

**AN ASSESSMENT OF THE SKILLS DEVELOPMENT MONITORING AND
EVALUATION STRATEGIES AT THE SELECTED ORGANISATIONS OF SANPARKS
IN THE NORTHERN REGION**

BY

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DECLARATION

I, Langanani Audrey Mudau, hereby declare that the work that I present in this dissertation is based on my own original research and that it has not been submitted to any other institution of higher education or previously accepted for any academic qualification. Where other people’s works and knowledge contributions have been used, they have been duly acknowledged by means of appropriate references in the body of text and bibliography section of the dissertation.

Signature-----

Date -----

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ABSTRACT

This study seeks to investigate the assessment of the skills development monitoring and evaluation strategies at the selected organisations of Sanparks in the Northern Region and to determine whether organisations are providing their staff with the necessary tools to enhance their skills and that workplaces in general are used as an inherent place for learning. In addition, the study seeks to investigate the influence of demographic factors (length of service at Sanparks, highest level of education attained) on skills development and to determine the strength of a set of variables (level in the organisation, age, length of service at Sanparks, and highest level of education attained) in assessment of the skills development monitoring and evaluation strategy.

For this study, a cluster research was used because of its effectiveness in allowing a researcher to understand the intricacies of the research subject being undertaken. A sample of 400 employees was randomly selected from four different national parks in the Northern Region and 351 questionnaires were returned. Using self-administered questionnaires which were physically distributed by the researcher, a survey was conducted, data was analysed statistically through the use of SPSS version 23 where descriptive, and correlation and regression analyses were run.

Results indicate that there is a positive relationship that exists between different themes. A positive, significant relationship exists between employees of the four parks, Golden gate, Kruger National park, Mapungubwe, and Marakele ($r=30$; $P < 0.05$). No significant relationship exists between the selected demographic factors. The length of time employed as Sanparks did play a role in terms of how respondents viewed monitoring skills being a part of the process. The study was conducted in four national parks in the Northern Region therefore limiting the generalizability of the research results to entire organisations at large. The study adopts a quantitative research design using a close ended questionnaire therefore restricting participants in giving their insights and feelings about the assessment of skills development.

From the research findings, it can be concluded that monitoring and evaluation in organisations is very important and cannot be taken for granted. Training is a critical strategy that can be employed to increase employee performance as each and every individual has needs that drive them to behave in a certain way.

TABLE OF CONTENTS

Declaration.....	(i)
Acknowledgement	(ii)
Abstract.....	(iii)
Table of Contents.....	(v)
List of Tables.....	(ix)
List of Figures.....	(x)
Abbreviations.....	(xi)
CHAPTER ONE.....	12
1.1 INTRODUCTION.....	12
1.2 BACKGROUND OF THE STUDY	13
1.3 RESEARCH PROBLEM.....	13
1.4 AIM OF THE STUDY	14
1.5 PURPOSE OF THE STUDY.....	14
1.6 RESEARCH OBJECTIVES	14
1.7 RESEARCH QUESTIONS.....	15
1.8 CONTRIBUTION OF THE RESEARCH STUDY.....	15
1.9 JUSTIFICATION OF THE STUDY.....	15
1.10 SCOPE AND DELIMITATION OF RESEARCH STUDY.....	16
1.10.1 Knowledge scope	16
1.10.2 Geographical scope	16
1.10.3 Research methodology.....	16
1.11 DEFINITION OF KEY TERMS	17
1.11.1 Monitoring.....	17
1.11.2 Evaluation	17
1.11.3 Skills development	18
1.12 LAYOUT OF DISSERTATION.....	18
1.13 CONCLUSION	18
CHAPTER TWO.....	20
LITERATURE REVIEW	20
2.1 INTRODUCTION.....	20
2.2 THEORETICAL FRAMEWORK	21
2.2.1 Evaluating Model.....	21
2.3 THE NEED FOR SKILLS TRAINING AND DEVELOPMENT IN THE WORKPLACE.....	23

2.4 LEGISLATION AFFECTING DEVELOPMENT AND TRAINING.....	24
2.4.1 Sector Education and Training Authorities (SETA).....	24
2.4.2 Constitution of the Republic of SA (1996).....	26
2.4.3 Skills Development Levies Act 97 of 1999.....	26
2.4.4 Skills Development Act 97 of 1998.....	27
2.5 SKILLS DEVELOPMENT.....	29
2.5.1 The importance of skills development.....	30
2.5.2 Training and development.....	31
2.6 MONITORING AND EVALUATION.....	35
2.6.1 Learning.....	35
2.6.2 Monitoring.....	36
2.6.3 Importance of monitoring.....	36
2.6.4 Evaluation.....	37
2.6.5 Types of evaluation process.....	40
2.7 MONITORING AND EVALUATION (M AND E).....	42
2.7.1 The importance of monitoring and evaluation.....	43
2.8 CHALLENGES TO TRAINING AND SKILLS DEVELOPMENT IN THE	44
WORKPLACE:.....	44
2.8.1 Challenges of skills development within the workplace.....	45
2.9 CONCLUSION.....	47
CHAPTER THREE.....	48
RESEARCH METHODOLOGY.....	48
3.1 INTRODUCTION.....	48
3.2 RESEARCH DESIGN.....	48
3.3 RESEARCH APPROACHES/PARADIGMS.....	49
3.4 STUDY SITE.....	50
3.5 TARGET POPULATION.....	50
3.5.1 Sampling method.....	51
3.5.2 Sampling Technique.....	53
3.5.3 Sample Size.....	54
3.6 DATA COLLECTION AND INSTRUMENT.....	54
3.6.1 Questionnaire.....	55
3.6.2 Pilot Study.....	57
3.7 VALIDITY AND RELIABILITY STATISTICS.....	57
3.7.1 Validity.....	58
3.7.2 Reliability.....	58
3.8 DATA ANALYSIS.....	58
3.9 ETHICAL CONSIDERATION.....	58

3.10 LIMITATIONS OF THE STUDY	59
3.11 CONCLUSION	59
CHAPTER FOUR	60
DATA PRESENTATION.....	60
4.1 INTRODUCTION.....	60
4.2 PRESENTATION AND ANALYSIS OF DATA	60
4.3 SECTION A: DEMOGRAPHIC DATA ANALYSIS.....	61
4.3.1 Data presentation:	61
4.3.2 Interpretation of findings	66
4.4 PRESENTATION OF DATA AND ANALYSIS OF SECTION B OF THE	67
QUESTIONNAIRE	67
4.4.1 Presentation of data:	67
4.4.2 Interpretation of findings.....	69
4.5 PRESENTATION OF DATA AND ANALYSIS OF SECTION C OF THE QUESTIONNAIRE..	69
4.5.1 Presentation of data	70
4.5.2 Interpretation of findings	74
4.6 PRESENTATION OF DATA AND ANALYSIS OF SECTION D OF THE	74
QUESTIONNAIRE	74
4.6.1 Presentation of data	74
4.6.2 Interpretation of findings	77
4.7 PRESENTATION OF DATA AND ANALYSIS OF SECTION E OF THE.....	77
QUESTIONNAIRE	77
4.7.1 Presentation of data	77
4.7.2 Interpretation of findings.....	80
4.8 PRESENTATION OF DATA AND ANALYSIS OF SECTION F OF THE.....	80
QUESTIONNAIRE	80
4.8.1 Presentation of data	80
4.8.2 Interpretation of findings.....	83
4.9 CONCLUSION	84
CHAPTER FIVE.....	85
DATA ANALYSIS.....	85
5.1 INTRODUCTION.....	85
5.2 DISCUSSION AND ANALYSIS OF FINDINGS	85
5.2.1 Section A: Interpretation of findings	85
5.2.2 Section B: Training and development policies, practices, and procedures	86
5.2.3 Section C: Analysis of the existence of skills development programmes at Sansparks	87
5.2.4 Section D: The analysis of the monitoring and evaluation of these	88
5.2.5 Section E: Analysis of challenges encountered by employees with regard	90

5.2.6 Section F: The analysis of how the skills development programmes are	90
5.3 CONCLUSION	91
CHAPTER SIX	92
CONCLUSION AND RECOMMENDATION	92
6.1 INTRODUCTION	92
6.2 CHAPTER SUMMARIES	92
6.3 REVIEW OF THE ACHIEVEMENT OF RESEARCH QUESTIONS.....	94
6.3.1 What are the training and development policies, practices and procedures underlying skills development and training programmes at selected organisations of Sanparks in the Northern region?	94
6.3.2 Skills development and training programmes exists in Sanparks in the Northern region?	94
6.3.3 Are these programmes effectively monitored and evaluated?	94
6.3.4 Do employees experience challenges regarding training and development at selected organisations of Sanparks in the Northern region?	95
6.3.5 How are the skills development programmes used for the development of employees at selected organisations of Sanparks in the Northern Region?	95
6.4 SUGGESTIONS FOR FURTHER RESEARCH.....	95
6.5 RECOMMENDATIONS	96
6.6 CONCLUSION	97
REFERENCES.....	98

LIST OF TABLES

Table 3.1 Staff complement.....	52
Table 4.1 Race of respondents.....	60
Table 4.2 Gender and age distribution.....	61
Table 4.3 Type of employment.....	64
Table 4.4 Training and development policies, practices, and procedures.....	65
Table 4.5 Existence of skills development and training programmes.....	68
Table 4.6 Effectiveness of the monitoring and evaluation of programmes.....	73
Table 4.7 Challenges regarding training and development.....	76
Table 4.8 Developmental programmes used for the development of employees.....	79

LIST OF FIGURES

Figure 2.1 Theoretical framework.....	19
Figure 2.2 Learning, monitoring, and evaluation.....	33
Figure 2.3 Results–based monitoring and evaluation.....	40
Figure 4.1 Parks involved in research.....	59
Figure 4.2 Period of employment at Sanparks.....	60
Figure 4.3 Positions of respondents.....	62
Figure 4.4 Level of education.....	63
Figure 4.5 Training and development policies, practices, and procedures.....	66
Figure 4.6 Existence of skills development and training Programme.....	70
Figure 4.7 Effectiveness of the monitoring and evaluation of programmes.....	74
Figure 4.8 Challenges regarding training and development.....	76
Figure 4.9 Developmental programmes used for the development of employees.....	80

ABBREVIATIONS

SANPARKS: South African National Parks.

SETA: Sector Education and Training Authority.

SDF: Skills Development Facilitator.

CIPP: Context, Input, Process, Product.

WSP: Work Skills Plan.

ATR: Annual Training Report.

SARS: South African Revenue Services.

SPSS: Statistical Package for the Social Sciences.

CHAPTER ONE

INTRODUCTION

1.1 INTRODUCTION

Skills development was introduced to address the socio-economic imbalances that were formed by the previous dispensation of apartheid in our country. According to the skills development approach, employees who were deprived of the opportunity to access education and training relevant to their occupations could now study and develop their skills (Chell, 2013). According to Chell (2013) skills development programmes are “defined as programmes that are required to ensure effectiveness over time that will result in desired outcomes”. Skills development programmes were introduced through the Skills Development Act, 97 of 1998 and the Skills Development Levies Act, 1999. Policies maintain that both private and public sector employees can access education and training whilst simultaneously engaged in their respective occupations. The latter legislation requires that every organisation within South Africa contribute a certain amount towards the education and training of its employees so that they are empowered to effectively perform their employment activities.

Skills development programmes within South African National Parks (Sanparks) in the Northern Region have been implemented and conducted since the introduction of the abovementioned legislation. Sanparks is an organisation responsible for the promotion of the preservation of the nation’s normal and traditional cultures by handling a system in twenty-two national parks. Unfortunately, no research has been conducted for assessing the monitoring and evaluation of these skill development programmes in this organisation. In the context of this backdrop, this study aims to assess the monitoring and evaluation of the skills development programmes in Sanparks in the Northern Region.

The study’s research was introduced in this section. It outlines the whole background, an inspiration of the choice of the study, formulation of the problem, aim, purpose and goals of this study, research questions, research approach, research type, procedures of the research, the pilot study, an explanation of the research population, limitations/boundaries of the sample and sampling approaches, and the definitions of keys concepts and also the layout of the study.

1.2 BACKGROUND OF THE STUDY

South African National Parks (Sanparks) was created in May 1926, is regarded as the world's foremost conservation expert and research body (<https://www.safari.com/kruger-national-park/sanparks> - accessed 22 November 2017). This has been recognised in terms of the National Environment Management Protected Areas Act of 2003 (Act No 57 of 2003). The role of the organisation is to make certain that the conservation of South Africa's biodiversity, sites, and also heritage resources are well taken care of through the systems of the national parks. The research in this study will focus on only four of those national parks that are situated in the Northern region, namely Mapungubwe, Marakele, Golden Gate, and Kruger National Park to save time and for cost cutting.

As a result of apartheid era employees -were left unskilled and without training, therefore funds were used for the implementation of the skills development programmes by the South African government institutions on a yearly basis (Van der Westhuizen, 2007). Sanparks as an employer is required, in terms of legislation, to provide skills and training to its employees. As an employer, there has been compliance, however, gaps have been identified in the monitoring and evaluation, thus the question as to reliability of the monitoring and the evaluating of these programmes arises. The interest in evaluating such programmes with Sanparks in the Northern Region will then be developed. This will, in part, suggest the improvement of the programmes once their respective successes and failures are identified. The study shall share the most effective strategy into measuring the monitoring and evaluation of the skills and development programme in that organisation (Van der Westhuizen, 2007).

1.3 RESEARCH PROBLEM

Skills development replaces employment teaching by introducing learnership and skills programmes to both learnerships, employees, and applicants for employment. There has been a tendency to approve methods to consider employability based on the initial graduate objective indicators (Bridgstock, 2009; Pool and Sewell, 2007) while others emphasise sets of skills that employers require from graduates who are about to enter the workplace (Holmes, 2011). Differences existed in standards across different race groups in institutions. Horwits and Steenkamp (2002) note that during the apartheid dispensation, black people were legislatively prohibited from pursuing trades and skilled work. They were educated and trained at institutions that were inferior to those reserved for white people (Bridgstock; 2009). According to Paterson (2005) "the development of skills and training affects about one in every five formal sectors in South Africa". This lack in skills is still more pressing

from an employment equity perspective as there are insufficient specialised black workers (Paterson, 2005).

South Africa has a serious shortage of skilled labour. It has a lot of unemployed people who lack sufficient skills to be employed. The most important aim of the skills development Act is to make sure that there is progress in the expertise of the work force in South Africa. This research seeks to determine whether the skills development programmes within Sanparks in the Northern Region is effective and whether these programmes are adequately monitored and evaluated. The outcome of the study will inform a workable solution for the organisation.

1.4 AIM OF THE STUDY

The study aims to explore whether the programmes of skills development are effective and whether there is effective monitoring and evaluation strategies and their effectiveness using selected organisations of Sanparks in the Northern region.

1.5 PURPOSE OF THE STUDY

The purpose of the research is to regulate whether skills development and training programmes exist; whether the policies, practices, and procedures underlying skills development and training programmes are adhered to; and is there any monitoring and evaluation in place of these programmes. Also, the study's purpose is to examine challenges experienced by employees regarding training and development, and how the skills development programmes are used for the development of employees at selected organisations of Sanparks in the Northern Region.

1.6 RESEARCH OBJECTIVES

In promotion of this broad purpose the following objectives will be pursued:

- 1.6.1 To identify the policies, practices, and procedures of training underlying skills development at selected organisations of Sanparks in the Northern Region.
- 1.6.2 To determine the existence of skills development programmes at Sanpark.
- 1.6.3 To investigate the effectiveness of these programmes.
- 1.6.4 To investigate whether these programmes are effectively monitored and evaluated.
- 1.6.5 To discover the challenges that employees often experience with respect to training and development at selected organisations of Sanparks in the Northern Region

1.6.6 To determine how the skills development programmes are used for the development of employees at selected organisations of Sanparks in the Northern Region.

1.7 RESEARCH QUESTIONS

In the context of this study, the researcher shall therefore seek the solution to the following questions:

- 1.7.1 What are the policies, practices, and procedures of training and development essential to skills development and training programmes at selected organisations of Sanparks in the Northern Region?
- 1.7.2 Do skills development and training programmes exist in Sanparks in the Northern Region?
- 1.7.3 Are these programmes effective?
- 1.7.4 Are these programmes effectively monitored and evaluated?
- 1.7.5 Do employees experience challenges regarding training and development at selected organisations of Sanparks in the Northern Region?
- 1.7.6 How are the skills development programmes used for the development of employees at selected organisations of Sanparks in the Northern Region?

1.8 CONTRIBUTION OF THE RESEARCH STUDY

The study's significance on the assessment of skills development monitoring and evaluation strategy is growing. Most of the training is said to be provided by technikons, technical colleges and schools (Bridgstock, 2009). It has been argued that the training offered by tertiary institutions are too lengthy and lack real-world presentation. The study's contribution wants to determine whether the training at Sanparks is monitored and evaluated and whether it is effective.

1.9 JUSTIFICATION OF THE STUDY

The assessment of skills development monitoring and evaluation assists to inspire the development of skills for employability and supportable livings through societal development creativities. The study is needed in order to progress the education and training quality in South Africa. Most people work without having been trained, which reduces productivity in an organisation. However, all these gaps are filled by the introduction of the Skills Development Act which tries to address the various historical challenges. Paterson and Du Toit (2005) are of the opinion that "prior 1994 the political, social, and economic rules made a human resources base that was extremely unsatisfactory also insufficient to encounter the skills requirements nationally".

Segregating employees because of the colour of their skin had a big impact on black people because it left them with no skills or formal education which made it difficult to cope and compete in the employment sector. Thus, organisations have a duty to implement the training of employees, while employers have been compliant there is still a need to assess how these programmes are monitored and evaluated to determine their effectiveness in training and developing employees. Therefore, this study was needed to assess the monitoring and evaluation of skills development in Sanpark.

1.10 SCOPE AND DELIMITATION OF RESEARCH STUDY

1.10.1 Knowledge scope

The knowledge scope of the study was to examine and understand the assessment of skills development monitoring and evaluation strategies in selected organizations of Sanparks in the northern region.

1.10.2 Geographical scope

The study was done in the Northern Region, presently known as the province of Limpopo in South Africa using the South African National Parks (Sanparks) as the single case study. The population for the study was limited to only four national parks, namely Mapungubwe, Marakele, Golden Gate, and the Kruger National Park. The researcher chose four national parks of the 22 parks for the sake of time and cutting costs. The findings are limited to the population under investigation. The research study targets all employees at all levels in the organisation.

1.10.3 Research methodology

The research methodology employed in the study is quantitative in nature which involved a survey of sample using a questionnaire. The sample was selected using stratified sampling which is a probability sampling method. Descriptive and inferential statistical analysis was carried out to analyse the quantitative statistics while the investigation was performed.

A cross-sectional design was used as it makes it convenient for data to be gathered at one point in time (Kennedy and Edmonds, 2013). The most common application used in this design gathers opinions or attitudes from one specific group and the same instruments may be circulated to various populations to compare the attitudes and opinions on the same variables. The reason why the

researcher used this design is because basic descriptive statistical analyses were used to summarise data (Kennedy and Edmonds, 2013). According to Neuman (2011), quantitative methods collect data in the form numbers. It can be easier to total, compare, and review data and it also makes statistical analysis possible, going from simple averages to difficult formula and calculated models.

The participants were chosen from the indicated parks; Mapungubwe National Park, Marakele National Park, Kruger National Park, and Golden Gate Highlands, which consist of 5106 employees. The sample for the study was comprised of 400 employees, at all levels, employed in the cited parks.

According to Babie (2013), the quantitative data offers the reward that figures have over words as the amount of some quality. Thus, the advantage is the low cost of collecting data and also that the response rates yield high results and the conclusions are drawn in a short space of time. The disadvantages here will be the undue susceptibility of respondents to the time of the measurement effects (Kennedy and Edmonds, 2013). A research design can be defined as a “list which includes all the items that need to be considered in a study” (Babie, 2013). Thus, items could include people, selections, and systems which are used sampling, the collection of data methods, and the analysis of data methods. According to Thomas (2011), the function of a research design is to confirm that the proof gained qualifies us to respond to the original enquiry as unmistakably as possible.

1.11 DEFINITION OF KEY TERMS

1.11.1 Monitoring

According to Peters (2006), monitoring is defined as something that is closely related to evaluation and it means the constant visitation to programme sites and the checking of its processes and records. The organisations or governmental departments must develop the standard of operating procedures which can be utilised as measuring instruments for the success of the programmes (Peters, 2006).

1.11.2 Evaluation

Implementation is evaluated through a variety of measuring methods, such as interviews with services and product recipients in order to determine if they are satisfied with delivery, and studying the annual reports of the organisation in order to identify if the objectives of the institution were achieved. (Van der Westhuizen, 2007). Evaluation is used to find out and decide the amount or the value of something.

1.11.3 Skills development

According to the Skills Development Act (Act 97 of 1998) the definition of “skills development is referred as the process through which people are afforded an opportunity to learn further for the improvement of their occupation related skills” (Skills Development Act, 97 of 1998).

1.11.4 Skills

According to Pineda (2010) “skills are defined as the proficiencies needed to perform a task”. This means the ability to do something expertly and well. It means the question of acquiring new knowledge.

1.12 LAYOUT OF DISSERTATION

Chapter One provides the research’s background. It also outlines the objectives, significance, motivation, and scope of the research.

Chapter Two is a review of the literature and the critical analysis of theory on concepts and the construct to the research study.

