Facilities available at the venue where skills development programmes are conducted.
- Professional growth as a skills development facilitator.

- Aims of skills development programmes.
- Future direction of skills development programmes.

#### 4 VENUE WHERE SKILLS DEVELOPMENT PROGRAMMES ARE OFFERED

In determining where the skills development programmes were offered, it became essential to know which venues were used for this purpose. These results are represented in the figure below:

FIGURE 5.4  
VENUE WHERE SKILLS DEVELOPMENT PROGRAMMES ARE OFFERED (N=10)



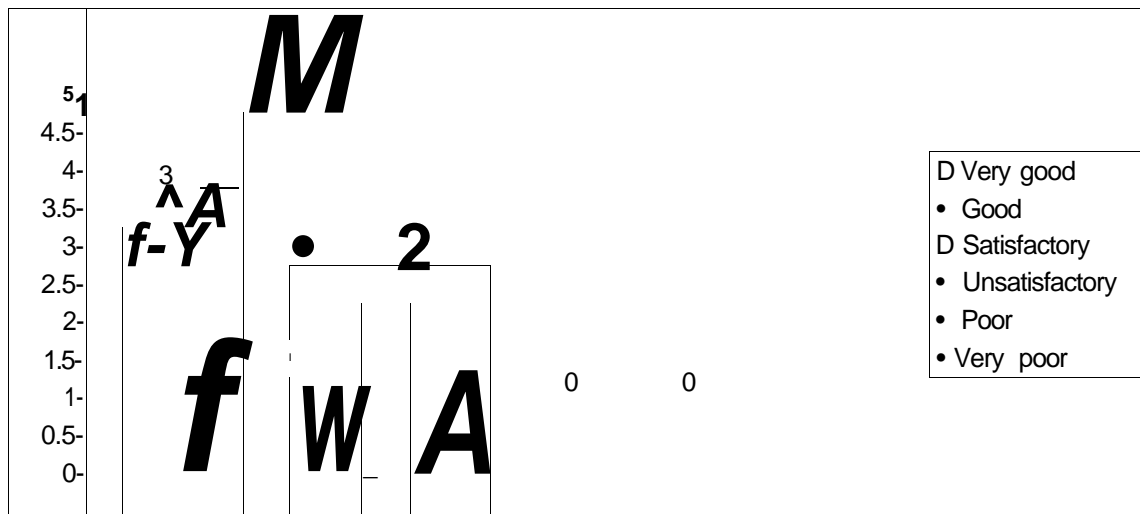
• 10

It was found that the skills development programmes were presented within the relevant work-based training centre, which meant that all employees were in a position to benefit from such programmes since these programmes used a similar set-up as work-based sites. This means that the programme was not seen in isolation but formed an important part of the organisation. This was indicated by ten facilitators who agreed that such programmes are presented at the relevant site.

### 5.2.5 LEARNERS' ABILITIES TO COPE WITH SKILLS DEVELOPMENT PROGRAMMES

The learner's abilities were ranked on a scale denoting the following levels: 'very good', 'good', 'satisfactory', 'poor', and 'very poor'. The facilitators only responded on the scale of 'very good, good and satisfactory', as reflected in the following figure:

**FIGURE 5.5**  
**LEARNERS' ABILITIES TO COPE WITH SKILLS DEVELOPMENT PROGRAMMES (N=10)**

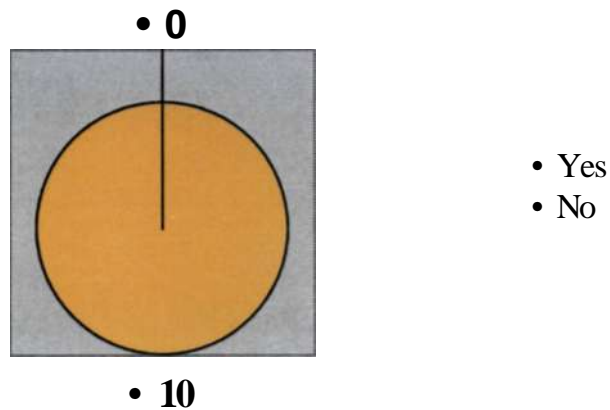


The researcher sought to find out if employees in ITD cope with skills development programmes or not. Three facilitators rated learners' abilities as 'very good' in coping with skills development programmes, whereas five facilitators rated them 'good'. Two facilitators rated them 'satisfactory'. This could mean that offering skills development programmes complements and develops learners' abilities positively in their work, which means that they improve their work performance.

## 6 ACCOMMODATION WHEN ATTENDING SKILLS DEVELOPMENT PROGRAMMES

It became imperative to know if employees who reside in remote areas are accommodated when attending skills development programmes. This is depicted in the figure below:

FIGURE 5.6  
ACCOMMODATION WHEN ATTENDING SKILLS DEVELOPMENT PROGRAMMES (N=10)

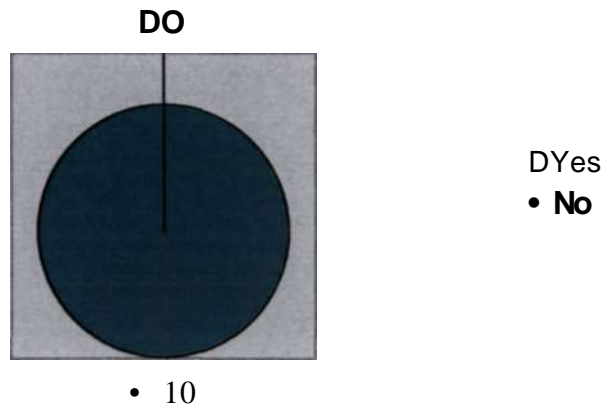


All facilitators mentioned that learners who stay far from the place where skills development programmes are presented were provided with accommodation when attending these programmes. That meant that there will be no excuses for not attending skills development programmes because of the distance between their homes and the venue where the programmes sessions are conducted.

## 7 FEES CHARGED FOR SKILLS DEVELOPMENT PROGRAMMES

It became essential to know if learners are charged fees for skills development programmes or not. The results are presented in the following figure:

FIGURE 5.7  
FEES CHARGED FOR SKILLS DEVELOPMENT PROGRAMMES (N=10)

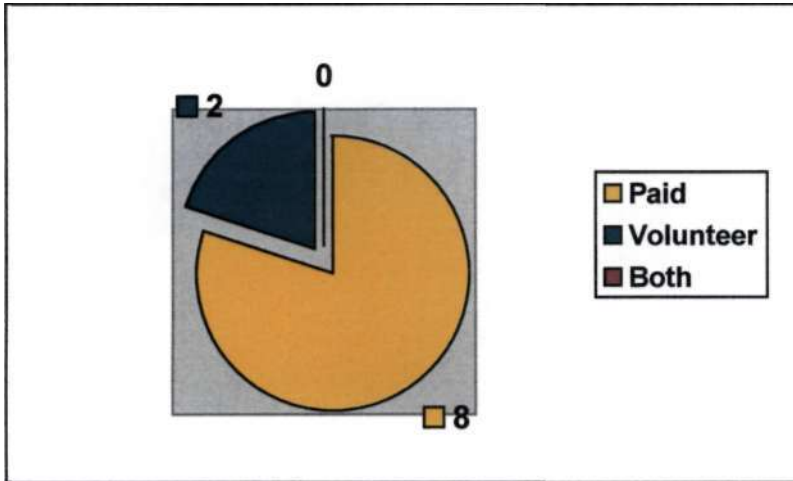


All facilitators concurred that the company did not charge fees for skills development programmes. This meant that learners do not pay for these programmes, are provided free of charge. Hence, it is clear that no learner has an excuse for not attending these programmes because of financial constraints.

#### 5.2.8 PAID OR VOLUNTEER FACILITATOR

It was essential to know whether facilitators conduct skills development programmes free of charge or were paid for the services they render. Their responses are presented in the following figure:

**FIGURE 5.8**  
**PAID OR VOLUNTEER FACILITATOR (N=10)**



The majority (eight) of the facilitators indicated that they are paid for the services of presenting skills development programmes. They are paid for all the services they perform for the company. There was no response in the "both" category. That means that the facilitators are not providing any service on voluntary terms and are paid simultaneously. There were two responses in the "volunteer" category.

### **5.2.9 VOLUNTEER FACILITATOR**

It was essential to check the impact of volunteering in providing services to ITD. This is presented in the figure below.



