

# THE IMPACT OF TRAINING AND DEVELOPMENT PROGRAMMES ON ARTISANS' PERFORMANCE: A CASE STUDY OF UMNGENI WATER

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## DECLARATION

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## **ABSTRACT**

Training is an ongoing method of enhancing employee excellence. A training programme is an employer's attempt to provide opportunities for workers to improve job-related talents, attitudes, and knowledge. The best combination of new technology used by skillful and talented people is required to resolve the increasingly competitive demands of the business market, update it and take it to the heights of global brilliance. This study was conducted at Umgeni Water sites in Durban. The main aim of the research was to ascertain whether Umgeni Water's training and development policies and procedures of Umgeni Water are in line with the overall company strategy, to determine whether Umgeni Water's artisan development programme is aligned with the overall company strategy, to identify challenges that artisans encounter with regards to training and development, and to recommend solutions for artisan training and development at Umgeni Water.

The research used a positivist approach which favours a quantitative research technique. Research data were gathered using closed-ended research questionnaires, which consisted of 4 sections using a 5-point Likert scale. The research included a sample size of 110 artisans who all participated in the study. The collected data were compiled, presented, and analysed using the IBM Statistical Package for Social Science (SPSS) Version 22. The study results show that training and development play a critical role in improving employee performance. Training enhances employees' skills, attitudes, and knowledge. One of the recommendations that emerged from the research is that the organisation should establish a user-friendly artisan training quality assurance system and process in line with the National Artisan Moderations Body (NAMB) and the Quality Council for Trades and Occupations (QCTO).

## Table of Contents

|   |           |
|---|-----------|
| DECLARATION .....   | II        |
| ABSTRACT .....  | III       |
| TABLE OF CONTENTS .....   | IV        |
| LIST OF TABLES .....  | VIII      |
| LIST OF ACRONYMS .....  | IX        |
| ACKNOWLEDGEMENTS .....  | I         |
| DEDICATION .....  | II        |
| <b>CHAPTER 1 : INTRODUCTION AND BACKGROUND TO STUDY .....</b>                 | <b>1</b>  |
| 1.1 INTRODUCTION.....   | 1         |
| 1.2 BACKGROUND TO THE STUDY .....   | 2         |
| 1.3 STATEMENT OF THE PROBLEM AND MOTIVATION OF THE STUDY.....                 | 3         |
| 1.4 OBJECTIVES .....  | 4         |
| 1.5 RESEARCH QUESTIONS .....  | 4         |
| 1.6 SIGNIFICANCE OF THE STUDY.....  | 5         |
| 1.7 DISSERTATION STRUCTURE .....  | 6         |
| 1.8 CHAPTER SUMMARY .....   | 7         |
| <b>CHAPTER 2 : LITERATURE REVIEW .....</b>                                    | <b>8</b>  |
| 2.1 INTRODUCTION.....   | 8         |
| 2.2 DEFINITION OF CONCEPTS .....  | 8         |
| 2.2.1 Education .....   | 8         |
| 2.2.2 Training .....  | 9         |
| 2.2.3 Development .....   | 9         |
| 2.2.4 Employee performance .....  | 10        |
| 2.4 THEORETICAL FRAMEWORK .....   | 11        |
| 2.4.1 Kirkpatrick's four-level training evaluation .....                      | 11        |
| 2.4.2 Brinkerhoff's six-stage evaluation of training .....                    | 14        |
| 2.4.3 Rationale of the theories used in the study.....                        | 16        |
| 2.5 TRAINING AND DEVELOPMENT PROGRAMMES .....                                 | 16        |
| 2.5.1 On-the-job training.....  | 16        |
| 2.5.2 Off-the-job training .....  | 17        |
| 2.5.3 Coaching or mentoring.....  | 18        |
| 2.6 OBJECTIVES OF TRAINING AND DEVELOPMENT.....                               | 18        |
| 2.6.1 To keep up with technology .....  | 18        |
| 2.6.2 To improve customer satisfaction .....                                  | 18        |
| 2.6.3 To improve productivity .....   | 19        |
| 2.7 THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE .....      | 19        |
| 2.8 RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE PERFORMANCE .....              | 22        |
| 2.9 ALIGNMENT OF TRAINING AND DEVELOPMENT TO THE ORGANISATIONAL STRATEGY..... | 24        |
| 2.10 THE IMPORTANCE OF TRAINING AND DEVELOPMENT.....                          | 25        |
| 2.11 FACTORS AFFECTING TRAINING AND DEVELOPMENT OF EMPLOYEES.....             | 26        |
| 2.11.1 General beliefs of management toward training.....                     | 26        |
| 2.11.2 Poor alignment of training and organisational goals .....              | 26        |
| 2.11.3 Environment.....   | 27        |
| 2.11.4 Training evaluation systems.....                                       | 28        |
| 2.12 CHAPTER SUMMARY .....  | 29        |
| <b>CHAPTER 3 : RESEARCH METHODOLOGY .....</b>                                 | <b>30</b> |