Chapter Three is the description of the design of the research and methodology approved for the study. The description of the targeted people, method of sampling and its techniques, collection of data methods and instruments, and the analysis of data methods is used in the study.

Chapter four is a presentation of quantitative data obtained from the study.

Chapter Five presents the conclusions on the main findings of the study, review on the achievement of research objectives, implications of findings on the assessment of skills development, monitoring and evaluation strategies, as well as recommendations of parts for more exploration.

1.13 CONCLUSION

The study introduces the subject that is, investigating an evaluation of the skills development monitoring and evaluation strategy, at selected organisations of Sanparks in the Northern region. This chapter presented a short overview to the research, discussed the research problem, and outlined the

problem statement. The chapter also emphasised the research's objective, questions of the research, motivation and as well as the importance of the study.

The next chapter presents the concepts on which the study is established, a literature review of relevant existing knowledge on monitoring and evaluation of skills development.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

According to Paterson and Du Toit (2005) “the workforce in South Africa is categorised by racial, gender, occupational, and unevenness in the distribution of skills, employment, and training opportunities”. In South Africa, a lack of skills is one of the pressing issues on the agendas of both business and government (Kraak, 2005). Kraak (2005) “is of the opinion that skills development, monitoring and evaluation enables employers to assess the quality and impact of the dispensation in growth, and including a large population of unemployed and unskilled people in the labour market”. In the work environment most employees tend to have the qualifications needed for the job but lack the skills to do the job (McGrath, 2007). Organisations need more than just qualifications; experience and competence, which are far more important than certificates, are needed in businesses (Altman *et al.*, 2005).

However, these training gaps are filled by introducing the Skills Development Act 97 of 1998, which attempts to address the various historical challenges. According to Paterson and Du Toit (2005), prior to 1994, “ the political, social and economic policies formed a human resources base, which was highly unsatisfactory and inadequate in order to meet the needs of skills nationally" (Paterson and Du Toit, 2005). McGrath (2007) explains that both education and training have a very solid relationship with skills development, due to the fact that the quantity and the quality of the existence of education and training in a country helps govern the extent to which the country, in general, is expected to be involved in skills development.

2.2 THEORETICAL FRAMEWORK

Figure 2.1 below illustrates the theoretical framework.

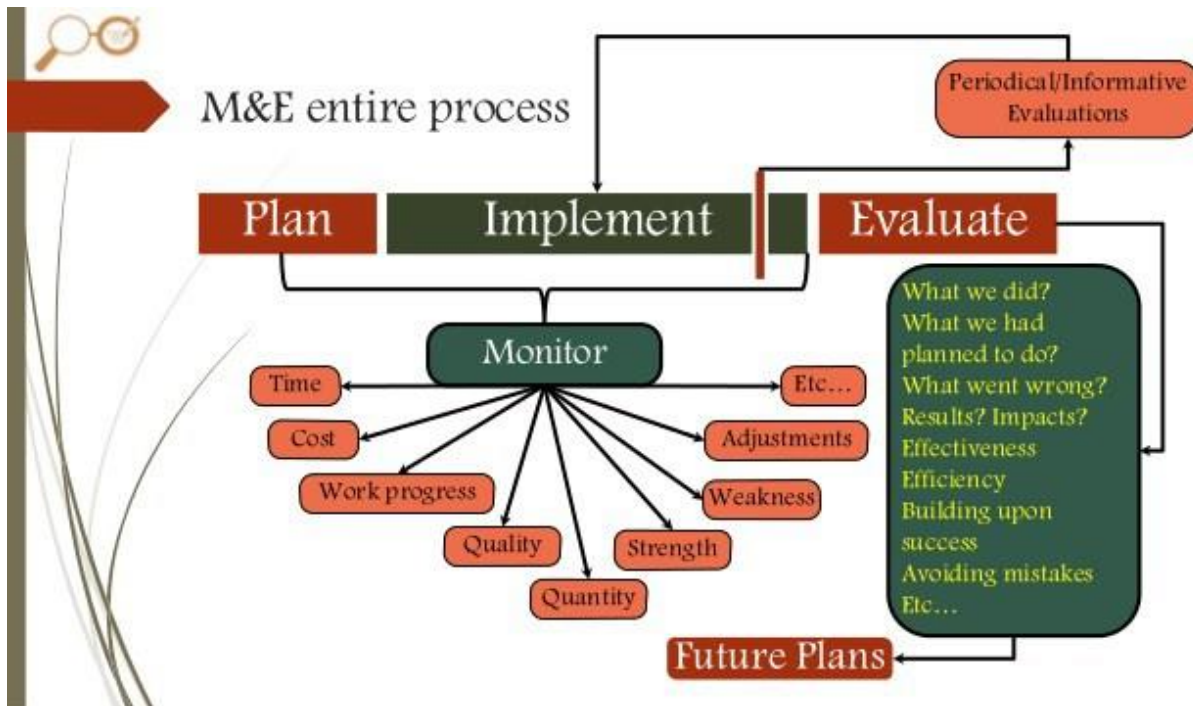


Figure 2.1

Source: [https://versedpro.com/index.php/training events/monitoring](https://versedpro.com/index.php/training%20events/monitoring)

2.2.1 Evaluating Model

The theoretical framework is used to examine the existing theories in relation to the research objectives. There are three types of evaluation models; namely the Kirkpatrick Model, the Outcome-Based Evaluation Model, and the CIPP Evaluation Model. According to Kirkpatrick (2005), the Kirkpatrick's model of evaluation "has been the model most widely recognised and used for evaluating training programs." This model proclaims that the program of training efficiency can be assessed by taking a look at four different levels: reaction, learning, behaviour, and results (Wang, 2010). The outcome-based evaluation "uses person and organisation referenced outcomes to determine the current and desired person and program referenced outcomes and their use (program evaluation), the extent to which a program meets its goal and objectives (effectiveness evaluation), whether a program makes a difference compared to either no program or an alternative program (impact evaluation), or the equity, efficiency, or effectiveness of policy outcomes" (Wang, 2010).

The theoretical framework underpinning this study is the CIPP (Context, Input, Process, and Product) evaluation model. According to Fitzpatrick *et al.* (2004), the CIPP Model “is a management-oriented evaluation designed to provide valid and definitive information for decision makers in typical business-minded, managerial-type positions, while taking into account the different levels of decisions and decision makers”. It reflects the person who will be responsible for using the results of appraisal, the way they are going to be used, and to which parts of the system they will be useful (Fitzpatrick *et al.*, 2004). The CIPP makes sure that the procedures are refined and are premeditated for their use in the forecasting and execution stages. The CIPP evaluation Model has grown in reputation in current years (Fitzpatrick *et al.*, 2004).

As indicated in Figure 2.1 above, the model is comprised of four attributes, which are discussed below:

- i. Planning:** This is regarded as “the process that involves setting goals, objectives and deciding on the line of the actions” (Dessler, 2016). It establishes the relationship between actions and objectives. Planning helps managers to bridge the gap between present and future. Some call it thinking before doing (Dessler, 2016). Planning means coming up with goals and standards, drafting rules and procedures, and developing plans and forecasts (Dessler, 2016).
- ii. Evaluation:** This involves assessing the successes or failures for the purpose of improving their impact on communities. Evaluation involves making a decision on the merit or worth of something. This judgement is based on standards, which are either determined individually or collectively (Cappel and Hayen, 2004). The evaluation of skills development necessitates much preplanning and critical thinking (Farr *et al.*, 2017).
- iii. Monitoring:** According to Glasson (2017), monitoring of skills development refers to the observation and oversight of moderation actions at a project site, whereas reporting refers to the communication of the monitoring results to the relevant agency and to the public. Monitoring progresses towards intermediate objectives and permits employees to progress and move forward if a particular skill is grasped or decides what extra or changed practice material is desirable (Farr *et al.*, 2017).

- iv. **Development:** This refers to the activities which are usually undertaken by the organisation to develop the potential of individuals in order to further the goals of the enterprise and to match the capabilities, inclinations, and aspirations of individuals (Saunders, 2016).
- v. **Implementation:** This is evaluated through a variety of measuring methods, for example, interviews with service and product recipients in order to ascertain whether they were satisfied with delivery; studying the annual reports of the organisation, in order to identify whether the objectives of the institution were achieved; self-reporting by the stakeholders, in order to establish if, according to their viewpoint, the programmes in which they were involved had improved the quality of life for people, communities, and others (Van der Westhuizen, 2007).

2.3 THE NEED FOR SKILLS TRAINING AND DEVELOPMENT IN THE WORKPLACE

Badroodien (2005) noted that “historically South Africa’s education and training can be described as a low skills training regime, shaped largely by racial breakdown in the labour market, and social discrimination in the education system and society”. The labour market in South Africa had been previously formed by cultural issues, which determined the privileged primary market for white workers, in order to ensure that black, coloured, and Indian workers have been stuck in stable, secondary, labour market occupations (Badroodien, 2005). He stated that the involvement of these racial groups continued to be constrained by imbalances in access and resources until 1994. McGrath (2006) further indicates that the interest that is growing in a non-racial labour movement led to the main initiative of changing the skills development system in South Africa together with the lines seen currently (McGrath and Badroodien, 2006). However, the contemplating of changed skills development within the labour movement were secure at a macro-political level (McGrath & Badroodien, 2006). Mayer and Altman (2005) suggest that policies that bring about skills development vary greatly in regions and countries that are diverse because they are rooted in societal and traditional organisations. It is very important that they be distinguished with regard to the particular arrangements of economic advancement and improvement, which they strive to reinforce (Mayer and Altman, 2005). He indicated that in the South African economy, the most important issue regarding skills development is that the economy’s past developmental route has been unfavourable because of the engagement of employees who are not skilled and the partially skilled labour force. McGrath and Badroodien (2006) suggest that the transformed skills development be comprised of three mechanisms:

- a. **Levy Grant:** It suggested a levy grant system, which was intended to grow in the investing and in participating by the organisation in the teaching of their workforces.
- b. **SETA:** In connection with former preparations, a series of established sector education and training authorities (SETA) was recommended.
- c. **Learnerships:** A new notion of this learnerships was announced, which is regarded as the “central qualifications for the new system, which seeks to convert the way in which employers, providers and learners interact in South Africa” (McGrath and Badroodien, 2006).

According to Badroodien (2005) “failure in enterprise training delivered some difficulties to the established independent government after 1994, regarding a lot of people requiring training and work opportunities for those previously underprivileged” (Badroodien, 2005). Mayer and Altman (2005) argued that not only should there be support in terms of “skills development to redress unemployment, but the development of low and intermediate skills, were seen to be an essential element of a broader policy framework to nurture the growth of labour-intensive industries”. He also indicated that the economic, social, and educational institutions are rooted in ancient, traditional and also governmental contexts (Mayer and Altman, 2005). Therefore, there is still a tense and unstipulated relationship that exists between the aim of producing a present, the externally absorbed economy, and the importance of the decreasing lack of employment among employees who are not skilled and those who are partially skilled (Mayer and Altman, 2005). The previous depends on quick growth in the skills base so as to meet the burdens of a knowledge-intensive improvement route.

Skills development is a concept that will gain the researcher’s concentration in the succeeding chapter. Another concept which is of utmost importance in this study is the monitoring and evaluation processes.

2.4 LEGISLATION AFFECTING DEVELOPMENT AND TRAINING

Various legislations that are governing development and training exist. Legislation regulating the National Park is discussed below.

2.4.1 Sector Education and Training Authorities (SETA)

SETA, sector education and training authorities, are referred to as a “body that is established under the Skills Development Act, 97 of 1998 with the main purpose of contributing to the improvement of the skills in South Africa through achieving a more favourable balance between demand and supply

and by ensuring that education and training are taken into consideration” (Botha and Kiley; 2007). Sanparks has the responsibility of paying a levy to SETA. Sanparks also has a skills development facilitator (SDF) that is registered. The skills development facilitator’s purpose is to make sure that workplace learning needs, at the camps level, is consolidated. The South African national parks organise and compile the annual training report (ATR) as well as the work skills plan in order to indicate how one percentage of its payroll is spent on training and development.

According to Swanepoel and Erasmus (2014), the main function of SETA in organisations is their contribution to the training and development of talents of those who are unemployed, or those who want to be employed, in their departments. This is achieved through ensuring that people learn skills that are needed by their employers and communities (Botha and Kiley, 2007). According to Swanepoel *et al.* (2014), the revised functions of SETA include.

- “Developing the sector skills plan within the framework of the national skills development strategy.
- Implementing its sector skills plan by establishing learnership, approving workplace skills plans; allocating grants in the prescribed manner to employers, education and training providers and workers, and monitoring education and training in the sector.
- Promoting learnership by identifying workplaces for practical work experience, supporting the development of learning materials, improving the facilitation of learning, and assisting in the conclusion of learnership agreements (<http://www.Chieta.org.za>).
- Registering learnership agreements.
- Within a week from its establishment, apply to the South African Qualifications Authority for accreditation as a body contemplated in section 5(i) a(ii) bb and must within 18 months from the date of that application be so accredited.
- Collect and disburse the skills development levies in its sector.
- Liaise with the National Skills Authority on the national skills development policy, the national skills development strategy and its sector skills plan (Swanepoel *et al.*, 2014).
- Report to the Director-General on the implantation of its sector skills plan.
- Liaise with the employment services of the department and any education body established under any law regulating education in the republic to improve information-about employment opportunities, and between education and training providers and the labour market.
- Appoint staff necessary for the performance of functions.

- Perform any other duties imposed by this Act or consistent with the purposes of the Act.” (Swanepoel *et al.*, 2014).

2.4.2 Constitution of the Republic of SA (1996)

This piece of legislation is regarded as the one that surpasses all the laws that are in South Africa, it is the supreme law of the Republic; laws or manners that are unreliable with it are unenforceable, and the duties that are enforced by it must be satisfied (The Constitution of the Republic of South Africa no 108 of 1996). Section 195 of the Constitution instructs that public management must be administered by the democratic principles and values, such as good human resource management and career development. Section 195(h) of the Constitution supports the worth of taking full advantage of human potential (SA, 1996:111). This can be completed through the training and development of the South African National Parks employees.

2.4.3 Skills Development Levies Act 97 of 1999

According to the Skills Development Levies Act 97 of 1999 “every employer must pay a skills development levy” to the South African Revenue Services. The main aim of the Skills Development Levies Act 97 of 1999 is to deliver the obligation of a skills development levy, and for matters connected therewith (Skills Development Levies Act 97 of 1999). The Skills Development Levies Act (97 of 1999) is important to this study because it creates a compulsory levy scheme for funding education and training as envisioned in the act (Swanepoel *et al.*, 2014). The levy grant states that a levy grant system should aim to grow the investment and the contribution of organisations in the training of their workforce. South African National Parks has a work skills plan (WSP) in place and also has the annual training report (ATR) which provides that at least one percent of its total payroll is utilised on training and development. According to Amos (2016), employers are required to pay a levy for skills development so as to contribute to national skills development. He further stipulated that if employees undertake training the organisation can then claim this amount back from the relevant industry SETA (Amos, 2016).

According to Dessler (2011), the Skills Development Levies Act created a national training levies system, taxing 1% of payroll expenditure. Therefore, most organisations in South Africa are realising the importance of investing in training and development and are spending increasing amounts on their human resources development functions. According to Swanepoel *et al.* (2014), employers are required to register with SARS to pay the levy monthly and they should also indicate the SETA to

which they belong. According to Amos (2016) “the amount of money that an employer can reclaim will depend on the steps taken by the employer in the workplace”. It will depend on whether the employer that has hired the Skills Development Facilitator has done and given a workplace skills plan to the applicable SETA and also submitted an annual training report based on the workplace skills plan that has been approved (Amos, 2016).

2.4.4 Skills Development Act 97 of 1998

According to Prinsloo and Lategun (2005), the main aim of assessing skills development is to “equip South Africa with the skills to succeed in the global market and to offer opportunities to individuals and communities for self-advancement and enable them to play a productive role in society”.

According to Boxall and Purcell (2011) “learnership is defined as the process whereby individuals acquire knowledge, skills and attitudes through experience, reflection, study or instruction”. Badroodien (2005) stated that the “development of learnerships and skills training programmes are the means whereby skills training levels are to be upgraded in South Africa.” He is of the opinion that, through the development of learnerships, government is expecting to increase enterprise training in South Africa. Therefore, these learnerships in organisations are taken as a significant tool with which to increase the quality of education and training. Badroodien (2005) suggested that “learnerships are meant to increase the opportunities of learners, either by safeguarding their engagement in official jobs, or creating the basis for self-employment through relevant skills development and entrepreneurial training”.

The Skills Development Act of 1998, stated that the “purpose of learnerships, is aimed at providing workplace learning in a more planned and methodical form, in such a way that learning that is formalised is provided by an accredited education and training provider” (Section (17)(2)) .The Act stated that “learnerships seek to link structured learning to multiple sites of work experience, which indicated that the agreements in learnership need to be drawn up between the employer, the education and training provider and the learner, to specify the conditions of employment and practical work experience, and when and where learners will be given an opportunity to attend training classes, and lastly the training and practical work experience must then culminate in a nationally recognised qualification” (Badroodien, 2005).

According to Kraak (2008) the “Skills Development Act of 1998 tried to overcome all the difficulties connected with the old apartheid training regime”. The Act further “proposed a very aspiring new framework, through the establishment of a new institutional regime with strong links, which are forged between learners, employers and government, and the new intermediary training bodies” (Kraak, 2008).

The purpose of the Skills Development Act (Act 97 of 1998) is as follows:

- “To improve the knowledge, skills and attitudes of South Africans in their workplace: Swanepoel, et al. (2003) maintain that this purpose is possible, because the Skills Development Act (Act 97 of 1998) affords a skills development strategy, which is flexible, accessible, decentralised, demand-led and based particularly on the differences between the public and private sectors”.
- “To increase the levels of investment in education and training: South Africans are empowered in this regard, where individuals gain personal progress, so that in the end, society in general, is well developed “(Nel *et al.*, 2007).
- “To use the workplace as an active learning environment and to provide employees with opportunities to acquire new skills: employees and/or the unemployed are afforded prospects to participate in lifelong learning programmes available in their communities (Swanepoel *et al.*, 2003)”.
- “To give new entrants opportunities into the labour market, in order to enable them to gain work experience: this aspect was noted by Swanepoel, et al. (2003) who said that persons of working age, who are not out of work, should obtain nationally recognised qualifications indicating work readiness. The legislation under review, therefore, was established in order to cater for people who were already employed, as well as those without work. The new employees have access to the opportunity to learn and develop knowledge, skills and attitudes, which are relevant to the workplace, in this regard” (Swanepoel *et al.*, 2003).
- “To employ persons who find it hard to be employed: unemployed persons who are involved in the skills development programmes, obtain certification and accreditations, which enable them to enter the place of work. The Skills Development Act, 1998 (Act 97 of 1998) ensures that people are educated and trained in areas, which are required by their relevant workplaces”.
- “To motivate workers to take part in leadership and other training programmes: in this analysis therefore, people who contribute in education and training programmes have the advantage of gaining the necessary prerequisites, which are needed in the real workplace. These individuals

gain leadership skills, which are necessary to drive both organisational and societal development”. (Nel *et al.*, 2007)

- “To expand the employment forecasts of persons who were disadvantaged by unfair discrimination in the past and to redress those disadvantages through training and education: the previously disadvantaged individuals (PDI’s) are defined as the poor who were historically disadvantaged, namely; people of black colour, women, the disabled and the other minority groups, who were not included in the past South African dispensation”. (Nel *et al.*, 2007)
- “To make certain the quality of education and training for the engaged workplace: enhanced individual growth and organisational performance, services and products’ provision to communities was ascertained through educational and training opportunities available to people within society” (Nel *et al.*, 2007).

The concept of skills development will be explained in full in the next section as it is relevant and important for training in any public service, including Sanparks.

2.5 SKILLS DEVELOPMENT

Skills development is defined as the “process of building the capacity of individuals to be able to do things and perform tasks in a specified standard” (Masilela, 2012). It is further referred to as the best personal and professional improvement of each employee (Masilela, 2012).

South Africans, especially blacks, were denied an opportunity to improve their socio-economic status during the apartheid dispensation. The ANC-led government aims to reverse this through the education and training opportunities that are available to people at their place of work. People can now improve the skills relevant to their respective occupations (Hayes, 2012).

Carnall (2013) notes “that to change successfully demands a particular set of skills. These skills are what the labour sector lacks. When people are engaged in their routine jobs, they need to be able to communicate, offer leadership, work with teams, confront, negotiate, motivate and manage relationships with others effectively.” Hayes (2012) indicates that skills development is, therefore, a process intended to empower people through education and training.

According to Anand and Nicholson (2004), managing change effectively and bringing real profit to the business are vital skills for all decision-makers and workers. The Skills Development Act (1998)

and the Skills Development Levies Act (1999) were introduced to ensure the development of skills in the workplace. These legislations opened opportunities for organisations to run their own adult learning centres away from those introduced by the state. The legislation called for the introduction of private adult learning centres at the workplace (Skills Development Act, 97 of 1998). These entities are privately owned and have an opportunity to conduct adult education and training programmes on behalf of privately-owned organisations, state enterprises and public institutions. These enterprises render effective and efficient education and training programmes, yet they are not considered, unless they register their businesses with government institutions (Hayes, 2012).

The skills development programmes are aimed at empowering people through education and training. People are in a position to obtain education and training, whilst also working. The main goals of the Skills Development Strategy nationally are the following:

- “To improve a culture of high quality, lifelong learning”.
- “To foster skills development in the formal economy for productivity and employability”.
- “To encourage and support skills development in small businesses”.
- “To help skills development for employment and sustainable livelihoods through social development initiatives”.
- “To help new entrants into employment” (Department of Labour, 2001 - 2005).