**FIGURE 5.9**  
**VOLUNTEER FACILITATOR (N=02)**

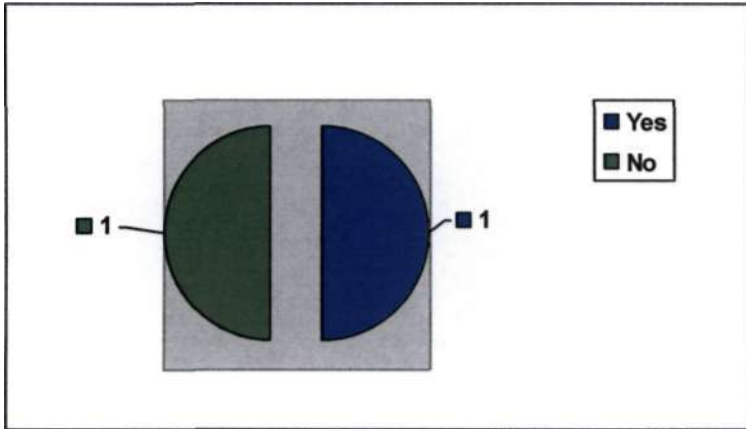
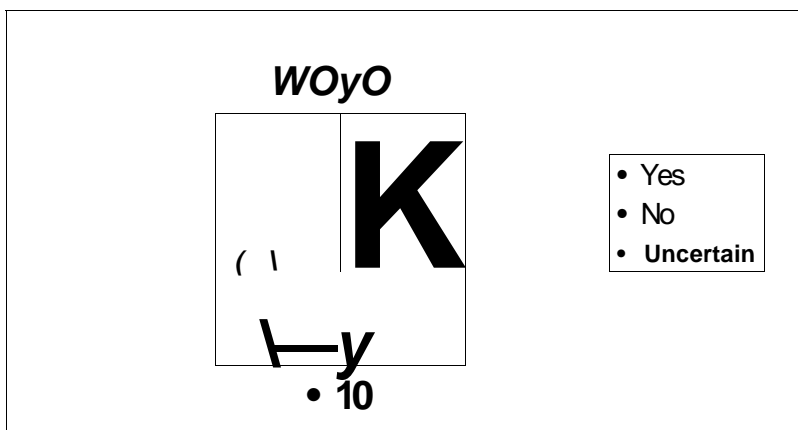


Figure 5.9 indicates that one the volunteer was able to get a job after providing ITD with voluntary services in skills development programmes and another indicated that being exposed to ITD service provision did not help the person to secure employment with another company. Half of the responses indicate that gaining experience with ITD provides a chance for the volunteers to secure jobs in nature.

**5.2.10 IMPROVEMENT OF EMPLOYEE'S WORK PERFORMANCE**

To understand the level of improvement from skills development programmes, it was vital to know whether there was an improvement in employees' work performance. The results are depicted in the figure below:

**FIGURE 5.10**  
**IMPROVEMENT OF EMPLOYEES' WORK PERFORMANCE (N=10)**

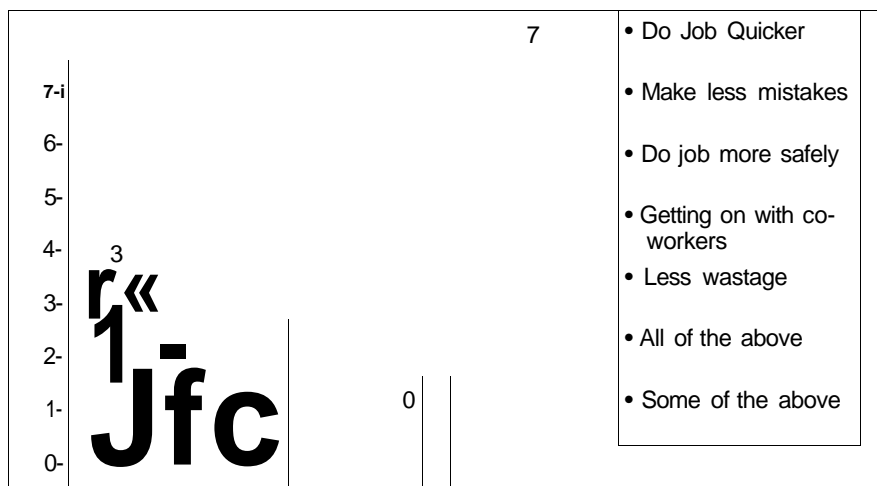


The figure reveals that all the skills development facilitators indicated that employees improved their work performance through attending skills development programmes. None indicated that they did not know and or were uncertain.

### 5.2.11 WAYS IN WHICH EMPLOYEES IMPROVED WORK PERFORMANCE

To understand the level of improvement, it was essential to know the ways in which employees improved their performance. The responses are presented in figure 5.11 below.

**FIGURE 5.11**  
**WAYS IN WHICH EMPLOYEES IMPROVED THEIR WORK PERFORMANCE (N=10)**

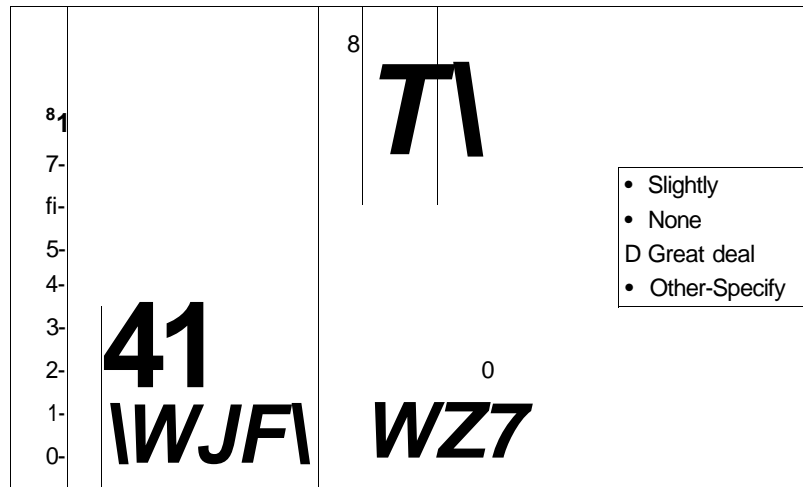


There were no responses in the categories 'doing the job more safely' and 'less wastage'. One positive response each was received in the categories 'making less mistakes' and 'all of the above'. In the category 'some of the above' seven answered affirmatively, while three indicated that they do the job quicker. Two mentioned that they get on better with co-workers. This means that the employees displayed improved work performance in all the given categories. The improvement is multi-faceted, hence the majority of the responses indicated "some of the above".

### 5.2.12 EXTENT OF IMPROVEMENT OF WORK PERFORMANCE

To understand the level of improvement, it was essential to know the extent to which employees' work performance had improved. Figure 5.12 presents more on this.

**FIGURE 5.12**  
**EXTENT OF THE IMPROVEMENT IN WORK PERFORMANCE (N=10)**

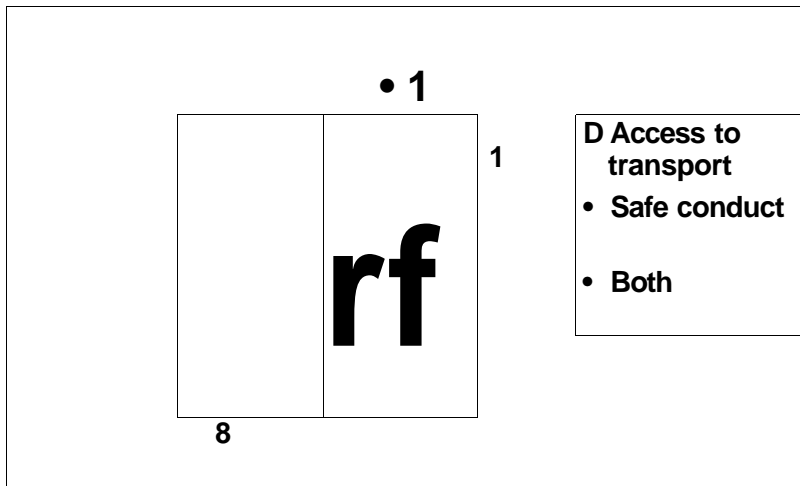


No responses were received in the categories' none' and 'other'. Two indicated slight improvement and eight great deal. The responses indicated that there was a great improvement in work performance after employees had been skilled.

### 5.2.13 FACILITIES AVAILABLE AT THE VENUE

In order to evaluate the nature of the venue, it was imperative to know if facilities were available in order to measure the accessibility of the programme to the employees. This is presented in the following figure:

FIGURE 5.13  
 FACILITIES AVAILABLE AT THE VENUE (N=10)

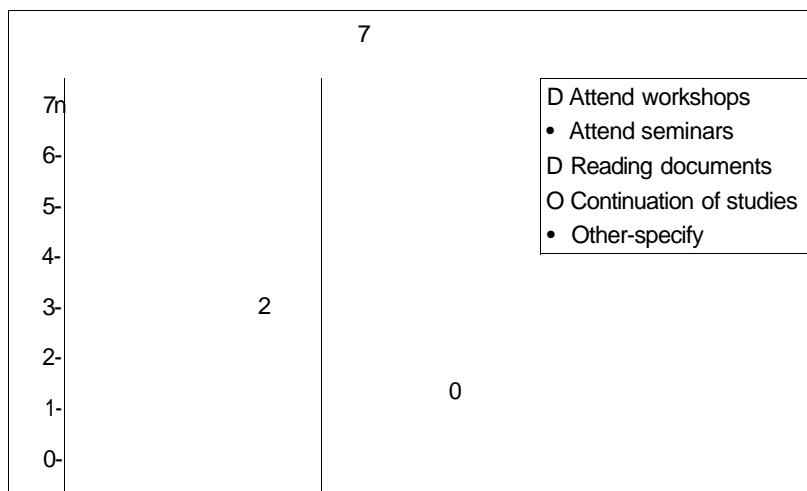


The respondents concurred on the availability of the necessary facilities at the venue where skills development programmes are presented. One of the respondents indicated that there is access to transport which takes them to the relevant work-based training centre, whereas one mentioned 'safe conduct' as a necessary facility available at the venue where these programmes are offered. In the category of 'both', eight of the respondents indicated that both access to transport and safe conduct, which are essential at the venues where these programmes are offered, were made available.

#### 5.2.14 PROFESSIONAL GROWTH AS SKILLS DEVELOPMENT FACILITATORS

In understanding the staff development of the facilitators, it was essential to know how they ensured their own professional growth in the field of skills development. The results are presented in the figure below.