|  |           |
|--|-----------|
| 3.1 INTRODUCTION.....  | 30        |
| 3.2 RESEARCH PHILOSOPHY.....   | 30        |
| 3.2.1 Positivism .....   | 30        |
| 3.2.2 Interpretivism .....   | 31        |
| 3.2.3 Rationale for choosing the positivist approach .....   | 31        |
| 3.3 RESEARCH DESIGN .....  | 31        |
| 3.3.1 RATIONALE FOR CHOOSING A DESCRIPTIVE RESEARCH DESIGN .....   | 33        |
| 3.4 RESEARCH STRATEGY .....  | 33        |
| 3.4.1 RATIONALE FOR CHOOSING A CASE STUDY .....  | 33        |
| 3.5 POPULATION AND SAMPLING .....  | 34        |
| 3.5.1 SAMPLING.....  | 35        |
| 3.5.2 SAMPLING TECHNIQUES.....   | 35        |
| 3.5.3 Rationale for choosing non-probability sampling .....  | 35        |
| 3.6 MEASURING INSTRUMENTS.....   | 36        |
| 3.7 PILOT STUDY.....   | 37        |
| 3.8 ADMINISTRATION AND COLLECTION OF QUESTIONNAIRES .....  | 37        |
| 3.9 DATA ANALYSIS.....   | 37        |
| 3.10 VALIDITY AND RELIABILITY .....  | 38        |
| 3.11 LIMITATIONS OF THE STUDY .....  | 40        |
| 3.12 ELIMINATION OF BIAS.....  | 41        |
| 3.13 ETHICAL CONSIDERATIONS .....  | 41        |
| 3.14 CHAPTER SUMMARY .....   | 42        |
| <b>CHAPTER 4 : DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS .....</b>   | <b>43</b> |
| 4.1 INTRODUCTION.....  | 43        |
| 4.2 DEMOGRAPHIC DISTRIBUTION .....   | 43        |
| 4.3 THE IMPACT OF TRAINING AND DEVELOPMENT ON UMGENI WATER’S ARTISANS’ PERFORMANCE .   | 45        |
| 4.4 ASCERTAIN IF TRAINING AND DEVELOPMENT POLICIES AND PROCEDURES OF UMGENI WATER ARE<br>IN LINE WITH ORGANISATIONAL NEEDS.....                | 52        |
| 4.5 DETERMINING WHETHER UMGENI WATER’S ARTISAN DEVELOPMENT PROGRAMME IS ALIGNED WITH<br>THE OVERALL BUSINESS STRATEGY .....                    | 57        |
| 4.6 CHALLENGES ARTISANS ENCOUNTER WITH REGARDS TO TRAINING AND DEVELOPMENT AT UMGENI<br>WATER.....   | 60        |
| 4.7 CHAPTER SUMMARY .....  | 63        |
| <b>CHAPTER 5 : DISCUSSION .....</b>  | <b>65</b> |
| 5.1 INTRODUCTION.....  | 65        |
| 5.2.1 Demographic.....   | 65        |
| 5.2.2 The impact of training and development on Umgeni Water’s artisans’ performance.....  | 65        |
| 5.2.3 Assessment of whether training and development policies and procedures of Umgeni Water are in line with<br>the organisational needs..... | 66        |
| 5.2.4 Challenges artisans encounter with regards to training and development at Umgeni Water .....   | 67        |
| 5.2 CHAPTER SUMMARY .....  | 68        |
| <b>CHAPTER 6 : CONCLUSIONS AND RECOMMENDATIONS .....</b>   | <b>70</b> |
| 6.1 INTRODUCTION.....  | 70        |
| 6.2 CONCLUSIONS .....  | 70        |
| 6.3 RECOMMENDATIONS .....  | 71        |
| 6.4 AREAS FOR FURTHER RESEARCH.....  | 72        |
| 6.5 CHAPTER SUMMARY .....  | 73        |
| APPENDICES .....   | 82        |

|   |    |
|---|----|
| APPENDIX A: CONSENT LETTER .....                                    | 82 |
| CONSENT AND GENERAL INFORMATION FORM FOR RESEARCH PARTICIPANT ..... | 82 |
| APPENDIX B: QUESTIONNAIRE .....                                     | 84 |
| APPENDIX C: ETHICAL CLEARANCE .....                                 | 88 |

## LIST OF FIGURES

|  |    |
|--|----|
| Figure 2.1 Kirkpatrick's four levels of training evaluation .....                              | 12 |
| Figure 2.2 Brinkerhoff's six-stage evaluation of training .....                                | 14 |
| Figure 4.1: T & D in achieving organisational goals.....                                       | 53 |
| Figure 4.2 Impact of T & D on maintenance .....  | 54 |
| Figure 4.3 Impact of training on service delivery .....  | 55 |
| Figure 4.4 Impact of T & D on water quality.....   | 56 |
| Figure 4.5 Impact of T&D on labour turnover.....   | 57 |
| Figure 4.6 The artisans' development programme contributes to organisational performance ..... | 58 |
| Figure 4.7 Budget for training and development.....  | 59 |
| Figure 4.8 T&D alignment to strategic goals.....   | 59 |
| Figure 4.9 Training courses .....  | 60 |
| Figure 4.10 Course facilitators .....  | 61 |
| Figure 4.11 Training evaluation process.....   | 62 |
| Figure 4.12 Putting the learning into practice .....   | 63 |

