

UNIVERSITY OF KWA-ZULU NATAL

**Impact of Process Controllers' Development Program on job satisfaction at
Umgeni Water**

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DECLARATION

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- My mom, who has been there for me since the beginning, with her support and encouragement.

Abstract

Organizations have implemented career development programs in order to address the issue of employee retention, job satisfaction and career advancement among others. These programs are designed to teach employees how to work toward their own developmental goals while continuing to do productive work for the organization. Organizations with such programs claim they retain a greater number of employees. Job satisfaction is a result of clearly outlined likes and dislikes experiences with the job. The level of employee job satisfaction in an organization is influenced by extrinsic and intrinsic factors which include nature of the job, training and development, responsibility, promotion opportunity and working environment. The objective of the study was to investigate the impact of Process Controllers' development program on job satisfaction at Umgeni Water. One hundred and thirty-two (132) out of the target population of 211 respondents were selected as the sample size for the quantitative the study. The sample size was arrived at after making use of the Sekaran and Bougie's 2014 list for selecting a sample size from a given population size. Questionnaires were developed and distributed to the nineteen Process Controllers who attended the development program. A questionnaire was also sent to the supervisors of these Process Controllers. Statistical analysis of the data collected revealed that the Process Controllers were satisfied with the positive impact the development program had on their personal attributes such as attitudes, behaviour, morale, self-esteem. The results also indicated that the Process Controllers were satisfied with the impact the programme had on their understanding and troubleshooting of the water and wastewater treatment process. The study also revealed that the Process Controllers were satisfied with the impact the development programme had to the intrinsic and extrinsic factors that affect their satisfaction with the job. It is recommended that Umgeni Water constantly provide the Process Controllers with information about the operations of the organization, especially those that will have impact to their job and as a result their satisfaction. It is also recommended that Process Controllers need to be continuously recognized when they perform their job well.

Key Words: Process Controller, Skills Development, Superintendent, and troubleshooting

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LIST OF ACRONYMS

ETD Education, Training and Development

HRD Human Resource Development

NQF National Qualifications Framework

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This study evaluated the impact of Process Controllers' development programme on Job satisfaction, Career development and Staff retention at Umgeni Water. In this chapter, the background/motivation for the study has been clearly laid out. Dimensions of disciplines focused on have also been explained. The problem statement has been outlined detailing the problems identified and how the study will tend to answer them. The research objectives of the study have also been clearly specified. The methodology used has also been provided.

1.2 Background of the Study

Many organizations are faced with the problem of retaining employees. It is expensive to replace employees who leave for greener pastures or are lured away by other organizations. New employees have to be "recruited, selected, undergo orientation and training. In fact, it is estimated that it costs an organization approximately one and half times the salary of the vacated position to replace an employee. Employee turnover can have a demoralizing effect on an organization, and it may also severely impact the overall efficiency of the organization. This becomes even more critical in organizations that are service-oriented such as law enforcement, fire-fighters and water treatment

Process Controllers who require highly developed and specialized skills and competencies to perform their daily tasks. Unfortunately, there is no single answer that best addresses the issue of employee retention. However, a number of organizations have responded to this issue by implementing Career Development Programs in the workplace among other programs. These programs allow employees to work toward their own development while continuing to do productive work for the organization. Organizations with such programs claim they retain a greater number of employees. Clearly, career development has evolved from an isolated tool for individual growth to a key strategic asset for many far-sighted organizations. Initially it was left exclusively to

the individual employee's own initiative, organizations have taken a more active role in their employees' career development through Career Development Programs.

Traditionally, it has been assumed that every employee wants, or should want, the same thing in a career, usually a direct path up the organizational ladder (Fink, 2014). However, career development is not about getting ahead, but rather about getting to be the best an individual can be and finding a place in an organization where they can express excellence and contribute to the goals of the organization. Career development encompasses vertical issues such as promotions and upward mobility, but also horizontal movement (lateral job transfers) within the organization. Career development deals with the fundamental nature of the relationship of individuals to their work and employees to their organizations.

A clearly defined plan of action prepares employees for the future and preserves an organization's ability to meet both existing and future needs. Rarely is enough attention given to alternative paths that reflect more personal aspirations, especially when those desires do not fit the familiar pattern of traditional organizational life. Today's employees are demanding more from their work in terms of fulfillment and personal satisfaction. They use words such as empowerment and self-development in expressing demands. This tells us much about the changing face of the workplace. In today's competitive environment, it is imperative that all organizations create a work environment which fosters growth and development. It is apparent this can be accomplished by implementing a Career Development Program in the workplace. This will enhance organizational loyalty among employees; result in higher levels of job satisfaction, lower employee turnover, and fewer employee complaints (Werther & Davis, 2014).

The South African context of reintegration into the international arena has become just as dynamic and challenging as it was at the time of the first democratic elections. The transformation process has placed new demands on business sectors, especially with regard to people management (Walters, 2016). According to Walters (2016), the changes in the political dispensation brought about a change in legislation, which has placed further demands on the people management practices of South African organizations. The Labour Relations Act no 66 (1995) and Skills Development Act no.

97 (1998) are good examples of this. Jayawarna, Macpherson and Wilson (2017) highlight the fact that performance in any business plays a critical role in measuring turnover, employee growth and survival. It is important for Talent and Development practitioners to conceptually understand and practically demonstrate that education, training and development (ETD), as a strategic intervention, has an impact on the business and the individual in contributing to social development and economic growth.

The new demands on business have created a need for employees to acquire a new set of skills and competencies, in order for them to assume responsibility for their own career planning. According to Swanepoel (2015), the first and most fundamental task in the process of planning is to ensure that there is a clear link between organizational strategic plans and workforce plans.

The human resource (HR) function at Umgeni Water in this study had the task of adding value to business performance through practices such as staffing, cost and remuneration, absence and retention, recruitment and Training and Development. The human resource development (HRD) section at Umgeni Water identified training and development needs for Process Controllers and suitable candidates were selected to undergo a three-year development program. Umgeni Water implemented a Process Controller Development Programme as one of its initiatives to address performance demands. Process Controllers who did not possess any water treatment related qualification and those who possessed a qualification but were underperforming, were identified and enrolled in a three-year NQF level 4 course as part of Process controller development program. After a period of a year the program has been completed, it was imperative to investigate the impact of the program with respect to the employee performance and how likely are they to leave the organization.

1.3 The Research Problem

European countries estimate shows that for a 1% increment in the number of training days leads to a 3 % productivity increase and that the overall growth in productivity attributed to training is 16 % (ILO, 2014). Other past researches have proved that there

is a strong link between training and employee performance, with benefits being realised for the employee as well as the firm through employees' competence and behaviour enhancement (Elnaga and Imran, 2013). Despite all the noted increase in effects of training and development on the workforce performance, there is very limited literature available in developing countries. Large volumes of the research and literature have concentrated more on the developed nations' training and developmental effects on employee performance with very little literature available on the up and coming countries such as South Africa (Elnaga and Imran, 2013).

The available literature on the effects of training and development on employee satisfaction has also been focusing more in other industries or areas other than water operations logistics. This thus then creates a gap in limited literature on training and development and its effect on employee satisfaction and performance in the developing nations as well as water works. The intended study will thus contribute in minimizing the said gap on available literature for the topic under discussion in South Africa.

Substantial financial resources were invested in Process Controller development during the 2014 to 2016 financial period. The Process Controller Development program was intended to bring a significant change in the caliber of Process Controllers at Umgeni Water Treatment plants. Evaluation studies had not been conducted to determine whether or not the Process Controller development program was effective in changing the performance and satisfaction of Process Controllers, therefore, the effectiveness of the Process Controllers, both in terms of tangible and intangible results, was unknown. It was therefore important that the Process Controller development program was investigated to evaluate the success or failure of its impact on the performance levels and job satisfaction of Process Controllers at Umgeni Water.

1.4 Aim of the Study

The main objectives of this study were to determine the impact of the Process Controller development programme on the employee job satisfaction, employee retention and employee career development of Process Controllers at Umgeni Water.

1.5 Objectives of the Study

The research objectives of the study were:

- To determine whether there was an improvement in the personal dimension (i.e. attitudes, behaviour, morale and self-esteem) of Process Controllers development programme.
- To establish whether there was improvement in process understanding of Process Controllers as a result of the Process Controller development programme.
- To determine whether Process Controllers can troubleshoot
- To determine if the Process Controllers are interested in pursuing further learning and growth opportunities.
- To recommend strategies for sustaining the development programme and ensure job satisfaction of Process Controllers.

1.6 Research Questions

- Was there an improvement of the personal dimensions of the Process Controllers as a result of attending the development program?
- Was there an improvement in process understanding of the Process Controller?
- Are the Process Controllers able to troubleshoot?
- Are the Process Controllers interested in pursuing further learning and growth opportunities as Process Controller?
- What recommendations can be made regarding strategies for sustaining the development programme and ensure job satisfaction of Process Controllers

1.7 Significance of the Study

A major area of the Human Resource Management (HRM) function in the effective use of the human resources is training and development. The knowledge and skills of an organisation's employees have become increasingly important to its

performance. Swanepoel (2015) have noted employers, trade unions, customers, communities and governments voicing the need for upgrading the skills of workers and for continuous learning in order to adapt to the pressures brought about by technological changes and globalization. Sultana et al. (2012) found employees to be an expensive but crucial resource. To sustain an organisation's effective performance and economic growth, it is critical to optimize the contribution of an employee to the goals of the organisation. Training ensures an adequate supply of technically and socially competent employees capable of career development into specialized fields or management positions.

Sultana et al (2012) further argue that for any organisation to perform effectively and efficiently it must have capital, equipment and resources, both human and materials. With the advent of globalization, organisations have made employee training and development a critical and strategic imperative. Nurturing an innovative knowledgeable, flexible and high-quality workforce has become important for organisations who are striving to compete in the global arena (Mansour, 2013). Effective training and development programs not only serve to develop the individual but help the organisation to optimally utilize this human resource in gaining a competitive advantage. An employee's thinking ability and creativity is sharpened, putting them in a better position to make sound productive business decisions.

Employees will also be able to deal decisively and effectively to a customer's requirements or complaints. It thus will seem compulsory for organisations to plan for employee training programs so as to enhance their competencies and abilities which are required at their workplace. Also, the training will give employees access to job opportunities at their workplace, offering a much broader scope for creativity and satisfaction. Any country's future prosperity ultimately depends on the number of people in employment and how productive they are (Elnaga and Imran, 2013).

1.8 Limitations of the study

The limitations to the study that the researcher came across were:

- Time Constraints – The data had to be collected within 3 months, but due to the busy schedules of the participants, they had to be continuously reminded by doing follow ups and visiting the participants time and time again.
- Confidentiality – Most of the participants were concerned about confidentiality. Confidentiality was sought, and the participants were assured of such, and that also assisted in having more participants.

1.9 Organisation of the Study

Chapter one: Consists of a brief introduction to the topic. It presents the background of the study, problem statement, the research questions, highlighting the objectives of the study, the significance of the study, brief research methodology and limitations that the study faced.

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

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

Chapter four: Results, discussion of findings, analysis and interpretation will also be provided by the researcher.

Chapter five: This is the final chapter for the study. It gives recommendations and concludes the study. It seeks to find whether the research problem has been solved,

discuss implications for the study, recommendations to solve the research problem as well as making recommendations for future studies.

1.10 Chapter Summary

The chapter outlined the introduction to the study, background thereto, research problem against the objective and the significance of the study. The chapter ends by outlining the structure of this thesis. The next chapter focuses on review of literature relevant to this quantitative study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents a detailed review of the literature and research related to Training and Development programmes and its impact on the job satisfaction. This study will focus on importance of Training and Development in the workplace in relation to organisational training needs, types of training, benefits of training and some aspects of job satisfaction. The aspects of job satisfaction that literature review will focus on will be perception of employees towards work and opportunity for personal growth. Khawaja & Nadeem (2013) stated that job satisfaction is a significant component in a work condition and it is related to enhanced performance as well as improved commitment to the organization.

2.2 Training and Development

Training and Development (T&D) have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (2014) identified Training and Development as the components of the Human Resource Development” (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioural reforms through training, development, and education within a specified time period. Thus, Training and Development help to construct and strengthen the work-related qualities for workers in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job-related skill requirements Bagyo (2013). Hence, we may say that Training and Development is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfil their job tasks.

Although Training and Development have been used as one concept for simplicity, in this study it is important to touch on some distinguishable features. These features are given by Noe (2008), as: “focus, use of work experiences, goal, and participation. In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory while vice versa is applicable for development. Development is more self-directed and requires self-motivation to discover and find the ways for career and personal progression.

Similarly, Elnaga and Imran (2013) have differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs. In the same way, training is found to be confined only to enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees Kiweewa and Asiimwe (2014). Moreover, training advances the skills level of technical staff during a short period of time for a specific objective while development allows employees to learn and grow during a long-term learning period having wide-ranging objectives. Hence, the two Training and Development may be used as one but there is a distinction based on the basis of broadness of scope, focus of the efforts, and time span as mentioned above (Kiweewa & Asiimwe, 2014).

Training and development are often used to reduce the gap between current performances and expected future performance. Training and development falls under Human Resource Development function which has been contended to be a vital function of Human Resource Management (Tahir, Yousafzai, Jan, & Hashim, 2014). Amongst the activities of this function is the identification of the needs for training and development and selecting methods and programmes appropriate for these needs, plan how to implement them and finally evaluating their outcome results (Sultana, Irum, Ahmed, and Mehmood, 2012).

Azeem, Rubina, & Paracha, (2013) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the assistance of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can assist to specify the areas where they require improvement as a result of the concerns raised in their performance appraisal process and their career development needs” (Nawaz, Masoodul & Saad, 2014).

2.3 Training

Different writers have put forward the methodical process for training and development of employees. The number of steps varies but the basic approach remains the same that is to manage training in a better way to have the best results out of the investments made. Training is a continuous process. Whatever the scheme may be presented by various scholars and trainers the following steps, Figure 2.1, are inevitable for any well designed and precisely implemented Training and Development plan:



Source: Noe, 2008; Garner 2012.

Figure 2.1: Training Process

According to Noe (2008) and Garner (2012), “if any company skips one or two of the steps in a T&D process, it may succeed in implementing a training program but will no longer reap the actual rewards of training that will have somewhat long-term impact on the employee performance as well as the overall organizational productivity and growth. According to Jeet (2014), the intention behind presenting such models and process cycles in different studies is to show organizations a direction where they can have input on their strategies and investments to reach their ultimate goals, which is to put the organisation at a competitive advantage.

Psychologists have given a number of theories that give clarity on the individual learning patterns and explain how motivation plays its role during the learning process in training & development programs. The theories also tell us about the employees’ perceptions and individual characteristics involved in learning. According to Khawaja & Nadeem (2013), learning is a wider framework for capacity improvement through the attainment of varied skills and knowledge while training is only one of the ways for carrying out learning in organizations. Noe (2008) and Armstrong (2009) have given the training perspective of several learning theories as follows in Table 2.1:

Table 2.1: Learning Theories

Theory type	Learning behaviour/focus
1. Reinforcement	Focus is on reinforcing a desirable behaviour or inhibiting an undesirable behaviour through certain motivators or stimuli.
2. Social Learning	Focus is that learning occurs by observing the behaviour and practices of some renowned people who perceived to be role models at the work place or in life settings.
3. Goal Setting	Focuses on the assumption that learning is influenced by an individual’s life goals.
4. Goal Orientation	This theory assumes that a person having an intention to learn gets more through training than a person who just focuses on performing better.
5. Expectancy	This theory tells that individual motivation has three ingredients i.e.

	expectancy (link b/w trying & actually performing) + instrumentality (link b/w performance and outcome) + valence (the value one gives to certain outcome of performance).
6. Need	Need theories assume that individual needs comprise of different levels. Once a lower level need is satisfied, the individual strives for accomplishing a higher-level need.
7. Adult Learning	The theory focuses on explaining that adults have a tendency to learn and to know the purpose behind the learning. They learn with a view to gaining experiences and solving problems.
8. Information Processing	This theory tells that learning occurs via an information processing channel inside the brain. This process is systematic and is very important in learning through observation and retaining the information stored in the memory.