The importance of Skills development will be discussed below.

2.5.1 The Skills development importance

The Skills Development Act (97 of 1998) stipulates that opportunities should be provided by employers to employees so that they can obtain skills and use the work environment as a place that is constantly used for learning. If employees can use learnerships, their qualifications can be improved so as to allow them to be flexible and permits movement in their careers. Different kinds of training is implemented based on the needs of the organisation and designated SETA. Skills development is the method of improving employees’ proficiencies that they use in their working environment. There are some causes why skills should be established and Amos (2016) mentions the following:

- “To improve employee performance: In most cases employees who perform poorly have shortage in skills, these employees are the ones that should be afforded skills training. Training cannot be a solution to all challenges of poor performance, but sound training and development can assist in reducing such problems”.

- “Skills of employees need to be updated: it is important to update the skills of the employees to avoid poor service delivery because technology is continuously changing”.
- “Newly appointed employees need to be oriented: newly promoted employees do not have the required skills or abilities to meet the needs of the new position in their organisation”.
- “To prepare managers with changing technology: The social environment affects the way managers perform their jobs, as well as their professional and technical expertise”.
- “To satisfy personal growth: Training and development will assist in ensuring professional development and organisational effectiveness and increased personal growth for all employees” (Amos, 2016).
- “Solve organisational challenges: Training and development is essential to solve problems in the organisation such as absenteeism, low productivity, high employee turnover, disputes and poor service delivery”.
- “Stimulate employability and sustainable livelihoods: Skills development initiatives encourage the placement of individuals in employment, thereby it decreases issues such as poverty and crime”.
- “Promote and accelerate employment equity. To address inequalities and the equity profile of the South African workplace, skills development legislation makes provision for the development of certain groups”. (Amos, 2016)

In the following paragraphs training and development, as well as their benefits, will be discussed as they are essential to skills development.

2.5.2 Training and development

According to Saifalislam *et al.* (2014) “training and development is regarded as a very important aspect of human resources management”. Training and development take many forms because in most organisations they can have a great bearing on productivity, performance and levels of commitment among staff (Bhatia, 2014). Days are gone when training was done for the sake of giving information only, employees are supposed to do their jobs well and achieve their goals (Bhatia,2014).

Udeda-Garcia *et al.* (2014), suggest that, in order to ensure that training is effective, it is supposed to be combined into the strategic planning of the business. The reinforcement of training and development becomes an indicator of the relative significance that training has in the organisation

(Ubeda-Garcia *et al.*, 2014). This “symbolises that investing on training will be valuable for those who are already a part and for the organisation itself” (Bhatia, 2014). Saiflislam *et al.* (2014) are of the opinion that the way that organisations perform may profit in various ways from training and development. Therefore, in order to improve the performance, knowledge, or skills of the trainee, training should aim to impart information and instructions (Saiflislam *et al.*, 2014). Whereas, development is referred to as “activities that support individuals to attain new knowledge or skills that are necessary for their personal growth”. According to Bhatia (2014), training “brings about continuous improvement in the quality of work performed, it would equip them with necessary knowledge, skills, abilities, and attitude to perform their jobs”.

Saifalislam *et al.* (2014) indicate that the programs of “training and development help trainees to pay attention to the skills, attitudes, and knowledge that are essential to attain goals and also produce competitive advantages for an organisation”. According to Bhatia (2014), organisations in both sectors are in agreement that training and development is very crucial to the advancement of the business. Saiflislam *et al.* (2014) also establish that training has a great bearing on the way the organisations perform. This implies that “training and development could influence the performance of the organisation because the skills, knowledge, and abilities of employees could be continuously improved” (Subramaniam *et al.*, 2011). Al-Qudah *et al.* (2014) state that the relationship between training and development and also the performance of the organisation exists. Therefore, investing in training and development could bring about vast benefits for an organisation (Blair and Sisakhti, 2007). Training can have a positive effect on productivity and both employees and employers can receive mutual benefits from it (Blair and Sisakhti, 2007). Training ponders on permitting an employee to complete his current job successfully and the evaluation is conducted to monitor whether it contributes to existing strategic goals or not (Bhatia, 2014).

2.5.2.1 Training

Training is defined as an “endeavour to modify or change the knowledge, skills, and behaviour of employees in such a way that organisational objectives are achieved” (Amos, 2016). According to Dessler (2011), “training means giving new or present employees the skills that are needed to perform their jobs”. Carbery (2013) states that training is the method of obtaining the knowledge, skills, and attitudes that is necessary to perform the role of the organisation effectively.

According to Wilton (2011), training can be further explained as a “planned and systematic adjustment of behaviour through learning events, programmes, and instructions that empower individuals to reach the levels of knowledge, skills, and competence that is needed to carry out their work effectively” (Wilton, 2011). According to Simons (2011) “the programmes of training increase the employee’s skills which then increases employee productivity and decreases job dissatisfaction that results in employee turnover”. If the organisation trains and develops the staff internally the “cost and danger of selecting, hiring, and internalising people from external labour markets will be reduced, which again increases employee productivity and lowers the turnover in the organisation” (Simons, 2011). Wilton (2011) states that organisations that “systematically train and develop its employees promote them in a way that their value in the market develops more favourably than in other firms so this increases the productivity of the employees, their commitment and lowers turnover”.

The main advantage of training is that performance is enhanced in a particular activity through specific interventions (Swanepoel *et al.*, 2014). Training is relevant to work activities and to people engaging in work in organisations. Swanepoel *et al* (2014) further indicates that the main aim of training employees is when the employee’s capabilities have been improved; for example, skills, knowledge, and attitude, so that they will be able to achieve their current work activities and tasks according to standards that have been set and at an improved level of performance (Swanepoel *et al.*, 2014).

2.5.2.2 Development

Development is described as a “longer-term organisation focused process that creates learning opportunities, thus making learning and continuous improvement possible within the organisation” (Amos; 2016). Development contains the process of training and education and pays attention to the individual’s development and his/her organisation through learning. According to Wilton (2011), “development is the process of individual, organisational transformation, enhancement, and improvement with the objective of recognising potential, often via learning experiences”. Therefore, if development is considered at the growth of recognition of the ability of a person and the prospective over providing knowledge and experiences in education, it is quite clear that this can take forms in different ways besides the training that is formal.

2.5.2.3 Benefits of training and development

According to Wilton (2011), training and development benefits can be better understood from three different levels, namely the individual, organisational, and societal point of view. The first benefit, which is the individual point of view, “training and development include the acquirement of new or restructured skills and knowledge, enhanced employability, greater value to the firm, improved job security and possible increases in incentive” (Swanepoel *et al.*, 2014). At society’s level and national economy, besides the difficulty in evaluating the “impact of learning on economic competitiveness, governments regularly emphasize the importance of education and training for both social and economic well-being” (Wilton, 2011). Amos (2016) states that from an “organisation’s point of view the benefits of learning, training and development might include a range of positive outcomes such as improved quality of employed labour, reduced labour turnover, the reinforcement of the culture of the organisation, enhanced employee commitment, the facilitation of change, increased skills, flexibility and better standing as an employer to potential employees” (Wilton, 2011). According to Swanepoel *et al.* (2014), in the organisational context, training refers to improving interventions aimed at enhancing the performance of existing work activities or tasks.

Some of the benefits of training and development are:

- The employee’s ability to accomplish his or her task at the set standard is increased.
- The performance of the employee is improved and productivity as employees are capable of working faster and proficiently.
- The turnover of employees goes down and enthusiasm is increased - staff often decide to resign from the organisation as a result of poor management or supervision. This problem can be alleviated by management and supervisory training and development.
- The need to dismiss workers because of incapacity will decrease.
- Costs will be reduced, which will result from less wastage.
- Minimised supervision is needed as employees can complete their tasks on their own and experience motivation.
- Breakage of equipment will be decreased because employees are able to follow instructions.
- The good approaches “are fostered-employees feel competent and good about themselves and their jobs” (Amos, 2016).
- Lower probability of industrial accidents.

- “In some cases, well developed employees will start to find ways not just to complete their jobs to a satisfactory standard but may even exceed expectations by fulfilling their potential” (Amos, 2016).
- “Benefits to employees themselves –people have a need for personal development: they are more motivated when they feel that their knowledge and skills are continuously improving” (Amos, 2016).
- “Increased customer satisfaction-customer receive higher-quality goods and service” (Amos, 2016).

2.6 MONITORING AND EVALUATION

Figure 2.2 below illustrates learning, monitoring and evaluation.

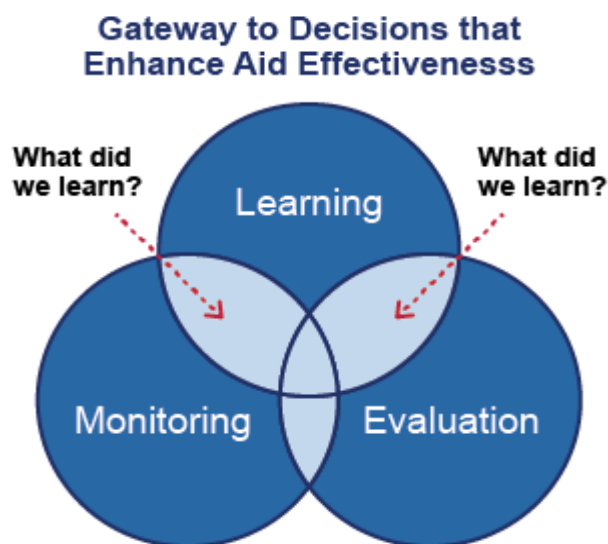


Figure 2.2 Source <https://www.evalcommunity.com>

2.6.1 Learning

According to Carbery (2013), learning refers to “activities that are provided by the organisation to increase the competence of employees, develop greater self-awareness and insight, and contribute to the individual, team and organisational effectiveness” (Carbery, 2013). According to Swanepoel *et al.* (2014), in an organisational context “employee education refers to interventions in which employers are part of assisting with the preparation of employees for different future roles or challenges related to the work environment” (Swanepoel *et al.*, 2014). There is a challenge when it comes to separating learning and development activities from the line managers and the individuals doing the job. After learning, the step that needs to be considered is monitoring.

2.6.2 Monitoring

Monitoring is defined as “a concept that is closely related to evaluation and it means constant visitation to programme sites and the checking of its processes and records” (Saunders, 2016). Monitoring is regarded as a “subset of an evaluation and is guided by its theoretical and practice conventions” (Markiewics, 2016). The organisations or governmental departments must develop the standard operating procedures which can be utilised as measuring instruments for the programmes (Peters, 2016).

2.6.3 Importance of monitoring

According to Carbery and Cross (2013), “training and development activities are regarded as a very important component of organisational effectiveness”. Most organisations across the world are in competition in the global economy. They progressively focus on achieving “competitive advantage through the knowledge, skills, and attitudes of their employees” (Carbery, 2013). An employee’s capability to obtain and practise information that is new, gain fresh skills, and adjust successfully to new certainties are significant and crucial to the continuous accomplishment of an organisation (Carbery, 2013).

Monitoring is linked to skills development. According to Saunders (2016), monitoring can serve a number of important purposes in programme evaluation, namely:

- Fine tuning or keeping a program on track during active implementation.
- Determining whether or not the program took place at all and then if it did take place, determining the extent to which it did and whether or not it was operationalised in a manner that is consistent with the underlying theory and philosophy.
- Monitoring is very essential to skills development because it examines what happened in the program to better understand and interpret study outcomes using qualitative or quantitative statistical methods (Saunders, 2016).
- It measures inevitable variability in implementation across settings, examining factors related to variability in the implementation across settings, and examining effects of variable implementation on outcomes.
- It tests the mechanisms through which the program is hypothesised to work by testing the program theory.

- Creates a detailed and rich program description that includes what actually happened in the program, who participated in the program, what staff did and how participants reacted and documenting unintended and unexpected effects of an intervention.
- Monitoring is essential to skills development because it distinguishes between theory failure and the implementation failure evaluation (Saunders, 2016).
- Providing information to inform future planning (Saunders, 2016).

Therefore, it has been indicated that the implementation of the monitoring approach is applicable directly to the interventions that occur or proceed in organisational settings where people come together to live, to work, to learn, and to play and are concentrating on the rules and norms specific to that organisation or setting (Saunders, 2016). The interventions are designed for, and delivered in, organisational settings, in part because these settings are convenient locations to reach defined groups of people.

2.6.4 Evaluation

The definition of evaluation is best known as the “process of delineating, obtaining, and providing information which is relevant to decision makers to service the decision needs inherent in program development” (Black, 2017). According to Markiewics (2016) “evaluation is seen as the overall discipline and endeavour that provides the point of reference for monitoring and evaluation framework”. Development is best served by doing evaluations. Evaluation is an “assessment meant to inform programme managers, if their respective projects or organisational activities, are indeed achieving the goals they were intended to achieve” (Saunders, 2016). According to Carbery and Cross (2013), evaluation is a key feature of the systematic model and is also considered an important part of strategic human resource development. According to Dessler (2011), “it is very important that managers evaluate the training programmes with emphasis on evidence-based management and measuring results. There is a lot of things that can be used to measure the reaction of the participants to the programme; what has been learned from the programme by the trainees and to what extent their on –the-job behaviour or results changed as a result of the programme” (Saunders, 2016). According to Dessler (2011), there are important issues that need to be taken into consideration when training programmes are evaluated, namely how the evaluation study has been designed and whether to use controlled experimentation and what should be measured.

a. Designing the study

Dessler (2011) states that in evaluating the training programme, the first question to ask is how can we be certain if the training caused the results? The time series design is one option. “A succession of processes before and after the training programme should be occupied” (Dessler, 2011). By doing this it can offer a primary appraisal on the programme’s effectiveness.

Dessler (2011) states that an “organised experiment can use both a training group and a control group that has not received any training at all”. For example, data of quantity or value of service are acquired both before and after the group is introduced to training, before and after a corresponding work period in the well organised group. Therefore, the controlled method is achievable but in terms of present practice not many organisations use it. Most simply measure the reactions of the apprentices to the programmes, some also measure the performance of trainees on the job before the training and after (Carbery *et al.*, 2013).

b. Training effects to measure

According to Carbery *et al.* (2013), “the basic categories of training outcomes can be measured through: reaction, learning, behaviour, results.”

Reaction: This basically involves the evaluation of the reaction of trainees to the programme. Did they like the programme, did they think it was worthwhile? Reaction centres on the range of topics that are meaningful, for example the content, the structure and format of the programme, techniques that are used as an instruction, capabilities and the instructor’s style, the education setting qualities, the amount to which training goals were attained, and expansion of a place. An evaluation questionnaire must be immediately completed by learners after the learning programme (Carbery *et al.*, 2013).

Learning: This is the evaluation type that is concerned with whether the skills taught, the facts and principles, have been understood and absorbed by the trainees. When the skill is taught, the demonstration in the classroom by those who are learning will provide a signal if learners are gaining and how much learning is happening. Once the teaching of principles and facts have taken place, the written tests can then be used. Learners must be examined before the programme and after in order to get a true reflection of the learned staff (Carbery *et al.*, 2013).

Behaviour: This asks if the job behaviour of trainees has changed because of the training programmes. According to Dessler (2011), this type of evaluation pays special attention to the type of change in job performance of the trainee. These guidelines can be followed:

- “An appraisal for on-the-job performance that is systematic before and after the training”.
- “Statistical analysis must be done to compare performance before and after” (Dessler, 2011).

Appraisal (Post-training) is supposed to be made after some months or one month so that the people who are learning can be afforded a chance to exercise what they have been taught (Carbery, 2013).

Results: This focuses on the achievement in terms of the training objectives. The results should be evaluated by assessing the outcome of training on the accomplishment of the goals of the employer. This evaluation’s type focuses on assessing the changes in variables such as the decrease in turnover, the costs that has been reduced, enhanced effectiveness, and the grievances that has been reduced and increase in quantity and quality production. Thus, “the challenges with assessing results is determining whether the changes came as the results of training or other factors of great influence” (Dessler, 2011).

In a nutshell all these evaluation types, which are reactions, learning and behaviour, are key but if the training programme does not bring measurable results then it has not reached its goals (Dessler, 2011). According to Carbery *et al.* (2013), evaluation is essential to skills development because the evaluation of training and development seeks to answer the following questions:

- “How effectively did the organisation undertake the learning needs analysis”?
- “Where the training and development strategies and methods effective in addressing the identified learning need”?
- “Did learners enjoy the learning intervention, and did they perceive it as relevant to their current or future roles”?
- “What did participants learn as a result of participation in the learning intervention”?
- “What changes in work performance can be attributed to the learning intervention”?
- “To what extent has the learning intervention contributed to the achievement of organisational objectives”? (Carbery *et al.*, 2013).

All the above questions should be asked in each and every evaluation process in order to meet five important purposes (Carbery *et al.*, 2013):

- “Prove that the learning and development investment added value to the organisation and to understand whether the learning intervention worked and achieved what it was supposed to achieve” (Carbery *et al.*, 2013).
- “Investment in training and development can lead to performance improvements for individuals and organisations, so the most important task of evaluation is to prove these outcomes”.
- “Control learning and development activities to ensure they are of an appropriate standard, delivered within budget and fit in with organisational priorities”.
- “Improve the quality of training and development activities.”
- “Reinforce the learning that took place during the learning intervention” (Carbery *et al.*, 2013).

2.6.5 Types of evaluation process

2.6.5.1. Formative Evaluation

A formative evaluation or a developmental evaluation approach may be useful for developing innovations. Process evaluation may be useful for monitoring, adoption, implementation, and sustainability; and impact/outcome or summative evaluation is most useful in a mature program that has been well implemented (Saunders, 2016). In a process evaluation, the evaluation members of the planning team examine the progress made during the program’s implementation. Implementation is the process through which an innovation is assimilated into an organisation. According to Saunders (2016), process evaluation is a broad term that encompasses methods employed.

2.6.5.2 Summative Evaluation:

According to Saunders (2016), summative or effectiveness evaluation occurs when the evaluation members of the planning team assess the extent to which the project achieved its objectives or attained its desired outcomes or impact. With this type of evaluation, data is often collected at the beginning and end of the project to determine what effect, if any, the program had on key indicators. Data analysis typically occurs after the project has been completed to determine whether it achieved its objectives.

Implementation is evaluated through a variety of measuring methods, such as; interviews with service and product recipients in order to ascertain whether they are satisfied with the delivery; studying the

annual reports of an organisation in order to identify if the objectives of the institution were achieved; self-reporting by the stakeholders, in order to determine, according to their view, whether the programmes in which they are involved, the quality of life of the people are enriched, communities and others (Saunders, 2016).

Programme evaluation is meant to measure the decline or the increase of certain community factors, with the intention of informing managers whether programmes are to continue or are to be discontinued. Van der Westhuizen (2007) is of the “opinion that when we must evaluate the worth or the success of anything, it is important that we have something to compare it against, such as a norm, a standard or even a specification”. Evaluation has already been defined as a process of measuring the effectiveness and efficiency, and/or the impact, of an intervention or a programme on the lives of people or communities. The evaluation process informs the programme manager if their programmes are achieving what they were intended to, and if they must continue (Van der Westhuizen, 2007).

When the processes of an institution are evaluated, we want to know if its officials are performing and providing their efforts and commitment as expected. This is called an organisational evaluation, which is achieved through the utilisation of evaluation instruments called performance management systems. Another evaluative level is called functional performance, which is invited in order to measure the entire functions of the institution (Markiewicz and Patrick, 2016).

2.7 MONITORING AND EVALUATION (M AND E)

Figure 2.3 below illustrates the results-based monitoring and evaluation.

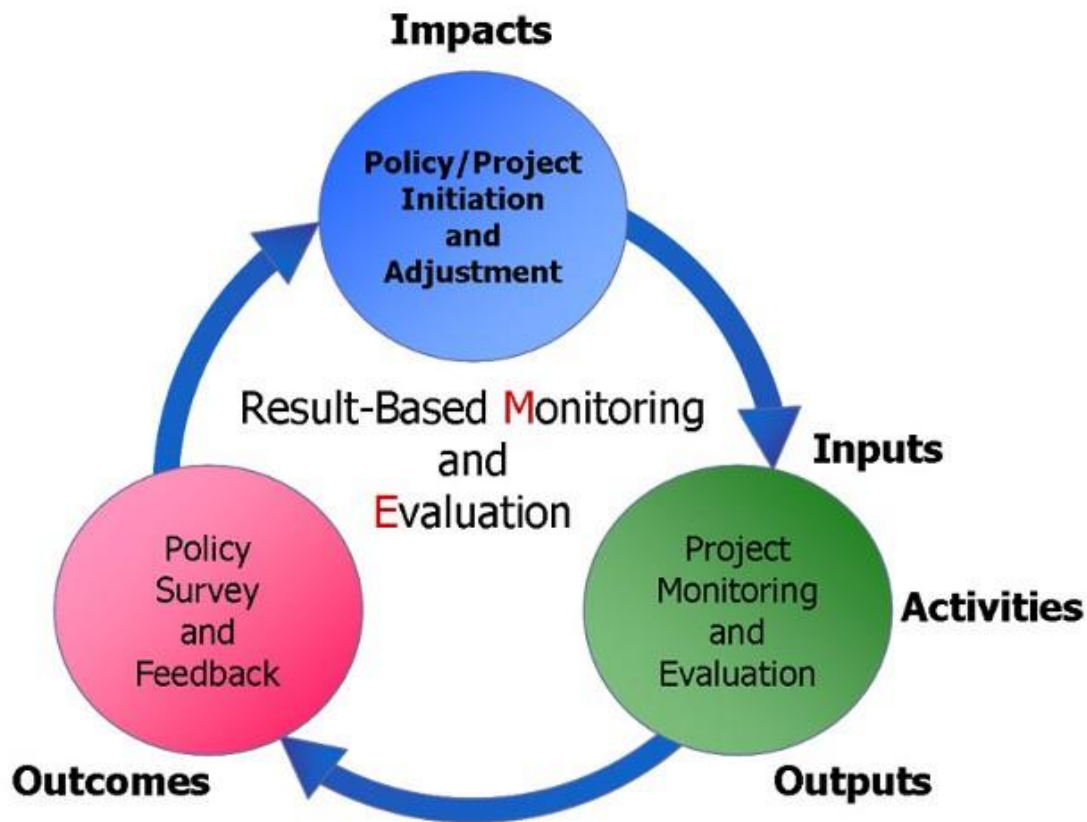


Figure 2.3

Source (<https://pcdnetwork.org/events>)

In this study, both the monitoring and evaluation of the skills development programmes within Sanparks will be considered and addressed in more detail.