## LIST OF TABLES

|   |    |
|---|----|
| Table 3-1: Sample size .....  | 34 |
| Table 3-2: Reliability test.....  | 40 |
| Table 4-1: Demographic Distribution Matrix.....                                     | 44 |
| Table 4-2 Training has essentially improved my knowledge skills.....                | 46 |
| Table 4-3: Training has significantly and positively changed my competencies .....  | 47 |
| Table 4-4: Training has made me to accomplish my tasks on time .....                | 48 |
| Table 4-5: Training has positively changed my behaviour towards my job.....         | 49 |
| Table 4-6: Training has increased my commitment level towards the organisation..... | 50 |
| Table 4-7: Training has enhanced my motivational level at work .....                | 51 |
| Table 4-8: Training has enhanced my overall performance at work .....               | 52 |

## LIST OF ACRONYMS

HRD: Human Resource Development

NAMB: National Artisan Moderations Body

SPSS: Statistical Package for Social Sciences

T&D: Training and development

T&OD: Talent and Organisational Development

QCTO: Quality Council for Trades and Occupations

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## DEDICATION

This Thesis is dedicated to my parents for always encouraging me to work hard towards realisation of my dreams.

# CHAPTER 1 : INTRODUCTION AND BACKGROUND TO STUDY

## 1.1 Introduction

The philosophy of training has existed for decades. Training and development is a learning concept or system that tries to change human behaviour, skills, and knowledge to improve job performance (Hogarh, 2012). Training and development (T&D) is a critical part of human resource (HR) administration, which has become a key driver in response to change management whenever an issue emerges over at any given time, either proactively or responsively. The type of change to be met includes changes in organisational culture, technology, the demand for new skills, etc.

In an increasingly competitive business environment where organisations are racing against each other to attract customers and provide them with goods and services, there must be a link between the organisational business strategy and the training and development that it embarks on (Wilson, 1999). The alignment enables the organisation to train employees so they can achieve the organisational goals with the right knowledge and skills. Hence, all organisations that are combining or aligning their business strategy and training have a good business approach. Hiring, retaining and training the appropriate and talented employees give an organisation a real competitive advantage over its rivals. Generally, this is what human resource management is all about. Companies are greatly concerned with how to manage human resources, that is building employees' commitment so that they produce the best, to achieve benefits to the companies.

This study sought to investigate the impact of training and development on the performance of artisans at Umgeni Water.

This chapter is divided into 8 sections that will give the reader a comprehensive overview of the research study. The first two sections present the introduction and background. The problem statement highlights the motive behind the study, followed by objectives, research questions, and the study's significance. Lastly, the dissertation structure and conclusion are presented.

## **1.2 Background to the study**

Umgeni Water is a public entity established in 1974 to provide water services - water supply and sanitation services - to other water services institutions in its service area (UmgeniWater, 2019b). The organisation operates under the Water Services Act (Act 108 of 1997) and the Public Finance Management Act (Act 1 of 1999), amongst others, and is categorised as a National Government Business Enterprise. Umgeni Water reports directly to the Department of Water and Sanitation through the board's Chairman and the Chief Executive. The Executive Authority of the water board is the Minister of the Department of Human Settlements, Water and Sanitation.

Umgeni Water operates in a challenging and often complex environment with natural, social, legislative, and economic aspects (Aiyetan & Ashok, 2020). The water sector is experiencing a critical scarce skills shortage. It is therefore imperative that for the organisation to be sustainable, training and development interventions are in place to address employee performance gaps (Aiyetan & Ashok, 2020). Skills development remains essential at Umgeni Water to enable employees to excel in their individual and organisational roles and that they function to deliver on the organisation's strategy. The workforce of Umgeni Water consists of 1,300 permanent staff members who fall under different occupational categories that range from professionally qualified personnel to skilled technical, semi-skilled, and unskilled workers (UmgeniWater, 2019a)

Several training interventions have been implemented to improve the skills levels of artisans and this study focuses on the interventions' contribution to employees' motivation and performance. The organisation invested in young leaders and a leadership training and development programme, and it has conducted training for mid, senior, and executive management (UmgeniWater, 2018).

Organisations are now dependent on individuals who are interested in developing their potential, focusing on innovative value-based solutions, developing their creative problem-solving skills, and positively contributing to the organisational structures and objectives. This is in line with the organisation's strategic goals of developing young professionals so that they are properly qualified and skilled future leaders, resulting in the

sustainability of Umgeni Water as an organisation and the country at large (UmgeniWater, 2019c).