Source: Noe, 2008 and Armstrong, 2009

These theories and the learning behaviours mentioned above help the organization to devise efficient learning programs. As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a variety of definitions of training. Mukyala et al., (2017) defines training as the prearranged and methodical alteration of behaviour through learning events, activities and programs which result in the participating employee achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.

It is worth noting that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized, Sultan et al, (2012). Related to the above, (Sultan et al., 2012), add that technological improvements and organizational change have progressively led some employers to realize that

success depend on the skills and abilities of their employees, thus a need for significant and continuous investment in training and development.

2.4 Benefits of training

The main drive of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Sheeba, (2011), summarizes these benefits as below:

1. High morale – employees who receive training have increased confidence and motivations;
2. Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
3. Lower turnover – training brings a sense of security at the workplace which in turn reduces labour turnover and absenteeism is avoided;
4. Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
6. Help to improve the availability and quality of staff.

Organizations reap undeniable fruits from training and development. Most important advantages are in the terms of improved productivity and customer services. Productivity is no doubt increased due to the enhanced performance of the workers attending various training programs. So, there is no question in it that Training and Development uplifts both the employee work performance and organizational productivity but together with this while designing training and development programs it must be kept in the strategic purposes of training to generate creative thinking and

innovativeness. These will then strengthen the organization's knowledge base enabling it to establish a competitive advantage, Nda and Fard (2013), Training and development also makes ways for employees to take an active part in the decision-making process, Men (2015).

Moreover, Khawaja & Nadeem (2013) have suggested that continuous training caters for bringing employees' motivation, confidence, their general behaviour, and self-esteem up. Similarly, they are of the view that it is T & D that increase employees' satisfaction towards their job, improves their work efficiency, and gives return on investment (ROI) in terms of making the employees more knowledgeable, skilled, and productive. It also makes them more loyal, committed, and contributing to the organization. Selvarasu & Sastry, (2014), also support this view that job satisfaction, self-assurance, and sense of self-worth is enhanced in the employees who have acquired training.

Zenger 1989, as cited in Batool & Batool, (2012) points out that, those workers with expert skills are likely to enthusiastically take part in the process of improving product quality. According to McNamara (2010), the benefits of Training and Development as improvement in human, theoretical, & managerial competencies, enhanced skills, work efficiency, knowledge, mind-set & punctuality (including be on time and less absenteeism), expertise in operating technology and handling machines with reduced wastage, and also decreased level of skill obsolescence. So, training is and should be meant to enhance the skills and performance level of employees in all ways Gamage and Imbulana (2013).

The organization that takes care of its employees through the concurrent implementation of empowerment and training results in employees showing more involved behaviour to their work, leading to better performance outcomes in the workplace (Ariani, 2013). In other words, employees getting various benefits like training and development from the organization would be more likely to feel obliged to pay back to the organization through superior work commitment and in turn, display better attitude

and behaviour (Otieno, Wangithi, & Njeru, 2015). Employee motivation is enhanced through training and empowerment and this leads to better organizational performance (Nawaz et al., 2014).

Amanda, Kerstin, Catherine, and Emma (2013) argued that through training, employee commitment is increased by upholding a positive approach which is characterized by vigour, dedication and absorption. It further fosters Job satisfaction and commitment to an organization since employees will feel that they are part and parcel of the organization and this will lead to increased performance (Ariani, 2013). The essential role of T & D is bringing transformational improvements to the organizational strength and capabilities by making the employees competent. In the words of (Sanneh and Taj, 2015) it is training and development that acts as a multiplying factor for putting the organization on the path of victory. Although each of the HR practices is vital at its place in supporting the advancement of its workforce but training plays the most vital role of all in developing an organization's leveraging factor for progress i.e. its human asset. The positive view gained through training and development creates the spirit of devotion in the employees who then perform well in terms of serving the customers better (Rashid, Asad, & Ashraf, 2011).

2.5 Development

Shen (2005) defines development as organizational actions and activities and managers have partial control over these actions and activities. According to Hameed (2011) development is considered as an importance function in human resource management, it provides an excellent opportunity to individuals to enhance their level of performance standards and to clarify organizations future directions.

Career development programs provide motivation and contentment at numerous phases of employee development, detecting capacity in advance and granting prospects for learning. Career development programs enable HR managers, managers, and their stakeholders to work together to plan, organize, formalize, lead, and monitor career programs to develop not only employees' jobs but the whole stage, process,

attitude, behavior and state of affairs relating to employee's work life. Employee development programs are intended to meet specific objectives, which contribute to both employee and organizational effectiveness.

The process of management development has many steps. These includes reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on participants quality of work life. Karthik (2012) states that training objectives tell the trainee that what is expected out of him at the end of the training program. Training objectives are of great significance from a number of stakeholder perspectives; Trainer, trainee, designer, evaluator.

Employee development is mostly viewed as an unpleasant whole day training session. This view is actually quite the opposite view of how employee development is meant to occur and feel to employees. There are many ways in which employee development can be provided. Employee development can be provided in the form of on the job experience, training, coaching and mentoring, evaluation, educational programs, and even feedback. According Katcher and Snyder (2003) the impact of training on employee performance often encourages growth within the employee and the organization if implemented appropriately. Selvarasu and Sastry (2014) states that Training and Development has the ability to contribute to the effectiveness and efficiency of an organization and can be regarded as essential for its long-term success.

2.6 Benefits of employee development programs

Employee development not only supports the organisation, but the employees might also start realizing that the development initiatives provide them with benefits. Employee development programs that range from certification to education reimbursement, even to basic job skills training, have a certain cost to the organization that can easily be considered a benefit to the employee. Such awareness on the part of the employee can also lead to greater loyalty to the organization as well as enhanced job satisfaction.

2.7 Job Satisfaction

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007).

Armstrong (2009) also states that the term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction

Job satisfaction is a result of clearly outlined likes and dislikes experiences with the job (Kabir, 2011). Job satisfaction for an individual is considered as a degree of satisfaction and it depends on the job. Job satisfaction is an important indicator of how individuals feel regarding the job and defines how much they are satisfied with their job (Khan, et al., 2012). This view is also supported by the Herzberg's (1959) motivator-hygiene theory which states that recognition, achievement, possibility of growth, advancement, responsibility, and work itself are important factors that enhance individual' satisfaction. The high level of job satisfaction for employees is directly related to the increase in organizational output (Lambert, et al., 2011). Therefore, keeping individuals happy and satisfied with their present job would be a leading priority for every organization. Human resource departments provide benefits such as training and development to increase level of job satisfaction, motivation and improving organizational performance (Jeet, 2014). According to Bagyo (2013) job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectation what's the job supply to an employee.

Trained employees are more satisfied than the untrained employees (Nawaz et al., 2014). When training and development programs are held, each and every employee has a chance to develop his present skills and adopt new skills which might be needed in future. In training and development sessions, employees can see where they are performing well and in which areas they are lacking behind or their performance is not

satisfactory. So, in this way the employees have perception that organization is helping them to increase their skills and they feel that if they will have some sort of issue regarding performance they, by participating in training and development programs, can resolve those issues and as a result they are satisfied that they are being valued by organization and organization is investing in them.

These factors leading to satisfaction result in highly improved employee performance, Jeet (2014). When the employees are well trained and they know that their organization is spending huge sum of money in training and development programs they in return want to give back to organization by showing them their improved performance. As the employees are satisfied with their job they do not feel any stress or burden, which are most common reasons for employee's bad performance, the employees are happy, and it is common perception that happy employees are good performers, Jeet (2014).

Recent trends also show that employees now have a desire to obtain fresh skills. Particularly in technical skills because acquisition of skills provides job security as compared to seniority (Otieno et al (2015)). As a result employees look for organisations that are prepared to afford them some training and development opportunities. This can be in the form of bursaries on the job training and on-going development opportunities. This results in affective commitment because the employees will strongly identify with the organization if their personal goals are being met by the organisation (Shantz et al 2013)). This affective commitment often prompts employees to stay with the organisation. Therefore, it is very important for any organization to provide its employees with adequate training and keep track on their level of job satisfaction, Ghafoor. (2012).

2.8 Factors of Job Satisfaction

The level of employee job satisfaction in an organization is influenced by extrinsic and intrinsic factors. Extrinsic factors are those factors which are outcomes of the employees own efforts in combination with other factors or person not directly involved

in the job itself. Interacting with people and friendship relations are sources of extrinsic outcomes (Golshan, Kaswuri & Aghashahi, 2011).

2.8.1 Nature of the job

Many years of research in different organizations and jobs have shown that nature of job itself becomes a dominant factor of job satisfaction when employees assess different aspects of their work, like supervision, growth opportunities, salaries, and colleagues and so on. When the job performed by an employee is perceived to be important, this will increase satisfaction level. Work challenges let employees utilize their skills, knowledge and intelligence to deal with complexities involved in their job (Otieno et al (2015). There is a negative association between intelligence and job satisfaction when complications in jobs are persistent because most of the jobs are not challenging or interesting, hence if the job lacks the perceived element of interest it may cause dissatisfaction among intelligent employees (Sultana et al., 2012).

2.8.2 Promotion Opportunities

According to Parvin and Kabir (2011), promotion can be defined as getting high status in the workplace by doing effective work, generally increase the status, position and remuneration of the employee in the organization. Promotion can therefore be simplified as going towards upward positions in the organization. If organizations are not giving promotions to their employees then it is very likely that employees will be dissatisfied and their turnover rate will be high (Yaseen, 2013) When employees get promotion they will be more committed to their organization. Promotion is considered one of the most important elements for the employee satisfaction (Parvin & Kabir, 2011). Promotion has a significant effect on employee satisfaction. There is therefore a positive relationship seen between job satisfaction and opportunity to develop (Gichoi 2014).

If an organization provides employees the necessary factors for promotion such as facilities, ability and skills, then employees will be automatically motivated and satisfied. Promotion and satisfaction have a direct relationship. Naveed and Bushra (2011) indicated that Maslow's hierarchy of need theory also described that when esteem needs (autonomy, power, recognition and status) of people are fulfilled, they will be

more satisfied with their job. Herzberg theory of motivation states what employees demand from their job. Three need theories tell that there is a need of achievement and need for power in people. People will be more satisfied and motivated when their needs are fulfilled.

2.8.3 Working Environment

The working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employees with all the necessary resources and make it possible for the employee to do a job. This will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction (Kawada & Otsuka, 2011).

The employee will lose their interests on the job, thus he will not enjoy the assignments if the working environment is inferior and not work friendly. The working environment satisfaction briefly includes the following four dimensions: Firstly, it is natural environment of the working places that includes moisture, brightness, noise, smells and the other environmental factors. Secondly, it is the working places environment, that is, whether the employee can conveniently obtain and use required tools and facilities. Thirdly it is the working hours and amount of working overtime. Finally, it is about the safety protection in the working place (Kawada & Otsuka, 2011).

2.8.4 Recognition

According to Danish and Usman (2010), recognition is defined as the situation where organization employees are rewarded by different status. Intrinsic rewards like recognition, growth, feedback, opportunities lead employees greatly towards high job performance and satisfaction. Barton (2002) described that recognition is considered the most important factor among non-financial rewards in order to increase job satisfaction level of employees. Recognition can be said to be the component that is used to strengthen the relationship between the organization leaders and the

employees. Through recognition employees feel rewarded and motivated. By giving recognition to the employees, competitive advantage can be achieved. An organization achieves its well-being through giving rewards and recognition to its employees.

Yaseen (2013) commented that an employee becomes more loyal to their organization and satisfied when the organization recognizes their work. Very many organizations are missing this very valuable component and yet the cost of practical implementation of this component is very small. Through recognition, employees are being realized that they are valuable to the organization. Employees also feel appreciated through recognition (Sarvadi, 2005). Recognition is actually to show employees that their participation is valuable for the organization which ultimately increases satisfaction and performance of employees.

According to Yaseen (2013), recognition can be provided a number of ways such as; involving employees in decision making, by increasing their responsibility, by showing empathy towards them and provide them with succession planning and different opportunities to get high designation. Robbins (2008) described that Maslow's theory tells about the self-esteem need of employee. This theory shows that recognition, status, development and growth are the factors which leads to motivation and ultimately leads toward job satisfaction. Herzberg theory indicated that recognition is one of those motivating factors which leads employee from no dissatisfaction to satisfaction.

2.8.5 Skill Variety

This is the extent to which a particular job requires a variety of employee competencies to carry it out (Clark, 2011). For example, lower skill variety exists when an assembly-line employee performs the same two tasks repetitively. The more skill involved, the more meaningful the work becomes for an employee. English et al (2012) suggest that one way that employees may develop a sense of competency is by working in a job with high skill variety. Skill variety relates to feelings of belonging, as well as a sense of attachment to the organization Green et al (2013), however, warn that skill variety

should not to be confused with multitasking, which is doing several tasks at the same time, for instance, with computers, telephones, other devices, and personal organizers.

2.8.6 Responsibility

According to Lai (2011), employee participation may enhance motivation and job satisfaction through power sharing, and increased responsibility. Employee participation can provide individuals an opportunity to make key managerial decisions that have an impact on other employees, thus increasing job satisfaction and performance. Herzberg's two-factor theory suggests that intrinsic work factors such as responsibility held by employee and skills development may increase job satisfaction. Increased work responsibility may be related to many factors suggested in the two-factor model as recognition and interpersonal relationships have implications for individual's identity (Lai, 2011).

2.8.7 Training and Development

Training provides chances to employees grow and enhances their knowledge and skills for effective development (Kabir, 2011). Trained workers are more satisfied with their job as compared to untrained employees Nawaz et al (2014). These training programs positively raise employees development that is good for competencies Azeem et al (2013). By getting these training programs employees are able to get self-assured, evolution of career, and have positive thought for their companies (Kabir, 2011). The aim of these training and management programs is to amend employees' skills and organization potentialities Azeem et al (2013).

2.8.8 Employee performance

Employee performance is ordinarily viewed at in terms of outcomes. However, it can also be viewed at in terms of behaviour Rohan and Madhumita (2012). (Khawaja and Nadeem (2013) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures Elnaga and

Imran (2013) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Goslin et al 2012). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Freeman 2010). Productivity is expressed as a ratio of output to that of input (Freeman 2010). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Kotler and Armstrong 2016). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler and Armstrong 2016).

As noted by Kiweewa and Asiimwe (2014) it is the responsibility of the company managers to ensure that the organizations strive to achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for an organisation to achieve its organisational targets. This they can do by setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This employee performance management process inspires employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels.

It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus highest job retention, than those who are not happy with their jobs Elnaga and Imran (2013). This is further concurred by Kinicki and Kreitner (2007) where he documented that employee performance is higher in happy and satisfied

workers and the management find it easy to motivate high performers to achieve organisational targets.