**FIGURE 5.14**  
**PROFESSIONAL GROWTH AS SKILLS DEVELOPMENT FACILITATORS**  
**(N=10)**



To ensure the skills facilitators' self-development in the skills development programmes, the possibilities for their professional growth as skills development facilitators were explored. The respondents' views indicated that in order to keep abreast with information related to the skills development field, they attend workshops and seminars, read relevant documents and continue their studies. The majority of the skills development facilitators (seven) mentioned that in ensuring their own professional growth they study continually, whereas two of the respondents indicated that they read relevant documents, for instance, the SDA, Skills Development Levies Act, etc. One facilitator attends workshops and another attends seminars. This means that the facilitators acknowledged that they should be more knowledgeable than their learners on any skills development related issues.

#### **5.2.15 AIMS OF SKILLS DEVELOPMENT PROGRAMMES**

All facilitators mentioned that the aims of skills development programmes are to re-skill, re-engineer and develop employees into a skilled workforce as stipulated in the SDA and ASGISA documents in SA. This indicates that these programmes are concerned with re-skilling employees with the necessary skills to compete in a changing society.

### 5.2.16 FUTURE DIRECTION OF SKILLS DEVELOPMENT PROGRAMMES

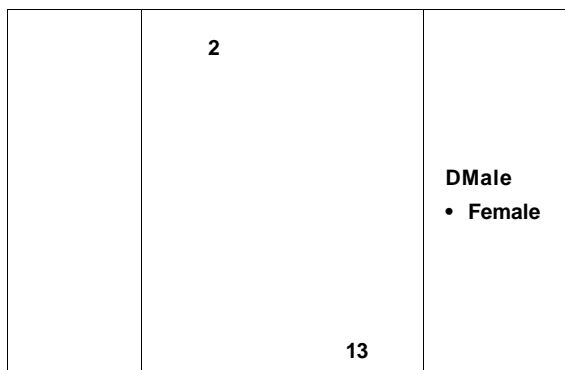
The respondents' views on the future direction of skills development programmes offered in the company showed that all facilitators were expecting more improvements in skills development programmes. They further mentioned that for these programmes to yield pleasing results companies should set outcomes that meet their needs, that is, such programmes should be integrated with the company's goal it to produce the best results. The respondents also agreed that the interest of employees in skills development programmes is growing. This is reflected in the large number of employees becoming interested and committed in taking part in such programmes.

## 5.3 EMPLOYEES

### 5.3.1 GENDER COMPOSITION OF PARTICIPATING EMPLOYEES

The gender composition of employees is depicted in the next figure.

**FIGURE 5.15**  
**GENDER COMPOSITION OF PARTICIPATING EMPLOYEES (N=15)**

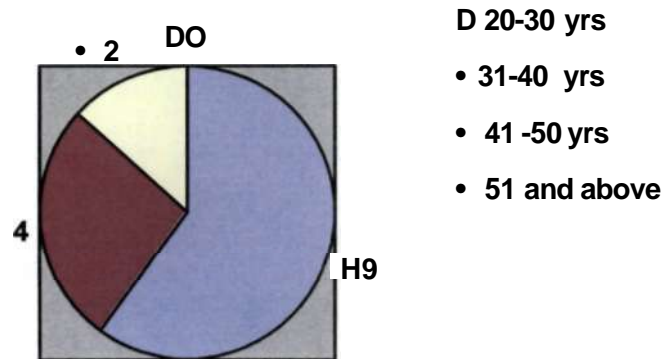


On the question of gender, the researcher found that 13 employees who attended skills development programmes were males. The remaining two were females. This may be due to the fact that the skills that ITD focuses on are traditionally male-dominated sectors, such as, construction and making bricks.

## 2 AGE GROUPING OF PARTICIPATING EMPLOYEES

The age grouping represented by the employees of ITD is presented in figure 5.16 below.

**FIGURE 5.16**  
**AGE GROUPING OF PARTICIPATING EMPLOYEES (N=15)**

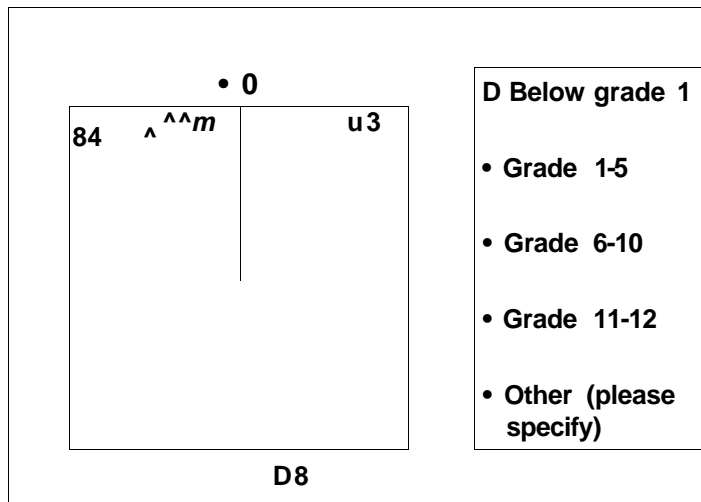


Employees who were learners in skills development programmes were of the ages depicted in the above figure. This figure indicates that nine employees were between 20-30 years of age, whereas four employees were between 31-40 years of age. Two employees were between 41-50 years of age and there was no one above 50 years of age. This reflects that the employees' age profile cuts across all ages, with more focus on the younger age category. The assumption is that ITD employs the youth.

## 3 LAST GRADE PASSED

The information to determine the link between skills acquisition and formal education is presented in the figure below.

**FIGURE 5.17**  
**LAST GRADE PASSED (N=15)**



There were no employees in the category grade 1-5. Three of the employees had grade 6-10 and eight had grade 11-12. Four fell in the category of "other" including diplomas and degrees. From this information, it became clear that there was a need for skills development programmes in this company.

**4 JOB DESCRIPTION OF PARTICIPATING EMPLOYEES**

In understanding the skills level of employees enrolled in skills development programmes, it became essential to know the nature of the jobs they were doing. Employees' responses are presented in the next figure.

**FIGURE 5.18**  
**JOB DESCRIPTION OF PARTICIPATING EMPLOYEES (N=15)**

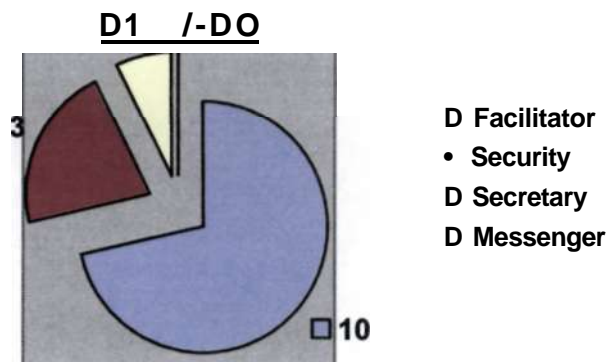




Figure 5.18 indicates that ten employees were facilitators, whereas three and two employees were security officials and secretaries respectively. There was no response in the 'messenger' category.

### 3.5 ATTENDANCE OF SKILLS DEVELOPMENT PROGRAMMES

To obtain a comprehensive view of the attendance of skills development programmes, it was essential to know if ITD employees do attend skills development programmes. The results are presented in the figure below.

**FIGURE 5.19**

**ATTENDANCE OF SKILLS DEVELOPMENT PROGRAMMES (N=15)**

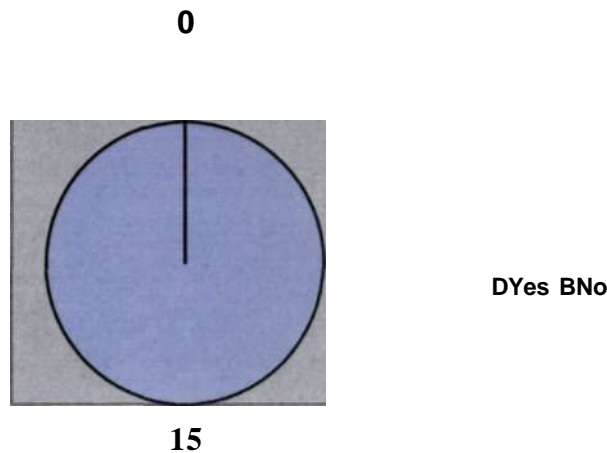


Figure 5.19 show that all the employees attended skills development programmes. This indicates that the ITD adhered to the government's call to train employees.

### 3.6 ARRANGEMENTS FOR ATTENDING SKILLS DEVELOPMENT PROGRAMMES

To understand who should attend skills development programmes, it is essential to know who makes arrangements for the provision of skills development to the employees. This is presented in figure 5.20 below.