The Talent and Organisational Development (T&OD) department at Umgeni Water identified training and development needs for artisans and implemented an Artisan Development Programme as one of the initiatives to address critical and scarce skills shortages and performance demands (UmgeniWater, 2019c). The programme was created to cater to both new and existing artisans. For existing artisans, the programme looked at upskilling or improving their knowledge and skills in relation to the business needs and corporate strategy.

### **1.3 Statement of the problem and motivation of the study**

The central problem for this research study is the issue of employee training, development and Artisan's performance. As a basis for this study, the researcher identified two key problems that demanded to be investigated. The first identified issue for the basis of this study is the training and development of Artisan's and how it affects their performance. Umgeni Water have a training and development department that engages in employee training. The organisation has been engaging in training and development for years since 1994. The current debate at Umgeni Water is on workers' poor performance. Training is one of the techniques used to improve employee performance but its efficacy is questionable when employees continuously perform poorly. Poor customer service delivery and poor decision-making are some of the results the organisation is facing from poor employee performance. The questions comes on whether training is impacting employee behaviour, skills, and knowledge. Poor customer service and poor decision-making are some of the consequences of poor employee performance (Shava & Maramura, 2016).

Globally and here in South Africa, parastatal companies have T&D departments for upskilling employees and improving their performance, which will ultimately aid company performance. However, the efficacy of T&D must be judged on improved employee

performance, and if that does not manifest, T&D becomes questionable: is it impacting employee behaviour, skills, and knowledge.

The second prevailing issue identified by the researcher as the basis for this research is the effectiveness of training and development methods. Umgeni water does not have properly structured evaluation methods, instruments, and strategies that are appropriate for evaluating training and development programmes. Academic (Off job training) and technical or skills (On the job) training are some of the types of training that have been provided to artisans. However, these training techniques do not have properly structured evaluation methods, instruments, and strategies that can be used to assess or measure the impact they have made on employee performance (Umgeni Water Strategy, 2018). This gap prompted my study and I was fortunate to find an opportunity to conduct it. The company's skills audit revealed that some artisans required further training to improve their work management competence in their various departments (TCG Consultant, 2019), and Umgeni Water embarked on that training in 2017. Therefore, the main aim of this study was to investigate the impact of the training and development programme on Umgeni Water artisans' performance.

#### **1.4 Objectives**

1. To investigate the impact of training and development on Umgeni Water's artisans' performance.
2. To examine if the training and development policies and procedures of Umgeni Water are in line with the organisational needs.
3. To examine whether Umgeni Water's artisan development programme is aligned with the overall business strategy.
4. To understand challenges that artisans encounter with regards to training and development at Umgeni Water.
5. To recommend solutions to the training and development of artisans at Umgeni Water.

#### **1.5 Research questions**

1. What impact do training and development have on Umgeni Water's artisan's performance?
2. How Umgeni Water's training and development policies and procedures align with organisational needs?
3. How are Umgeni Water's training and development programme for artisans aligned to the organisational strategy?
4. What are the challenges that the artisans encounter concerning training and development at Umgeni Water?
5. What are the recommended ways to conduct training and development with artisans at Umgeni Water?

### **1.6 Significance of the study**

To the organisation

The study will benefit Umgeni Water by ensuring that its future training and development programme is structured in such a way that it will equip artisans with the necessary knowledge and skills to improve their work management competence. This will result in maintenance costs being reduced. Another benefit to the organisation is that artisans will be motivated by the fact that where there is a gap in their skills, the organisation will conduct T&D to implement organisational strategy successfully. Technology is improving at an exponential rate. Umgeni Water can only reap the benefits if training and development programmes play a crucial role in keeping employees equipped with the skills and knowledge to keep abreast with all the technological tools available to them.

To researchers and academics

While there have been several studies related to the impact of training and development in the banking, teaching, and other service-related industries, this study will add value to the world of engineering. Artisan workers fall within this category and the research can be used as a reference by other researchers who wish to conduct further studies on the topic.

To policy makers

The study will help the policy makers who oversee parastatals in identifying the influence of training and development on employee performance and how training and development could be enhanced. The study findings will also assist policy makers to focus on employee performance to improve service delivery. This will assist in the formulation of suitable training and development programmes that fit organisations.

### **1.7 Dissertation structure**

The dissertation structure is made up of the following five chapters:

Chapter One – Introduction and background to study

In this chapter, the aim was to establish the basic structure for the study so that the readers can be made aware of what is inside. Also included were the problem statement, objectives, research questions, significance of the study, and the summary of the study.

Chapter Two – Literature review

In this chapter, theories were analysed to assess, understand, and explain their contributions and relevance to the study. This is where critical thinking skills are of uttermost importance because the existing academic literature is either challenged or extended.

Chapter Three – Research methodology

In this chapter, the research method chosen for this study, including the research sample, data collection method, and instrument, was discussed.