2.9 Effect of training on performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular while others have extended to a general outlook of organizational performance

Devi and Shaik, 2012). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. McNamara (2010) notes that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Hung (2010) has suggested four classes of elements that can describe the efficiency of a Training & Development program being implemented. These classes are: behavioural changes, improvements in knowledge, skills and attributes, substantial and measurable outcomes, & reaction of the trainees (employees) in terms of perceived training benefits and improved performance. On the other hand, Noe (2008) presented some conditions that need to be fulfilled for making a T & D program efficient and positively effective. These are: employees who get training must be provided with sufficient chances to put the learned things into work and then get review response (feedback) on that; complete,

relevant, and interesting training material should be delivered while keeping in view the outcomes expected from the training program; the basic requirements must also be met to ensure the smooth completion of training event and then getting transfer of learned skills; observation and practice based learning opportunities must be given to the individuals attending the training session. These all factors can assist to grow and successfully implement a training program that will help the employees to literally advance in their knowledge, skills and attributes” (KSAs). Figure 2.2 provide points for making training effective by Armstrong (2009):



Source: Armstrong, 2009.

Figure 2.2: Conditions for Effective Training

According to Armstrong (2009) for training to be effective it must:

1. “Have clearly defined objectives and purpose
2. In order to entrench training all possible ways be used
3. Appropriate and relevant training methods be used to ensure transfer of training at the workplace.

There is no doubt in that employees are the building blocks of an organization. As put forward by Hameed and Waheed (2011), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on

the part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is vital for the organizations strategies to improve performance and measuring it from time to time is a basic step that is to be taken.

If we define employee performance then we may say that the set of employee behaviour, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute employee performance. Two types or dimensions of performance are being given by Aguinis (2006): *Tasks Dimension of Performance* (includes all those work activities that allow the completion of tasks in a job); *Contextual Dimension of Performance* (includes all those behaviours that make an employee act responsibly toward the organization).

Determinants of employee performance are those capabilities or factors that are used to measure the effectiveness and level of individual performance. These are the indicators of workforce performance in any organization. The indicators of performance as given by Aguinis (2006) are: procedural knowledge, declarative knowledge, and motivation. These are the elements of performance and their product is equal to performing well i.e. ***Motivation × Declarative knowledge × Procedural knowledge = Performance***. It is important to know that motivation refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. Any one of these determinants equal to zero results in zero performance. It is not like that no performance exists in such a case, but actually the contribution of performance in producing results becomes zero.

Some scholars determine employee job performance as: readiness of an employee to carryout job tasks (willingness to perform), an employee's individual competence to do

the work (capacity to perform), and the inspiring circumstances available to do a job (opportunity to perform). According to the view of Goslin et al (2012), providing training and learning opportunities, innovation, and cost reductions stimulate performance together with these the competencies gained during training and development have a dramatic impact on job performance if transferred properly. Khan et al., (2011) also declared training to be greatly impacting employee performance. The biggest issue that has been observed in failure of training programs in organizations is the inability of the employees to apply at the workplace what they learned during training sessions. Noe (2008) has given the factors that hinder the transfer of training on individual's part. These include the unavailability of appreciation and positive feedback from co-workers, managers, and the organization itself in terms of not providing the required resources and working conditions.

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Tahir et al., 2014). Moreover, other studies for example one by Rohan and Madhumita (2012) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance. According to Rohan and Madhumita (2012), closing the performance gap refers to implementing a relevant training intervention to developing particular skills and abilities of the employees and enhancing employee performance. They further elaborate on the theory by stating that training enables organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be moulded in line with the organisational needs.

According to Sultan et al. (2012), employee competencies change through effective training programs. It not only increases the overall performance of the employees to successfully perform the present job but also enhance the knowledge, skills and attitude

of the employee's that is essential for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job-related work efficiently and achieve organisational objectives in a competitive manner.

According to Nittana and John 2013, continuous education is usually part of the self-development responsibility of employees. However, organisations need to accept this responsibility in order to guarantee that their employees are kept abreast with new developments. This may take the form of workshops, conferences, seminars, self-learning modules, individual studies or degree courses. Continuous education programmes in organisations are aimed at updating employees' knowledge and competency, in order to increase their ability to investigate difficult problems and sustain professional interpersonal relationships.

Staff development is management interventions that assist staff to acquire skills and knowledge which enhances their professional goals and at the same time increases their value as employees in the workplace (Guest 2016). The task of any worker is to bring about an anticipated outcome in the organisation, to put organisation at a competitive advantage. This requires that the employee should possess a suitable technical knowledge of the business at hand, as well as having the ability to carry it out.

Boadu et al (2014) state that training, as a management practice, is often viewed in very different terms by decision-makers in organisations. On the one hand, it is often seen as a universal panacea for all problems, while on the other hand, it is viewed merely as a cost to the organisation in terms of both time and money. However, regardless of the importance attached to training, the evaluation of training is increasingly regarded as being important, given the resources that are commonly invested in training programmes by modern organisations. Nearly all employees receive some form of training during their careers, and individuals rely on training to enhance their current skills and learn new ones.

This chapter provided a description of the concepts of Training and Development, job satisfaction and employee performance. A literature review on the importance of Training and Development practices was presented, and the role of training was described. A conclusion may be drawn from the literature that when human resource practices learned during the training and development are transferred to and applied within the work context, this will influence employees' self-confidence and values. Furthermore, it will result in moral and ethical behaviours, facilitate employee learning and development, and encourage the employees to perform optimally and behave in a supportive manner towards employees.

It is evident that most of the studies carried before in the field of employee training has been either conducted from the perspective of top management of the actual grassroots employees, disregarding the middle management who control the processes. This research therefore addresses that methodological gap by targeting process controllers employed by Umgeni Water, in Kwa-Zulu Natal. The Process Controllers intended for this study were from the various districts supplied by Umgeni Water, namely eThekweni Metropolitan Municipality, iLembe District Municipality, Harry Gwala District Municipality, Ugu District Municipality and uMgungundlovu District Municipality. In doing so, surveys were used to collect data.

2.10 Chapter Summary

This chapter mainly focused on giving more literature whilst attempting to answer the main research objective of the impact of development programme on job satisfaction and the sub-objectives of employee growth and technical or process awareness. The chapter also focuses on other Human Resource Development practices that affect employee performance. Further on, the next chapter presents the following; research design, the population of the study, the sample and sampling techniques, instruments for data collection and method, data analysis and presentation methods and the research procedures.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The previous chapter presented literature related to the study. The literature review was guided by the objectives of the study developed in chapter one. In this chapter the overall research design is presented. Given that no research can ever be more accurate or reliable than the data upon which it is based, it is fundamentally important that the data used in any research be collected by accurate methods from reliable sources and also that it should be precise and detailed as is possible (Saunders *et al.*, 2014;473). Accordingly, the chapter sets out the methodology used for the gathering and analysis of data.

3.2 The Research Design

Sekaran and Bougie (2013:11) define research design as a blueprint for the collection, measurement, and analysis of data, based on the research questions of the study. There are different types of research designs that are used to conduct a research study, and these includes, exploratory research design, explanatory research design and descriptive research design (Babbie, 2011). This study made use of descriptive research, which can be explained as a statement of affairs as they are at present with the researcher having no control over variable. Moreover, descriptive studies may be characterised as simply the attempt to determine, describe or identify what is, unlike analytical research which attempts to establish why it is that way or how it came to be.

Descriptive research was used because the aim was to cast light on current issues or problems at Umgeni water works through a process of data collection that enables them to describe the situation more completely than was possible without employing this method. Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings. Descriptive studies are closely associated with observational studies, but they are not limited with observation data collection method. Case studies and surveys can also be specified as popular data collection methods used with descriptive studies. In this case, surveys were used.

3.3 The Research Philosophy

There are three types of research methodologies namely, qualitative, quantitative and mixed methods. This study adopted the quantitative methods research methodology. Harper and Thompson (2012), defines quantitative research as a research that emphasizes the objective collection and measurement of variables and numerical data collection through polls, surveys or questionnaires. Variables are measured on instruments in order for analyses of the numbered data to be done using the statistical procedures (Creswell, 2014). A quantitative research approach essentially measures the variables related with the knowledge and opinions (Barnham, 2010). This research utilised a quantitative research approach because it uses numerical data to answer to the research questions.

3.4 Research Strategies

The research made use of the survey strategy. A survey was preferred because of its dependability. Sekaran and Bougie (2013) points out that the anonymity of surveys allows respondents to answer with more candid and valid answers. The authors further assert that the most accurate data is obtainable if respondents are given room to be as open and honest as possible with their answers. Surveys conducted anonymously provide an avenue for more honest and unambiguous responses than other types of research methodologies, especially if it is clearly stated that survey answers will remain completely confidential (Bryman & Belle, 2011).

3.5 Target Population

Population, in the research context, is usually defined a whole from which representative elements are going to be chosen. These subsets are then used for an inquiry after which the inferences reached at will represent the position of the bigger set. Creswell (2014) defined a population as a full set of objects or people of a particular type under study, a full set of cases from which a sample is extracted. For the purpose of this study, the research was aimed at 211 Process controllers employed by Umgeni Water, in Kwa-Zulu Natal. The Process Controllers aimed for this study were from the various districts supplied by Umgeni Water, namely eThekweni Metropolitan

Municipality, iLembe District Municipality, Harry Gwala District Municipality, Ugu District Municipality and uMgungundlovu District Municipality.

3.6 Sampling

According to Welman and Kruger (2015), sampling is a systematic way of setting aside a subset from the main set, with the view of investigating certain trends and/or behaviours from that representative so that a conclusion can be reached. Probability and nonprobability are the broader forms of sampling, with probability commonly applied in quantitative researches and non-probability in qualitative approaches. However, there are instances where these sampling methods can be applicable either way (Wegner, 2012).

Non-probability sampling is defined as a sampling design in which the elements in the population do not have a known or predetermined chance of being selected as sample subjects (Sekaran & Bougie, 2013). Non-probability sampling has eight types of sampling methods, namely convenience, quota, purposive, snowball, deviant case, sequential, theoretical and adaptive sampling.

- **Convenience Sampling:** as the name suggests, this involves collecting a sample from somewhere convenient to the research like the mall, local school, or church depending on the purpose of research. Convenience sampling is sometimes called accidental sampling, opportunity sampling or grab sampling;
- **Haphazard Sampling:** where a researcher chooses items haphazardly, trying to simulate randomness. However, the result may not be random at all and is often tainted by selection bias;
- **Purposive Sampling:** where the researcher chooses a sample based on their knowledge about the population and the study itself. The study participants are chosen based on the purpose of the study;
- **Expert Sampling:** in this method, the researcher draws the sample from a list of experts in the field;

- **Heterogeneity Sampling/Diversity Sampling:** a type of sampling where one deliberately chooses members so that all views are represented. However, those views may or may not be represented proportionally;
- **Modal Instance Sampling:** The most typical members are chosen from a set;
- **Quota Sampling:** where the groups (i.e. men and women) in the sample are proportional to the groups in the population; and
- **Snowball Sampling:** where research participants recruit other members for the study. This method is particularly useful when participants might be hard to find. For example, a study on working prostitutes or current heroin users (Harper & Thompson, 2012).

Since this study is of quantitative nature, probability sampling was made use of. Probability sampling is known as the gold standard for creating a representative sample (Neuman, 2011). Sekaran and Bougie (2013) define this type of sampling as a sampling design that allows equal chance of every element in the population to be selected as a sample subject. According to Barnham (2010), probability sampling has five types of sampling methods, namely simple random sampling, systematic, stratified random, cluster and double sampling.

- **Simple random sampling** is a completely random method of selecting subjects. These can include assigning numbers to all subjects and then using a random number generator to choose random numbers. Classic ball and turn experiments are another example of this process (assuming the balls are sufficiently mixed). The members whose numbers are chosen are included in the sample.
- **Stratified Random Sampling** involves splitting subjects into mutually exclusive groups and then using simple random sampling to choose members from groups.
- **Systematic Sampling** means that every 'nth' participant is chosen from a complete list. For example, one could choose every 10th element listed.
- **Cluster Random Sampling** is a way to randomly select participants from a list that is too large for simple random sampling. For example, if one wanted to

choose 1000 participants from the entire population of the South Africa, it is likely impossible to get a complete list of everyone. Instead, the researcher randomly selects areas (that is cities) and randomly selects from within those boundaries.

- **Multi-Stage Random** sampling uses a combination of techniques (Cooper & Schindler, 2014).

The method employed for sampling in this study was stratified random sampling whereby respondents were segregated before being randomly selected from each stratum (Barnham, 2010).

3.6.1 Sample Size

One hundred and thirty-two (132) out of the target population of 211 respondents were selected as the sample size for the quantitative the study. The sample size was arrived at after making use of the Sekaran and Bougie's list for selecting a sample size from a given population size (Sekaran and Bougie, 2014).

3.7 The Research Instrument

There are different types of data collection instruments that can be used when collecting information for research purposes. For this particular quantitative study, a questionnaire was used. Cooper and Schindler (2014), asserts that a questionnaire comprises of a list of research questions that the researcher use to ask the respondents designed to extract specific information based on the main research questions. The authors further highlight that questionnaires are used to collect appropriate data, make data comparable and amenable to analysis, minimize bias in formulating and asking questions, and to make questions engaging and varied. The questionnaires were preferred as suitable for this study because it allowed the research to collect data at a minimal cost. The other advantage of using a questionnaire is that it reduces the variability of responses, less costly to administer and can be easily administered and analysed (Cooper and Schindler, 2014).

However, while there are many positives to questionnaires, disadvantages also exist. Dishonesty can be an issue as respondents may not be completely truthful with their answers (Kothari, 2014). This can happen for a variety of reasons, including social desirability bias and attempting to protect privacy. Nonetheless, dishonesty in its tracks was minimized by assuring respondents that their privacy was valued and that the process prevents personal identification. Another challenge of questionnaires is that a person who is not the targeted respondent can complete questionnaires. This in turn poses the threat of misinterpretation as explanation would have been given only to the intended responded trouble with not presenting questions to users face-to-face is that each may have different interpretations of your questions (Saunders *et al.*, 2009).

3.8 Questionnaire Construction

The research made use the structured questionnaire containing closed-ended questions. Each question contained a set of answers that the respondents selected the perceived response. This allows the respondents to make a quick decision (Struwig & Stead, 2013). The questions were arranged in the order of categories of the objectives of the study. The type of questions used were both dichotomous and Likert response scale. Dichotomous question aims to respond two possible answers and are preferred because they are used for clear distinction of qualities, experiences or respondent's opinions (Cooper & Schindler, 2014). Likert scale is a psychometric response scale for obtaining the participant's interval of agreeing with a set of statements. Likert scales were preferred in this research because they are easy to interpret since they are non-comparative scaling technique and only measure a particular trait in nature (Saunders *et al.*, 2014).

3.9 Pilot Study

Dross (2015), define a pilot study as a mini-research study conducted before the intended actual larger scale study. In other words, pilot studies are a preview assimilation of the actual research undertaking. The reasons for this exercise include assessing whether there are any foreseeable logistical problems that need to be addressed before it gets too late (Barnham, 2010). Ten respondents were used to

conduct a pre-test of the questionnaire for avoidable inconveniences on the actual survey. With the help of a Pilot Survey which produced good rapport with most respondents, the sequence of the structured questions was changed (Babbie, 2011). After a pre-test to determine the suitability of the questionnaire, the questions were improved in terms of question content, wording, sequence, form and layout, question difficulty and instructions. The wording of questions was made simpler and plain for understandability by respondents.