**FIGURE 5.20**  
**ARRANGEMENTS FOR ATTENDING SKILLS DEVELOPMENT**  
**PROGRAMMES (N=15)**

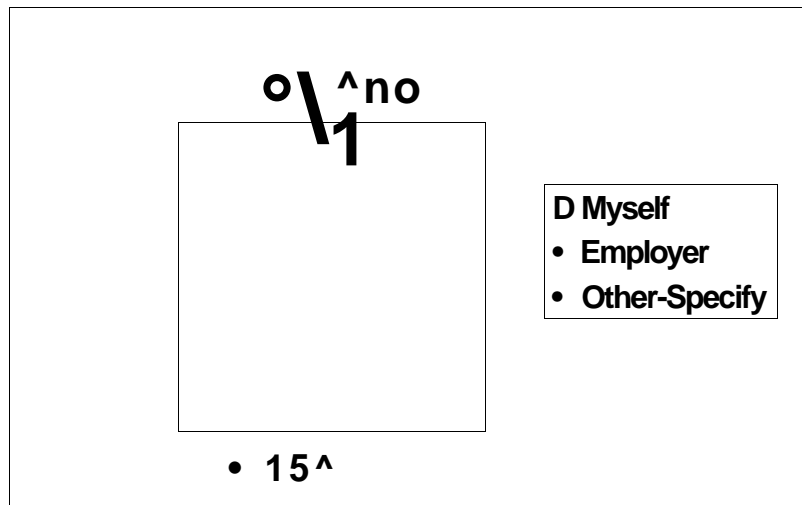


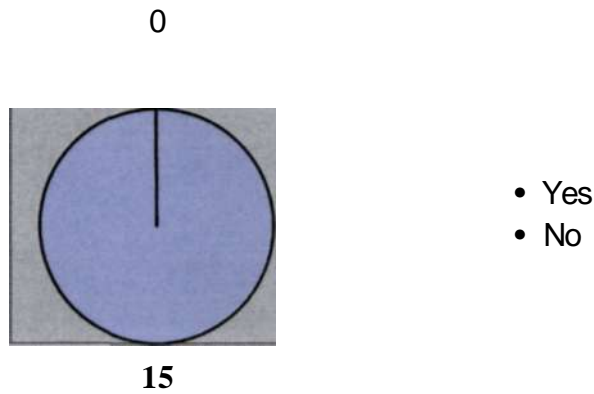
Figure 5.20 shows that all the employees indicated that the employer make arrangements for them to attend the programmes.

## **6 CONSULTATION WITH EMPLOYEES ON SKILLS DEVELOPMENT PROGRAMMES OFFERED**

The researcher sought information on whether employees are consulted on the skills that they need to develop. The following figure provides the responses to this question.

**FIGURE 5.21**

**CONSULTATION WITH EMPLOYEES ON SKILLS DEVELOPMENT PROGRAMMES OFFERED (N=15)**

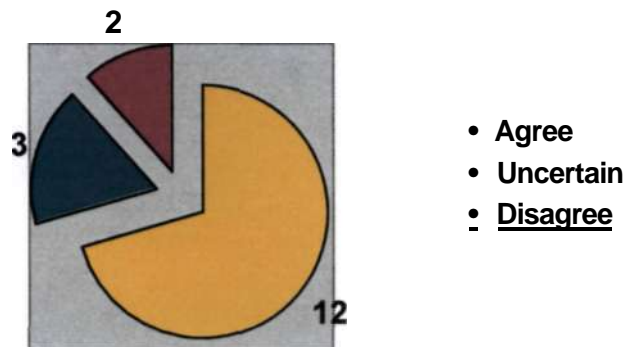


The above figure shows that all employees agreed that they are consulted and provided with the list of skills development programmes that are offered in ITD.

**5.3.10 BENEFITS OF SKILLS DEVELOPMENT PROGRAMMES**

It was essential in this study to know if skills development programmes had been of benefit to the employees or not. The results are presented in the following figure:

FIGURE 5.22  
BENEFITS OF SKILLS DEVELOPMENT PROGRAMMES (N=15)

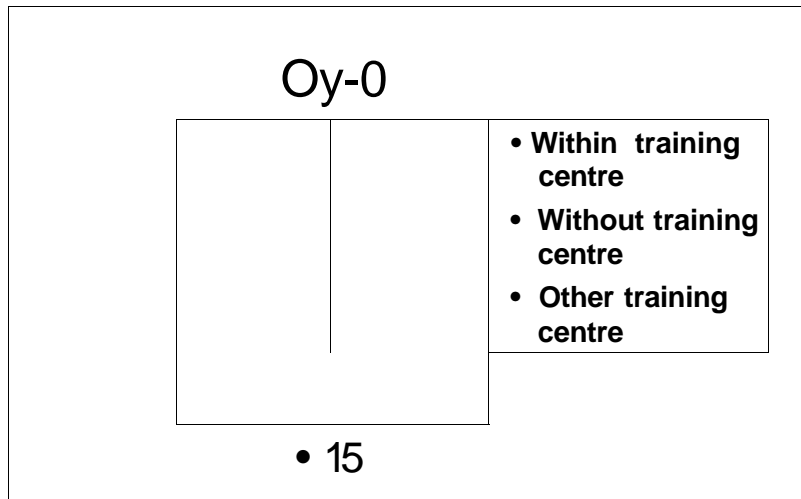


The benefits derived from skills development programmes were determined on a scale of "agree", "disagree" and "uncertain". Twelve employees agreed that they benefited from the programme, while two employees disagreed that they benefited and three expressed their uncertainty on this issue. This means that the larger group of employees represented by 12, recognised the importance of skills development programme.

#### 5.3.11 VENUE WHERE SKILLS DEVELOPMENT PROGRAMMES WERE OFFERED (N=15)

In determining where the skills development programmes were offered, it was necessary to know which venues were used for this purpose.

FIGURE 5.23  
VENUE WHERE SKILLS DEVELOPMENT PROGRAMMES WERE  
OFFERED



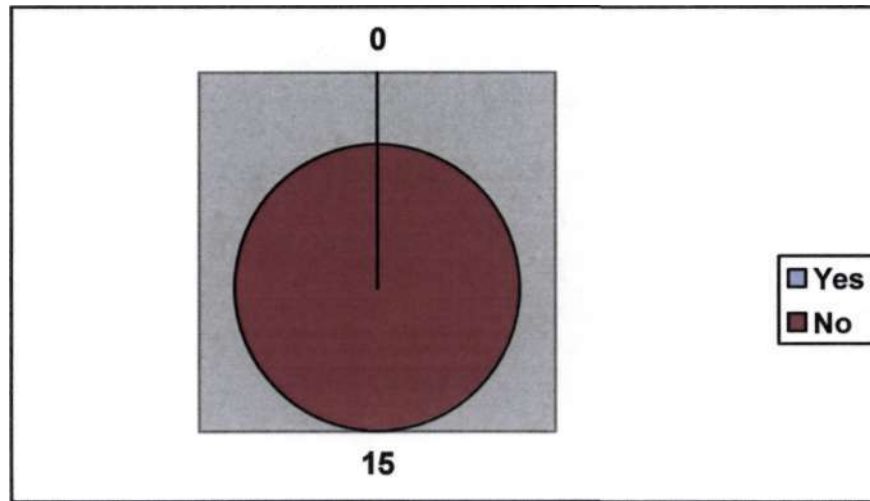
This figure indicates that all employees mentioned that the programmes were presented in the relevant work-based training centres. This indicates that the intention of the programme is to expose employees to the real world of work in order to develop a specific required skill.

#### 5.3.12 PAYMENT FOR SKILLS DEVELOPMENT PROGRAMMES (N=15)

It was essential to know if learners are charged fees for skills development programmes or not. The results are presented in the following figure:

FIGURE 5.24

PAYMENT FOR THE SKILLS DEVELOPMENT PROGRAMMES

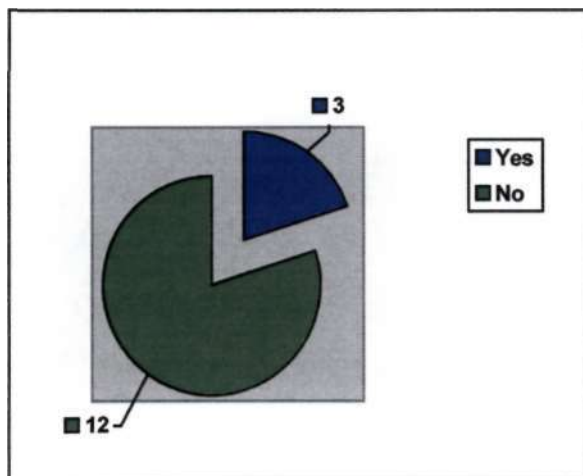


The responses indicated that all the employees agreed that they do not pay for skills development programmes. This means that they receive the tuition free of charge.

5.3.13 ABSENCE FROM SKILLS DEVELOPMENT PROGRAMME SESSIONS (N=15)

FIGURE 5.25

ABSENCE FROM SKILLS DEVELOPMENT PROGRAMME SESSIONS



The figure depicts that three employees indicated that they had missed skills development programme sessions, while registered for the programme, whereas 12 indicated that they had not missed skills development programme sessions. This indicates the interest employees have in these programmes.