Chapter Four – Results and analysis

In this chapter, the study results or research findings together with the research objectives, literature reviews, and previous studies were discussed.

Chapter Five – Discussion

In this chapter, a detailed discussion of the primary findings with alignment to literature was discussed.

## Chapter six- Conclusion and Recommendations

In this chapter, the summary of the project, key findings, implications, and recommendations for future studies were discussed.

### **1.8 Chapter Summary**

The chapter introduced the study by focusing on the background of the study, the statement of the problem, research objectives, research questions, significance of the study, and the dissertation structure. The next chapter introduces the literature review where various studies relating to the topic under study are highlighted.

## CHAPTER 2 : LITERATURE REVIEW

### 2.1 Introduction

This chapter will present a detailed review of the literature and research related to the impact training and development programmes have on the motivation and work performance of employees. The literature review will examine in more detail the theoretical insights and will discuss the importance of training and development. The role of training in the organisation will be explained clearly, after which an evaluation of training and development's contribution to organisations will be conducted, with specific reference to levels three and four of Kirkpatrick's evaluation of the training model.

### 2.2 Definition of concepts

Training and development is seen as a key factor in making it possible for the organisation to achieve its strategic, business, and operational goals (Elnaga & Imran, 2013). Erasmus, Loedolff, Mda, and Nel (2010) postulate that training and development are closely linked in practice and that it is difficult to distinguish them from each other, while Elnaga and Imran (2013) indicate that the distinction is not clear, because upgrading of skills in the present job (training) improves performance in future jobs (development). Pieters (2014) differentiates between training and development as follows: training is aimed at the lower levels of staff and at staff who perform more technical work, such as terrain managers and terrain staff, whereas development is aimed at administrative and professional staff. A more focused and detailed overview of the three concepts, namely education, training, and development is depicted below.

#### 2.2.1 Education

According to Furuhausen, Holmén, and Sääntti (2019), education is described as an academic orientation where knowledge is obtained and examinations are written. Similarly, Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) define education as that activity that pertains to the provision of knowledge, skills, moral values, and understanding necessary for the normal course of life. Education, and more specifically the qualifications and skills obtained, is therefore used by organisations as a

selection mechanism for the appointment of personnel. It serves as an indication of the incumbents' technical ability to perform the required job.

### 2.2.2 Training

Nel (2001) cited in Mangal and Mangal (2019) describes training as a learning experience aimed at bringing about a relatively permanent change in an individual such that it will heighten their ability to do the job. According to Marx (1993) cited in Nassazi (2013), it comprises a systematic process in which employees obtain knowledge, skills, attitudes, and information needed to achieve the objectives of the organisation, as well as personal objectives. Darling-Hammond et al. (2020) argue that training fills the gap created between what a person can do at a specific moment in time and what he/she can do after applicable training has been completed. Training is considered more of an employee retention tool hence organisations not only have increased their investment in training and development practices, but they have also systematised training policies and practices from initial training need analysis to later training evaluation feedback (Darling-Hammond et al., 2020). Training evaluation is used to assess the success of the training in achieving its intended outcomes which are in turn aimed at improving employee performance, updating employee skills to prepare for succession planning, and ensuring retention and motivation of employees.

### 2.2.3 Development

According to Griesel (2004) cited in Noe and Winkler (2012), development means moving the employee to a certain level of functionality. It supports the employee in obtaining cultivated skills to handle future responsibilities, rather than merely the handling of the present job. According to Kleinhans (2005), how to measure the effects of learning can be found in the following 3 aspects:

- (1) *cognitive*: focusing on attitudes and depth of understanding;
- (2) *behavioural*: means being enhanced by direct observation - surveys and questionnaires can be used to assess behavioural changes; and
- (3) *performance improvement*: measuring performance to provide a rationale for investment in learning.

Another view, developed by Waheed (2011) is that employee development refers to certain activities that lead to the acquisition of new knowledge and skills. Employees are provided with development programmes by organisations to enhance their capabilities. Khawaja and Nadeem (2013) point out that organisations need to invest in continuous development to improve employee skills as well the organisation success.

#### 2.2.4 Employee performance

Job performance or employee performance is concerned with how well employees conduct activities and tasks given to them by the top management (Khan & Imtiaz, 2013). Employee performance is a dependent variable that is ideally used in business management meaning that organisational performance depends on employee performance. Employee performance is significant in organisational success and organisations should therefore focus more on improving it. According to Hafeez and Akbar (2015), employee performance can be defined as the fulfillment of certain tasks calculated against already known standards such as accuracy, speed, and cost. The accuracy with which employees perform the given tasks determines their performance. In support of this, Sultana, Irum, Ahmed, and Mehmood (2012) highlight that organisations have some sort of expectations regarding the performance of their employees, and when the expected level is met, the employees are called good performers. Human resource management practices have a positive impact on employee performance and this fact is confirmed by previous studies (Hafeez & Akbar, 2015). According to Imran and Tanveer (2015), employee performance comprises both employee behaviour and the outcomes that emerge when they complete assigned tasks using specific abilities, and supervisors or managers use various scales to measure these results.