3.10 Administration of Questionnaire

The questionnaires were self-administered by the respondents. This was done because a majority of the correspondences is adequately literate. All of the questionnaires were hand delivered to the respondents. This method was preferred because it is assumed that the respondents would be able to complete the questionnaire without assistance. The approach also reduced the costs of the data collection exercise (Kumar, 2011). When delivering the questionnaires, the study explained to ascertain whether the respondents would be able to complete the questionnaires without complications. The research ensured that questionnaires were self-administered during data collection in order to establish rapport and motivate respondents (Kothari, 2014). This helped with getting a high response rate.

Every administrator hopes for conscientious responses, but there is no way to know if the respondent has really thought the question through before answering (Creswell, 2014). At times, answers will be chosen before fully reading the question or the potential answers. Sometimes respondents will skip through questions, or split-second choices may be made, affecting the validity of your data (Alvesson & Sandberg 2011). This drawback was dealt with by making the survey short and questions simple to get the most accurate responses.

3.11 Collection of Questionnaire

The collection of questionnaires was done after two days from the date of distribution. To avoid wastage of time, the researcher personally collected the questionnaires from

the respondents. Sekaran and Bougie (2013:121), suggests that unintended users of the raw data must always keep survey instruments under key and lock to avoid accessibility. Accordingly, the completed questionnaires were kept in the supervisor's office.

3.12 Data Analysis

Data analysis entails a close examination of data collected in order to deduce sense out of patterns and behaviors (Creswell, 2014). The processing of data includes all operations undertaken from when a set of data is collected until it is ready to be analysed either manually or by a computer. Data processing in quantitative studies starts with data editing, which is 'cleaning' the data. The coding of data, which entails developing a codebook, pre-testing it, coding per se and verifying the coded data, follows this. Questionnaire responses were analysed using descriptive data analysis by use of Statistical Package for Social Sciences (SPSS) software version 20. Descriptive statistics is described as the statistics that provide descriptive information about a set of data. Graphs and charts were used to present the data findings

3.13 Validity and Reliability

To address data quality control issues in the instrument used, the study used reliability and validity of instruments since the research is for a quantitative discourse.

3.13.1 Validity

Hamersley (1987), as cited in Alvesson and Sandberg (2011), defines validity as accuracy of representation of features of the phenomena that it is intended to describe, explain or theorize. Any research can be affected by different kinds of factors which, while extraneous to the concerns of the research, can invalidate the findings (Dross, 2015). There are three types of validity in quantitative research:

- **Face and content validity**-The judgement that an instrument is measuring what it is supposed to is primarily based upon the logical link between the questions and the objectives of the study. Hence, one of the main advantages of this type of validity is that it is easy to apply (Dross, 2015). Each question or item on the

research instrument must have a logical link with an objective. Establishment of this link is called face validity. It is equally important that the items and questions cover the full range of the issue or attitude being measured. Assessment of the items of an instrument in this respect is called content validity. In addition, the coverage of the issue or attitude should be balanced; that is, each aspect should have similar and adequate representation in the questions or items (Barnham, 2010). Content validity is also judged on the basis of the extent to which statements or questions represent the issue they are supposed to measure, as judged by the researcher and experts in the field;

- **Concurrent and predictive validity-** In situations where a scale is developed as an indicator of some observable criterion, the scale's validity can be investigated by seeing how good an indicator it is (Barnham, 2010). If an instrument to determine the suitability of applicants for a profession is developed, the instrument's validity might be determined by comparing it with another assessment or with a future observation of how well these applicants have done in the job. If both assessments are similar, the instrument used to make the assessment at the time of selection is assumed to have higher validity.

These types of comparisons establish two types of validity: predictive validity and concurrent validity (Leedey & Ormand, 2013). Predictive validity is judged by the degree to which an instrument can forecast an outcome. Concurrent validity is judged by how well an instrument compares with a second assessment concurrently done. It is usually possible to express predictive validity in terms of the correlation coefficient between the predicted status and the criterion. Such a coefficient is called a validity coefficient (Burns 2010); and

- **Construct validity-** Construct validity is a more sophisticated technique for establishing the validity of an instrument (McMillian & Schumacher, 2013). It is based upon statistical procedures. Construct validity is determined by ascertaining the contribution of each construct to the total variance observed in a phenomenon. One of the main disadvantages of construct validity is the need to know about the required statistical procedures.

Content validity was conducted in order to ensure validity in this research. Content validity is defined as a test that measures if every single element of the construct is represented. Subject-matter experts were provided with access to the questionnaire and asked to provide feedback on how well each question measured and interrogated the construct in question, respectively (Creswell, 2014). Feedback was analysed and used to inform decisions about the effectiveness of each question; and

3.13.2 Reliability

According to Sekaran and Bougie (2016) reliability is defined as a test that ensures that measuring instrument produces stable and consistent results. In other words, reliability is an agreement between two efforts to measure the same thing with the same methods. Therefore, reliability is the degree of accuracy or precision in the measurements made by a research instrument. The lower the degree of 'error' in an instrument, the higher the reliability. The following are some of the types of reliability:

- **Test/retest** – This is a commonly used method for establishing the reliability of a research tool. In the test/retest (repeatability test), an instrument is administered once, and then again, under the same or similar conditions (Saunders, 2013). The ratio between the test and retest scores is an indication of the reliability of the instrument – the greater the value of the ratio, the higher the reliability of the instrument. The main advantage of the test/retest procedure is that it permits the instrument to be compared with itself, thus avoiding the sort of problems that could arise with the use of another instrument.
- The main disadvantage of this method is that a respondent may recall the responses that s/he gave in the first round, which in turn may affect the reliability of the instrument (Baicker, 2013). Where an instrument is reactive in nature (when an instrument educates the respondent with respect to what the researcher is trying to find out) this method will not provide an accurate assessment of its reliability. One of the ways of overcoming this problem is to increase the time span between the two tests, but this may affect reliability for other reasons, such as the maturation of

respondents and the impossibility of achieving conditions similar to those under which the questionnaire was first administered (Crocker & Park, 2009).

- **Parallel forms of the same test** – In this procedure two instruments that are intended to measure the same phenomenon are constructed. The two instruments are then administered to two similar populations. The results obtained from one test are compared with those obtained from the other. If they are similar, the instrument is assumed reliable. The main advantage of this procedure is that there is no suffering from the problem of recall found in the test/retest procedure. In addition, a time lapse between the two tests is not required (Kumar, 2011). The disadvantage is that there is need to construct two instruments instead of one. Moreover, it is extremely difficult to construct two instruments that are comparable in their measurement of a phenomenon. It is equally difficult to achieve comparability in the two population groups and in the two conditions under which the tests are administered.
- **The split-half technique** – This technique is designed to correlate half of the items with the other half and is appropriate for instruments that are designed to measure attitudes towards an issue or phenomenon (Gupta & Gupta, 2012). The questions or statements are divided in half in such a way that any two questions or statements intended to measure the same aspect fall into different halves. The scores obtained by administering the two halves are correlated. Reliability is calculated by using the product moment correlation (a statistical procedure) between scores obtained from the two halves. Because the product moment correlation is calculated on the basis of only half the instrument, it needs to be corrected to assess reliability for the whole (Welman & Kruger, 2015). To ensure reliability the research carried out the pre-test of questionnaire on ten participants randomly selected from the target population. This assisted in testing the reliability of the questionnaire before study commenced.

3.14 Elimination of Bias

To ensure elimination of bias and constant objectivity throughout the study, the researcher kept focus on;

- **Non-use of gender aligned words**

Gender-neutral language is a form of linguistic prescriptivism that aims to eliminate (or neutralize) reference to gender in terms that describe people (Wegner, 2012). The research-maintained non-use of gender-specific job titles and any other terms which would expose the gender of research participants. In addition, gender-neutral pronouns for either female or male participants were used in an effort to remove the alleged subconscious effects of language in reinforcing gender and gender stereotypes;

- **Avoidance of Identifying people by race or ethnic group**

McMillian and Schumacher (2013) argues that the more central a given identity is to one's self-definition, the more an individual should be motivated to maintain and enhance the identity. In fact, social identity theory argues that individuals are driven to maintain and enhance collective self-esteem just as in personal self-esteem. In turn, people's valued social identities are important sources of self-esteem (Crocker & Park, 2009). To get rid of the inferiority or superiority of ethnicity and race, language identifying people on this background was avoided throughout this study;

- **Refraining from language that suggests evaluation or reinforces stereotypes**

The Nature of Prejudice have developed a systematic and more nuanced analysis of bias and its associated phenomena. According to Struwig and Stead (2013), interest in prejudice, stereotyping, and discrimination is currently shared by allied disciplines such as sociology and political science, and disciplines such as health and commerce. To address this challenge, the study avoided use of language that suggests evaluation or reinforces stereotypes; and

- **Abstinence from making assumptions about various age groups**

Assumptions about particular age groups might prejudice what could be relevant information for any good research (Wagner & Halley, 2011). To avoid the assumption about various age groups, the survey instrument ranged from the South African minimum legal age of employment (18 years) to as high as beyond the pensionable age of sixty years.

3.15 Ethical Considerations

- **Ensuring participants have given informed consent**

Bryman and Belle (2011), asserts that getting people to participate without knowing the reasons for the research can be regarded as deception. Since deceiving people is unethical, the participants were given adequate information about the study and their role in the study in order to make an informed decision about being a part of the study. The researcher upheld anonymity, confidentiality and privacy of the participants;

- **Ensuring no harm comes to participants**

Babbie (2011), further states that it must be ensured that no harm is done to participants. The ethical approval for this study was obtained from the UKZN Ethics Research Committee and a gatekeeper's letter from the Human Resources Managers of incubation centres concerned. Ethical approval was sought to ensure that the human dignity is upheld and no implications are leveled against participants;

- **Ensuring confidentiality and anonymity**

Saunders (2013:271), clarify that the clearest concern in guarding subjects' interests and well-being is the protection of their identity, especially in survey research. Confidentiality and anonymity were ensured by keeping the anonymous raw data accessible only by the researcher. Use of real names was avoided during research data collection to ensure anonymity. In addition, findings of the study were reported aggregately in representation of a collective view of all the participants using acronyms to enhance anonymity; and

- **Ensuring that permission is obtained**

Addressing voluntary participation as an ethical issue, Babbie (2011), suggests that consent should be sought in order to ensure unforced participation by research

subjects. Informed consent forms were drafted for each of the research participants to agree on before responding to the questionnaire. Page and Meyer (2016) states that the rights of participants must be clearly stated, potential risks must be identified, confidentiality must be ensured, and any conflict of interest should be raised. Therefore, ethical clearance was obtained from the research administration at the University of KwaZulu-Natal and a policy of anonymity was adhered to with reference to employees who took part in the Questionnaire. In addition, further requirements listed below were met:

- Respondents read a covering letter which explained the purpose of the research
- Respondents were made aware that participation was voluntary and that they could exit the questionnaire at any stage
- Respondents accepted, by means of informed consent, that they had read and understood the cover page information.

3.16 Chapter Summary

The selected methodology served the important purpose of restricting the study to investigating only relevant matters and maintaining coherence in the study. The questionnaire method was sufficient to obtain the required information from the sample population. The following chapter presents the research findings, analysis of results, and discussion of findings.

CHAPTER FOUR: RESULTS, ANALYSIS, AND DISCUSSION

4.1 Introduction

The presentation and interpretation of the results are approached in two sections; the first section discusses the demographic profile of the respondents and the second section focuses on the findings related to the objectives of the study. The findings of this study are discussed with reference to the relevant literature pertaining to the objectives of the study. The data from incomplete questionnaires was used only to the extent that the responses completely and adequately answered questions relating to an objective.

4.2 Response Rate

One hundred and ten (110) out of the one hundred and thirty-two (132) distributed questionnaires were successfully returned, making a response rate of 83.33%. According to Kruger (2014:39), survey response rate that is acceptable should permit use of the information collected make decisions in the context of intended purpose". Out of the remaining 16.77%, 10% accounted for respondents who refused to be part of the study while the other 6.77% represented questionnaires that were attempted and returned with substantial and material information missing hence deemed not fit for inclusion in the analysis.

4.3 Section A: Demographic Information

This section was made up of questions intended to understand the respondents' biographical information such as "age, gender, race, educational qualification, length of service.

4.3.1. Age Responses

The age distribution is presented in the table 4.2 below.

Table 4.1: Age of respondents

	Age	Frequency	Percent
Valid	18-24 years	0.00	0.00
	25-34 years	9.00	8.26
	35-44 years	33.00	30.28
	45 and above	67.00	61.47

Table 4.1 above age group 18-24 had the lowest population of 0%, followed by 8.26% for age group 25-34. Age group 35-44 and ages above 45 years had 30.28% and 61.47% respectively. This implies that the majority of process controllers are above 35 years as represented by an aggregate of 91.75% (being 30.28+61.47%).

4.3.2. Gender Response

Figure 4.1: Gender

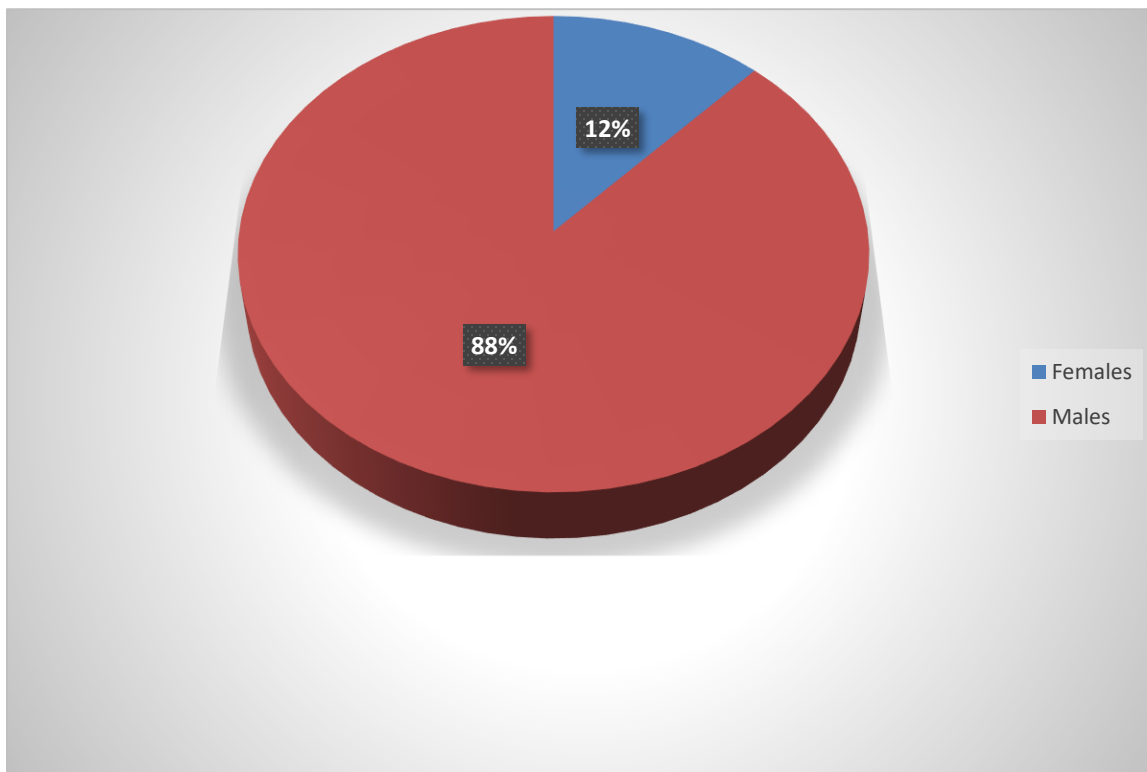


Figure 4.1 above shows that male participants constituted 88%, whilst their female counterparts are represented by the remaining 12%, implying a dominance by the males in the water treatment and control sector.