### 5.3.14 REASONS FOR MISSING SKILLS DEVELOPMENT SESSIONS (N=15)

To understand the level of absenteeism from skills development programmes, it was of importance to know the reasons for missing classes. These results are presented in the following figure:

FIGURE 5.26

#### REASONS FOR MISSING SKILLS DEVELOPMENT SESSIONS



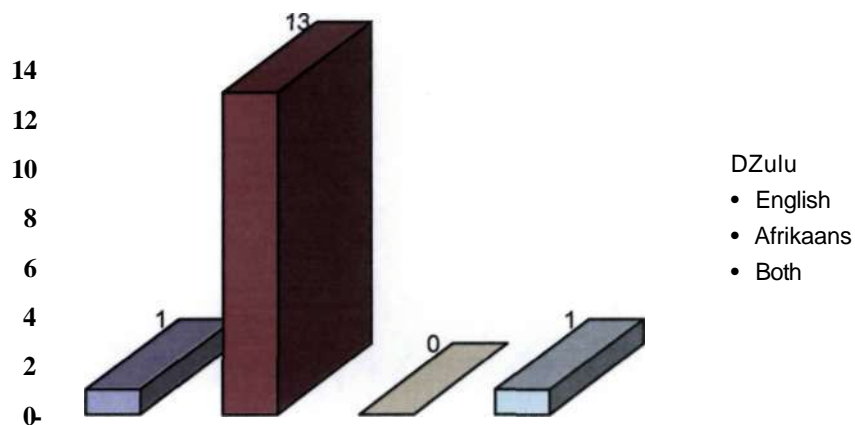
Figure 5.26 depicts that three employees who missed some of the skills development programme sessions indicated that they did so for personal reasons, ranging from being sick on the day of attendance to having to attend to family issues or responsibilities. This implies that the employees did not miss classes because of the irrelevance of the programme. This conclusion is based on the fact that no responses were received in categories 1-4.

### 5.3.14 LANGUAGES USED FOR SKILLS DEVELOPMENT PROGRAMMES (N=15)

In determining how the skills development programmes assisted employees in mastering new skills, it was essential to check which language(s) were used in presenting the programmes. The following figure shows the results.

FIGURE 5.27

#### LANGUAGES USED FOR SKILLS DEVELOPMENT PROGRAMMES



The above figure displays that 13 respondents indicated that English was used as the medium of instruction, whereas one respondent indicated that Zulu was used as the medium of instruction and one respondent indicated that both Zulu and English were used as the medium of instruction. This indicates that the majority of learners received their tuition in English. Some facilitators used English to conduct their lessons but they also used Zulu in order to explain relevant concepts for the better understanding of the learners.

### 5.3.15 PROVISION OF ACCOMMODATION (N=15)

The results on whether employees are provided with accommodation when attending skills development programmes or not are presented in the following figure.



**FIGURE 5.28**  
**PROVISION OF ACCOMMODATION**

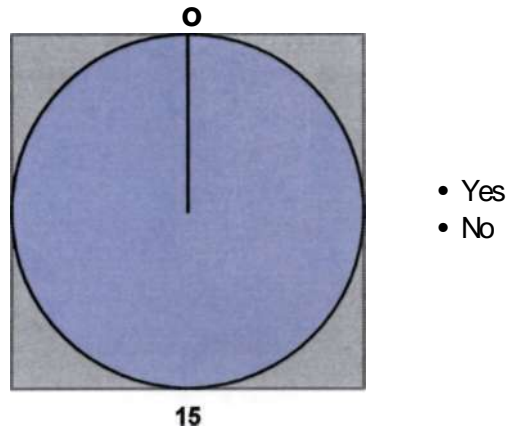
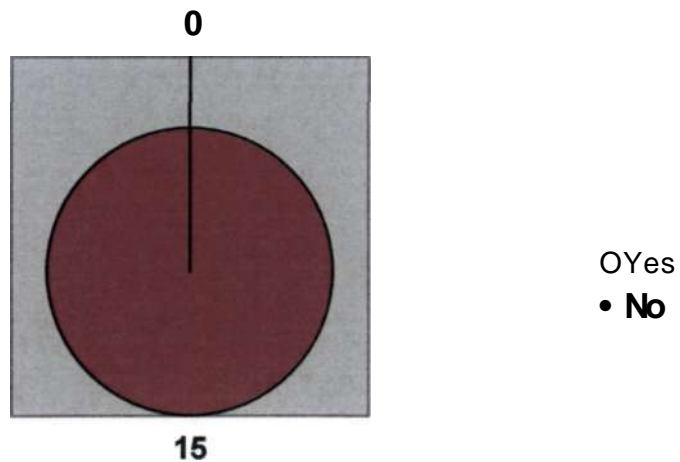


Figure 5.28 reveals that all respondents are provided with accommodation when attending skills development programmes away from their residential areas.

### 5.3.15 PAYMENT FOR ACCOMODATION (N=15)

The results on whether learners are charged fees for accommodation when attending skills development programmes or not are presented in the following figure:

**FIGURE 5.29**  
**PAYMENT FOR ACCOMODATION**



It can be seen from the above figure that all respondents indicated that they do not pay for accommodation. This reflects the fact that employees do not pay anything for acquiring the skills. It is entirely the responsibility of the employer to pay for the skills provided by their organisations.

### 5.3.16 MASTERING NEW SKILLS THROUGH SKILLS DEVELOPMENT PROGRAMMES (N=15)

This variable was essential to determine if skills development programmes had been of benefit to the employees or not. The results are presented in the following figure:

**FIGURE 5.30**  
**MASTERING NEW SKILLS THROUGH SKILLS DEVELOPMENT PROGRAMMES**

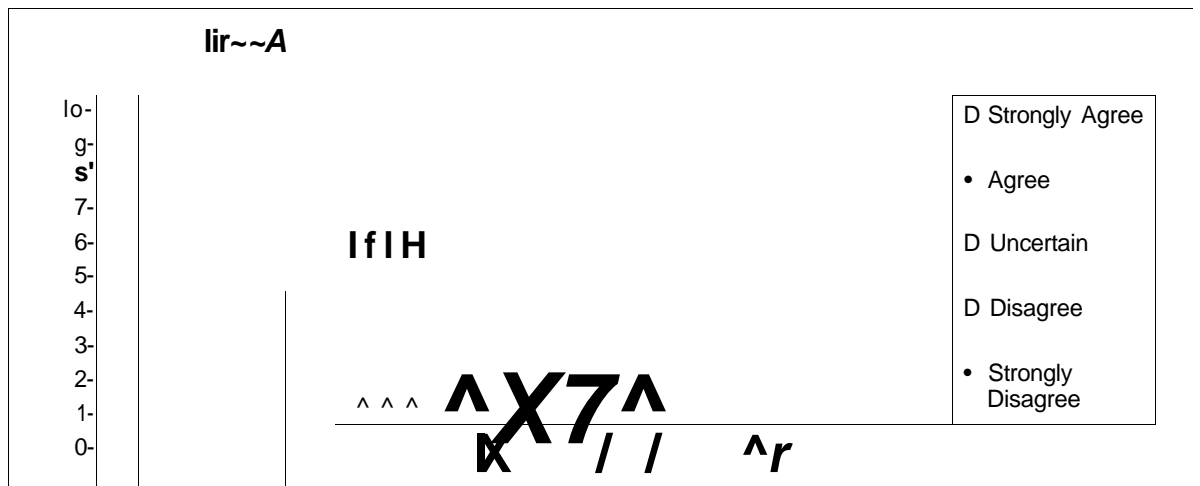


Figure 5.30 indicated that ten employees strongly agreed that skills development programmes offered are of assistance to them, while four agreed that such skills are helpful, whereas one was uncertain if he benefited from the acquisition of new skills or not. The high percentage of those who agreed strongly about the benefits indicates that most of the employees are satisfied with such programmes.

### 5.3.17 IMPROVEMENT IN WORK PERFORMANCE (N=15)

To understand the level of contribution of skills development programmes to the work performance of the employees who have undertaken these programmes, the researcher finds it necessary to check the impact of such programmes on the improvement in work performance. The following figure displays that information.

**FIGURE 5. 31**  
**IMPROVEMENT IN WORK PERFORMANCE**

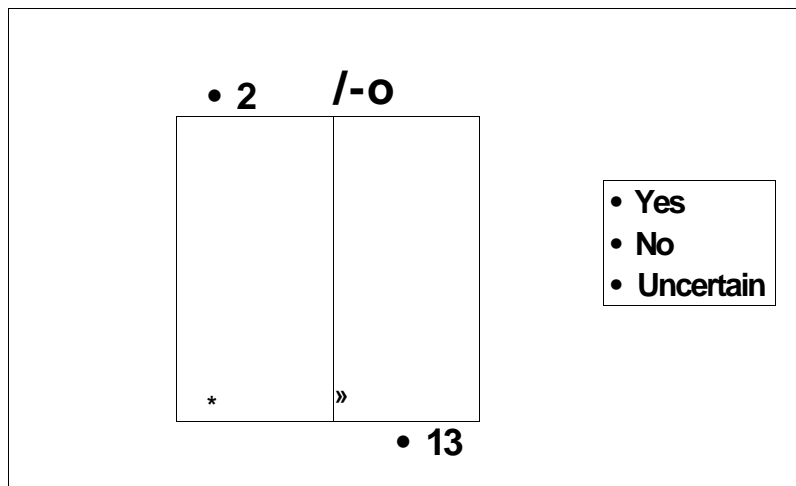
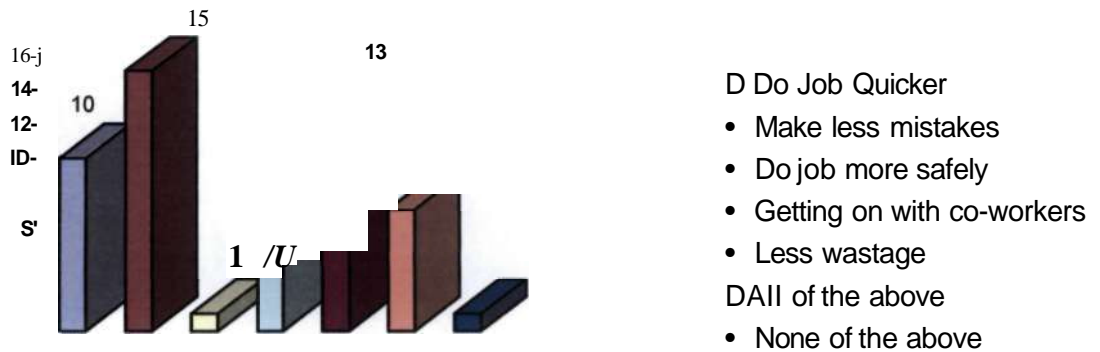


Figure 5.31 depicts that 13 employees indicated that the skills presented helped them to improve their work performance, while two indicated that such skills did not help them to improve their work performance and no respondents were uncertain about this issue.