## **2.4 Theoretical framework**

The academic and business spheres have applied several evaluation models to training and development. These include Kirkpatrick's four-level training evaluation (Kirkpatrick, 1975), Warr, Bird, and Rackham's content, input, reaction, and outcome (CIRO) model (1970), Becker's training evaluation model (Becker, 1975), Brinkerhoff's six-stage model of evaluation (Brinkerhoff, 1987), Holton's human resource development evaluation (Holton, 1996) and Phillip's return on investment (ROI) evaluation model (Phillips, 2003). The research only concentrated on Kirkpatrick's four-level training evaluation (1975) and Brinkerhoff's six-stage evaluation model (1987).

### **2.4.1 Kirkpatrick's four-level training evaluation**

According to Pieters (2014), Kirkpatrick's model is very easy to use and implement. The model can provide significant insight into training and development interventions, such as participants' views on the training programme, whether it should be continued or not, and whether the training programme adds value to the organisation. As compared to other models, Kirkpatrick's model is not subjected to multifaceted financial models or statistical analysis and calculation of return on investment. The model has four evaluation levels, namely, the reaction level, learning level, behavioural level and results in level. The interaction between these four levels is demonstrated in the following figure.

Figure 2.1 Kirkpatrick's four levels of training evaluation



Source: Myllynen (2016, p. 16)

According to Tshikovhi (2012), Kirkpatrick's four levels are defined as follows:

**Reaction:** the first stage of the model measures the participant's level of reaction towards the training programme. In other terms, it measures customer satisfaction.

**Learning:** this is defined as to the extent to which the participants improved their knowledge and skills from the training programme attended.

**Behaviour:** This level describes the change in behaviour of participants as a result of the training programme conducted.

**Results:** Results are the products from the training, positive or negative. The results are a conclusion of the training programme and these are shown through improved job performance, employee satisfaction, and the overall performance in operational effectiveness.

#### *2.4.1.1 Weaknesses of the theory*

According to Brinkerhoff and Dressler (2002, p. 15), the pursuit of Kirkpatrick's evaluation model without careful consideration possesses 4 major risks:

- *It undermines performance partnerships with line management by misrepresenting the role and processes of training in performance improvement:* Line managers commonly order training as a remedy for performance concerns inside complicated performance systems. As you can see, the manager's hopes for training as a viable solution for performance effect are perfectly understandable, but the difficulties that training experts encounter are of considerable importance. Training is not a magic bullet, and even if it were, many people wouldn't like to engage in it. Training gives you the ability but doesn't result in competence. The business effect, such as higher quality goods, increased customer happiness, and lower expenses, can stem from acquiring a new skill, and then transforming the learning associated with that competence into new habits.
- *It ignores the performance system factors that impinge on training impact:* the four-level framework does not guide inquiry directly to the performance environment, nor does it aim to identify and assess the most critical performance factors that determine whether or not a performance succeeds or fails, it is nonetheless a critical component in enabling an inquiry approach that either does or does not lead to identifying and assessing those performance factors. In other words, behavioral change might be defended and celebrated, but the methodology offers no focused examination of the conditions which permitted or inhibited that conduct. As well as providing information that may be used to identify and recognize important individuals who have had a big impact on the success or failure to meet objectives, this also doesn't help offer to identify information that would be of value to anybody looking to identify and recognize key players.
- *It fails to provide accurate and relevant feedback that managers, the customers of training, need to guide performance improvement:* there is a need to assess the management and performance system, not training, to see if there has been any transfer of learning or behavioural change as a result of training. In the case of the performance system, there should be a key channel of feedback to be given to the owners of the performance management system. Getting all the participants involved in the performance process is an important component of truly enhancing training's impact on overall performance. Creating and publishing follow-up surveys that assess

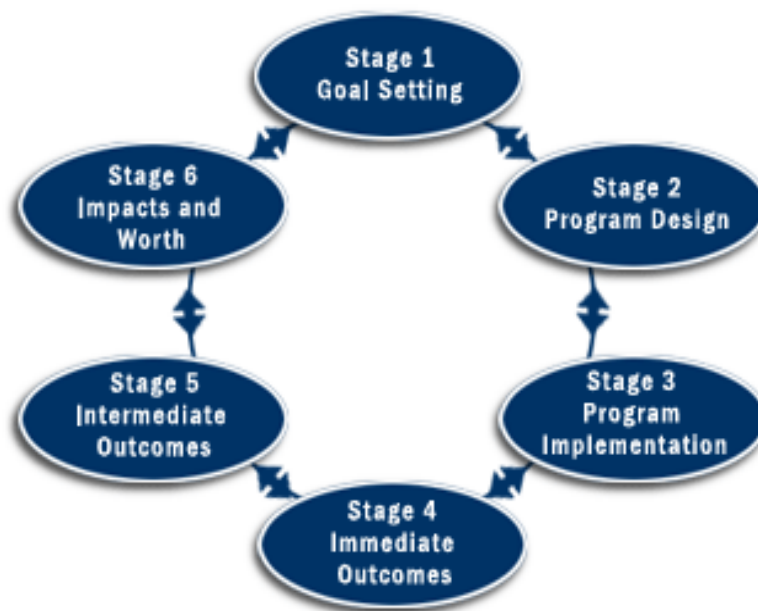
utilization of learning to measure training transfer makes no sense because it is the job of the training function.