4.3.3. Qualification responses: Education Level

The table below represents the educational qualification of the respondents

Table 4.2: Qualification of respondents

		Frequency	Percent
Valid	Matric/Secondary	48.00	43.64%
	Certificate	1.00	0.90%
	NQF 1,2,3	60.00	54.54%
	Diploma	1.00	0.90%
	Total	110.00	100.00%

Table 4.2 above shows that the highest percentage (54.54%) of the sampled group from Process Controllers have only NQF 1,2,3 as their highest qualification. Only 0.90% of the sampled population had a certificate and the other 0.90% had a diploma as the highest academic qualification. The remaining 43.64% have matric/secondary qualification.

4.4 Personal dimension

4.4.1 Knowledge of Treatment Process

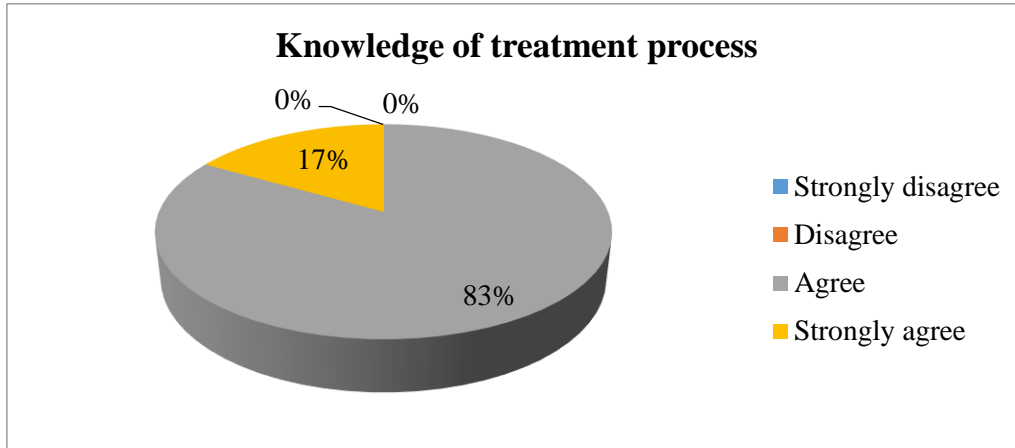


Figure 4.1: Response of the Process Controllers to increased water and wastewater treatment process knowledge

Figure 4.1 indicates the response obtained from the Process Controllers when they were asked if their knowledge of the water and wastewater treatment process was more after attending the development programme. Majority of the respondents i.e. 83% indicated that they agree and 17% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that attending the development programme has increased their knowledge of the water and wastewater treatment process.

4.4.2 Skills Level

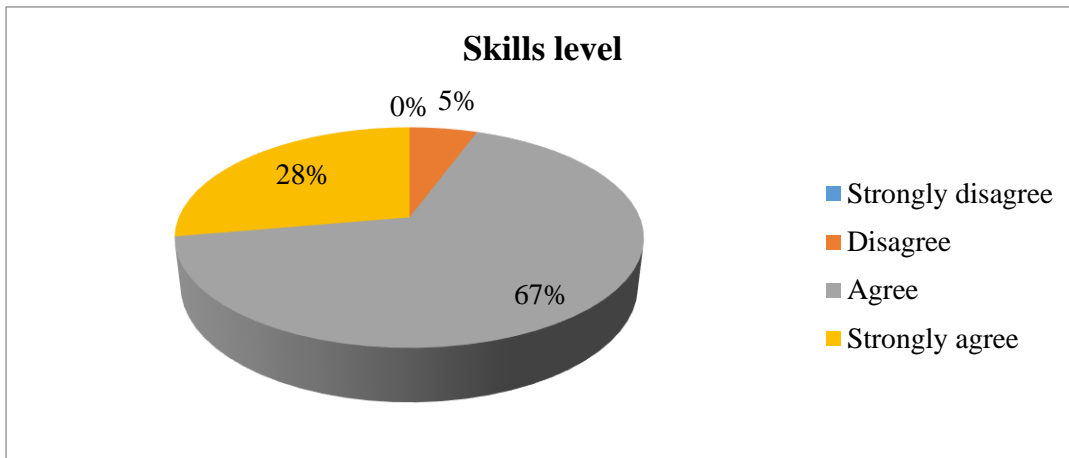


Figure 4.2: Response of the Process Controllers to increased skills level in water and wastewater treatment practice

Figure 4.2 specifies the response obtained from the Process Controllers when they were asked if their skills level of the water and wastewater treatment practice increased as a result of attending the development programme. Majority of the respondents i.e. 67% indicated that they agree and 28% indicated that they strongly agree. Therefore 95% of the Process Controllers agree with the statement. A minority of 5% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that attending the development programme has increased their skills level in water and wastewater treatment practice.

4.4.3 Confidence in Task Execution

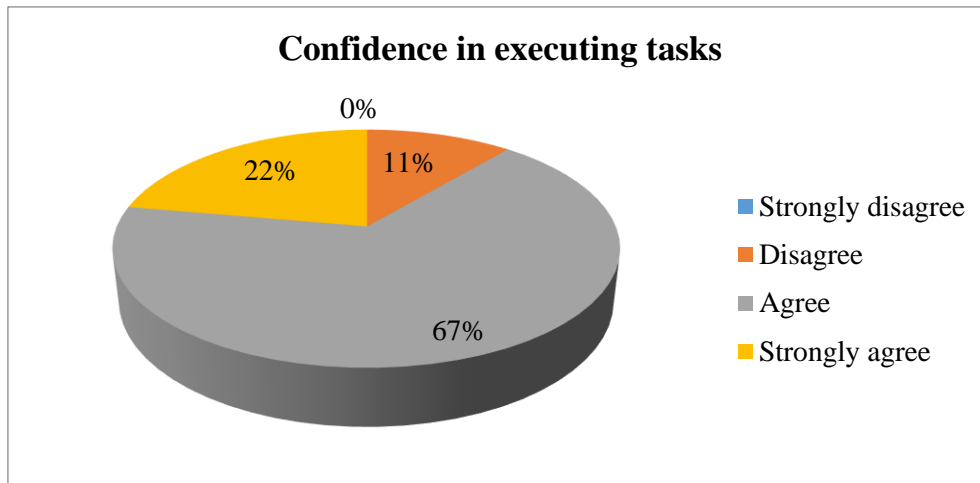


Figure 4.3: Response of the Process Controllers to increased confidence in executing tasks as Process Controllers

Figure 4.3 points out the response obtained from the Process Controllers with regards to confidence in executing tasks as a Process Controller. Majority of the respondents i.e. 67% indicated that they agree and 22% indicated that they strongly agree. Therefore 89% of the Process Controllers agree with the statement. A minority of 11% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that attending the development programme has increased their confidence in executing tasks as Process Controllers.

4.4.4 Level of Moral

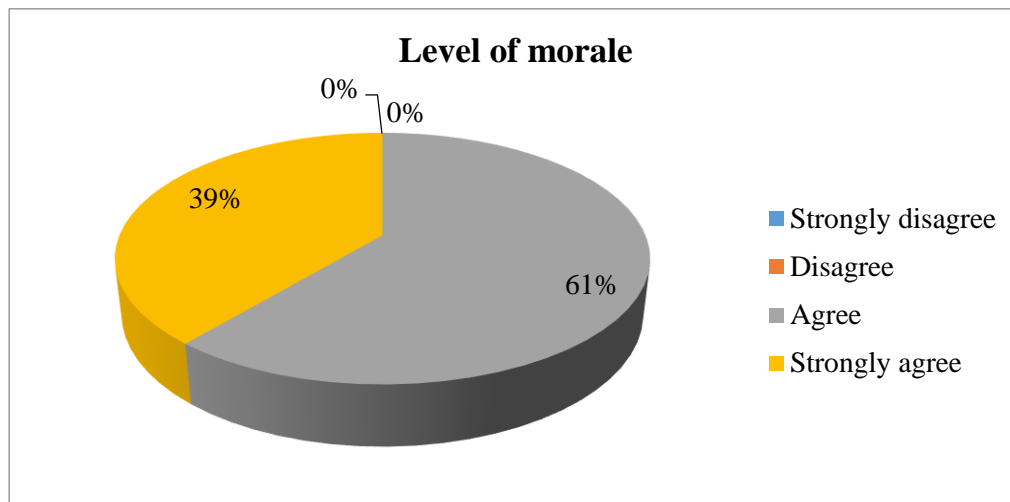


Figure 4.4: Response of the Process Controllers to improved level of job morale

Figure 4.4 indicates the response obtained from the Process Controllers with regards to the level of morale towards their job. Majority of the respondents i.e. 61% indicated that they agree and 39% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. A minority of 11% disagree with the statement. It is therefore evident that all of the Process Controllers agree that attending the development programme has improved their level morale towards their job.

4.4.5 Workplace Changes

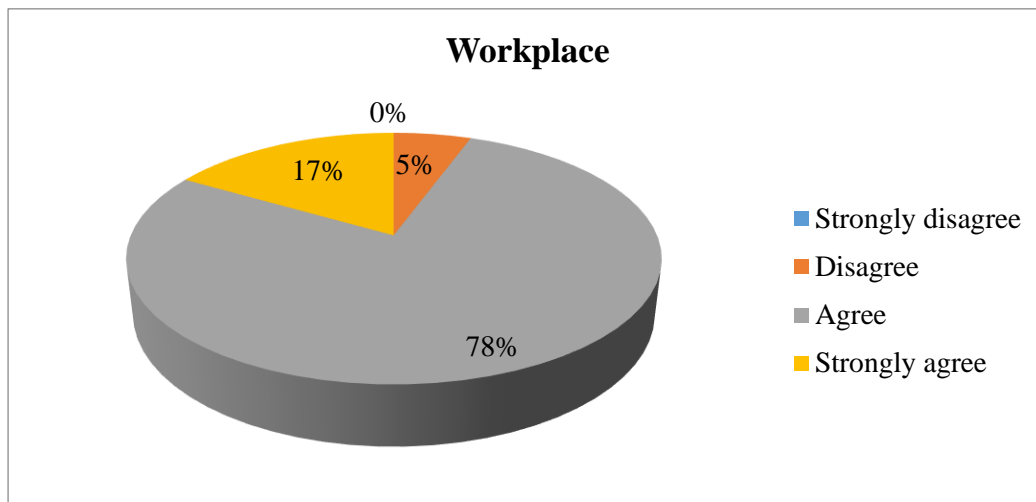


Figure 4.5: Response of the Process Controllers to changes in the workplace as a result of their contribution towards their job.

Figure 4.5 shows the response obtained from the Process Controllers with regards to change in the workplace as a result of their contribution towards their job. Majority of the respondents i.e. 78% indicated that they agree and 17% indicated that they strongly agree. Therefore 95% of the Process Controllers agree with the statement. A minority of 5% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that attending the development programme has changed the workplace as a result of their contribution to towards their job.

4.4.6 Level of Passion

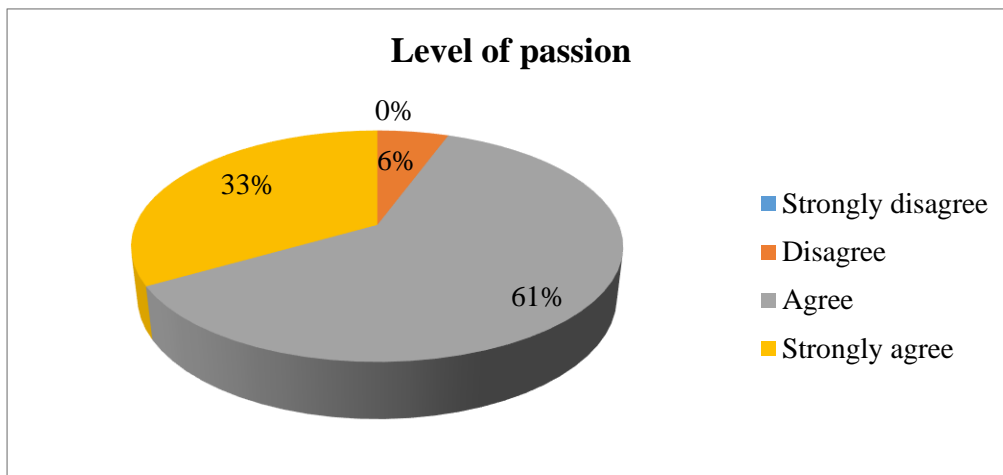


Figure 4.6: Response of the Process Controllers to improved level of passion for their job.

Figure 4.6 specifies the response obtained from the Process Controllers with regards to improved level of passion for their job. Majority of the respondents i.e. 61% indicated that they agree and 33% indicated that they strongly agree. Therefore 94% of the Process Controllers agree with the statement. A minority of 6% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that attending the development programme has improved their level of passion for their job.

4.4.7 Level of Experience

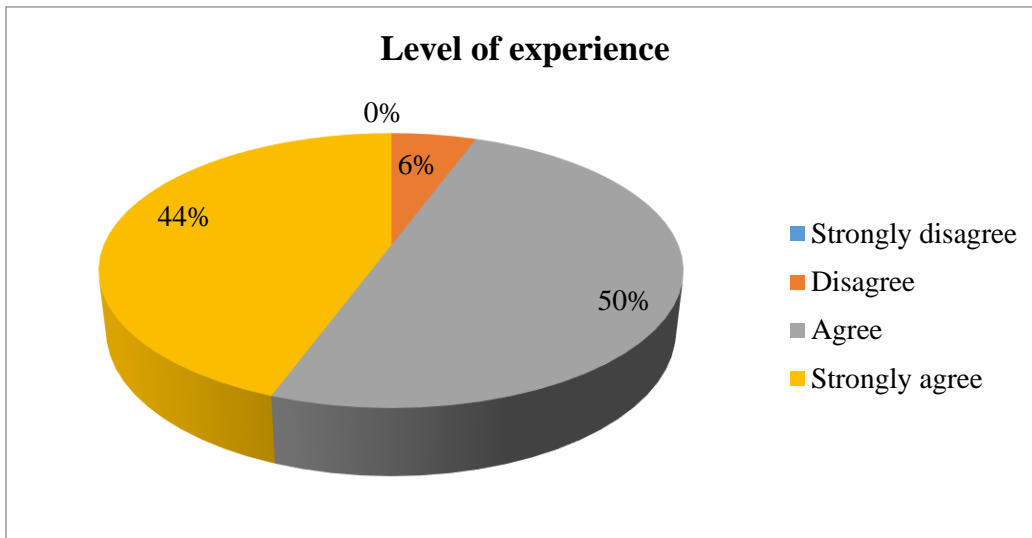


Figure 4.7: Response of the Process Controllers to significant improvement in the level of experience in water treatment practice

Figure 4.7 directs the response obtained from the Process Controllers with regards to their level of experience in water treatment practices. Majority of the respondents i.e. 50% indicated that they agree and 44% indicated that they strongly agree. Therefore 94% of the Process Controllers agree with the statement. A minority of 6% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that attending the development programme has improved their level of experience in water treatment practice significantly.