### 5.3.18 WAYS TO IMPROVE WORK PERFORMANCE (N=15)

To understand the level of contribution of skills development programmes to the work performance of the employees who have undertaken these programmes, the researcher found it necessary to check the ways in which it had been improved. The following figure displays that information.

**FIGURE 5.32**  
**WAYS TO IMPROVE WORK PERFORMANCE**

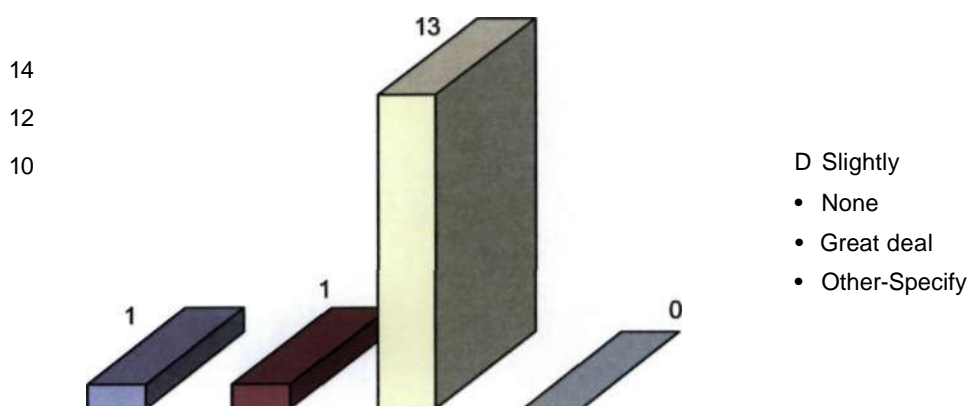


Most respondents chose more than one category. Figure 5.32 depicts that 15 respondents said that they make less mistakes, whereas ten respondents indicated that they do their job quicker. Thirteen respondents indicated that they experience less wastage, while seven chose the "all of the above" category. In the categories of "do job safely" and "none of the above", there was one response respectively. Four respondents indicated that they are getting on better with co-workers. This means that the respondents benefited from the skills development programmes, as they indicated that their improved work performance was measured by their efficiency and effectiveness in all of the given categories. These categories comprise the positive contribution of the skills development programmes in improving the work performance.

**5.3.19 IMPROVEMENT IN JOB PERFORMANCE (N=15)**

To understand the level of contribution of skills development programmes to the work performance of the employees who have undertaken these programmes, it is necessary to determine the extent of improvement in job performance. The following figure displays that information.

FIGURE 5.33  
IMPROVEMENT IN JOB PERFORMANCE



The above figure depicts that 13 employees indicated that there has been a great deal of improvement in their job performance a result of skills development programmes, whereas one indicated that there was a slight improvement and one said that there was no improvement in job performance.

#### 5.3.20 CHANGES DUE TO ATTENDING SKILLS DEVELOPMENT PROGRAMMES (N=15)

This variable was essential to determine how employees view their respective jobs after attending skills development programmes. In an open-ended question they were asked about how they view their jobs after attending skills development programmes. The employees indicated that before attending the skills development programmes, they did not like their jobs. This was due to lack of knowledge of how to do the job effectively and efficiently. Attending skills development programme enabled them to do the job quickly, cooperatively and with less mistakes. Their success in doing their job effectively resulted in a positive attitude to their jobs.

## 5.4 EMPLOYER'S INTERVIEW

In order to reconcile the data gathered from the employees of ITD and facilitators who provided them with skills development programmes, it was necessary to correlate their responses with the views of employer.

### 5.4.1 VENUE WHERE SKILLS DEVELOPMENT PROGRAMMES ARE OFFERED

The employer, like the employees and the skills development facilitators, agrees that they have specific sites that they use to present their programmes. He further stated that having these sites help to familiarise the employees with the work set- up, which is, the same in order to apply newly acquired skills effectively.

### 5.4.2 PROBLEMS ENCOUNTERED WHEN PROVIDING SKILLS DEVELOPMENT PROGRAMMES

Skills development programmes, like other programmes, are not exempted from challenges, which manifest themselves in the form of problems. These problems emanate from the fact that some managers lack understanding of skills development programmes. They think that training is going to benefit the employees, not the company. They feel threatened in their jobs. The employer further argues that sometimes one finds that when the employees are supposed to go for training, it is a very busy time in the company. Some managers do not allow their staff to attend the programmes. At times unexpected events occur, such as, withdrawal from the training before the particular skill is well developed. Some managers deviate from the plan compiled by the skills development committee. The committee only discovers that deviation when the annual training report document is submitted, when it is too late for the committee to rectify the deviation.

## **IDENTIFICATION OF SKILLS LACKING IN THE COMPANY**

The interviewee reveals that to comply with the SDA, companies are advised to have Skills Development Committees (SDC) in the company. The committee comprises the company's management, employees and the trade union that has majority membership in the company. At ITD the dominating union is COSATU.

The role of the SDC in ITD is to identify the needs of each and every department in terms of skills shortages that need to be rectified in its workforce. This committee further audits employees, that is, to verify with the employees of respective department the skills that different employees have in that particular department. They also compare job expectations with the skills available in that department.

The head of departments meet with the members of the departments to identify the skills that are lacking, such as construction skills, packing skills, etc. Skills development facilitators arrive with the Workplace Skills Planning. They use the information already collected from employees. They meet with the management and employees and confirm whether the management keeps to the agreements it has reached with employees. The employees list all the skills they need in order of preferences.

## **COMPENSATION IN ATTENDING SKILLS DEVELOPMENT PROGRAMMES**

When the employees of ITD have attended a programme they are compensated for attending, though not in the form of money. They are awarded with a certificate for the skill that has been acquired. They are also considered for promotion to a high level at work.

## **5 CHANGES IN WORK PERFORMANCE OF EMPLOYEES AFTER THE ACQUISITION OF SKILLS**

Changes in work performance are noticed after skills have been acquired through skills development programmes. The quality of the job becomes better, compared to before the skills development programme was attended. This is evident when employees finish the job quickly with fewer mistakes, for instance, in typing a particular document. They also save the company's time, as well as work materials, such as printing papers and toner, because their work is of high quality with minimal mistakes.

## **6 CURRENT AND FUTURE DIRECTION OF SKILLS DEVELOPMENT PROGRAMMES**

ITD as a small company has the potential to become a medium-sized company since it has a skilled workforce. The efficiency of ITD employees makes the company more attractive to clients, for instance, more students, hence it renders skills development programme services.

## **7 ALTERATIONS TO SKILLS DEVELOPMENT**

The employer of ITD appreciates the effort made by Skills Development programmes in helping companies to develop skilled labour force. Currently, no alterations needed to the skills development programmes are required. The only requirement is that companies, whether large, small or medium, must be willing to invest in their workforce to improve work performance.

## **8 FEES CHARGED FOR SKILLS DEVELOPMENT PROGRAMMES**

The employer indicated that the employees are not charged for attending the skills development programme. The company claims the skills development levies grant if employees have been provided with skills.



#### 5.4.9 PROVISION OF ACCOMMODATION

The employer indicated that all its employees are provided with accommodation when they attend skills development programmes away from their residential areas.

#### 5.4.10 & 5.4.11 IMPROVEMENT OF WORK PERFORMANCE

The skills development programme improves individual employees' performance. In view of their improved work performance they require less supervision. In this instance, they minimise costs and maximise the quality of the product and efficiency.

#### 5.4.12 EXTENT OF IMPROVEMENT IN JOB PERFORMANCE

The job performance has improved a great deal and the results are excellent. The company has managed to cut the cost of wastage and the time lapse between tasks is reduced. That ultimately makes a mark in the general performance of the company.

### 5.5 CONCLUSION

The skills development programmes influences divergent people differently in terms of their position and role definition. Important characteristic features that have significant relationship with the skills development programme include age, gender, level of education and commitment to acquiring skills.

The graphs were drawn to cross-tabulate related variables according to the questions as they appear in the questionnaires. The next chapter is the last one in the study, which summarises the whole study and offers recommendations.

## CHAPTER 6

### FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### INTRODUCTION

In the previous chapter the results of the survey were presented, analysed and interpreted. In this chapter, the findings are summarised and conclusions as well as recommendations are discussed. The limitations of the study and further research are discussed. The findings from facilitators and employees are reconciled and summarised concurrently. The employer's findings are summarised separately, taking into account the connection of these with the findings of the employees and facilitators.