- The theory forgets the training needs and goals setting the stage to be the first aspect to be addressed before the reaction stage. It is dysfunctional to assess the participant's reaction towards training before assessing the need for it.

#### 2.4.2 Brinkerhoff's six-stage evaluation of training

Brinkerhoff's evaluation model is closely related to Kirkpatrick's evaluation model. The model was derived from Kirkpatrick's evaluation model but added two levels, namely evaluation of training needs, and goals of the training design. The model places more emphasis than Kirkpatrick's on the investigation of the need for training through a training needs analysis.

Figure 2.2 Brinkerhoff's six-stage evaluation of training



Source: [www.humtech.com](http://www.humtech.com) (2020)

Stage 1- evaluate needs and goals: this stage investigates whether employee job behaviour should be changed through the intervention of training programmes. When data have been collected, it is used to create the training needs analysis. For example,

from an occupational health perspective, investigations can be carried out to determine the causes of the high accident rate in an organisation. The analysis provides a snapshot for establishing the value that can be derived from the training programme.

Stage 2- evaluate the training design: during this stage, the quality and shortcomings of each proposed training design are dissected. Choosing a suitable training design requires an examination of the sufficiency of training techniques, methodologies, materials, mentors, and venues. The meaning of the training programme ought to be clear, and all partners (employees, trainers & the organisation) must be clear in the training programme.

Stage 3- evaluate training implementation: Kapandu (2017) states that in this stage, the training activities are monitored and participants' views on satisfaction with the training are gathered. Any irregularity between the expected results is assessed in this stage, for example assessing whether the implementation is going as planned and what problems are being encountered. Assessment strategies may incorporate interviewing participants and choosing those who have a specialised skill or leadership characteristics for getting expected recommendations.

Stage 4- evaluating learning: this stage of evaluation is concerned with measuring the effectiveness of learning or training that has occurred. The evaluation process tries to determine whether positive changes in behaviour, attitude, knowledge, and skills have been acquired by participants during a training programme.

Stage 5- evaluating the usage of learning: at this stage, the evaluation takes place at the workplace (Kapandu, 2017). Furthermore, this stage determines whether the acquired Skills, Knowledge, and Ability (SKA) were being effectively applied and suggests ways to improve the desired SKA.

Stage 6- evaluation payoffs: the evaluation payoff stage measures the value or changes that have been brought to the organisation through training and development. It looks at the benefits and whether there has been a valued addition brought through training. The organisation looks at the investment cost vis-a-vis the results in determining whether the investment was worth it.

### 2.4.3 Rationale of the theories used in the study

The two theories are suitable for this study as they try to complement each other in this study. Brinkerhoff's model includes two elements that Kirkpatrick's model does not: evaluation and goal setting stages (the latter involves training needs analysis). Kirkpatrick's concept of evaluation of training examines behavioural change of participants and fails to consider the initial performance gap that prompted the training. Brinkerhoff, on the other hand, argues that the evaluation of training should be based on changes in performance rather than behaviour only.

Comparing the above training models, Brinkerhoff's six-stage evaluation of training suits the objectives of this study. The model addresses the needs and goals of any training before assessing participants' reaction to the training, which is a missing link in Kirkpatrick's model. The need to align training with corporate strategy is demonstrated in the evaluating payoffs stage, where results are assessed on whether there has been any change or value addition brought by training. Brinkerhoff's model is an inclusive model that focuses on important business results and increases support for performance interventions. It is a simple model that can be implemented in a short time and produces verifiable evidence of the impact of training and development.

## **2.5 Training and development programmes**

According to Nassazi (2013), training and development activities are meant to fulfill three functions: to improve employee performance in their present job; to train new skills for a new job or future new position, and to ensure the employee's general growth. There are 3 broad training concepts that organisations may employ for T&D: on-the-job training, off-the-job training, and coaching or mentoring.

### 2.5.1 On-the-job training

As the name states, on-the-job training is a strategy utilised by organisations to offer training to their employees while at work. The primary point of on-the-job training is for the employees to be acquainted with the ordinary workplace. On-the-job training includes in-house training, for example, mentorship, and apprenticeship. During this training, employees will have direct participation or involvement with machinery, equipment, devices, materials, and so on (Obi-Anike & Ekwe, 2014). The procedure encourages

workers to get pragmatic experience and to make sense of how they can deal with intense tasks. The principal goal of this training is learning by doing: employees copy from what the supervisor or more experienced employees are doing on the job.