Monitoring and evaluation play a major role in that they are crucial in understanding the results of skills development programmes. Monitoring and evaluation are concerned with judgement, measurement, and analysis, which are critical in terms of ensuring that the skills development programmes are indeed moving towards, and are accomplishing, the respective goal. (Markiewicz and Patrick, 2016). According to Markiewicz and Patrick (2016), “a monitoring and evaluation framework is both a planning process and a written product that is designed to provide guidance to the conduct of monitoring and evaluation functions over the life span of a program or other initiative”.

According to Kettner (2017), the system of monitoring is a means of maintaining record and following up on what the employee is doing. A monitoring system's main aim should be to make sure that each minimum standard that is required for placement, in terms of employees assignment, are achieved (Kettner, 2017). The placement minimum standards should be determined at an early stage so that the corrective measures can be taken if needed (Kettner, 2017). Whereas, on the other hand, evaluation systems are designed to learn if the employees are performing well (Kettner, 2017). Farr and Brown (2017) state that observing progress concerning goals permits employees to move forward when a skill has been grasped or different practice material is needed.

Monitoring and evaluation are not only intended to measure the material elements of the programmes, but are aimed at measuring the non-material effects, such as the will to participate in those programmes (Vasoo, 2006). Monitoring and evaluation should be concentrated on the programme's organisational and implementation structure and should be continuously done. According to Vasoo (2006), monitoring indicates whether the objectives of a programme were accordingly achieved, whereas evaluation, on the other hand, maintains a systematic analysis of the programme for its sole improvement. Monitoring and evaluation should provide the staff with information to measure whether their skills development programmes are attaining the goals and objectives they will utilise, in order to plan and implement, and also to make any necessary adjustments (Glasson, 2017).

2.7.1 The importance of monitoring and evaluation

According to Biech (2015), the performance management stresses "that feedback on performance should be provided on an on-going basis, not confined only to periodic performance appraisals". This implies the need for regular, informal communications between appraisers and the appraisees, with managers who are developing and making use of coaching and counselling skills. Therefore, appraisal is a continuous process with a periodic interview to see patterns and trends and alter directions (Biech, 2015). Another reason for monitoring is to ensure that development is effective, or indeed to check that plans are actually carried out (Saunders, 2016).

Monitoring and evaluation are an important stage in the cycle of training and development and organisations often neglect them (Foot and Hook, 2011). He further indicates that if training and development evaluation has not been carried out then the organisation will not know as to whether it has been enjoyed or been successful, or even whether the objectives of training and development have

been achieved, so it will be a waste of money and resources on events that were not very effective and which did not help the organisation meet its strategic objectives (Foot and Hook, 2011).

The section below will focus on the challenges of training and development of skills in the workplace.

2.8 CHALLENGES TO TRAINING AND SKILLS DEVELOPMENT IN THE WORKPLACE:

According to Kraak (2005), “the lack of skills and low skills bring about reduction of growth and low employment for South Africa, and more especially, the bias towards capital and skills intensity in the transfer growth sectors, which has resulted and contributed to a rise in unemployment in South Africa”. Paterson (2005) is of the view that even if skill levels in government are of excessive significance to our country, as a state that is undergoing development, the information about training that takes place in government formations is not readily available.

Paterson (2005), is of the opinion that in assessing skills development through monitoring and evaluation, there are still difficulties when it comes to obtaining information, which is both valid and reliable concerning training, which in both the public and private sectors has been experienced. Kruss (2004) indicates that the completion of different degrees or diplomas denotes the end point of formal education and training, after which it is automatically assumed that people who have graduated will proceed immediately after they are qualified to the work environment and to a job. He further suggests that work experience is the most important thing and occupational specialisation is the sanctuary and domain of employers in the labour market (Kruss, 2004). Employers are required to provide training and develop the skills of employees. This development is crucial to the employee’s development to be able to effectively perform the job he or she has been employed to do. Without such training and skills development, the employee will not be able to carry out their duties efficiently thereby impacting on the production and profit of the employer and eventually impacting negatively on the economy as a whole. Thus, providing of training and skills development are important to both the employer and economy.

However according to Badroodien (2005) there are numerous factors, which have made a constrain on the development of training for private sector in South Africa, these include: “absence of commitment to training among many employers; employers felt that if employees are trained this means that less production would happen; if there is no awareness among employers of how employees will benefit from the training it will make them reluctant to send workers for training;

employers had difficulties in identifying the real training needs in their companies; when employers make evaluations on training, they often thought it had been ineffectual, because they disorganised training and its benefits with issues related to poor management, supervision and planning; the probability of coaching trained workers from other companies made some employers hesitant to train their own workers; and in many organisations, the human resources development was a low priority and often not taken seriously” (Badroodien, 2005). Skills development encounters many challenges in organisations, and some of the challenges will be discussed below.

2.8.1 Challenges of skills development within the workplace

Development of skills and maintenance challenges are created by a lot of factors within organisations, challenges include changes in the skills that is required, complexity in skills, absence of resident experience, the workforce that is changing and absence of standardisation in skill scarcity. The below paragraph will discuss the factors.

2.8.1.1 Constant changes in required skill

According to Blair and Sisakhti (2007), the “settings and the work environment are changing at a rapid pace and there are various factors that result in these changes like the continuous change in the need for the clients’ wishes and requirements, equipment, tools, practices that is changing and processes and changes in general work environment”. Employees are encouraged to advance their skills endlessly so that they will be able to reply to the requests that are imposed by a work environment that is ever changing (Blair and Sisakhti, 2007).

2.8.1.2 Changing workforce

Most employees normally remain in organisations or companies for a short period of time. This creates problems because employees that the organisation has invested in might be employed elsewhere and terminate their contract with the organisations with enormous experience and knowledge. The “organisation will then give chances for acquiring new knowledge that will assist the temporal labour force to learn the new work in order to contribute quickly” (Blair and Sisakhti, 2007). Sometimes, people who have just entered the labour market should be “provided with opportunities in order to empower them with proficiencies and to distribute their knowledge within the organisation” (Blair and Sisakhti, 2007).

2.8.1.3 Lack of resident expertise

Partnership relations and building the dimension into the organisation alliance are largely needed. A lot of departments need a lot of knowledge to finish the work and there is a necessity to equip employees within the organisation. Therefore, organisations must create a partnership in order to give services that are complex (Blair and Sisakhti, 2007).

2.8.1.4 Skills complexity

The cause of skill complexity is the “huge number of required skill and knowledge domains, which is the range of the necessary skill and knowledge and the need for incorporating a large number of varied skills and knowledge areas” (Blair and Sisakhti, 2007). The employees and managers, “should possess a set of skills that are difficult to understand to be capable of finishing the responsibilities as the organisation has expectation for them to finish” (Blair and Sisakhti, 2007).

A huge set of dissimilar and well–incorporated skill and information areas contribute effectively to the achievement of the organisation is needed by employees. Thus, skills development “practices that is traditional may create challenges when aiming to achieve complex skills and knowledge” (Blair and Sisakhti, 2007). Blair and Sisakhti (2007), indicate that the “diversity of the required skill and knowledge require diversity in the methods that will be used to facilitate skills acquisition and maintenance”. For example, “ex-trainers might be expected to use various methods to develop expertise in specialized areas. Some skills development efforts might need hands-on approaches, and some might require cognitive and others didactic approaches, depending on various skills requirements” (Blair and Sisakhti, 2007).

The problem of “skills complexity is because of a huge number of required skills, diversity of those skills and the need to combine such skills to a large number of the skills and knowledge areas. The integration of the required skills demands learning and development opportunities that are uninterrupted, which are more fundamental than those that are event driven” (Blair and Sisakhti, 2007). Therefore, the continuous systematic learning and development prospects can meet this challenge (Blair and Sisakhti, 2007).

2.8.1.5 Lack of uniformity in skill deficiency

The nature of necessary skills that are changing has made large-scale, uniform training less practical. The opportunities for learning need to be designed with the needs of the individual learner (Blair and Sisakhti, 2007). The learning and development of “each employee is distinctive and skill development requirement also differ depending on their experiences, prior knowledge and the way they the

information is processed” (Blair and Sisakhti, 2007). In order for diversity in skill deficiencies to be accommodated among employees, learning should be self-paced, available on demand, and at a location that is convenient”. Organisations should “provide opportunities for coaching, monitoring, and cognitive apprenticeship to assist learners overcome unique skill deficiencies” (Blair and Sisakhti, 2007).

McGrath and Paterson (2008) “indicated that access to training is still not offered equally because some of the sectors appear to concentrate their training expenditure only on a part of their workforce rather than focusing on upskilling everyone”. Anchoarena and Nozana (2004) state that vocational skills development is a key instrument to facilitate social and economic integration of omitted groups, which responds to the needs of learning of young people and adults.

2.9 CONCLUSION

The focus of this chapter was mainly on explaining and also giving a broad overview of the concepts that are related to training and development as well as the monitoring and evaluation of skills development. The “content in this chapter clarifies that the purpose of training is development, which focuses on confirming that employees are competent to do their job in order to achieve the goals of the organisation”. The significance of skills development was addressed together with the challenges that most organisations are confronted with in regard to skills development.

A number of studies showed concern that access to training was still inadequate as some sectors appear to focus their training expenditure on only part of their workforce, rather than concentrating on upskilling everyone. However, the new training system is said to have promoted a preference for training Africans, and as such, a shift in access to training is said to be predominantly situated in larger enterprises. Therefore, both managers and frontline employees regard training and development in the service industry in South Africa as important in addressing the skills gap and developing the capacity to meet competitive demands (Frank *et al.*, 2012).

However, most workers in South Africa “that are unskilled are blacks and employed Africans, both men and women, tend to be determined in lower income levels” (Frank *et al.*, 2012). Thus the, “black access to trade and skilled work was legislatively forbidden by job arrangement in favour of white employees” (Frank *et al.*, 2012) Similarly, in South Africa, “a developing economy, skilled jobs are mounting, and unskilled jobs are lessening. It is also deduced that more skilled employees have been

engaged into service industries, which are caused by a structural shift from the primary sector to growth in service”.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The design strategy underpinning the study is described in this section. The research methodology, sampling methodology and techniques, data collection methods, and instruments employed in the research are presented. This chapter also describes the study area and population, as well as the approach taken to analyse the data obtained. Issues of ethical consideration and limitations of the study is also included.

3.2 RESEARCH DESIGN

A definition of a research design is “list which includes all the items that need to be spoken about in a single research assignment” (Kennedy and Edmonds, 2013). Items could include the people, the sampling method and selection, the data collection methods, and the analysis of data methods. De Vaus (2001) is of the view that the research design’s function is to confirm that the proof obtained answers the original question as unmistakably as possible. Babbie (2004) adds that a research design contains a set of results viewed as the research subject that is raised, the type of population involved in the study, and lastly the type of research methods which are involved in the study. In this study, all the mentioned elements of a research design are included.

Thomas (2011) indicates that there are different research designs that are associated with the quantitative research namely: the correlation design, using quasi-experiments; the exploratory design; the casual-comparative research; and the descriptive design. In this study, descriptive research was followed. The study seeks to investigate the assessment of the skills development monitoring and evaluation strategy at selected organisations of Sanparks in the Northern Region.

According to Babbie and Mouton (2002), “Descriptive data is defined as a process whereby researchers observe an activity that occurs and further describe what they have observed”. Descriptive

research has been dismissed as mere description by many writers. However descriptive research is fundamental to the research enterprise and also adds to the knowledge which shapes the nature of society. The quantitative research design has been used by the researcher. “This approach allowed the generalisation of the data in that the researcher had a significant number of subjects to sample” (Babbie and Mouton, 2002).

3.3 RESEARCH APPROACHES/PARADIGMS

Researchers use a research approach as a means of informing their studies about the nature of data collected. There are two types of data in societal sciences research, namely quantitative and qualitative. The study used quantitative data as the assessment of monitoring and evaluating of skills development at Sanparks which has been converted to numerical form to allow for statistical analyses.

The “qualitative research evaluate the organisations current processes whereas on the other hand the quantitative research is for accessibility to the respondents and for the purposes of statistics” (Franklin;2012). According to Franklin (2012), “qualitative research refers to types of information that are not countable and cannot be expressed numerically. In this type of research interviews are most importantly a form of communication, a means of producing different forms of information with individuals and groups” (Seale, 2014). Qualitative methods are regarded as flexible in that they permit greater freedom and the adaptation of the interaction between the researcher and the respondents. Quantitative research refers to the types of data that can be counted or conveyed numerically, articulating a certain quantity, amount or range (Franklin;2012). The advantage of, “quantitative research is that it is concerned with the collection of significant data from the sample that embodies the larger population” (Williams and Paul Vogt, 2011).

According to Neuman (2011) quantitative collected data occurs in the form of numbers. Quantitative research usually uses numerical sampling based on measured computations, determining the probability of an adverse existence based on ancient data. It is still a refined best presumption, but is based primarily on arithmetical results (Kovacich and Halibozek, 2003). The researcher used this kind of design; as it can be easier to total, compare and review data and it also makes it possible for statistical analysis, going from simple averages to difficult formula and calculated models (Babbie, 2004). Babbie (2004) states that quantitative data offers the rewards that figures have over words as an amount of some quality. Bernard (2013) states that, “the main advantage of quantitative research is that it turns data from words or images into numbers.” In addition, Gilbert (2008) states that, “the

other advantage of quantitative research is that it creates description that is numerical through the process of coding verbal or textual data, forms of quantitative research are surveys in which many respondents are asked the same questions and their answers are then averaged and the statistics are calculated". The researcher did not manipulate the responses from the participants by including her own subjective thoughts when she was collecting and analysing data. Data that was collected was entered into the SPSS as it was, and the results generated by the statistical computations were recorded as they were.

Almost all the "research will involve some numerical data and include data, which could gainfully be quantified to help or aid in responding to the research problems and meet the research purposes" (Saunders *et al.*, 2010).

3.4 STUDY SITE

The study area normally refers to a place or a geographical area where the study will be conducted (Simons, 2009). In this research, the study sites are selected organisations in Sanparks in the Northern Region. National Parks are located all over South Africa, but special attention will be paid to the different camps in Sanparks in the Northern Region. The camps chosen are Mapungubwe National Park, Golden Gate Highland, Kruger National Park, and Marakele National Park because they form the Northern region cluster and, in this research, the entire population is studied. The researcher used to work in Mapungubwe National Park wherein a shortage of skills was identified.

3.5 TARGET POPULATION

Populations are composed of all the individuals whom the researcher intends to study (Rwegoshora, 2014). In this context therefore, populations are defined by the inclusion of everyone in whom the researcher is interested. A population for a specific study is composed of all individuals who share common characteristics (Creswell, 2005). The researcher is interested in private officials who are working for Sanparks in the Northern Region, and these are the people from whom the sample will be nominated.

A pilot study was conducted wherein 40 participants participated. The sample size of 40 was calculated based on the "determining sample size for research activities" table by Krejcie and Morgan (1970).

It is suggested that for a population size of 5106 ($N=5000$) a sample size of 400 ($S=351$) can be selected (Krejcie and Morgan 1970). The four parks are comprised of approximately 5106 employees, but the target population for this study is only 400. It was the intention of the researcher to interview 100 employees from each of the parks, however the employee ratio at Mapungubwe and Marakele sites are lower than employees at Golden Gate and Kruger National Park sites, thus more questionnaires were distributed at Golden Gate and Kruger National Park sites.

A definition of the “sampling frame is as follows the complete list of all units or elements from which the sample has been drawn” (Rwegoshora, 2014). A sampling frame for this study is available, because a list of all private officials who are employed by Sanparks in the Northern Region and were involved in the skills development programmes can easily be obtained.

3.5.1 Sampling method

According to Rwegoshora (2014), sampling is comprised of two types of sampling; the first one is the probability sampling and the second is non-probability sampling. Non-probability sampling is defined as the “sample in which some people have an unknown or no chance of being selected” (Seale, 2018). Whereas, “probability sampling is defined as the sample in which every unit of the population has an equal probability of being selected for the sample” (McBurney and White, 2007). It is regarded as “expensive, time consuming and also complex since it involves a large sample size and the units selected are scattered” (Rwegoshora, 2014). Probability sampling was used in this study.

Six types of probability sampling will be discussed:

- a. **Simple random sampling**- According to Bernard (2013), in this sampling method, units of the sample are, “chosen by means of a number of methods: lottery methods, picking blind folded, Tippet’s tables computer, personal identification number or by first letter”. McBurney and White (2007) indicate that there are advantages and disadvantages of simple random sampling. The advantages are that all elements have equal chance of being included. It is the simplest of all sampling methods and easiest to conduct. The other, “advantage is that this method can be used in conjunction with other methods in probability sampling (Rwegoshora, 2014). The disadvantages to “simple random sampling are that it does not make use of knowledge of population which the researcher has. It generates greater errors in the results when compared to other sampling methods” (Rwegoshora, 2014).

- b. Stratified random sampling-** According to Bouma and Ling (2010), stratified random sampling is a type of “quota sampling where numbers of each ‘quota group’ within or stratum of the sample are selected randomly”. This method is defined as the method involving dividing the population in homogenous strata and then selecting simple random samples from each of the stratum.
- c. Cluster sampling** According to McBurney and White (2007), "many populations are impossible to number." This “sampling implies dividing the population into clusters and drawing a random sample either from all clusters or selected clusters” (Rwegoshora, 2014). There are advantages and disadvantages of cluster sampling. To start with the advantages of cluster sampling is that it is easy to apply this sample when large populations are studied or when a large geographical area is studied it can be used when it is awkward or unprincipled to randomly select individuals (Rwegoshora, 2014). The disadvantages of cluster sampling include: each cluster is not of equal size in the selection of one district from one state, or one village from one block. Sampling error is greater, same individuals can belong to two clusters and be studied twice, it lacks representation.
- d. Multi-stage sampling** This is an important modification of simple random sampling. According to Saunders *et al.* (2016), this type of sampling can also be referred as multi-stage cluster sampling as it is a development of cluster sampling. It is needed to conquer the challenges that are attached to the geographically dispersed population when the face-to-face contact is needed or where it is time consuming and expensive to construct a sampling frame for a large geographical area. (Saunders *et al.*, 2016).
- e. Multi-stage area sampling-** According to Rwegoshora (2014), the multi stage area sampling happens when the entire population is being studied and involves area sampling as the first stage.
- f. Multiphase Sampling-** On the multiphase sampling, “each and every sample is thoroughly studied before another sample is drawn from it”. (Seale, 2010)

The researcher used cluster sampling as a method in this study, to choose the research respondents. According to Bouma and Ling (2010), “cluster sampling procedure have been designed to provide a random that is more reliable, and hence representative, sample of the large population without having to categorise and enumerate the whole population at the outset”. In the study, instead of e-numerating the whole population, the population was divided into segments. Elements within each segment are

then selected randomly following identification and enumeration (Bouma and Ling, 2010). According to Bernard (2013), “cluster sampling focuses on the fact that people act out their lives in more or less natural groups, or clusters, like geographic areas and institutions”. Therefore, by “sampling from these clusters, the sampling field will be narrowed from the heterogeneous chunks to small homogenous ones that are relatively easy to find” (Bernard, 2013). According to McBurney and White (2007), in a cluster sample many populations would be impossible or impractical to number.

The best way of using the cluster sampling method is for the researcher to trade –off between extremely clustered sample and more diversity (Seale, 2018). The more the “number of the clusters are smaller, the more likely the cluster will lack variation. The more the number of clusters are larger, the more representative of the population the sample will be” (Seale, 2018). According to Seale (2018), the “accurateness of cluster sampling will be dependent on how representative of the population the clusters chosen are”. For example if a sample of 1000 employees was required, 200 employees could be interviewed at five different camps, 100 employees at 10 camps, 50 employees at 20 camps, 10 employees at 100 camps.

For Seale (2018), cluster sampling is beneficial when the appropriate population is dispersed widely because it economises on the time and costs suffered by travel. Sometimes cluster sampling happens in more stages than this which is called multi-stage cluster sampling (Seale, 2018). In this context, the researcher considered dividing the organisation into cells, namely; Kruger National Park, Marakele National Park, Mapungubwe National Park, and Golden Gate Highland, and then selecting a few employees for the purposes of this study. The research respondents can thus be selected from those regions that were selected. In this study, the researcher involved at least 400 respondents who were nominated according to the stratified random sample method.