4.4.8 Self Esteem

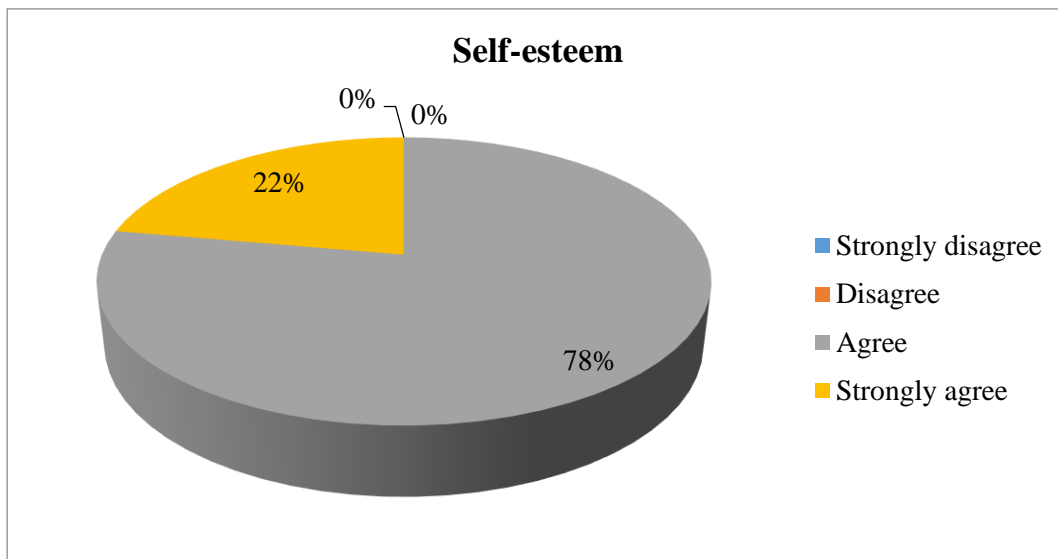


Figure 4.8: Response of the Process Controllers to growth in their self-esteem

Figure 4.8 shows the response obtained from the Process Controllers with regards to their growth in self-esteem. Majority of the respondents i.e. 78% indicated that they agree and 22% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that their self-esteem as grown as a result of attending the development programme.

4.4.9 Interpersonal skills

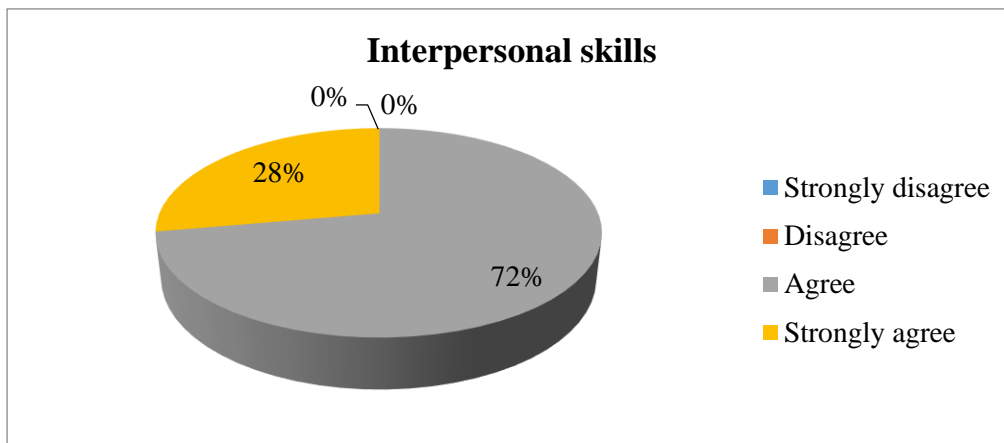


Figure 4.9: Response of the Process Controllers to improvement of interpersonal skills

Figure 4.9 indicates the response obtained from the Process Controllers with regards to their improvement in interpersonal skills. Majority of the respondents i.e. 72% indicated that they agree and 28% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that their interpersonal skills improved as a result of attending the development programme.

4.4.10 Career Direction

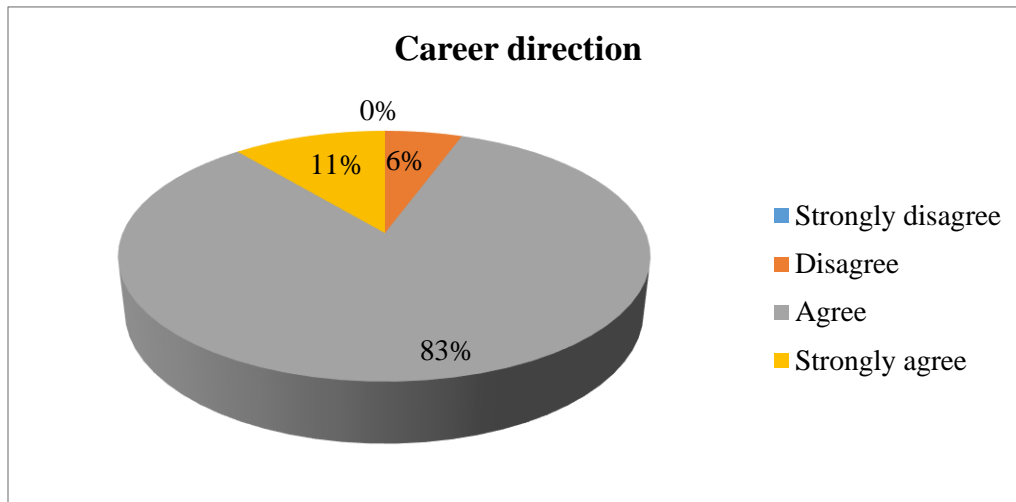


Figure 4.10: Response of the Process Controllers to their certainty regarding their career direction

Figure 4.10 portrays the response obtained from the Process Controllers with regards to their certainty regarding career direction. Majority of the respondents i.e. 83% indicated that they agree and 11% indicated that they strongly agree. A minority of 6% disagree with the statement. Therefore 94% of the Process Controllers agree with the statement. It is therefore evident that a majority of the Process Controllers agree as a result of attending the development programme they have certainty regarding their career direction.

4.5 Process understanding and troubleshooting

The objective of this section was to determine how the level of process understanding and troubleshooting skills of the Process Controllers have changed over the last two years. The Process Controllers were requested to measure their level of process understanding and their skills in troubleshooting as used in their current roles as Process Controllers. This section was aimed at identifying any positive changes within the last two years at a process understanding level and skills in troubleshooting.

4.5.1 Attention to Detail

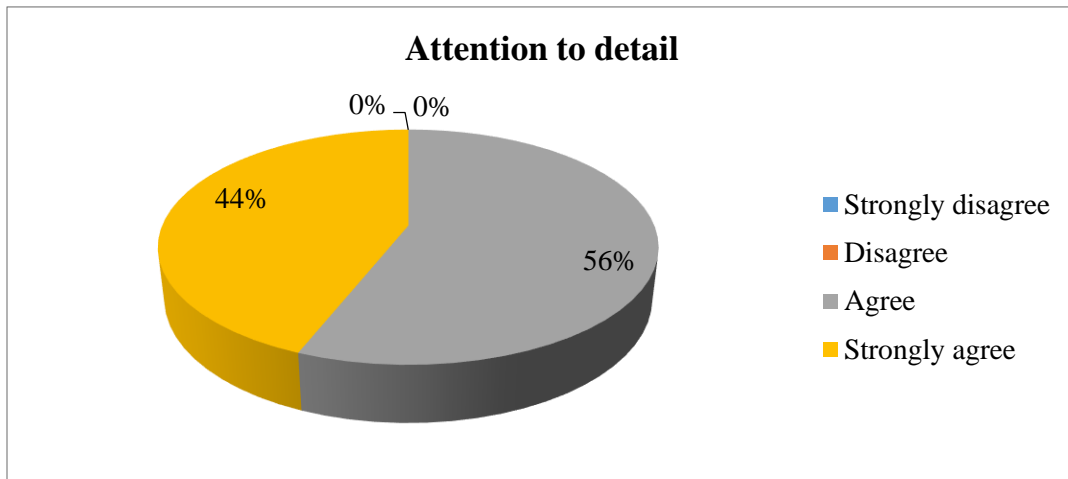


Figure 4.11: Response of the Process Controllers to their certainty regarding their career direction

Figure 4.11 represents the response obtained from the Process Controllers with regards to paying more attention to detail. Majority of the respondents i.e. 56% indicated that they agree and 44% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that as a result of attending the development programme they have been able to pay more attention to detail.

4.5.2 Effectively Optimisation

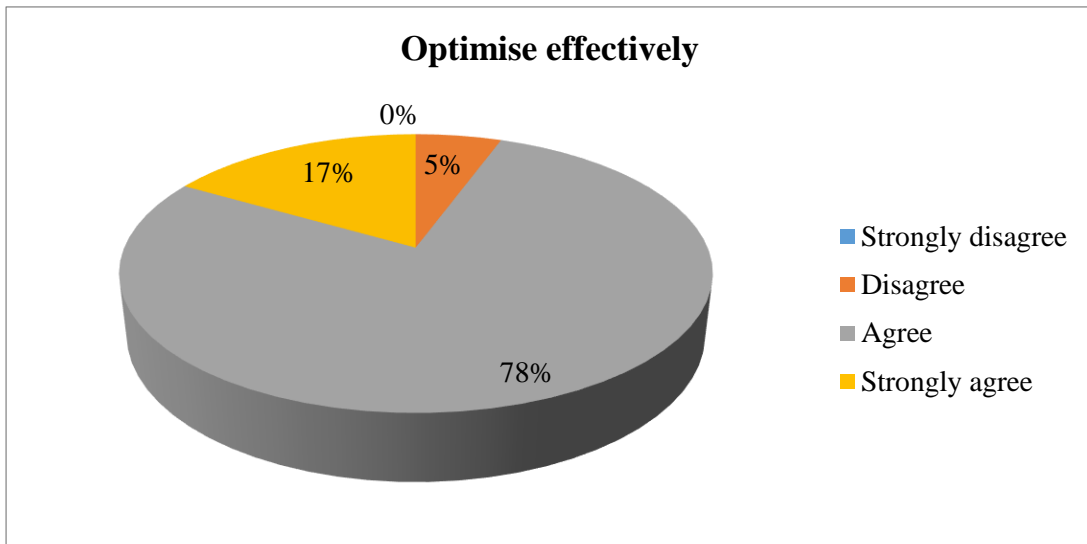


Figure 4.12: Response of the Process Controllers to effectively optimizing the water and wastewater treatment process

Figure 4.12 describes the response obtained from the Process Controllers with regards to effectively optimizing the water and wastewater treatment process. Majority of the respondents i.e. 78% indicated that they agree and 17% indicated that they strongly agree. Therefore 95% of the Process Controllers agree with the statement. A minority of 5% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that as a result of attending the development programme they are able to optimize the water and wastewater treatment process more effectively.

4.5.3 Troubleshooting

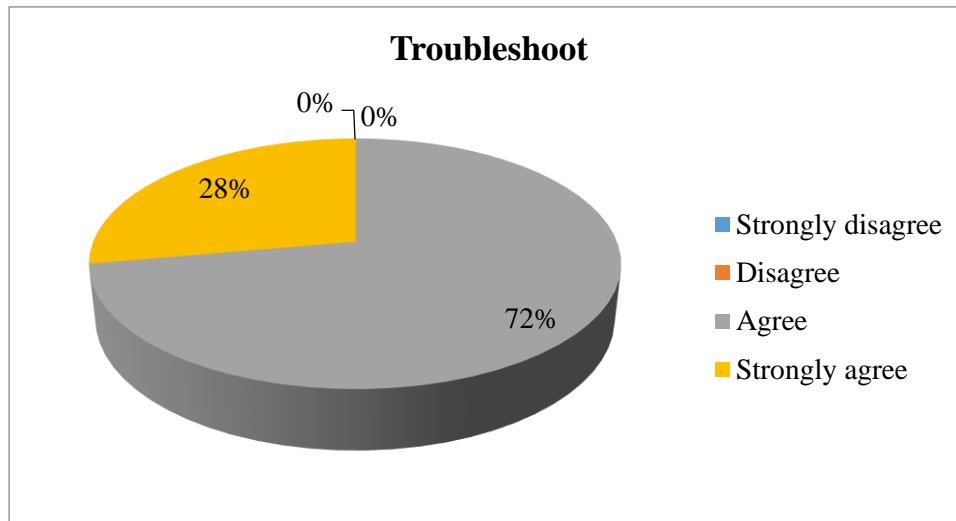


Figure 4.13: Response of the Process Controllers to troubleshooting process related out-of-ranges

Figure 4.13 depicts the response obtained from the Process Controllers with regards to troubleshooting the treatment process when there are process related out-of-ranges. Majority of the respondents i.e. 72% indicated that they agree and 28% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they are now able to troubleshoot process related out-of-ranges as a result of attending the development programme.

4.6 Learning and growth

This section tries to obtain information about the Process Controllers willingness to further their development opportunities in the water sector. It also seeks to obtain the Process Controllers awareness of consistently updating of their process understanding and troubleshooting skills and also their awareness of organizational support.

4.6.1 Development Opportunities

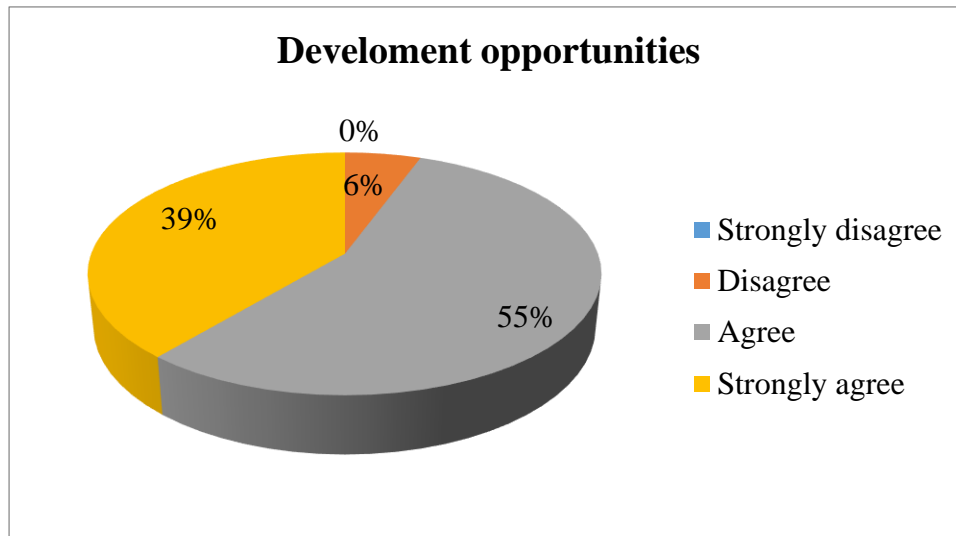


Figure 4.14: Response of the Process Controllers to their willing to pursue further development opportunities within the Water and Wastewater Treatment field

Figure 4.14 indicates the response obtained from the Process Controllers in regard to their willingness to pursue further development opportunities within the Water and Wastewater Treatment field. Majority of the respondents i.e. 56% indicated that they agree and 39% indicated that they strongly agree. Therefore 94% of the Process Controllers agree with the statement. A minority of 6% disagree with the statement. It is therefore evident that a majority of the Process Controllers agree that they are now willing to pursue further development opportunities within the Water and Wastewater Treatment field as a result of attending the development programme.