#### FINDINGS FROM FACILITATORS AND EMPLOYEES

Through the research instrument used in this study, the following findings from facilitators and employees were gathered:

- The skills development programmes are conducted in venues which have a similar set-up as the real work site. This tends to benefit employees by exposing them to the real work situation in order to transmit the skills acquired into the job performed later, as reflected in question No. 9 of the employees' questionnaire and No. 4 of the facilitators. This means that skills acquired are actually applied in the job. This exposure helps the employees to master skills that have a direct impact in the job that they do. This addresses aim No. 1.7.2 and hypothesis No. 1.8.2 of the study, which is about the relevancy of the acquired skills to the jobs that employees do. This study, therefore, acknowledges that employees are equipped with skills that are relevant to their job requirements.
- Both groups concurred that there has been a great improvement in the general performance of the company which is attributable to the skills development

programmes presented to the employees. This is evident in the responses to questions No. 17 to 20 of the employees and questions No. 11 to 13 of the facilitators. The improvement has manifested itself in the changed attitude of employees towards their jobs. Based on the views from employees and skills development facilitators, the provision of skills development programmes to the workforce benefited the company, hence the general performance of the company improved. These questions and responses were intended to reconcile the relationship between the skills development programme and the general performance of the company as indicated in aim No. 1.7.3 and hypothesis No. 1.8.3 of the study.

- Employees are provided with an opportunity to attend skills development programmes, as shown in question No. 5 which intends to determine whether the employees are given the opportunity to attend skills development programmes. All the employees agreed that they had attended skills development programmes. In the follow-up questions, No. 6 and 7, they indicated that they had a say in choosing the skills that they were interested in developing themselves.
- According to the employees and the skills development facilitators the skills development programmes are made available free of charge, as stipulated in the SDA. Employees are also provided with accommodation to enable them to attend the programme as reflected in questions No. 14 and 15 of the employees and question No. 6 of the skills development facilitators. This addresses aim No 1.7.4 and hypothesis No. 1.8.4, which looks into the accessibility of skills development programmes to the employees. It was also evident from the employer's interview that some managers restrict their employees' access to the skills development programmes. This is supported by question No. 2, which is about the problems encountered when providing skills development programmes.
- Employees indicated that there has been a great deal of improvement in their job performance as a result of skills development programmes. Attending skills development programmes enabled them to do their jobs quickly,

cooperatively and with less wastage. This addresses aim No. 1.7.1 and hypothesis No. 1.8.1 which looks into the impact of skills development programmes on employees' work performance.

- To keep abreast with current information in the field of skills development programmes, the facilitators attend both seminars and workshops and they read and study continually. Upgrading their capacity helps them to remain informed about knowledge in the field. This is supported by item 15 in the facilitators' questionnaire, where respondents were asked about their professional development.

The skills development facilitators also indicated that to keep up to date on what is taking place in the skills development programmes, they need to update, upgrade and develop their knowledge by attending a variety of courses related to the field of skills development programmes and to study continually. This means that all facilitators are engaged in staff development programmes to advance their knowledge. In this instance, the possibility of producing excellent results would be high.

- Question No. 3 in the questionnaire for the skills development facilitators indicated that most facilitators had relevant certificates, diplomas and some of them even had degrees to teach skills development programmes. Having the necessary qualifications helps facilitators to maintain good control over the programmes, and have a thorough knowledge of the content of the programmes. Knowledgeable facilitators are able to handle skills development programmes well and can teach employees effectively. Thus, it is essential to equip facilitators with the necessary skills.
- The employees mentioned that they found skills development programmes very valuable in the real world situation. They further mentioned that it helped them to change their attitude to their work. This is supported by questions 5.3.16 - 5.3.18 from the employees' questionnaire. These questions address the improved work performance, which is due to the changed attitude to work.

It has emerged from the study that facilitators used both English and Zulu interchangeably in the skills development programmes. This means that they used Zulu for abstract concepts to enhance understanding on the part of employees. This was done because some employees who attended these programmes were not proficient in English, hence they found some English terms confusing. This is supported by question 13, in which they were asked about the language(s) they used in their programmes.

#### FINDINGS FROM EMPLOYER

The interviewee in this study acknowledged that the company provides employees with skills development programmes. He further mentioned that a particular procedure which is followed to identify skills missing in the company. This procedure involves the employees in choosing the skills that are to be developed. The interviewee also reported that the provision of skills has helped the company to improve its general workforce.

#### SUMMARY AND CONCLUSIONS

In the statement of the problem for this study, the researcher alluded to the fact that the workforce is faced with the challenge of technological changes, which demands that employees need to cope with new knowledge and rapid technological changes. This means that employees need to get skills training in order to improve their performance or to be efficient and effective in their job performance. Arguments throughout this study have implied that skills training played a vital role in the improved work performance, which ultimately benefited employers and employees themselves.

The conclusions of the study are based on the findings provided by respondents in the study.

Hypotheses No. 1.8.1, 1.8.2 ad 1.8.3 of the study have been proved, since the findings of the study indicated that there is a close connection between improved work performance and the acquisition of skills.

It is evident from the literature that the general performance of the company is likely to change if individual employees change for the better. Through the employer's responses it became clear that the productivity of the company has improved, hence more clients require its services.

The skills development programmes were made accessible to all employees of the company. The employees themselves confirmed that all employees were given a chance to be skilled through the compilation of a list of employees in the respective departments and the skills that they needed.

## RECOMMENDATIONS

In view of the literature review, empirical survey and interviews, the researcher's recommendations are as follows:

- All companies, irrespective of their size, should make skills development accessible to their workforce. This can be done by integrating the organisational goal with the aims of skills development programmes. Furthermore, the company should draw up a skills development programme schedule that will fit in with the company's objectives. This is done to ensure that the organisational goal and skills development programmes do not clash with each other, but instead complement each other so as to meet the goal they intend to meet, that is, re-skilling of the workforce. This addresses aim No. 1.7.4 which refers to the accessibility of skills development programmes.
- The companies should spell out the aims of the skills development programmes and must make sure that they are well understood and adhered to by everyone in the company. This will help the company to design the programme according to its needs. This was evident from employer's views where he indicated that some managers for small companies and its workforce may not buy into the idea of SDAs.

- The company should make sure that it places its workforce in the relevant workplace to confirm that the acquired skill is in actual fact applied to the real world situation. This addresses aim No. 1.7.2, which is about the relevancy of the acquired skills to the jobs the employees do.
- For a company to see the impact of skills development programmes, and to achieve better general work performance, the employers or managers should be re-educated on the importance of investing in people through skills development programmes in order to provide improved work performance. This addresses aims No. 1.7.1 and 1.7.3 which looks into the impact of skills development programmes on employees' work performance and the general performance of the company. Finally, the employers must see training and development as purely investment, not cost.

If all the abovementioned recommendations can be effected, skills development programmes will gain value and respect in companies irrespective of their size.

## **CONCLUSION**

The fact that very little evaluation of training is done indicates the probability that despite much expenditure on training, there is very little improvement in competence and performance. The vast majority of employers or managers still see training and development as purely cost, not investment. Employers are responsible for ensuring access to skills development programmes for their employees. This is the responsibility demanded by the SDA, but the crux of the matter is that some employers still do not acknowledge the contribution of the skills development programme to their companies. It is necessary to educate employers or managers about the importance of investing in people through skills development programmes in order to effect improved work performance. Only then will the employers see training and development as investment rather than cost. ITD, the subject of the case study is promoting skills development programmes in its workforce. It is trusted that this study will contribute to the upliftment of the status of skills development programmes in companies, which is a vital component of employees' life-worlds and the betterment of society.

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## **APPENDIX A**

### **A RESEARCH QUESTIONNAIRE DISTRIBUTED TO THE SKILLS DEVELOPMENT FACILITATORS AT INYATHELO TRAINING AND DEVELOPMENT**

RESEARCH QUESTIONNAIRE ON THE PROVISIONING OF SKILLS DEVELOPMENT PROGRAMMES IN THE INYATHELO TRAINING AND DEVELOPMENT COMPANY

#### **RESEARCH FOCUS**

A QUESTIONNAIRE TO ELICIT FACILITATORS' IMPRESSIONS ON THE USEFULNESS OF THE SKILLS DEVELOPMENT PROGRAMMES RUN BY INYATHELO TRAINING AND DEVELOPMENT

#### **PURPOSE**

- TO ASSIST THE RESEARCHER IN GATHERING INFORMATION THAT WILL BE ANALYSED IN ORDER TO ARRIVE AT CONCLUSIONS ABOUT THE ROLE OF SKILLS DEVELOPMENT PROGRAMMES ON EMPLOYEES' WORK PERFORMANCE'
- TO COLLECT INFORMATION RELATED TO SKILLS DEVELOPMENT PROGRAMMES AS OFFERED IN INYATHELO TRAINING AND DEVELOPMENT
- TO COLLECT INFORMATION ON THE USEFULNESS OF SKILLS DEVELOPMENT PROGRAMMES TO EMPLOYEES' WORK PERFORMANCE

## **INSTRUCTIONS**

- KINDLY RESPOND TO EACH QUESTION BY INSERTING A TICK [✓] OR A CROSS [✗] IN THE APPROPRIATE SQUARE, OR BY SUPPLYING A BRIEF COMMENT, REASONS OR PROBLEMS WHERE NECESSARY.
  
- DO NOT REVEAL YOUR NAME AS THE INFORMATION WILL BE KEPT CONFIDENTIAL AND ANONYMOUS. YOUR RESPONSES WILL BE USED FOR RESEARCH PURPOSES ONLY. THE RESEARCH OBJECTIVES WILL BE ACHIEVED ONLY WITH YOUR KIND CO-OPERATION.