3.5.2 Sampling Technique

The study’s target population in the four parks were grouped into two categories; management as one group and permanent and temporary employees as the other group.

Management included park managers, conservation managers, section rangers, and all other managers, and line managers who performed management duties in the parks. From amongst these, a total of 100 managers (20 from each park) were given questionnaires to complete. The population was divided into different strata or subgroups.

Then from the different parks, permanent and temporary employees who were performing administrative work, to the general workers such as the cleaners who are employed permanently and temporarily, were selected proportionally. Their gender, age, and race were not considered when selecting employees, only their ranks were considered. The employees were called to a meeting wherein the researcher explained the questionnaire to them. The questionnaires were distributed with the help of HR officials in each park.

3.5.3 Sample Size

The sample size is regarded as the total number of units or people chosen to take part in the study. In this study, the researcher chose a selected organisation in Sanparks, which is based in the Northern Region. The total population size of Sanparks is 10121 but for the Northern Region the population is 5106. At least 400 respondents were selected randomly to take part in the study however only 351 employees participated in the study.

NUMBER	PARKS	NUMBER OF STAFF	PLANNED SAMPLE	NUMBER RETURNED
1	Mapungubwe	140	80	80
2	Golden Gate	300	120	101
3	Marakele	96	50	50
4	Kruger	4570	150	121
TOTAL		5106	400	351

Table 3.1 The Northern Region (Sanparks) Staff complement and planned sample.

Table 3.1 demonstrates the staff component at Sanparks. The population consists of staff from various camps of Sanparks in the Northern Regions, starting from the general workers to the senior managers. The researcher is satisfied that the sample size chosen provided credible, valid, and reliable results for the purpose of this study.

3.6 DATA COLLECTION AND INSTRUMENT

Data collection is how data required for the study was obtained from participants. It involved approaching the respondents and requesting them to respond to the research questions concerning the

problem under investigation. The measuring instrument utilised to gather data in this study is the questionnaire. According to Rwegoshora (2014), a questionnaire is defined “as a list or set of questions addressed to a group of people who must respond and return to the sender in a given period of time.” The reason for utilising this instrument is based on the observation made by Rwegoshora that a questionnaire is economical; the study is possible without spending much time, money, or other resources (Rwegoshora, 2014). The researcher’s aim of using the questionnaire was to determine an assessment of skills development, monitoring and evaluation strategy in selected organisations of Sanparks in the Northern Region. The questionnaire was chosen because it can provide a standardised result that can be tabulated and treated statistically. The use of a questionnaire as a research instrument allows the participant to give true, unbiased and dependable answers (Rwegoshora, 2014). Data from this study was collected through the use of a five-point Likert scale. Each point on the Likert scale was assigned a number, ranging from one to five, with strongly agree as one and strongly disagree as five. The respondents participating in the study were requested to show on the scale to what degree they agree or disagree with the given statements by way of putting an x on a particular point of the scale. Data was then entered into the SPSS using the numbers ranging from one to five where an x was marked. Data was then analysed using statistical methods that was available on the SPSS programme.

The permission to do research from the UKZN committee of research before the engagement with the subjects was requested in writing by the researcher. The researcher “certified that there was privacy violation/anonymity and confidentiality and made certain that participants gave permission” (Rwegoshora, 2014). The simple “ethical principle of research is that participation should be voluntary. In order to ensure that this principle was obeyed, brief information was included in the questionnaire that was given to participants, which included basic explanation as to why the study was being conducted and it is relevant to the issue of training and development” (Rwegoshora, 2014). To protect the respondents’ identities, they were advised that they could remain anonymous and if not interested they were allowed to withdraw at any time.

3.6.1 Questionnaire

A self-administered questionnaire is a list of research questions, which participants read and answer on their own. A self-managed questionnaire is usually concluded in the researcher’s absence (Creswel, 2005). Creswell (2005) contends that a self-administered questionnaire is a system used in an analysis design, which participants in a study complete and return to the researcher. The self-

administered questionnaire is the relevant research method, in that public officials are able to read and write, and in this context, they will be able to respond to research questions without relying on others for assistance. A survey method was used to collect data from management staff and skilled staff using self-administered questionnaires. A survey is defined as the “method that is used to gather self-reported descriptive information about behaviours, attitudes, and other characteristics of some population” (Franklin, 2012). A survey design is “commonly used because it provides a numeric description of trends or quantitative, approaches, or opinions of a population by studying a sample of the population” (Creswell, 2005). When the questionnaires were developed, they were informed by literature review and pilot testing. It was standardised “to ensure that all respondents received a common questionnaire, in order for required and appropriate responses to be brought to questions asked” (Creswell, 2005). The researcher approached each respondent in the sample and handed the questionnaire to him/her individually. A total of 400 questionnaires were administered.

The questionnaire was divided into sections A, B, C, D, E, and F with a total of 31 questions.

Section A had eight questions which were designed to gather the respondent’s demographic information. Using a minimal scale, respondents were asked to provide answers to questions posed regarding their gender, age, nationality, and the period employed at Sanparks, highest education and their level in the organisation, the parks where different employees are based, and if they are employed full time or part time.

Section B had four statements designed to gage the respondent’s awareness of the training and development of policies, practices and procedures in the selected organisations of Sanparks in the Northern Region.

Section C was primarily related to skills development and training programmes. It had 10 statements that were developed to determine the respondent’s evaluation based on the existence of the programmes of skills development and training

Section D had 5 statements which looked at the respondent’s awareness about monitoring and evaluation. The researcher aimed to determine whether the methods of evaluation for each skills development and training programmes are efficiently done, and as part of training procedures the

researcher wanted to find out if the post training appraisals are conducted at Sanparks. Just like other sections the five-point Likert Scale was used.

Section E also had 6 questions that focused on the challenges regarding training and development. The researcher wanted to determine whether training at Sanparks is well planned, and if the organisation has a scarcity of skills.

Section F of the questionnaire was to find out if there are development programmes used for the development of employees in the organisations.

3.6.2 Pilot Study

A pilot study is defined “as testing the validity of an instrument in a small sampled area before it is fully applied” (Rwegoshora, 2014). The pilot study’s purpose is to test the effectiveness of the instrument on a small group of participants before launching the full study (Devlin, 2006). A pilot study was done “for the reason to pre-test the questionnaire on a lesser sample of subjects, who had characteristics of those contributing in the study”. The main aim of doing this was to ensure that the questions in the questionnaire were relevant to the study, appropriate, and also comprehensive. The pre-test was done with only 10 employees per park (40 employees in total), the employees who were selected formed part of the main study and they occupied senior positions. On the basis of the feedback received from the pilot test, respondents showed that the questionnaire was very simple to understand. Minor changes were made concerning spelling errors and punctuation marks.

3.7 VALIDITY AND RELIABILITY STATISTICS

Reliability and validity “are taken as the two most important aspects of precision” (Gray, 2014). Reliability is figured by taking a number of measurements on the same subjects. A reliability coefficient of 0.70% or higher is considered “acceptable”. According to Gray (2014), reliability refers to the “degree to which an instrument will produce similar results at a different time period. Validity refers to the degree, to which data in a research study, is accurate and credible”. According to Silverman (2011), the practical terms which refer to the objectivity and credibility of research is reliability and validity.

3.7.1 Validity

The definition of validity is regarded as the “accuracy and the trustworthiness of the instruments, data, and findings in research” (Bernard, 2013). According to Franklin (2012), validity in quantitative research refers to whether the indicators that is used essentially processes what it is designed to measure”. A pilot study “was used in this study in order to ensure contented validity by managing the questionnaire to a group of forty members of the population using the same practice and procedures that are used to draw a large sample” (Bernard, 2013).

3.7.2 Reliability

Reliability, “refers to whether or not you get the same response by using an instrument to measure something more than once” (Bernard, 2013). According to Franklin (2012) reliability “refers to the consistency in the administration, calculating and internal scoring of the research instrument for example: a survey questionnaire or coding scheme”. Instruments that are reliable need to be internally consistent. The “reliability of the questionnaire was determined by using Cronbach’s alpha coefficient. In this study which is used to measure internal reliability of an instrument and is based on inter-item correlations” (De Vos *et al.*, 2011).

3.8 DATA ANALYSIS

The SPSS computer software programme was used to analyse the quantitative data, where cleaning, coding, and inputting raw data from the questionnaires was first done. Results of the analysis were presented, using descriptive and inferential statistics, or from the sample of 400 respondents, where only 361 were returned and answered. Data was cleaned, screened, and outliers were removed. The data was captured on Microsoft Excel and was transferred to the Statistical Package for Social Sciences (SPSS) version 22, for analysis. Descriptive statistics were utilised in the analysis of data. The descriptive statistics used included frequency, mean, percentages and standard deviation.

3.9 ETHICAL CONSIDERATION

Before the study can begin, ethical approval was obtained from the University of KwaZulu-Natal Research Ethics Committee (Appendix C). The purpose of obtaining ethical clearance was to ensure that the study was conducted in accordance with established research procedures and norms. Permission for the researcher to conduct the study was granted by the Regional Manager of the Northern Region at Sanparks (Appendix A). The respondents in Sanparks were then informed of the

researcher's intent to conduct the study, as well as the nature and purpose of the study. They were also informed of their right to agree to participate, or to refrain from participating in the research by means of an explanatory letter, which accompanied each questionnaire. The respondents were made aware that confidentiality would be guaranteed by the researcher, as the names of the respondents would not be published.

3.10 LIMITATIONS OF THE STUDY

Quantitative research methods have certain limitations, which were identified by the researcher in this study as follows; although the probability sampling method of stratified random sampling was used, the study findings cannot be generalised across the entire population of officials working within Sanparks in the Northern Region.

The generalisability of the study is also comprised by the number of officials who were involved in the study. Four hundred is minimal and could not be increased due to the financial constraints of the research project. The study will be infeasible, as the researcher is not employed by Sanparks, and she intends to evaluate the monitoring and evaluation of its skills development programmes.

3.11 CONCLUSION

The research methodology and the design of the study were involved in this chapter. It used the case "study design, in order to achieve the research objectives and also answer the research questions", whereby the quantitative methodology was adopted. Different methods such as sampling, "data collection methods, research instruments, data quality control and analysis approach, as well as ethical consideration and limitations of the study, were discussed. The following chapter presents the analysis of results on data collected for the study".

CHAPTER FOUR

DATA PRESENTATION

4.1 INTRODUCTION

The research methodology used in this study to collect data concerning the assessment of the skills development evaluation and monitoring approach at Sanparks was presented in the previous chapter. This section gives a coherent account of the data collected and presents the statistical analysis conducted and findings that emerged. The “SPSS Version 25.0 was used to analyse data which was collected from the responses”. The outcomes will produce the descriptive statistics in the form of graphs and pie charts.

To this end, the study’s objectives were:

- 4.1.1 To identify the policies, practices, and procedures of training underlying skills development at selected organisations of Sanparks in the Northern Region.
- 4.1.2 To determine the existence of skills development programmes at Sanparks.
- 4.1.3 To investigate the effectiveness of these programmes.
- 4.1.4 To investigate whether these programmes are effectively monitored and evaluated.
- 4.1.5 To explore the challenges that employees often encounter with regard to training and development at selected organisations of Sanparks in the Northern Region
- 4.1.6 To determine how the skills development programmes are used for the development of employees at selected organisation of Sanparks in the Northern Region.

Quantitative data was collected to achieve the above research objectives. The data is presented in this chapter and the data analysis is done in the next chapter.

4.2 PRESENTATION AND ANALYSIS OF DATA

The study’s quantitative data was obtained from standardised questionnaires that were administered to employees at Sanparks in the Mapungubwe National Park, Kruger National Park, Golden Gate Highland Park, and Marakele National park. In total 400 questionnaires were administered to employees in all four national parks in the Northern Region and 358 were received. The research

instrument contained at least 31 items, “with a level of measurement at a nominal or an ordinal level. The questionnaire was comprised of 6 sections which measured different themes as illustrated below”.

Section A: Biographical data

Section B: Training and development policies, practices, and procedures

Section C: Existence of skills development and training programmes

Section D: Monitoring and Evaluation

Section E: Challenges regarding training and development

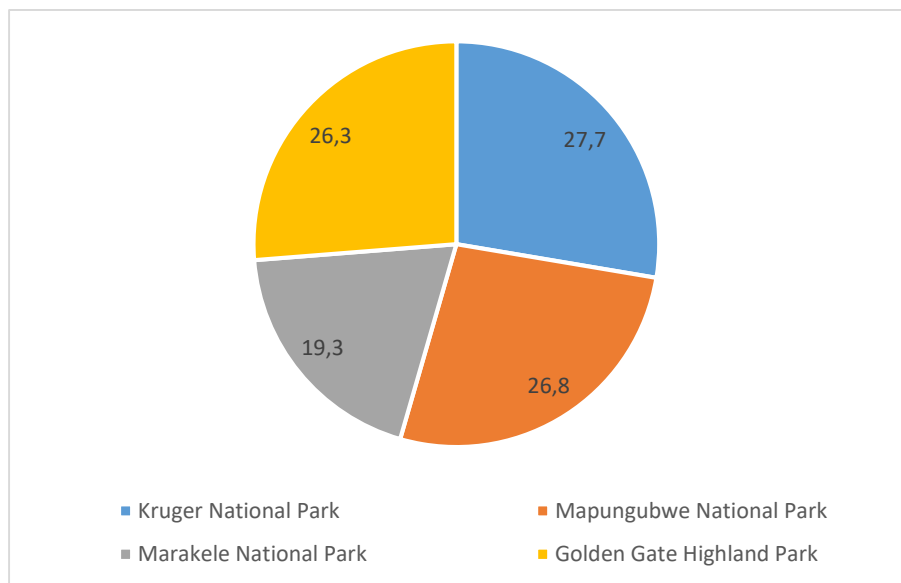
Section F: Development programmes used for the development of employees.

4.3 SECTION A: DEMOGRAPHIC DATA ANALYSIS

The demographic characteristics of the study participants are shown in Table 4.2 below. The table demonstrates the distribution of the study sample in terms of overall gender distribution by age.

4.3.1 Data presentation:

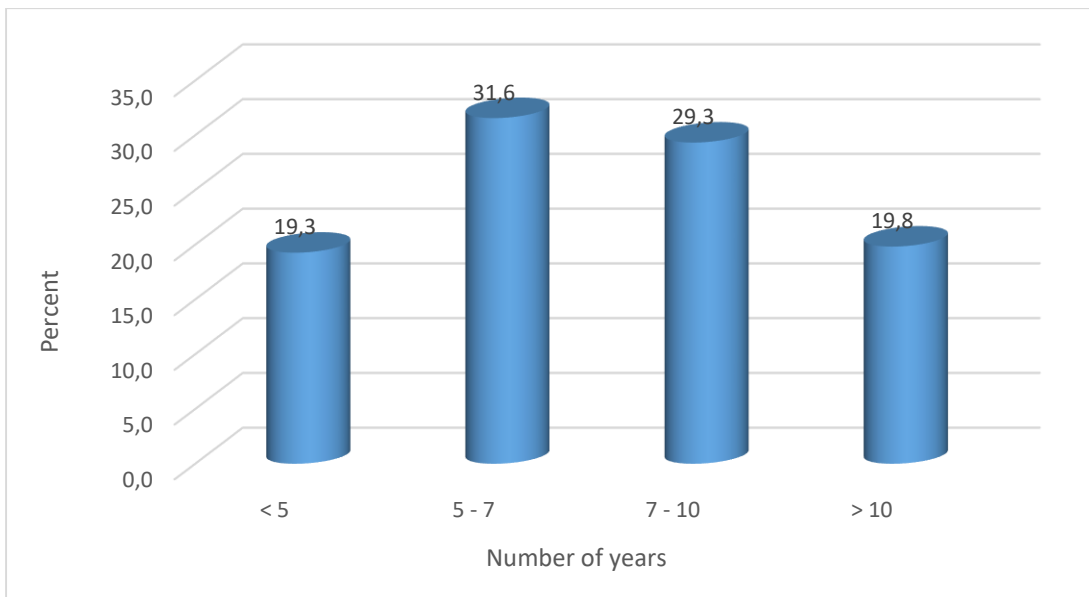
Figure 4.1 Parks that are involved in research



Source: Field Data, 2018

The population included the following parks: Kruger National Park constituted 27.7 per cent; Mapungubwe National Park with 26.8 per cent of the respondents; Marakele National Park with 19.3 per cent; and Golden Gate Highland Park with 26.3 per cent.

Figure 4.2 Period of employment at Sanparks



Source: Field Data, 2018

The figure above displays the length of service of the respondents. Figure 4.2 above illustrates that 31.6 per cent of the respondents have been in the service of Sanpark for five to seven years. 29.3 per cent of employees have been employed in Sanparks for seven to ten years. 19.8 per cent of the respondents having been in the service for more than ten years with 19.3 per cent of the respondents being employed for less than five years.

This figure shows that more than 80 per cent of the respondents had been in employment for more than five years ($p = 0.001$). This suggests that respondents had been in employ for a while and this is also a valuable fact as it specifies responses from workers that are well experienced. This means that Sanparks should make it a point that it promotes programmes of mentoring which will benefit employees with less than five years of experience. Employees falling within categories five to seven years and seven to ten years should be encouraged to convey their skills to employees with lesser years of experience.

Table 4.1 Race of respondents

	Frequency	Percent
African	296	82.7
Coloured	25	7.0
Indian	15	4.2
White	22	6.1
Total	358	100.0

Source: Field Data, 2018

The table displayed above indicates the racial composition of the sample. This table indicates that of all parks in the Northern region cluster, Africans, with 82.7 per cent which were involved in research, are highly dominating which means majority of black employees participated. White people accounted for 6.1 per cent, Coloureds 7.0 per cent, and 4.2 per cent Indians. The majority of respondents were African (82.7%) ($p < 0.001$).

Table 4.2 Gender and age distribution:

			Gender		Total
			Male	Female	
Age	< 25	Count	40	25	65
		% within Age	61.5%	38.5%	100.0%
		% within Gender	22.2%	14.0%	18.2%
		% of Total	11.2%	7.0%	18.2%
	25 - 40	Count	82	76	158
		% within Age	51.9%	48.1%	100.0%
		% within Gender	45.6%	42.7%	44.1%
		% of Total	22.9%	21.2%	44.1%
	41 - 60	Count	50	73	123
		% within Age	40.7%	59.3%	100.0%
		% within Gender	27.8%	41.0%	34.4%
		% of Total	14.0%	20.4%	34.4%
> 60	Count	8	4	12	
	% within Age	66.7%	33.3%	100.0%	
	% within Gender	4.4%	2.2%	3.4%	
	% of Total	2.2%	1.1%	3.4%	
Total	Count	180	178	358	
	% within Age	50.3%	49.7%	100.0%	
	% within Gender	100.0%	100.0%	100.0%	

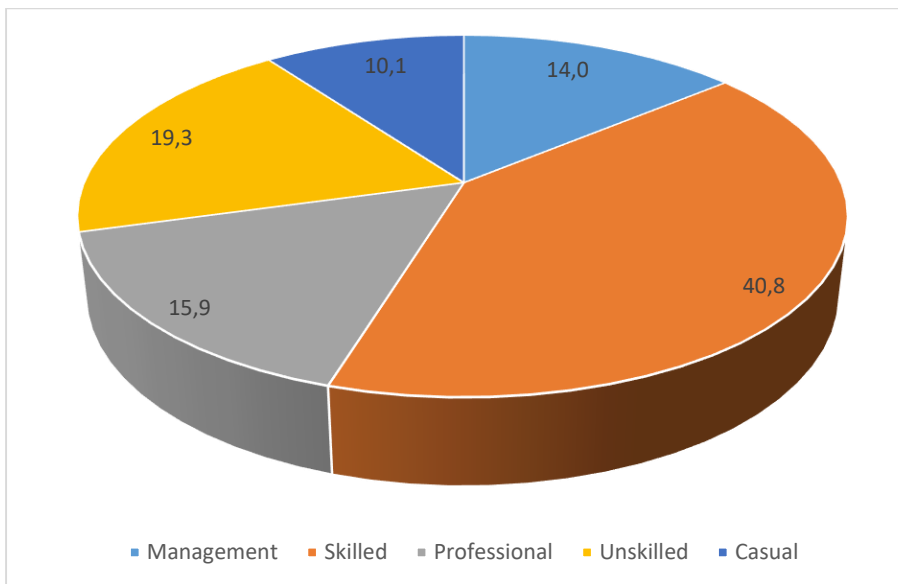
% of Total	50.3%	49.7%	100.0%
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Source: Field Data, 2018

The table shows that, overall, the ratio of male to females is approximately 1:1 (50.3%: 49.7%). Within the age category of 41 to 60 years, 40.7% were male. Within the category of males (only), 27.8% were between the ages of 41 to 60 years. This category of males between the ages of 41 to 60 years formed 14.0% of the total sample”. Whereas, in the same age category of 41 to 60 years, 59.3 per cent were female, which formed 20.4 per cent of the sample. This means that in the age category of 41 to 60 years there were more females who participated in the study. The majority of respondents are in their prime working life within the age category of less than 25 years of age.

There was no significant difference in the sample by gender ($p = 0.916$), but age was spread quite differently ($p < 0.001$), with a little less than two-thirds being younger than 40 years of age. The table also indicates that 66.7 per cent of male employees who are above 60 years of age are about to exit the system or the organisation which will create new opportunities for new employees who want to enter the labour market (Skills development Act 97 of 1998).