Azeem, Rubina, & Paracha, (2013) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the assistance of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can assist to specify the areas where they require improvement as a result of the concerns raised in their performance appraisal process and their career development needs

4.6.2 Update of Skills

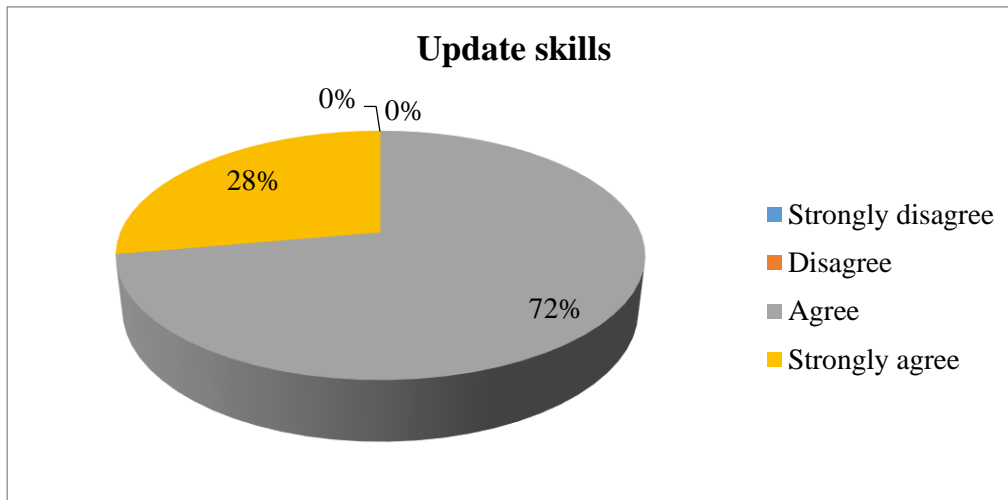


Figure 4.15: Response of the Process Controllers to their awareness of the fact that I need to continuously update their skills – both in terms of process optimization and troubleshooting.

Figure 4.15 shows the response obtained from the Process Controllers in regard to their awareness of the fact that I need to continuously update their skills – both in terms of process optimization and troubleshooting. Majority of the respondents i.e. 72% indicated that they agree and 28% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they are now aware that they need to continuously update their skills as a result of attending the development programme.

Azeem, Rubina, & Paracha, (2013) argues that policies are necessary to ensure that employee performance is evaluated, which in turn ensures that the appropriate training and development take place. With the assistance of the performance appraisal reports and findings, the organization can be able to identify development needs. However, individuals themselves can assist to specify the areas where they require improvement as a result of the concerns raised in their performance appraisal process and their career development needs

4.6.3 Organisational Support

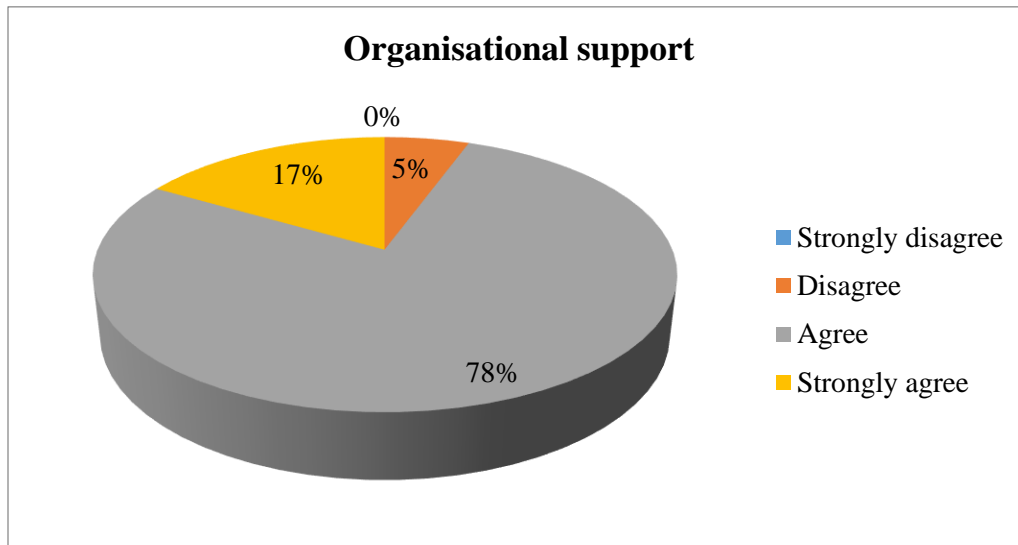


Figure 4.16: Response of the Process Controllers to their awareness of organisational support in pursuing further development opportunities

Figure 4.16 represents the response obtained from the Process Controllers with regards to their awareness of organisational assistance in pursuing further development opportunities. Majority of the respondents i.e. 78% indicated that they agree and 17% indicated that they strongly agree. Therefore 95% of the Process Controllers agree with the statement. A minority of 5% disagrees with the statement. It is therefore evident that a majority of the Process Controllers agree that they are now aware of the organisational support in pursuing further development opportunities as a result of attending the development programme.

4.7 Job satisfaction

This section aims to obtain information about the Process Controllers satisfaction towards their job. It aims at determining the view, perception or belief that employees have about the contribution of the employer to their job satisfaction

4.7.1 Job Variety

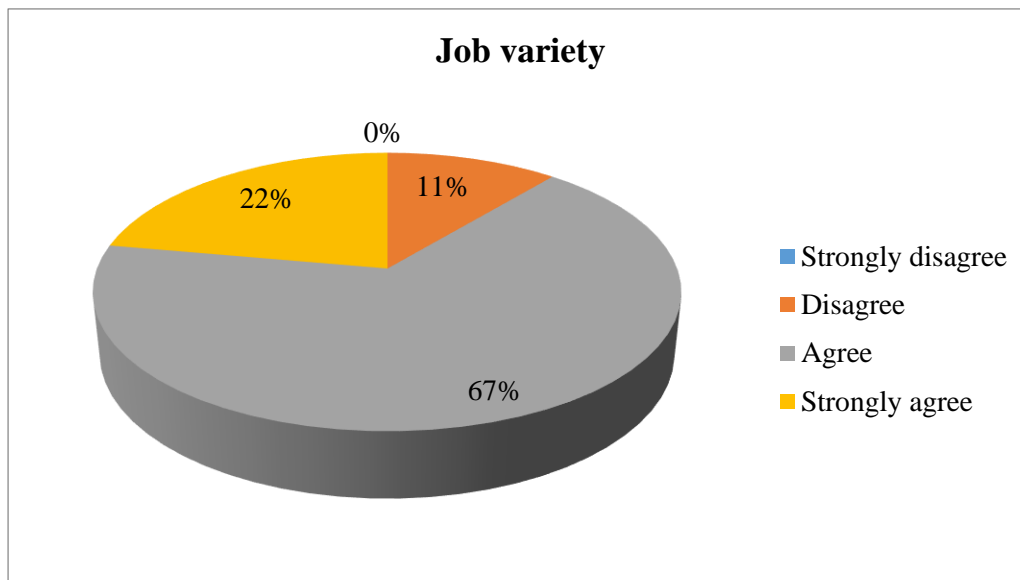


Figure 4.17: Response of the Process Controllers to their job variety

Figure 4.17 illustrates the response obtained from the Process Controllers with regards to their job variety. Majority of the respondents i.e. 67% indicated that they agree and 22% indicated that they strongly agree. Therefore 89% of the Process Controllers agree with the statement. A minority of 11% disagrees with the statement. It is therefore evident that a majority of the Process Controllers agree that their job has a lot of variety as a result of attending the development programme.

English et al (2012) suggest that one way that employees may develop a sense of competency is by working in a job with high skill variety. Skill variety relates to feelings of belonging, as well as a sense of attachment to the organization Green et al (2013), however, warn that skill variety should not to be confused with multitasking, which is doing several tasks at the same time, for instance, with computers, telephones, other devices, and personal organizers.

4.7.2 Institutional Operations

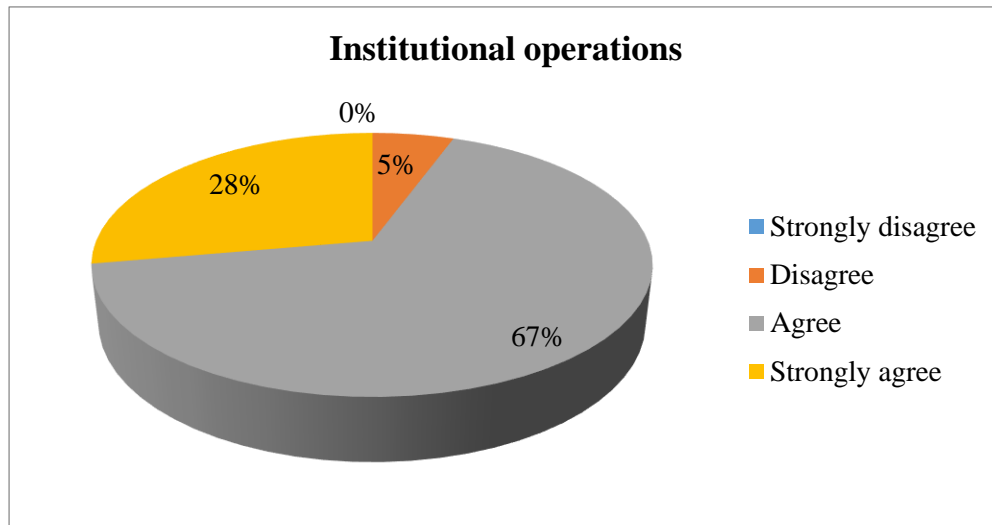


Figure 4.18: Response of the Process Controllers to them wanting to be more informed about the operations of the institution

Figure 4.18 displays the response obtained from the Process Controllers with regards to them wanting to be more informed about the operations of the institution. Majority of the respondents i.e. 67% indicated that they agree and 28% indicated that they strongly agree. Therefore 95% of the Process Controllers agree with the statement. A minority of 5% disagrees with the statement. It is therefore evident that a majority of the Process Controllers agree that they would like to be more informed of the operations of the institution as a result of attending the development programme.

Human resource departments provide benefits such as training and development to increase level of job satisfaction, motivation and improving organizational performance (Jeet, 2014). According to Bagyo (2013) job satisfaction and dissatisfaction not only depends on the nature of the job, it also depends on the expectation of the job supply to an employee.

4.7.3 Recognition

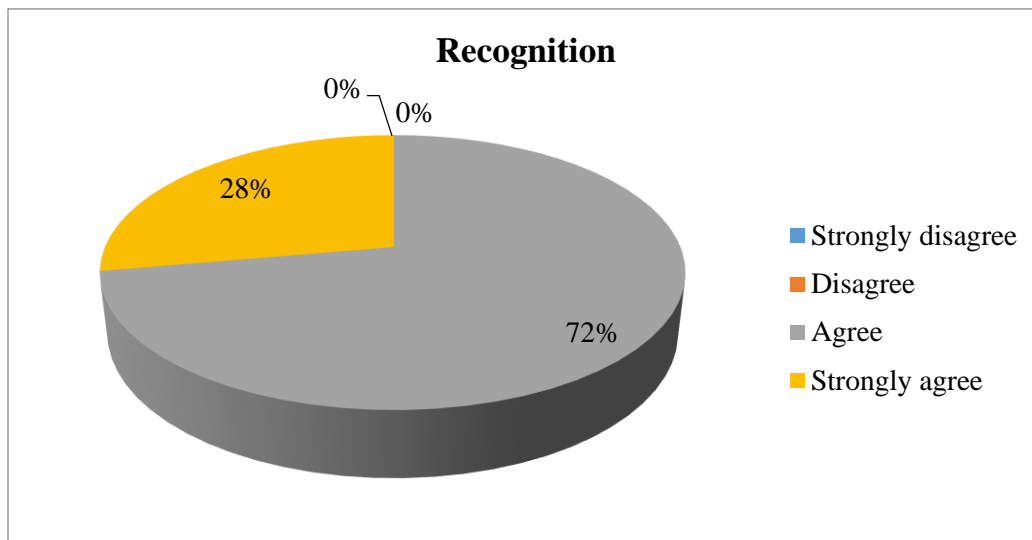


Figure 4.19: Response of the Process Controllers to them wanting to be recognized if they do their job well

Figure 4.19 indicates the response obtained from the Process Controllers in regard to their expectation of recognition if they do their job well. Majority of the respondents i.e. 72% indicated that they agree and 28% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they would like to be recognized if they do their job well as a result of attending the development programme.

Yaseen (2013) commented that an employee becomes more loyal to their organization and satisfied when the organization recognizes their work. Very many organizations are missing this very valuable component and yet the cost of practical implementation of this component is very small. Through recognition, employees are being realized that they are valuable to the organization. Employees also feel appreciated through recognition (Sarvadi, 2005). Recognition is actually to show employees that their participation is valuable for the organization which ultimately increases satisfaction and performance of employees.

4.7.4 Responsible Important Person

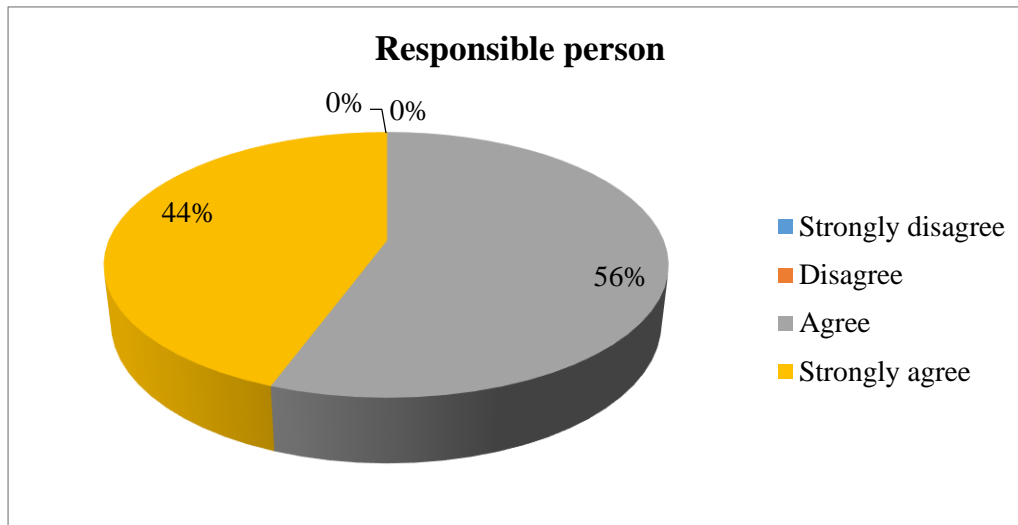


Figure 4.20: Response of the Process Controllers to being treated as a responsible important person

Figure 4.20 points out the response obtained from the Process Controllers with regards to them being treated as a responsible important person. Majority of the respondents i.e. 56% indicated that they agree and 44% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they are now treated as a responsible important person as a result of attending the development programme.