**SECTION A : PERSONAL PARTICULARS**

1. Gender

Male	1
Female	2

2. Age

20-25 years	1
26-31 years	2
32-36 years	3
37-42 years	4
43 and above	5

3. Qualifications

Certificate	1
Diploma	2
Degree	3
Other (please specify)	4

**SECTION B : SKILLS DEVELOPMENT PROGRAMMES**

4. Where do you present your skills development programmes?

Within relevant work-based training centre	1
Without relevant work-based training centre	2
Other training centres	3

5. How would you rate your learners' abilities to cope with your skills development programmes?

Very good	1
Good	2
Satisfactory	3
Unsatisfactory	4
Poor	5
Very poor	6

Are employees provided with accommodation when attending skills development programmes?

Yes	1
No	2

Does the company charge fees for these skills development programmes?

Yes	1
No	2

Are you a paid facilitator/volunteer or both?

Paid	1
Volunteer	2
Both	3

If volunteering, does it help you to get the job in the future?

Yes	1
No	2

10. Are the presented skills help employees to improve their work performance?

Yes	1
No	2
Uncertain	3

11. If the answer in question No. 11 is Yes, in what ways have employees improved their work performance?

Do the job quicker	1
Making less mistakes	2
Doing the job more safely	3
Getting on better with co-workers	4
Less wastage	5
All of the above	6
Some of the above	7



12. How much has the job performance improved as a result of skills development programmes?

Slightly	1
None	2
Great deal	3
Other (please specify)	4

13. Do you have any of the following facilities available at the venue where skills development programmes are presented?

	Yes
Access to transport	1
Safe conduct	2
Both	3

14. How do you ensure your own professional growth as a skills development facilitator?

Attend workshops	1
Attend seminars	2
Reading relevant documents	3
Continuation of studies	4
Other (specify)	5

15. What are the main aims of the skills development programmes that you present?

16. How do you view the future direction /contribution of the skills development programmes in the performance of the ITD's employees?

**THANK YOU FOR YOUR CO-OPERATION!!!!**

## **APPENDIX B**

### **A RESEARCH QUESTIONNAIRE DISTRIBUTED TO THE EMPLOYEES OF INYATHELO TRAINING AND DEVELOPMENT**

RESEARCH QUESTIONNAIRE ON THE PROVISIONING OF SKILLS DEVELOPMENT PROGRAMMES IN THE INYATHELO TRAINING AND DEVELOPMENT COMPANY

#### **RESEARCH FOCUS**

A QUESTIONNAIRE TO ELICIT LEARNERS IMPRESSIONS ON THE USEFULNESS OF THE SKILLS DEVELOPMENT PROGRAMMES RUN BY INYATHELO TRAINING AND DEVELOPMENT

#### **PURPOSE**

- TO ASSIST THE RESEARCHER IN GATHERING INFORMATION THAT WILL BE ANALYSED IN ORDER TO ARRIVE AT CONCLUSIONS ABOUT THE ROLE OF SKILLS DEVELOPMENT PROGRAMMES ON EMPLOYEE'S WORK PERFORMANCE'
- TO COLLECT INFORMATION RELATED TO SKILLS DEVELOPMENT PROGRAMMES AS OFFERED IN INYATHELO TRAINING AND DEVELOPMENT
- TO COLLECT INFORMATION ON THE USEFULNESS OF SKILLS DEVELOPMENT PROGRAMMES TO EMPLOYEES' WORK PERFORMANCE.

#### **INSTRUCTIONS**

- KINDLY RESPOND TO EACH QUESTION BY INSERTING A TICK [ ] OR A CROSS [X] IN THE APPROPRIATE SQUARE, OR BY SUPPLYING A BRIEF COMMENT, REASONS OR PROBLEMS WHERE NECESSARY.
- DO NOT REVEAL YOUR NAME AS THE INFORMATION WILL BE KEPT CONFIDENTIAL AND ANONYMOUS. YOUR RESPONSES WILL BE USED FOR RESEARCH PURPOSES ONLY. THE RESEARCH OBJECTIVES WILL BE ACHIEVED ONLY WITH YOUR KIND CO-OPERATION.

## SECTION A : PERSONAL PARTICULARS

### 1. Gender

Male	1
Female	2

### 2. Age

20 -30 years	1
31-40 years	2
41-50 years	3
51 and above	4

### 3. Last grade passed at school

Below grade 1	1
Grade 1-5	2
Grade 6-10	3
Grade 11-12	4
Other ( please specify)	5

### 4. Job description

Facilitator	1
Security	2
Secretary	3
Messenger	4

## SECTION B : SKILLS DEVELOPMENT PROGRAMMES

### 5. Have you ever attended skills development programmes while in this job?

Yes	1
No	2

6. If yes, who made arrangements that you should attend?

Myself	1
Employer	2
Other (please specify).....	3

Are you consulted on the skills that you need to be developed on?

Yes	1
No	2

Skills development programme has been of benefit to me

Agree	1
Disagree	2
Uncertain	3

Where are/were the skills development programmes run?

Within relevant work-based training centre	1
Without relevant training centre	2
Other training centres (please specify)	3

Do/did you pay for the skills development programmes?

Yes	No
1	2

Have you ever missed any of the skills development programme sessions while registered?

Yes	1
No	2

12. If your answer is YES to No 11, for what reason did you miss it?

Did not feel like	1
Boring	2
Useless	3
Has nothing to do with my job	4
Other (please specify)	5

13. What language is used for your skills development programmes?

Zulu	1
English	2
Afrikaans	3
Other (please specify).....	4

14. Are you provided with accommodation when attending skills development programmes?

Yes	1
No	2

15. Did/do you pay for this accommodation?

Yes	1
No	2

16. Skills development programmes have assisted you to master new skills related to your job.

Strongly agree	1
Agree	2
Uncertain	3
Disagree	4
Strongly disagree	5

### SECTION C : VALUE OF SKILLS DEVELOPMENT PROGRAMMES

17. Are the presented skills help you to improve your work performance?

Yes	1
No	2
Uncertain	3

18. If the answer in question No. 17 is Yes, in what ways have you improved your work performance?

Do the job quicker	1
Making less mistakes	2
Doing the job more safely	3
Getting on better with co-workers	4
Less wastage	5
All of the above	6
None of the above	7

19. How much has the job performance improved as a result of skills development programme?

Slightly	1
None	2
Great deal	3
Other (please specify)	4

20. Any changes in the way you view your job after you have attended skills development programmes?

**THANK YOU FOR YOUR CO-OPERATION!!!!**

## **APPENDIX C**

### **A RESEARCH INTERVIEW CONDUCTED TO THE EMPLOYER OF INYATHELO TRAINING AND DEVELOPMENT**

RESEARCH QUESTIONNAIRE ON THE PROVISIONING OF SKILLS DEVELOPMENT PROGRAMMES IN THE INYATHELO TRAINING AND DEVELOPMENT COMPANY

#### **RESEARCH FOCUS**

AN INTERVIEW WITH THE EMPLOYER TO ELICIT IMPRESSIONS ON THE USEFULNESS OF THE SKILLS DEVELOPMENT PROGRAMMES RUN BY INYATHELO TRAINING AND DEVELOPMENT

#### **PURPOSE**

- TO ASSIST THE RESEARCHER IN GATHERING INFORMATION THAT WILL BE ANALYSED IN ORDER TO ARRIVE AT CONCLUSIONS ABOUT THE ROLE OF SKILLS DEVELOPMENT PROGRAMMES ON EMPLOYEES' WORK PERFORMANCE'
- TO COLLECT INFORMATION RELATED TO SKILLS DEVELOPMENT PROGRAMMES AS OFFERED IN INYATHELO TRAINING AND DEVELOPMENT
- TO COLLECT INFORMATION ON THE USEFULNESS OF SKILLS DEVELOPMENT PROGRAMMES TO EMPLOYEES' WORK PERFORMANCE.

#### **INSTRUCTIONS**

- KINDLY RESPOND TO EACH QUESTION BY SUPPLYING APPROPRIATE INFORMATION.
- YOUR RESPONSES WILL BE USED FOR RESEARCH PURPOSES ONLY. THE RESEARCH OBJECTIVES WILL BE ACHIEVED ONLY WITH YOUR KIND CO-OPERATION.



## QUESTIONS FOR THE STRUCTURED INTERVIEW

1. Where do you present your skills development programmes?  
Do you have site or plant where these programmes are presented?  
(construction, packing in the shelves, etc.)
2. What kind of problems do you encounter as a service provider in offering these programmes?
3. Who identifies skills that are lacking to the potential employees or your learners?
4. Are the trained employees compensated after training? If yes how?
5. After skills have been acquired, does the work performance of employees change? If the answer is yes, how?
6. How do you view the current and future direction of the skills development programmes offered in your company in improving work performance?
7. In the skills development as whole, what do you think should be altered?
8. Do your employees pay for these skills training?
9. Are they provided with accommodation?
10. Are the presented skills help your employees to improve their work performance?
11. If the answer in question No. 10 is Yes, in what ways have your employees improved their work performance?
12. How much has the job performance improved as a result of skills programme?

## APPENDIX D



**UNIVERSITY OF  
KWAZULU-NATA**

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WESTVILLE CAMPUS  
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22 JANURARY 2007

MRS. TP HADEBE (202526904)  
MANAGEMENT STUDIES

Dear Mrs. Hadebe

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/07007A

I wish to confirm that ethical clearance has been granted for the following project:

**"The role of skills development on employees work performance: A case study of Inyathelo Training and Development"**

Yours faithfully

**%C:**

MS. PHUMELELE XIMBA  
RESEARCH OFFICE

cc. Faculty Officer (Cheralyn Terblanche)  
cc. Supervisor (Mr. H Misselhom)