Figure 4.3 Positions of respondents



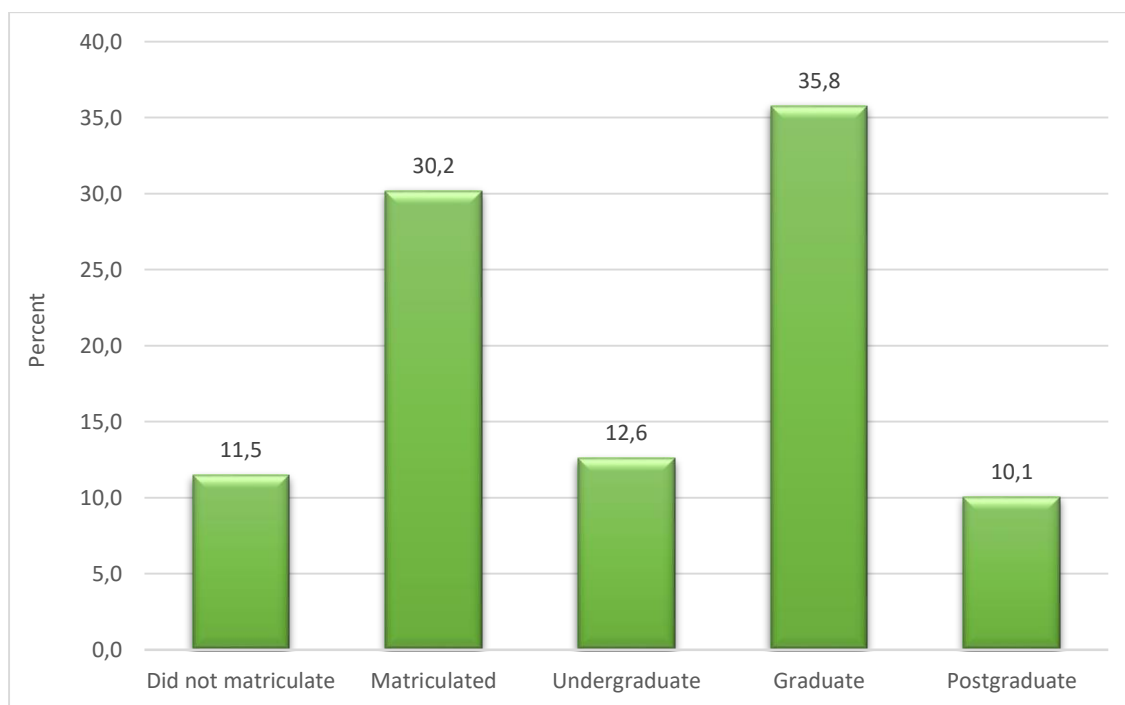
Source: Field Data, 2018

The figure above indicates the positions that respondents hold at Sanparks. The statistics regarding the position or rank of the respondents specifies that 40.8 per cent are skilled workers and 19.3 per

cent are just general workers. 15.9 per cent of the respondents belong to the professional sector, while 14.0 per cent of the respondents who participated were from management, and 10.1 per cent are casual workers.

The largest number of the respondents are working at a managerial level that is they are in their prime working life. Despite the experience built over some years these employees still require to be trained and to be developed in order to increase their abilities and knowledge. Thus, Sanparks should constantly send its employees for training in order to ensure effective service delivery. Most of the respondents were skilled workers (40.8%) with similar numbers of respondents in the other worker categories ($p < 0.001$).

Figure 4.4 Level of education



Source: Field Data, 2018

Figure 4.4 shows the level of education of the respondents. 35.8 per cent of the respondents are graduates, which means they hold degrees and diplomas. While 30.2 per cent of the respondents have matriculated. The group that holds post graduate degrees constitutes 10.1 per cent. 12.6 per cent of the respondents indicated that they did not have post-school qualifications, while 11.5 per cent of the respondents did not matriculate.

Therefore, it can be concluded from the statistics that the high number of respondents have matriculated but they do not hold qualifications in higher education so Sanparks has to inspire all the employees towards advancing their studies. The “Skills Development Act 97 of 1998 emphasises the importance of the implementation of work-based structured programmes” related qualifications registered with the National Qualification Framework.

The majority of respondents (58%) had a post school qualification. “One-tenth of the respondents (20%) had a post graduate degree ($p < 0.001$). This statistic is useful as it indicates that a fair proportion of the respondents have a higher qualification. This indicates that the responses gathered would have been from an informed (learned) source”.

Table 4.3 Type of employment

	Frequency	Percent
Full time	249	69.6
Part time	77	21.5
Casual	32	8.9
Total	358	100.0

Source: Field Data, 2018

The table shows that slightly more than two thirds of the respondents, 69.6 per cent, were in full time employment, with 21.5 per cent as part-time employees, and 8.9 per cent as casual employees. The organisation should invest more in employees employed full time as they will be with the organisation for a longest period of time. Providing them with training will benefit both the employee and the employer. This means a little more than two thirds of the respondents (69.6%) were in full time employ ($p < 0.001$).

4.3.2 Interpretation of findings

Section 2(a) of the Employment Equity Act 55 of 1998 “promotes equal opportunity and fair treatment in employment through the elimination of unfair discrimination. It also requires the implementation of affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce” (Employment Equity Act no 55 of 1998). Based on the findings, the majority of positions from management to casual positions are occupied by Black people who fall within the definition of a designated group. This is an indication that some transformation

has taken place within the South African National Parks. From the findings it is quite clear that the South African National Parks has made some endeavours to act in accordance with the purpose of the Employment Equity Act no 55 of 1998.

4.4 PRESENTATION OF DATA AND ANALYSIS OF SECTION B OF THE QUESTIONNAIRE

A discussion of the data will be explained under each objective in the paragraphs below in this section.

Objective One: To identify the policies, practices, and procedures of training underlying skills development at selected organisations of Sanparks in the Northern Region.

4.4.1 Presentation of data:

Statements 1, 2, 3, and 4 from section B of the questionnaire (Appendix A), formed the basis of the information gathering to determine this objective. Below is the presentation and data analysis that has been collected for each of the questions.

The objective of this Likert scale was intended to measure the sample’s response to training and development policies, practices, and procedures underlying the development of skills in Sanparks. The scale had four items measured by a five-point Likert scale going from strongly disagree (1) to strongly agree (5). Results of the descriptive analysis of the scale are shown in Table 4.4 below.

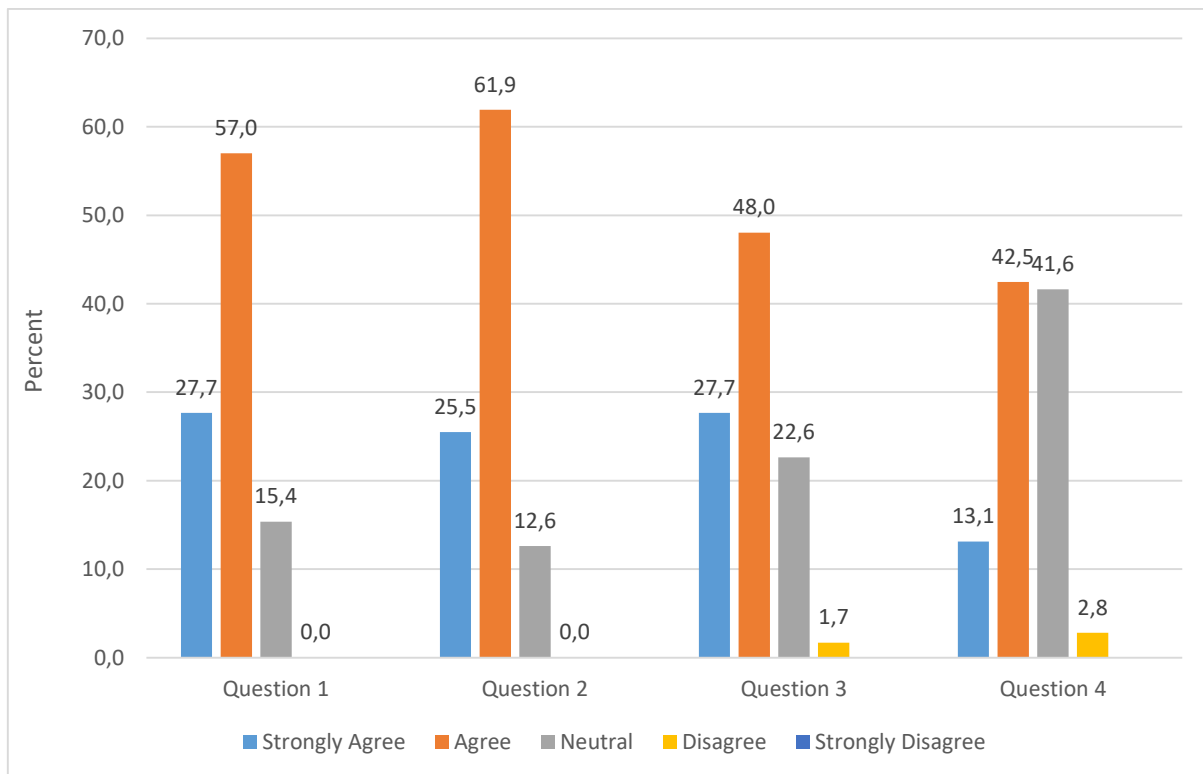
Table 4.4 Training and development policies, practices and procedures

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I am aware of the Skills Development Act, which is meant to improve the skills of the employees	S1	Count	99	204	55	0	0	358
		Row N %	27.7%	57.0%	15.4%	0.0%	0.0%	100.0%
	S2	Count	91	221	45	0	0	357

I am aware that the skills development programmes are aimed at providing: Bursaries, Internships, Learnerships and graduate programmes		Row N %	25.5%	61.9%	12.6%	0.0%	0.0%	100.0%
The training systems chosen by trainers are appropriate to help employees to learn fast	S3	Count	99	172	81	6	0	358
		Row N %	27.7%	48.0%	22.6%	1.7%	0.0%	100.0%
Trainers have adequate expertise to train employees	S4	Count	47	152	149	10	0	358
		Row N %	13.1%	42.5%	41.6%	2.8%	0.0%	100.0%

Source: Field Data, 2018

Figure 4.5 Training and development policies, practices and procedures



Source: Field Data, 2018

The table above summarises the scoring patterns.

From Figure 4.5 above, a large number of the employees indicated that they know of training and development policies, practices, and procedures underlying development of skills in Sanparks. In Statement one, 57 per cent showed that respondents seemed to agree that the Skills Development Act improves the skills of employees. In Statement two, the responses indicated that 61.9 per cent of the employees are aware of the skills development programmes that are aimed at providing bursaries, internships, learnerships, and graduate programmes. In Statement three, 1.7 per cent indicated that the training techniques that are used do not assist the employees in learning quickly because they are irrelevant. In Statement four, 2.8 “per cent of the respondents are not in agreement with the statement that trainers have adequate expertise to train employees”. The suggestion based on the responses is that most respondents are aware of the training policies, practices, and procedures. This means that the majority of respondents are aware of the Act in terms of its statements and its provisions.

4.4.2 Interpretation of findings

The overall conclusion in terms of the training and development policies, practices, and procedures is that more employees were in agreement with the statement that the Skills Development Act improves the skills of employees. It can also be concluded that the training techniques that are used for the training should be relevant since some of the respondents were dissatisfied with the training techniques that are used by trainers during the facilitation of the training programmes. Training techniques are different methods that are used for presenting during the training programme, for example the equipment includes multimedia, projectors, videos, roleplaying, group discussions, and transparencies. Some of the employees are elderly people who take time to grasp some of the things taught so the “trainers should have the necessary knowledge, skills, and experience that will help to cascade information to trainees”. It can be deduced from the responses that respondents are gratified with expertise that trainers possess.

4.5 PRESENTATION OF DATA AND ANALYSIS OF SECTION C OF THE QUESTIONNAIRE

Objective Two: To determine the existence of skills development programmes at Sanparks.

4.5.1 Presentation of data

Statements five to 14 from section C of the questionnaire (Appendix A) formed the basis of the information gathering to determine this objective.

The objective of this scale was to determine the skills development and training programmes existent in Sanparks in the Northern Region. The scale had 10 items measured by a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5), results of the descriptive analysis of the scale are shown in Table 4.5

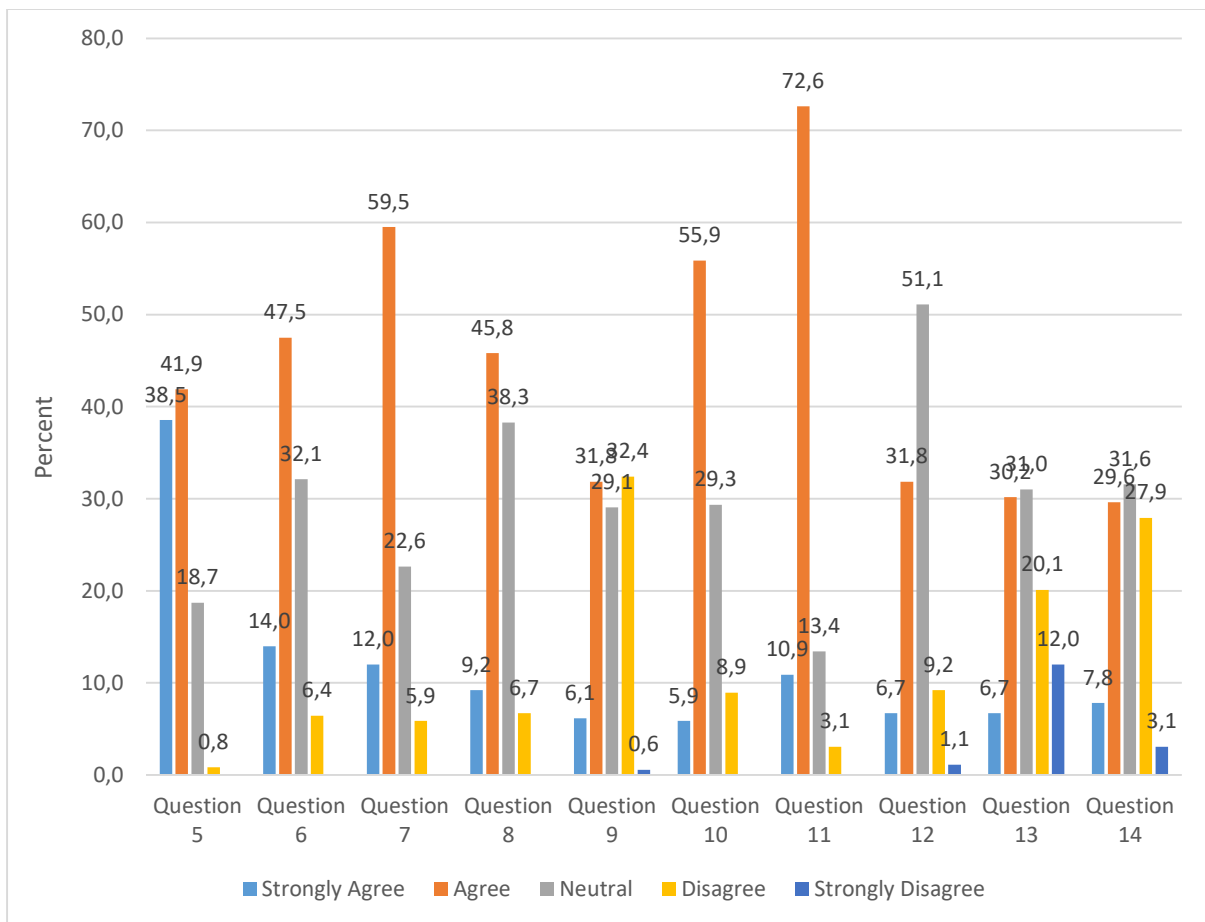
Table 4.5 Existence of skills development and training programme

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
I am aware of a programme of skills development at Sanparks	S5	Count	138	150	67	3	0	358
		Row N %	38.5%	41.9%	18.7%	0.8%	0.0%	100.0%
I have attended numerous training and skills development programme/s since joining Sanpark	S6	Count	50	170	115	23	0	358
		Row N %	14.0%	47.5%	32.1%	6.4%	0.0%	100.0%
The training I received has assisted me to acquire skills needed to perform my job	S7	Count	43	213	81	21	0	358
		Row N %	12.0%	59.5%	22.6%	5.9%	0.0%	100.0%
The training I received has been related to my field of work	S8	Count	33	164	137	24	0	358
		Row N %	9.2%	45.8%	38.3%	6.7%	0.0%	100.0%
I am happy with the	S9	Count	22	114	104	116	2	358
		Row N %	6.1%	31.8%	29.1%	32.4%	0.6%	100.0%

programmes of training given by the training department in the Northern Region								
The training and skills development programmes are effective	S10	Count	21	200	105	32	0	358
		Row N %	5.9%	55.9%	29.3%	8.9%	0.0%	100.0%
I am driven to attend training that is provided by Sanparks in the Northern Region	S11	Count	39	260	48	11	0	358
		Row N %	10.9%	72.6%	13.4%	3.1%	0.0%	100.0%
Due to the effectiveness of these programmes I am better equipped to perform my job	S12	Count	24	114	183	33	4	358
		Row N %	6.7%	31.8%	51.1%	9.2%	1.1%	100.0%
Due to the effectiveness of these programmes I have developed better skills	S13	Count	24	108	111	72	43	358
		Row N %	6.7%	30.2%	31.0%	20.1%	12.0%	100.0%
The programmes have developed my confidence and capacity as an employee	S14	Count	28	106	113	100	11	358
		Row N %	7.8%	29.6%	31.6%	27.9%	3.1%	100.0%

Source: Field Data, 2018

Figure 4.6 Existence of skills development and training programme



Source: Field Data, 2018

In response to statement five, 41.9 per cent of the respondents are in agreement with the statement that training programmes exist at Sanparks, 38.5 “per cent strongly agreed, 18.7 per cent of the respondents were neutral, 0.8 per cent disagreed” and indicated that they are not aware of a programme of skills development at Sanparks.

Statement six was intended to regulate whether employees have attended training and skills development programmes since joining Sanparks. Of the respondents, 47.5 per cent agreed that they have attended a lot of training since they joined the organisation. Fourteen per cent strongly agreed, with 32.1 per cent being neutral, and 6.4 per cent in disagreement with the statement. Thus, it can be deduced that the majority of staff have been introduced to training and skills development. In relation to Statement seven, 59.5 per cent of the respondents agreed that training assisted them with acquiring skills needed to perform their jobs, whereas only 12 per cent of employees strongly agreed; 22.6 per cent were unbiased and 5.9 per cent strongly disagreed.

Statement eight intended to find out “whether employees attained relevant skills and knowledge after having attended programmes of training in the Northern region of Sanparks”. Of the employees who responded, 45.8 per cent were strongly in agreement that the programmes of training that are offered in Sanparks are appropriate to their field of work. 9.2 per cent strongly agreed, 38.3 per cent were neutral, and 6.7 per cent strongly disagreed. This means that the 38.3 per cent of the respondents who remained neutral have been done training but found that the training was not really relevant to their field of work. This can lead to poor productivity as skills training is not related to what they are employed for.

Statement nine is meant to gather “responses regarding employee satisfaction with the programmes of training provided by the department of training in the Northern region”. The replies about “employee satisfaction with the training programmes delivered by the training department in the Northern region showed that 31.8 per cent agreed, and 6.1 per cent strongly agreed, 29.1 per cent were neutral, with 32.4 per cent disagreeing, and 0.6 per cent strongly disagreeing”. The researcher drew the conclusion, focusing on the results, that some of the participants were content with the programmes of training, whereas 32.4 per cent showed some dissatisfaction, which is a sign that not all employees are happy with the training programmes.

In relation to statement 10, 55.9 per cent of the employees who responded found the training and skills development programmes to be effective, whereas 5.9 per cent strongly agreed, 29.3 per cent of respondents were neutral, and 8.9 per cent disagreed. It can be decided that training and programmes of skills development is effectively done.

From the responses to statement 11, 10.9 per cent of the respondents are in agreement that they have the zeal and motivation to be a part of the training; 72.6 per cent agreed, 13.4 per cent remained neutral, and 3.1 per cent disagreed. It can be concluded that most employees are willing to attend the training.

In regard to statement 12, a lot of employees indicated that after having attended trainings they feel better equipped to perform their job. 31.8 per cent agree, 6.7 per cent strongly agree, 51.1 per cent were neutral, 9.2 per cent were in disagreement with the statement, and 1.1 per cent agreed. “Based on the outcomes the researcher draws the decision that the respondents are content with the

programmes of training, but 51.1 percent are neutral which specified that not all employees are gratified with the training programmes”. From these findings it can be concluded that more training should be offered to employees since they feel that they are not equipped to perform their jobs.

In respect to statement 13, the data indicates that most respondent’s skills have been developed. The data indicated that 6.7 per cent strongly agreed, 30.2 per cent disagreed, 31 per cent remained neutral, with 20.1 per cent disagreeing, and 12 per cent strongly disagreeing.

The feedback of the respondents to statement 14 reveals that 7.8 per cent strongly agree, 29.6 agree, and 31.6 per cent are neutral, 27.9 per cent disagree, and 3.1 per cent strongly disagree. The data indicates that a large number of people agreed with the statement that programmes have developed their confidence and capacity as an employee.

4.5.2 Interpretation of findings

The conclusion drawn from the results indicates that there is an existence of skills development and training programmes at the South African National parks. It can be concluded that training and development is of paramount importance at Sanparks but if people are given the incorrect training in respect skills development, it will not equip them and prepare them for advancement within their occupational levels and jobs. This will prevent the organisation from increasing its productivity. According to the Skills Development Act (97 of 1998) section (26L), “a culture of productivity in the workplace should be promoted and the relevant productivity competencies should be developed”. It can be deduced that the existence of skills development and training in Sanparks will lead to improved quality of employed labour, it will lower labour turnover, it will increase employee commitment, and it will increase abilities, flexibility, and improved standing as an employer to the employees (Wilton, 2011).