4.7.5 Job Importance

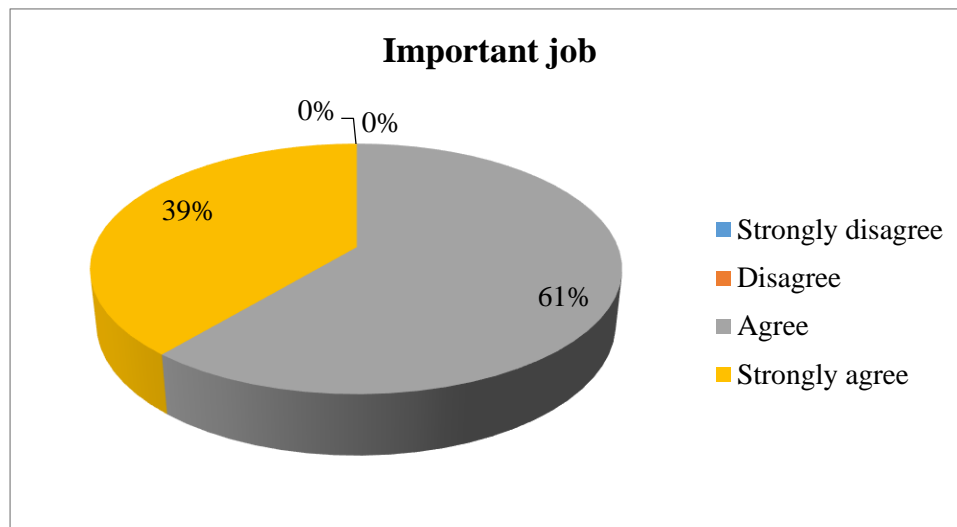


Figure 4.21: Response of the Process Controllers to how important they feel their job is

Figure 4.21 shows the response obtained from the Process Controllers with regards to how important they feel their job is. Majority of the respondents i.e. 61% indicated that they agree and 39% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they feel that their job is important as a result of attending the development programme.

4.7.6 Training

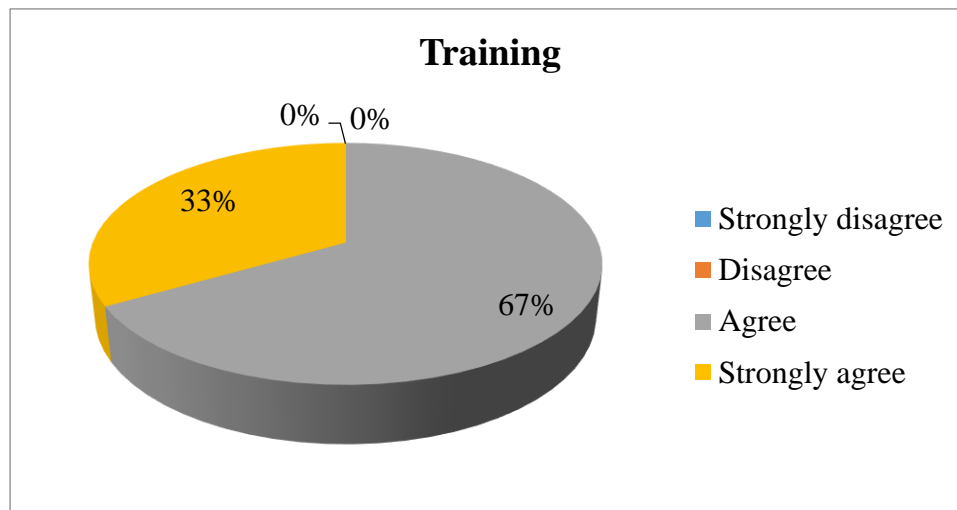


Figure 4.22: Response of the Process Controllers to training adequacy

Figure 4.22 demonstrates the response obtained from the Process Controllers in regard to the adequacy of the training they have received for their job. Majority of the respondents i.e. 67% indicated that they agree and 33% indicated that they strongly agree. Therefore 100% of the Process Controllers agree with the statement. It is therefore evident that all the Process Controllers agree that they have received adequate training for their job as a result of attending the development programme.

Sheeba (2011), highlights that the main drive of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. When the employees are well trained, and they know that their organization is spending huge sum of money in training and development programs they in return want to give back to organization by showing them their improved performance. As the employees are satisfied with their job they do not feel any stress or burden, which are most common reasons for employee's bad performance, the employees are happy, and it is common perception that happy employees are good performers, Jeet (2014).

4.7.7 Decision Making

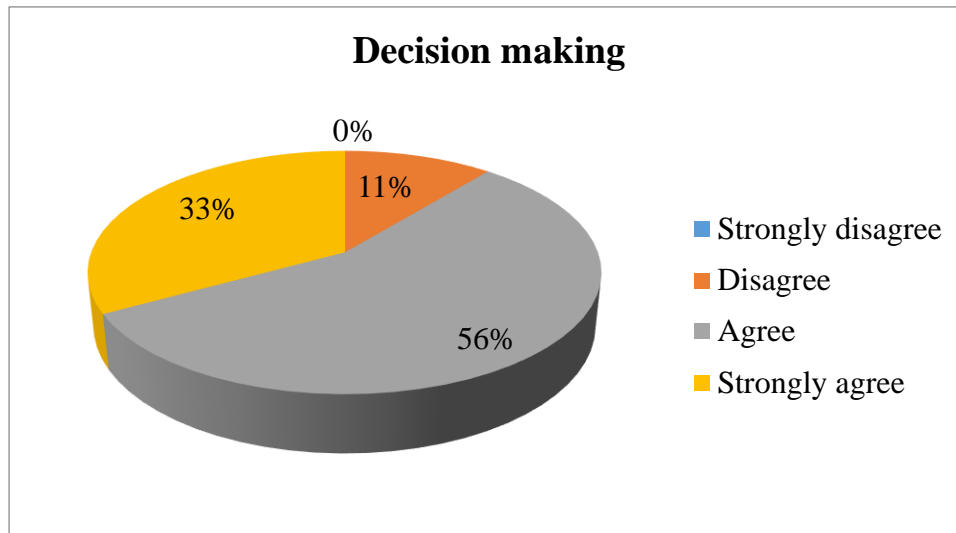


Figure 4.23: Response of the Process Controllers to involvement in decision making in the institution

Figure 4.23 reveals the response obtained from the Process Controllers in regards them being more involvement in decision making in the institution. Majority of the respondents i.e. 56% indicated that they agree and 33% indicated that they strongly agree. Therefore 89% of the Process Controllers agree with the statement. A minority of 11% disagrees with the statement. It is therefore evident that a majority of the Process Controllers agree that they would like to be more involved in decision making in the institution as a result of attending the development programme.

4.8 General

The Process Controllers were asked a general question of: to what they credit their development in water and wastewater treatment field. They were given alternatives of three answers i.e. training only, experience only and training courses and experience. 94.4% of the respondents said they credit their development to training courses and experience.

4.9 Supervisor Responses

The supervisors of the Process Controllers, the Superintendents, were requested to answer a series of questions in relation to the impact of the development programme on the Process Controllers personal dimension, process understanding and troubleshooting and generally. The Superintendents were requested to answer the questionnaire as they are the people who work with the Process Controllers closely and would be able to provide useful feedback. The Superintendents response is tabled in the appendix.

4.10 Findings from the Literature Review

It is widely agreed that South Africa is not yet equipped with the skills it needs for economic and employment growth and social development. There are still challenges to the effective implementation of legislation. Many more employers have yet to be convinced of the economic and commercial benefits of skills development. The employers need to remember that the productivity of the employees depends on the skills that they provide them with (Elnaga & Imran, 2013).

The mission statement of the National Skills Development program also stresses the important role that should be played by employers (Guest 2016). They need to equip employees with skills in order to succeed in the global market. They also have to offer opportunities to individuals and the community for self-advancement to enable them to play a productive role in society. As employers are responsible for training, the company's training officer needs to ensure that the top management buys into skills development strategies.

The training officer needs to promote skills development through company strategy and communicate the desired goals to fellow employees. The organisation has to know the following information:

(a) How to develop and implement learnership effectively;

(b) How to accelerate skills development by implementing recognition of prior learning programs;

(c) Employment equity and black economic empowerment targets through skill development;

(d) That by submitting the workplace skills plan the company becomes eligible for a rebate; and

(e) How to apply for a grant for the implementation of learnerships in the company (Skills Development Act No. 97 of 1998:1).

- **Investing in People**

Employers should consider training as an investment in human resources by developing the skills development programs that would equip employees with industrial skills. Boadu et al (2014) argue that apartheid education produced 'educated' employees who could not be absorbed into the economic sector, since the previous education system was concentrating on theory and placed less emphasis on equipping people with skills.

A nation's ability to supply goods and services depends on its human resources as well as on its physical capital. If the size of the labour force increases, more output could be produced on any given price level (Goslin *et al.*, 2012). The increase in human resources in skills and knowledge of the workforce adds to the nation's potential output. The larger the skills gap between the unemployed workers and the requirement of emerging jobs, the harder it can be to absorb such workers in the labour market. A critical challenge that faces human society at the start of the 21st century is to attain full employment and sustained economic growth in the global economy and social inclusively (Khan et al., 2011).

Khan et al., (2011) also say economic, social and technological change are gathering pace and calls for continuous policy and institutional adaptation in order to meet new needs and seize the opportunities that are opening rapidly in an integrating world economy. It has been increasingly recognised that people's endowment of skills, capability and investment in education and training constitute the key to economic and social development. Skills and training increase productivity and incomes and facilitate everybody's participation in economic and social life.

- **Private returns on education**

Rohan and Madhumita (2012) elaborate that learning, education and training benefit individuals, enterprises and society alike. The amount of education acquired by workers has an important impact on labour market experience. It also improves individuals' productivity and income-earning opportunities at work and their mobility in the labour market and widens their choice of career opportunities (Rohan and Madhumita, 2012). Recognition of the increased importance of education has caused S.A to evaluate the quality of educational systems to ensure that all students benefit through skills development, securing skills training for people from disadvantaged backgrounds is a primary goal of the SAQA Act.

- **Public returns on education**

Sultan et al. (2012) states that economic growth and social development of countries are invariably associated with large and sustained investments in education and training. Countries with the highest incomes are those where workers are most educated. Basic literacy, essential for learning and trainability, as well as for employability and access to suitable employment in today's world, eludes a significant share of adults in Africa and South Asia.

The developed countries invest 30 times more per student in education and training than the LDCs (Hung, 2010). These figures in African countries indicate that the basic literacy level of adults is low compared to high income countries. This low level of basic literacy has an impact on the education and trainability of adults in LDCs, which are mainly African countries. This information also displays the level of government spending in education in LDCs compared to first world countries as indicated by the deficiencies of about 30 times more spending on education (Nittana and John, 2013).

Human resource development and training contribute to improved productivity in the economy, reduce skill mismatches in the labour market, and promote a country's international competitiveness (Hung, 2010). Human resource development and training underpin the fundamental values of the society, equity, justice, gender equality, non-discrimination, social responsibility and participation of all in economic and social life.

4.11 Chapter Summary

In this chapter the results and findings of the study have been presented based on the questionnaire answered by the Process Controllers who attended the development programme. Graphical presentation of the results was used. The graphs were used to assist in understanding the results and to show the different trends. Presentation of the results focused on the following: the demographics of the respondents of the study, the personal dimensions, process understanding and troubleshooting, learning and growth, job satisfaction and general. Chapter five will then discuss these results further.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Organizations have implemented career development programs in order to address the issue of employee retention, job satisfaction and career advancement among others. These programs are designed to teach employees how to work toward their own developmental goals while continuing to do productive work for the organization. The objective of the study was to investigate the impact of Process Controllers' development program on job satisfaction at Umgeni Water. This chapter focuses on the conclusions drawn from this study, limitations identified, recommendations based on the findings and recommendations for further research.

5.2 Conclusions

The conclusions of the study are based on the findings provided by both primary and secondary information in the study. The main objectives of this study were to determine the impact of the Process Controller development programme on the "employee job satisfaction, employee retention and employee career development of Process Controllers at Umgeni Water. Majority of workforce is faced with the challenge of technological changes, which demands that employees cope with new knowledge and rapid technological changes. This means that employees need to get skills training in order to improve their performance or to be efficient and effective in their job performance. Arguments throughout this study have implied that skills training played a vital role in the improved work performance, which ultimately benefited employers and employees themselves.

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

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

However, the fact that very little evaluation of training is done indicates the probability that despite much expenditure on training, there is very little improvement in competence and performance. The vast majority of employers or managers still see training and development as purely cost, not investment. Employers are responsible for ensuring access to skills development programmes for their employees. This is the responsibility demanded by the SDA, but the crux of the matter is that some employers still do not acknowledge the contribution of the skills development programme to their companies.

5.3 Recommendations

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

- All companies, irrespective of their size, should make skills development accessible to their workforce. This can be done by integrating the organisational goal with the aims of skills development programs. Furthermore, the company should draw up a skills development program schedule that will fit in with the company's objectives. This is done to ensure that the organisational goal and skills development programs do not clash with each other, but instead complement each other so as to meet the goal they intend to meet, that is, re-skilling of the workforce.
- Organisations must ensure that it conducts a needs analysis by doing a job–task analysis, person analysis and organisational analysis before training takes place. Training needs must be identified through a formal performance appraisal mechanism. This ensures that there is no waste in resources by embarking on training that will not add value to the business or the individual.

- Training and development have become a key focus for organisations in their quest to nurture an innovative, knowledgeable, flexible and high-quality workforce that can compete forcefully in the global arena. It is critical that the organisation spell out the strategic training and development objectives and applicable policies and must ensure that these are well understood by all employees in the organisation.
- It is also necessary to educate employers or managers about the importance of investing in people through skills development programmes in order to effect improved work performance. Only then will the employers see training and development as investment rather than cost. ITD, the subject of the case study is promoting skills development programmes in its workforce. It is trusted that this study will contribute to the upliftment of the status of skills development programmes in companies, which is a vital component of employees' life-worlds and the betterment of society.
- The companies should spell out the aims of the skills development programs and must make sure that they are well understood and adhered to by everyone in the company. This will help the company to design the program according to its needs. This was evident from employer's views where he indicated that some managers for small companies and its workforce may not buy into the idea of SDAs.
- The company should make sure that it places its workforce in the relevant workplace to confirm that the acquired skill is in actual fact applied to the real-world situation.
- For a company to see the impact of skills development programs, and to achieve better general work performance, the employers or managers should be re-educated on the importance of investing in people through skills development programs in order to provide improved work performance. Finally, the employers must see training and development as purely investment, not cost.

5.4 Area/s for Further Research

The recommendations for further research are based on the findings and limitations identified in this study. Despite its limitations, the present study does provide a starting point for further research in this field. Recommendations for further research include the following:

- The sampling frame used for this study was Process Controllers at Umgeni Water in Durban. It is recommended that this study be repeated on a larger scale in which more multi-sectors are included. This would provide a comprehensive role of development programs towards promotion of employee job satisfaction and organisational performance.
- A representative sample of all the employee categories in the business and not just limited to selected operational staff. An inclusive study of more South African water purification centres could highlight trends which could come from individual business sites, provinces or regions and this could enable possible comparative analysis”.

5.5 Chapter Summary

Chapter five has discussed the results obtained in chapter four. The results have indicated that majority of the time they agree with the statements posed at them as a result of attending the development program. The chapter also concluded this study of the impact of the Process Controllers development program on job satisfaction at Umgeni Water and also provide recommendations

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21 August 2017

Ms Silindile Grace Mtshali (215077182)
Graduate School of Business & Leadership
Westville Campus

Dear Ms Mtshali,

Protocol reference number: HSS/1346/017M

Project title: The impact of Process Controllers' Development Programme on job satisfaction at Umgeni Water

Full Approval – Expedited Application

In response to your application received on 14 August 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and FULL APPROVAL for the protocol has been granted.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Dr Shamila Naidoo (Deputy Chair)

/ms

Cc Supervisor: Dr Rosemary Sibanda
Cc Academic Leader Research: Dr Muhammad Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

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