4.6 PRESENTATION OF DATA AND ANALYSIS OF SECTION D OF THE QUESTIONNAIRE

Objective Three: To investigate whether these programmes are effectively monitored and evaluated.

4.6.1 Presentation of data

Statements 15 to 19 from section D of the questionnaire (Appendix A) form the basis of the information gathering to determine this objective.

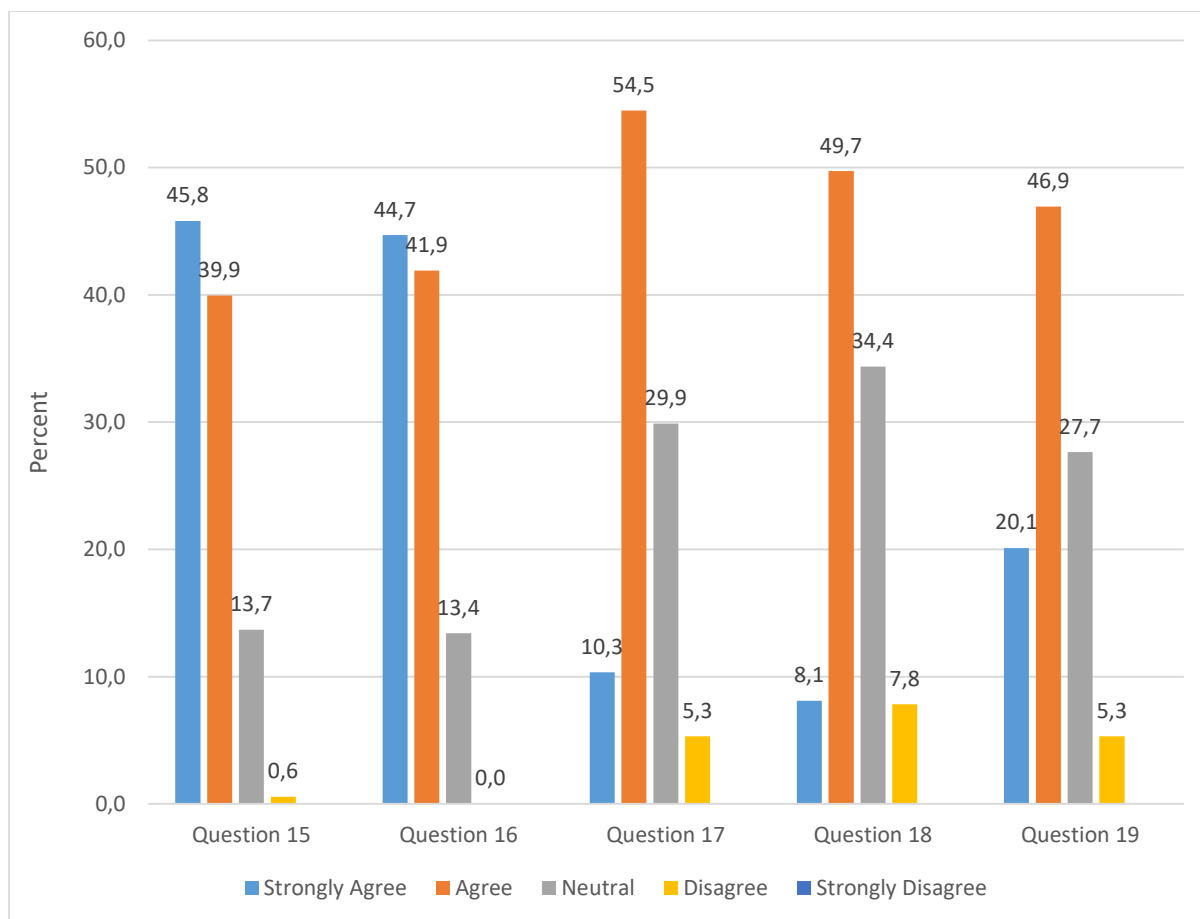
The objective of this scale was to measure the sample’s response as to whether there is monitoring and the evaluation of skills development in the organisation. The scale had five items measured by a “five-point Likert scale going from strongly disagree (1) to strongly agree (5)”. Results of descriptive analysis of the scale are shown in Table 4.6.

Table 4.6 Effectiveness of the monitoring and evaluation of programmes

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
In my organisation monitoring of skills development is part of our planning process	S15	Count	164	143	49	2	0	358
		Row N %	45.8%	39.9%	13.7%	0.6%	0.0%	100.0%
In my organisation evaluation of skills development is part of our planning process	S16	Count	160	150	48	0	0	358
		Row N %	44.7%	41.9%	13.4%	0.0%	0.0%	100.0%
Evaluation methods for each skills development and training programmes are effectively done	S17	Count	37	195	107	19	0	358
		Row N %	10.3%	54.5%	29.9%	5.3%	0.0%	100.0%
Post training appraisals are conducted at Sanpark	S18	Count	29	178	123	28	0	358
		Row N %	8.1%	49.7%	34.4%	7.8%	0.0%	100.0%
The programmes are sufficiently promoted and adequately communicated	S19	Count	72	168	99	19	0	358
		Row N %	20.1%	46.9%	27.7%	5.3%	0.0%	100.0%

Source: Field Data, 2018

Figure 4.7 Effectiveness of the monitoring and evaluation of programmes



Source: Field Data, 2018

In Statement 15 the responses of the participating respondents indicated that 45 per cent of the respondents strongly agreed that in Sanparks, monitoring of skills development is part of the planning process. In Statement 16, 44 per cent of the respondents strongly agreed, 39 per cent agreed, 13 per cent remained neutral, and 0.6 per cent disagreed with the statement that evaluation of skills development is part of the planning process. In Statement 17, 41 per cent agreed, 13 per cent remained neutral, and no one disagreed. From the replies “it can be deduced that most of the respondents agree with the statement that monitoring and evaluation in Sanparks is part of the planning process”. Thus, there was a sign that there were respondents who were in disagreement with the statement.

10.3 per cent of the respondents indicated that evaluation is done after each training programme, 54.5 per cent agreed, 29.9 per cent were neutral, and 5.3 per cent disagreed, so it can be deduced from the responses that evaluation of each training programme is done effectively.

In Statement 18, Table 4.10 indicates that 8.1 per cent strongly agreed with the statement that post training appraisals are conducted at Sanparks, 49.7 per cent agreed, 34.4 per cent were neutral, and 7.8 per cent disagreed. According to Morgan and Wine (2018) “post training appraisal is important, and it should be done within the months after each and every training”. By doing “post training allows trainees to put into practice what they have learned during training” (Morgan and Wine, 2018).

In Statement 19, a majority of respondents further indicated that training programmes are sufficiently promoted and adequately communicated, 20.1 per cent strongly agreed, 46.9 per cent agreed, 27.7 per cent were neutral, and 5.3 per cent disagreed.

4.6.2 Interpretation of findings

From the findings it can be concluded that Sanparks has developed standard operating procedures, which can be utilised as measuring instruments for the skills programmes. This denotes that that monitoring and evaluation are part of the planning process. It can further “be deduced from the answers that evaluation of each programme of training is effectively done”. The overall “results with regard to the effectiveness of monitoring and evaluation of programmes concluded that evaluation methods for each skills development and training programmes are effectively done” (Morgan and Wine, 2018) .

4.7 PRESENTATION OF DATA AND ANALYSIS OF SECTION E OF THE QUESTIONNAIRE

Objective Four: To explore the challenges that employees often meet with regard to training and development at selected organisations of Sanparks in the Northern Region.

4.7.1 Presentation of data

Statement 20 to 25 from section E of the questionnaire (Appendix A) form the basis of the information gathering to determine this objective.

The objective of this scale was to measure the sample’s response on the challenges regarding training and development. The scale had six items measured by a five-point Likert scale is ranging from

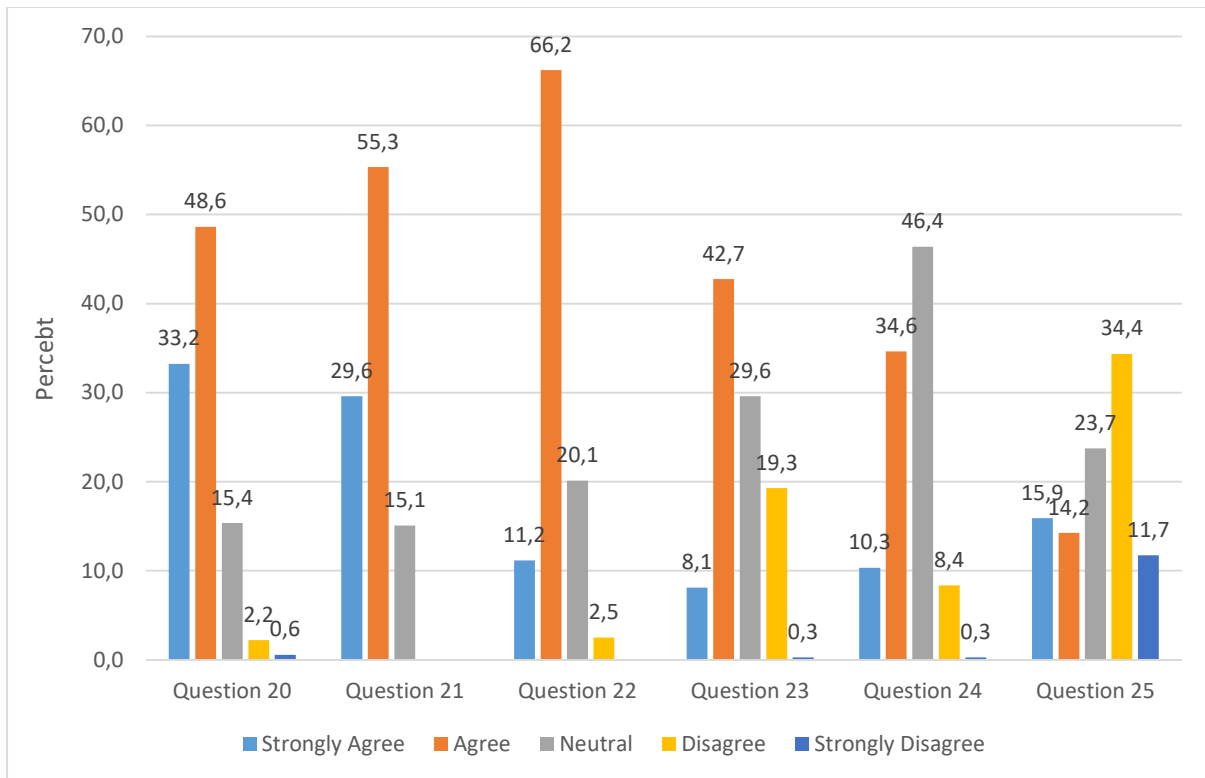
strongly disagree (1) to strongly agree (5). Results of the descriptive analysis of the scale are shown in Table 4.7.

Table 4.7 Challenges regarding training and development

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The organisation has scarcity of skills	S20	Count	119	174	55	8	2	358
		Row N %	33.2%	48.6%	15.4%	2.2%	0.6%	100.0%
Training in Sanparks is well planned	S21	Count	106	198	54	0	0	358
		Row N %	29.6%	55.3%	15.1%	0.0%	0.0%	100.0%
The selection standards/system of employees who must be part training is fair	S22	Count	40	237	72	9	0	358
		Row N %	11.2%	66.2%	20.1%	2.5%	0.0%	100.0%
The training that I have attended so far meets my expectations	S23	Count	29	153	106	69	1	358
		Row N %	8.1%	42.7%	29.6%	19.3%	0.3%	100.0%
I believe that the extent of skills shortage in my organisation is extensive	S24	Count	37	124	166	30	1	358
		Row N %	10.3%	34.6%	46.4%	8.4%	0.3%	100.0%
Skills development favours one race over the other	S25	Count	57	51	85	123	42	358
		Row N %	15.9%	14.2%	23.7%	34.4%	11.7%	100.0%

Source: Field Data, 2018

Figure 4.8 Challenges regarding training and development



Source: Field Data, 2018

In terms of statement 20, the answers of the participants indicated that 33.2 per cent are in agreement that there is a scarcity of skills, 48.6 per cent agreed, 15 per cent remained neutral, 2.2 per cent disagreed, and 0.6 per cent strongly disagreed. It can be deduced that the organisation lacks employees who have skills.

The respondents in statement 21 indicate that 29.6 per cent of the respondents strongly agreed with the statement that training is well planned, 55.3 per cent agreed, 15.1 per cent were neutral, and no one disagreed. From the responses it can be inferred that most of the respondents agree with the statement that training in Sanparks is well planned.

With statement 22, 11.2 per cent indicated that they strongly agreed and are happy with the statement that the selection procedure is fair, 66.2 per cent agreed, 20.1 per cent were neutral, and 2.5 per cent disagreed. The responses indicate that a big number of respondents do agree that the selection procedure for sending employees is fair.

In respect of statement 23, 8.1 per cent strongly agreed, 42.7 per cent agreed, 29.6 per cent were neutral, 19.3 per cent disagreed, and 0.3 per cent disagreed. The data indicates that most respondent's expectations were met after each and every training programme that they chose to attend.

With Statement 24 the majority of respondents (46.4 per cent) indicated that they are neutral when it comes to the skills shortage in the organisation, 10.3 per cent strongly disagreed, 34.6 per cent agreed, 8.4 per cent disagreed, and 0.3 per cent strongly disagree that skills shortage in the organisation was extensive.

Statement 25, 15.9 per cent of the respondents strongly agreed, 14.2 percent agreed, 23.7 is neutral, 34.4 percent disagreed, and 11.7 per cent strongly disagreed that skills development favours one race over the other.

4.7.2 Interpretation of findings

Skills development practices that are traditional may produce a lot of complications when intending to achieve difficult skills and knowledge. The results show that, in the opinion of this sample, the South African National Parks has made some progress towards addressing the scarcity of skills. 66.2 per cent agreed with the statement that the procedure that is used to select employees who must attend training is fair. It can be concluded that the expectations of employees were met after having attended training. There is no favouritism in selecting people who should attend training. A lack of skills and low skills bring about low growth and low employment for the organisation.

4.8 PRESENTATION OF DATA AND ANALYSIS OF SECTION F OF THE QUESTIONNAIRE

Objective Five: To determine how the skills development programmes are used for the development of employees at selected organisation of Sanparks in the Northern Region.

4.8.1 Presentation of data

Statements 23 to 31 from section F of the questionnaire (Appendix A) form the basis of the information gathering to determine this objective.

The objective of this scale was to measure the sample’s response on the development programmes used for the development of employees. The scale had six items measured by a five–point Likert scale ranging from strongly disagree (1) to strongly agree (5). Results of descriptive analysis of the scale are shown in Table 4.8

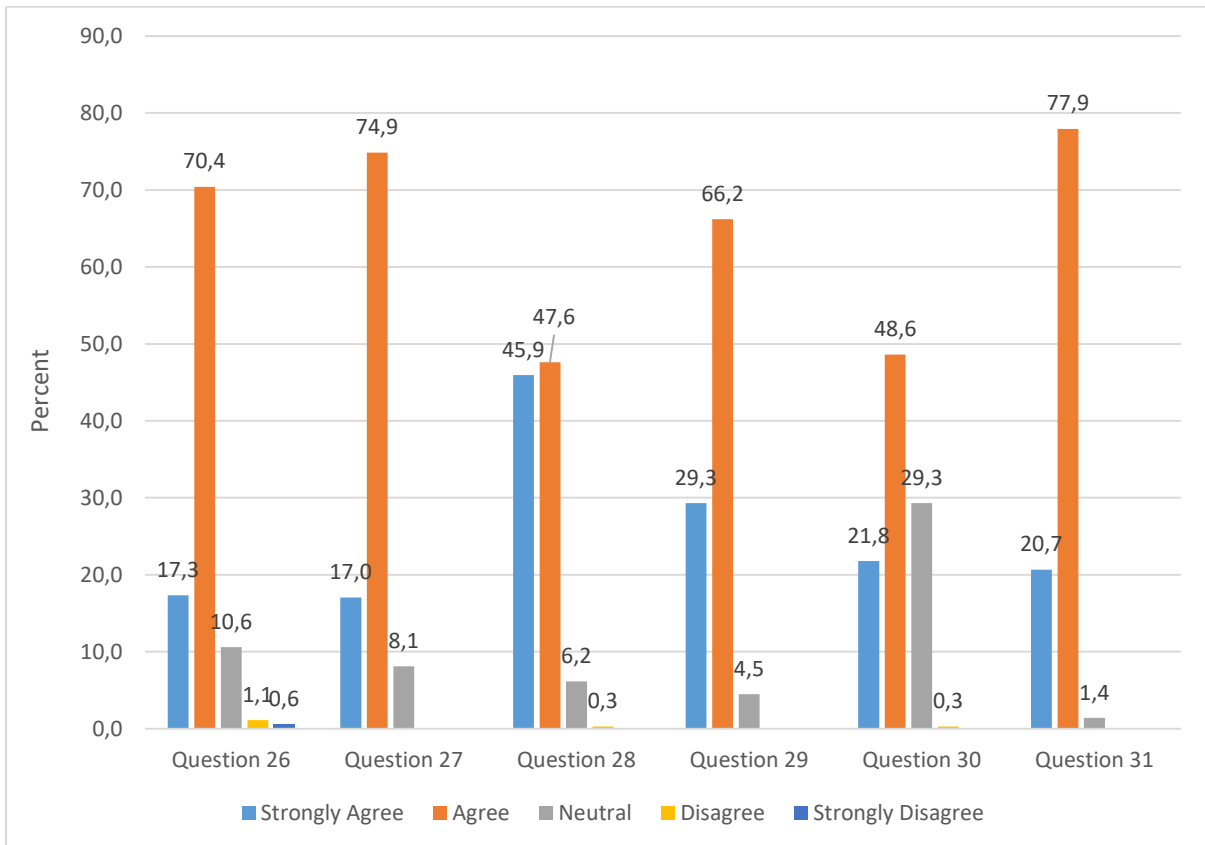
Table 4.8 Developmental Programmes used for the development of employees

			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
After training I feel confident to handle difficult situations	S26	Count	62	252	38	4	2	358
		Row N %	17.3%	70.4%	10.6%	1.1%	0.6%	100.0%
The training that is offered can help me to work outside Sanparks	S27	Count	61	268	29	0	0	358
		Row N %	17.0%	74.9%	8.1%	0.0%	0.0%	100.0%
The training and development that is delivered will assist me with career advancement within Sanparks	S28	Count	164	170	22	1	0	357
		Row N %	45.9%	47.6%	6.2%	0.3%	0.0%	100.0%
Training and development of employees is seen as an important instrument for improvement in Sanparks	S29	Count	105	237	16	0	0	358
		Row N %	29.3%	66.2%	4.5%	0.0%	0.0%	100.0%
Monitoring and evaluation of skills development in the public sector adds value to service delivery	S30	Count	78	174	105	1	0	358
		Row N %	21.8%	48.6%	29.3%	0.3%	0.0%	100.0%
The monitoring and evaluation of skills	S31	Count	74	279	5	0	0	358
		Row N %	20.7%	77.9%	1.4%	0.0%	0.0%	100.0%

development at								
Sanparks								
improves the								
working								
conditions of								
employees								

Source: Field Data, 2018

Figure 4.9 Developmental Programmes used for the development of employees



Source: Field Data, 2018

In terms of Statement 26 it can be deduced that a lot of the respondents were confident that training programmes offered in Sanparks would help them handle difficult tasks. The data showed that 17.3 per cent strongly agreed, 70.4 per cent agreed, 10.6 per cent were neutral, 1.1 per cent were in disagreement, and 0.6 per cent strongly disagreed.

The responses to Statement 27 “reveal that 17 per cent strongly agreed, 74 per cent agreed, 8.1 per cent were neutral. The data specifies that the majority of the respondents were of the view that the

training offered by Sanparks in the Northern region could assist them to acquire skills that will help them to get employment outside the organisation”.

Statement 28 was to govern whether training and development could give them the prospect for career development. The responses reflect that 45.9 per cent strongly agreed, 47 per cent agreed, 6.2 per cent were neutral, and 0.3 per cent are dissatisfied. It can be concluded from the data that the response from the respondents correspond with the statement, that training and development assists them with improvement in their career.

Statement 29 was meant to determine whether training and development of employees is seen as an important tool for development in Sanparks. The responses indicated that 29.3 per cent strongly agreed, 66.2 per cent agreed, 4.5 per cent being neutral, while no one disagreed with the statement. This can be concluded that the majority of the respondents agreed that training and development is taken as an important tool in Sanparks.

A majority of the respondents indicated that monitoring and evaluation of skills development in the public sector adds value to service delivery. With Statement 30, 21.8 per cent strongly agreed, 48.6 per cent agreed, 29.3 per cent remained neutral, and 0.3 per cent disagreed. The implication based on the responses is that most employees believe that monitoring and evaluation of skills development in the public sector adds value to service delivery.

The majority of respondents in Statement 31 are of the opinion that monitoring and evaluation of skills development at Sanparks improves working conditions of employees. 20.7 per cent strongly agreed, 77.9 per cent agreed, and 1.4 per cent remained neutral. It can be deduced that monitoring and evaluation of skills development at Sanparks improves the working conditions of employees.

4.8.2 Interpretation of findings

The overall conclusion indicates that the implementation of the programs of monitoring and evaluation is part of planning for the organisation and its operationalised in a manner that is consistent. The findings also indicated that training and development of employees is regarded as an important instrument in Sanparks. It can gathered from the data that the respondents concur with the statement that training and development assists them with the advancement of their career. The other implications based on the responses is that most employees believe that monitoring and evaluation of

skills development in the public- sector is seen as something that add value to service delivery. A vast number of respondents are of the opinion that the monitoring and evaluation of skills development at Sanparks improves the working conditions of employees.

4.9 CONCLUSION

The empirical findings from the questionnaire that has been distributed to four parks of Sanparks in the Northern region have been analysed and interpreted in this chapter. The analysis and interpretation of data that were collected using graphs and pie charts clearly indicated the findings regarding the challenges employees are faced with in Sanparks in the Northern region in reference to the monitoring and evaluation of skills development.

The next chapter provides the summary of the research findings, data analysis.

CHAPTER FIVE

DATA ANALYSIS

5.1 INTRODUCTION

A discussion and analysis of data presented in the previous chapter is explained in this chapter. The discussion and analysis are presented in themes that emerged from the data. The data analysis is also supported with reference to relevant literature on the assessment of the skills development monitoring and evaluation strategy.

The objectives of the research study were:

- 4.5.1 To identify the policies, practices, and procedures of training underlying skills development at selected organisations of Sanparks in the Northern Region.
- 4.5.2 To determine the existence of skills development programmes at Sanparks.
- 4.5.3 To investigate whether these programmes are effectively monitored and evaluated.
- 4.5.4 To explore the challenges that employees often encounter with regard to training and development at selected organisations of Sanparks in the Northern Region
- 4.5.5 To determine how the skills development programmes are used for the development of employees at selected organisation of Sanparks in the Northern Region.

The data will be interpreted according to the above research objectives.

5.2 DISCUSSION AND ANALYSIS OF FINDINGS

5.2.1 Section A: Interpretation of findings

From the basis of the results derived from the descriptive and inferential analysis of data obtained from the research sample, the study found evidence of the assessment of the skills development monitoring and evaluation strategy. Sanparks still needs to ensure gender equity as the findings showed that in most age groups there are more males than females. The findings indicated that there are different age groups in Sanparks with the majority of employees between 41 and 60 which indicates that they have been with the organisation for more than five years. This contains the combination of employees who are young without experience up to the more experienced and older employees who are more mature. On the findings it has been indicated that the majority of the

respondents do not have qualifications of higher education as most of the employees have matric as the highest qualification. It can be concluded that employees must be awarded more bursaries to study in order to enhance their skills and improve their productivity.

5.2.2 Section B: Training and development policies, practices and procedures

Objective One: To identify the policies, practices, and procedures of training underlying skills development at selected organisations of Sanparks in the Northern Region.

The quantitative data revealed that most of the employees are aware of the Skills Development Act (97 of 1993). Fifty-seven per cent of the respondents indicated that the Skills Development Act improves the skills and the knowledge of employees. 61.9 per cent of the respondents showed awareness of the skills development programmes that is meant for providing bursaries, internships, learnerships and graduate programme. A “positive outlook on the training techniques and expertise of the trainers has been revealed by the respondents on the findings”. The findings also revealed that there are some employees who are not pleased with the training equipment utilised by trainers for the process of facilitation.

The findings also indicated that a large number of the respondents were employed at entry level, which is regarded as the lower level/middle level, they therefore need to be given “refresher training and development course in order to enhance their skills and knowledge on a continuous basis”. The findings also indicate that respondents have attended the training programme. The study’s results are in line with the findings of research conducted by Costen and Salazar (2011) which sought to investigate the training and development’s impact on employee job satisfaction. He noted in his study that, “Human resources is one of the functions whose practices can help shape employee behaviour and experiences within the organisation and influence the organisation’s culture. He further indicated that human resources create policies and procedures that enable employees to deliver results to customers” that will then impact customer service quality (Costen and Salazar, 2011).

According to Smith (2017), some learners “want to play a part and need to perceive training as something that will improve them as individuals”. It can be concluded that learners like to take charge of their training or at least take control and also play a role in it. Therefore, employees not only want to be trained in areas that are relevant to their field of studies, but they also motivated to acquire and feel a sense of achievement when they are also engaged in finding training needs.

The findings indicated that majority of employees are in agreement with the statement that the techniques of training that are used by trainers are appropriate to support employees to learn fast. Trainers have adequate expertise to train employees. These findings lend support to various past studies by Steinert *et al.* (2008) which sought to develop workshops that are successful: a workshop that has been designed for educators. The study “concluded that the workshop on developing workshops that are successful can be significant in assisting participants to understand the principles and strategies of workshop design and delivery” (Steiner *et al.*, 2008). It can also assist them to realise their plans and offer workshops in their own settings. However, contrary to the findings of the current research Hauenstein and McCusker (2017) “concluded that, the training content was varied as the performance dimension training was held constant”. Therefore, it can also be concluded that as the results of varying “training content, practice rating feedback were not the same, as improved feedback strategies were associated with the lecture content that is different” (Hauenstein *et al.*, 2017).

5.2.3 Section C: Analysis of the existence of skills development programmes at Sanparks

Objective Two: To determine the existence of skills development programmes at Sanparks

The study’s findings show that skills development programmes do exist at Sanparks. It further reveals that employees have attended numerous training programmes since joining Sanparks. This therefore indicates compliance by Sanparks with the Skill Development Act. It also indicates that skills development is important and essential for Sanparks. The findings also illustrate that there are those employees who feel that they are not equipped with the skills required for the performance of their jobs even after having attended numerous training sessions. This then raises questions about the effectiveness of the training programmes. However, most of the respondents indicated that the skills development programme that they attended in Sanparks equipped “them with the better knowledge and skills that are relevant to their field of work” (Figure 4.6). The respondents further indicated that they were happy with the skills development programmes presented in Sanparks and were always willing to attend to the skills development programmes. The findings also indicated that the skills development programmes are effective and based on the effectiveness of these programmes, employees were able to develop better skills. 51.1 per cent of the respondents remained neutral which indicated that some employees were not so sure if they are better equipped to perform their jobs after training. Most employees are so confident to execute challenging responsibilities after they have been part of the programmes of training. These findings also revealed that training has assisted the

respondents to acquire relevant skills and knowledge that will assist them to perform better in their different positions.

The results are consistent with the findings of the research conducted by Costen and Salazar (2011) who noted that “the human resources training and development programs in specific have a direct influence on the employee’s skills impacting both on their competency levels and productivity, which can have a bearing on employee job satisfaction”. Similarly Walk *et al.* (2018) in their study on the evaluation of the program of teachers training to develop executive functions in preschool children noted that the training of employees can lead to a very important improvements in the organisation.

Kyndt *et al.* (2012) investigate what influences employees who are low qualified to engage in training and development. Their findings corroborate with those of the present study in that employees who are low-qualified have a vulnerable position in the labour market (Kyndt *et al.*, 2012). Therefore, “it has been argued that training and development can decrease this vulnerability”. It is just so unfortunate because most research has proven that employees who are low-qualified participate less in training undertakings when compared to employees who are highly qualified. Tohidi and Jabbari (2012) indicate that the employees who are motivated are very important in the organisation because even when an organisation is going through or experiencing some difficult moments and things are not going as per plan, they try to minimise the impacts of the negative results and strive to put the organisation back on track.

From the results of this study, it is probable that motivated employees maintain a positive attitude towards their work and as a result put their maximum effort and concentration in their work. This shows that, amongst other factors, employee motivation takes centre stage in improving the performance of the employee in most organisations and it is therefore important that management and leadership invest heavily in training their employees and also motivating their workforce. The results of this study are also supported by the research’s findings conducted by Ventatesan *et al.* (2017) where the learners’ reactions to the training program show that it has improved their perceived skill.

5.2.4 Section D: The analysis of the monitoring and evaluation of these programmes
Objective Three: To investigate whether these programmes are effectively monitored and evaluated.

In terms of the monitoring and evaluation of these programmes, the study showed that the monitoring and evaluation of the skills development programme are part of the planning process in Sanparks. According to the majority of the respondents (54.5 per cent) the evaluation of each and every programme of training is effectively done. A lot of employees point out that training has been organised well and they also agree that there is post training that is done about a month after the training has been conducted. They show that nothing is neglected. The findings also indicated that the training programmes are sufficiently promoted and communicated adequately. The findings from the current study are similar to those of (Royse *et al.*, 2012) in the study of the skills interpretative of participants of limited transthoracic echocardiography of the course of training. The study illustrates evidence of perception that participants who complete a training programme that is structured to include both knowledge bases and practical acquisition skills can interpret the training correctly. The present study is consistent with other studies assessing the skills development monitoring and evaluation strategy because there is high agreement with monitoring and evaluation as part of the planning process.

The findings of the current study also correlate with the findings of research conducted by Makanjuola *et al.* (2012) on the “monitoring and evaluation of the activities of trainees in the training of trainers workshop at Ibadin, South-West Nigeria”. Regarding the study, the qualitative method was employed to evaluate the impact of training of trainees workshop (Makanjuola *et al.*, 2012). Makanjuola *et al.* (2012) further indicate that they were “unanimous in rating the quality of the training received during training of trainees as being very high”. For example one of the participants commented, “even though I have been teaching mental health courses for several years, I received a lot of new information during the training which I have been putting to practice” (Makanjuola *et al.*, 2012).

Zhanjun, Weifeng and Jiangbo (2016) “investigated the evaluation of the data-intensive: The concept, methods, and prospects of higher education monitoring and evaluation”. Their findings corroborated with those of the present study and concluded that if managers can fully recognise and understand the new concepts and methods in this new category of evaluation, rapidly transform their concepts, and promote the application of monitoring evaluation in organisations, this will have an impact on the reform and development of organisations which is positive.

5.2.5 Section E: Analysis of challenges encountered by employees with regard to training and development

Objective Four: To explore the challenges that employees often encounter with regard to training and development at selected organisations of Sanparks in the Northern Region.

The study's finding showed that there are challenges with regard to training and development. A lot of respondents showed that irrespective of the numerous training sessions that they had attended there is still scarcity of skills. A number of the respondents specified that training is well planned. The findings also revealed that a large number of participants are of the view that the selection criteria that is used for the purposes of training is fair as it does not favour one race over the other. The quantitative data indicated that while most respondents indicated that their expectations are met after every training programme there is still skills shortage in the organisation.

The study's results are in agreement with the findings of research conducted by Macvarish *et al.* (2009) which pursued to discover the challenges of training of the "local public health workforce in Massachusetts". The study concluded that the staffing levels, funding and training programs are inconsistent. In addition to the issues that are associated with the staff size and funding of agencies, a major workforce training gap exists in Sanparks.

Macvarish *et al.* (2009) indicate that, in many instances, staff members that are new to the organisation do not receive proper training because no one in the workplace is experienced "enough to provide the training. In other cases, staff may be so overwhelmed with their duties that they do not have the time to train and orient new staff properly. All these mentioned issues may add to the organisation's workload and yet are not complemented by the necessary training, education, and financial resources that would allow staff to address them properly. This means that Sanparks is confronted with the same workforce concerns that have led to the unfair, and sometimes insufficient, delivery of services across the country".

5.2.6 Section F: The analysis of how the skills development programmes are used for the development of employees.

Objective Five: To determine how the skills development programmes are used for the development of employees at selected organisation of Sanparks in the Northern Region.

The study's findings showed that skills development programmes are used for the development of employees. A majority of the employees indicated that the offered training can assist them in working outside Sanparks. The offered programmes for training and development help them with career development within Sanparks. The findings also revealed that monitoring and evaluation of skills development in the public sector adds value to service delivery. The findings of the current studies corroborated with that of Jacobs (2017) who indicated that skills development should be used for the development of employees because participants gain a lot of "confidence and develop positive attitudes about themselves and that of their roles in the organisation. He indicated that learners develop valuable soft skills such as interpersonal communication, teamwork, leadership discipline, responsibility, planning, organising and practical problem solving" (Jacobs, 2017).

5.3 CONCLUSION

The researcher's results have been discussed in relation to the objectives of this study. This chapter presented a comprehensive analysis of the data collected for the study. Relevant literature was presented to support the study's findings. The findings identified that South African National Parks have to consider the issue of gender equity as in all the parks the findings showed that there are more males than females. The findings also showed that majority of employee are working at a low position which means that the refresher training and development is needed in order for their skills and knowledge to be upgraded continuously. The findings showed that employees are satisfied with the programmes of training that are offered by the organisation and they feel that the programmes equips those employees with the necessary data and appropriate skills to their field of work.

The next chapter is the concluding chapter of the dissertation. It provides a summary of the research study, recommendations, and suggestions for further research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.1 INTRODUCTION

A discussion of this study's research findings in relation to the research objectives set out in chapter one are discussed in this chapter. The study's aim was to explore whether the skills development programmes are effective and whether there is an effective monitoring and evaluation strategy being used at selected organisations of Sanparks in the Northern region. This chapter is a conclusion in regard to the main findings of the study. The chapter presents a review of achievement of the research questions, recommendations based on the findings, as well as suggestions for areas for further research. It also provides summarized versions of all the chapters contained in this research.

6.2 CHAPTER SUMMARIES

The whole study was comprised of six chapters.

Chapter one, provided the study orientation and background focusing on the research problem statement, research questions and objectives to be achieved. It also highlighted the main focus area of the current study which was to examine the effectiveness of skills development monitoring and evaluation strategy in the selected area of Sanparks in the Northern region. It also outlined the contribution and justification of the research study, the scope and delimitation of research study, review of the literature, research methodology, and procedures formed part of this chapter.

Chapter two of this study focused on a critical review of studies conducted in the monitoring and evaluation of skills development, it also gave a theoretical explanation of the theories of training and development. Key conceptual explanations on some concepts were discussed in this chapter: training, development, learning organisations, skills development, monitoring, and evaluation. It also explained different pieces of legislation governing training and development. It attempted to answer the research questions of the current study by reviewing the already existing body of knowledge focusing on the assessment of the skills development monitoring and evaluation strategy in the selected organisations of Sanparks in the Northern Region.

Chapter three outlined in detail the methodology employed in this study. In this chapter the plan that was used for the collection and analysis of data were explained; the sampling method, data collecting methods and techniques were also discussed. Self-administered questionnaires were physically distributed to 400 employees using Cluster Random Probability Sampling. In Mapungubwe National Park, Golden Gate Highland, Marakele National Park, and Kruger National Park at Sanparks in the Northern region. Data was analysed through the SPSS where descriptive statistics were run.

Chapter four presented results from the SPSS data analysis. Results indicated that there is a positive relationship that exist between different themes ($r = .30$, $P < 0.05$), whereas no significant relationship exists between selected demographic factors. “There was no significant difference in the sample by gender ($p = 0.916$) but age was spread differently”. The quantitative methods were utilised to conduct the study and descriptive statistics was presented in graphical presentations in this chapter. “Self-administered questionnaires with closed-ended questions were circulated to acquire responses which were analysed and interpreted to get information regarding the challenges of training and development”. The questionnaires were given to the respondents and the researcher was available in cases where problems were experienced. The questionnaire was divided into sections A, B, C, D, E, and F as discussed below.

Section A enclosed questions that were aimed at obtaining the demographic information from respondents such as gender, age and racial group, number of years in the service, highest qualification and position.

Sections B, C, D, E, and F enclosed questions with a structured Likert scale response, where respondents had to indicate whether they strongly agree, agree, neutral, disagree, or strongly disagree. This section was aligned with the objectives and research questions discussed in chapter 1 of this dissertation.

Chapter five focused on a detailed discussion of this research’s findings in relation to the research objectives set out in chapter one in comparison with results from similar past studies.

The research questions underpinning the study are:

- 6.2.1 What are the training and development policies, practices, and procedures underlying skills development and training programmes at the selected organizations of Sanparks in the Northern region?
- 6.2.2 Do skills development and training programmes exist in Sanparks in the Northern region?
- 6.2.3 Are these programmes effectively monitored and evaluated?
- 6.2.4 Do employees experience challenges regarding training and development at selected organisations of Sanparks in the Northern region?
- 6.2.5 How are the skills development programmes used for the development of employees at selected organisations of Sanparks in the Northern region?

6.3 REVIEW OF THE ACHIEVEMENT OF RESEARCH QUESTIONS

6.3.1 What are the training and development policies, practices, and procedures underlying skills development and training programmes at selected organisations of Sanparks in the Northern region?

The study established that the South African National Parks are regulated by legislative framework. This question was answered in chapter two where a short overview of the background of the South African National Parks was elaborated. The current methods containing Acts governing training and development were also deliberated. It can be concluded from the findings that respondents have awareness of the training policies, practices, and procedures.

6.3.2 Do skills development and training programmes exist in Sanparks in the Northern region?

The study found that the existence of skills development programmes at Sanparks helps to improve employee's performance. It was also found out that through the existence of skills development programmes that the skills of employees were updated to avoid poor service delivery because technology is continuously changing. The respondents indicated that training is mostly needed to improve the skills and productivity of employees in the organisation.

6.3.3 Are these programmes effectively monitored and evaluated?

The study established that the monitoring and evaluation of skills development are effective. The experiential research was employed to accomplish this question. The questionnaire that was compiled and circulated to the respondents helped to find the responses that were analysed and interpreted to gain awareness regarding the question, important issues were addressed through monitoring and

evaluation training programme. Therefore, “the evaluation of the overall training intervention should take place in order to regulate its effectiveness in providing learners with appropriate skills to carry out their duties in the workplace, which include evaluation of the training providers, training material, training facilitators, training co-ordinators, and workplace coaches”.

6.3.4 Do employees experience challenges regarding training and development at selected organisations of Sanparks in the Northern region?

The study showed that there are various factors that causes the skills development and maintenance “challenges, which include deviations in required skills, complexity in skills, lack of resident experience, the workforce that is changing and lack of uniformity in skill deficiency” (Salas *et al.*, 2012). Those organisational challenges were solved through training and development which assisted with enhancing the performance of employees. According to Salas *et al.*, (2012) “learning does not happen in formal training environment only”. Managers at Sanparks have taken steps that encourage ongoing continuous learning on the job. The findings revealed that Sanparks lack employees who have skills. So, this finding reveals the importance of ensuring that supervisors should show some positive attitude about training, eliminate any hindrances and also ensure that there is plenty of opportunities for trainees to apply what they have learned and receive feedback, after trainees have completed training.

6.3.5 How are the skills development programmes used for the development of employees at selected organisations of Sanparks in the Northern Region?

The lack of implementation of skills development programmes is a factor that does affect the productivity of employees. The study showed that training and development improves employee confidence to handle difficult situations. They feel like after the training workshops they can also get employment outside of Sanparks. The skills development monitoring and evaluation improved the working conditions of employees. Therefore, implementing the skills development programmes refers to the outcome on training effectiveness as to what occurs during training because post training events influence whether trained skills are transferred and are used on the job.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

Because of time constraints, the researcher undertook a study on the subject of skills development monitoring and evaluation strategy within Sanparks in the Northern Region. The research was only confined to four parks which becomes difficult to generalise the findings and the results of this current

study. Further research that will be focusing on the assessment of the skills development, monitoring and evaluation strategy still needs to be conducted on the larger scale to include all the employees of Sanparks from all twenty-two national parks. Conducting further research will give more generalised results which will give a clearer picture of the phenomenon in South Africa.

6.5 RECOMMENDATIONS

- The findings indicated that majority of employees are aware of the Skills Development Act. Sanparks should have more policies and strategies developed to continuously monitor and attempt to improve the performance of their employees as human capital is the most important resource of every firm.
- The Human Resources Development Department within Sanparks should continuously make follow ups and also make sure that they assess the value of every programme that most employees were part of, and always monitor and evaluate if the skills programme is relevant. The whole thing should take place at the planning phase.
- Emanating from the findings of this study, identifying the training needs of employees, training needs must first be identified before sending employees on training programmes. By doing a needs assessment it will help to determine the performance gaps of an individual as well as those of the organisation. The information that is found from the performance appraisal should also form part of the needs assessment.
- The findings indicated that there is still scarcity of skills in Sanparks. Organisations need to communicate to employees the benefits of an increased awareness of the skills development programmes. Employees should be motivated to apply for bursaries so that they can advance their skills.
- Sanparks must continuously motivate employees to be always willing to avail themselves for training. The main purpose to nominate an employee for a certain course or training programme should be discussed to the employee from time to time to avoid struggles and to enhance the process of learning.
- There should be an improvement in the monitoring and evaluation process. The study showed that the post-training assessment is supposed to be done in a month's time so that the trainees can be afforded chances to put into place what they have learned during the training. This will also be essential to skills development because it distinguishes between theory, failure, and the implementation of failure outcome evaluation. This means if monitoring and evaluation is improved information to inform future planning will be provided. The committee that deals

with training and development should always receive training on how to handle the challenges of employees concerning training and development and come up with different methods in dealing with the challenges of employees who are demotivated to participate in training and development.

6.6 CONCLUSION

The research findings showed that the monitoring and evaluation of training should be part of the planning process. From the research findings, this paper can conclude that the monitoring and evaluation in organisations cannot be taken for granted. Training is an important strategy that can be employed to improve the employees' performance as each and every individual has needs that drive them to behave in a certain way. The assessment of monitoring and evaluation of skills development strategy should become part of the everyday work process in an organisation where the workforce places much value on employee motivation, employees must be given the opportunity to be granted internships, learnerships, and graduate programmes.

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