According to Mwangi (2017), job rotation and employee transfer are ways of encouraging employee development within the confinement of the organisation. Rotation involves moving an employee from one job to another, such as moving from being an accounts clerk to becoming a sales clerk within the organisation or moving from one branch to another. In the same vein, the transfer involves the movement of an employee from one branch to another. This usually happens to those organisations whose operations are divisionally operated or a group of companies. For example, an employee will move from a branch in Cape Town to a Durban section in the same position. Mwangi (2017) argues that the benefits of job rotation and transfer include helping employees to acquire more skills and knowledge from different parts and aspects of the organisation and in different countries where the organisation operates in the case of multinational companies. This process does not only benefit employees but also benefits the organisation since it increases the competitive advantage of the organisation.

### 2.5.2 Off-the-job training

Another type of training and development mentioned by Obi-Anike and Ekwe (2014) is off-the-job training. which, as the name suggests, takes place off-site, away from the organisation. Employees are taken to an alternate place where they are educated on how certain occupations are executed. The main objective of this kind of training is for managers to give their employees a serene space where they can focus and concentrate just on learning. Off-the-job training involves giving learning materials to students, which provide them with hypothetical information. The students can communicate their sentiments and points of view during these instructional courses, and they provide the opportunity for trainees to come up with innovations and ideas. Ezeani and Oladele (2013) point out that one of the biggest disadvantages of this type of training is that it is costly as it includes venues where training will be held, arrangements of facilities for trainees, and hiring experts to impart the training.

### 2.5.3 Coaching or mentoring

The concept of coaching and mentoring is the process that involves experienced employees within the organisation training the less experienced employees. Mwangi (2017) argues that mentoring offers a good advantage for the development of responsibility and relationship building. The concept of mentoring is usually used with new employees so that they get attached to a mentor who is either an immediate manager or senior manager.

## **2.6 Objectives of training and development**

The goals of training and development differ due to many variables, one of which is the type of company in which an entity is providing services or goods. Thus, the aims of training and development are difficult to generalise. The numerous objectives of T&D are mentioned as follows.

### 2.6.1 To keep up with technology

One of the objectives of training and development is to keep up with technology. According to Samwel (2018), the pace at which technology is changing work processes in the workplace is one of the problems facing 21st-century organisations. Every day, new technology models, computers, and applications are developed for companies to keep up with their philosophies of absolute quality control, fresh goods, and service (Luburić, 2014). Employees must be trained in order for companies not to waste their investment in new technologies. Emir and Bayraktaroglu (2014) support the view that workers need to learn different new techniques to make use of the new technologies.

### 2.6.2 To improve customer satisfaction

Another objective of training and development is to improve customer satisfaction. Customers are more and more knowledgeable about goods and services and have multiple sources of knowledge (Mthokozisi & Clifford, 2015). Organisations are forced to sell their clients quality goods and services because of strong competition. In addition, consumer needs are continually evolving and the skills of those who manufacture them must be continuously developed through training to satisfy consumers and provide the highest quality goods and services (Engetou, 2017). The purpose of training and growth, as reiterated by Mthokozisi and Clifford (2015), is to ensure that workers are properly

qualified to treat clients competently. These employees must have the appropriate expertise about how to communicate with and provide service and support needed by clients for organisations to thrive.

### 2.6.3 To improve productivity

Another objective of engaging in training and development is to improve productivity. Businesses will not enjoy a competitive advantage in this unpredictable and competitive period if they do not improve their productivity level through training (Punia & Saurabh, 2013). They must be profitable for companies to succeed and enjoy a competitive advantage. For these companies to achieve higher levels of productivity, workers need to constantly improve their skills and expertise. Productivity in today's times stems from information at present, which must be constantly re-learned (Ezeani & Oladele, 2013).

## **2.7 The impact of training and development on employee performance**

Training and development has a distinct role in achieving an organisational goal by incorporating the interests of the organisation and the workforce, meaning that it has to put into focus what the organization wants to achieve and as well what the employees want to achieve (Stone, 2002). Training also has an impact on the return on investment of the organisation. Organisational performance depends on employee performance because the human resource of an organisation plays an important role in the growth and organisational performance. So, to improve organisational performance and employee performance, training and development should be prioritised by organisations that want to succeed.

Nowadays training is one of the most important factors in the business world because training increases the efficiency and the effectiveness of both employees and the organisation. Employee performance depends on various factors, but the most important factor of these is training and development. Training and development seem to improve individual employee performance in organisations. In a survey of 144 employees of the United Nations support office for the African mission in Somalia, Githinji (2014) found that training and development affect the performance of international civil servants. The findings further showed that in general, training and development enhance employee

engagement in the change process meaning that during organisational transformation, employees who are trained to partake in organisational transformation feel more engaged during such initiatives. The study concurs with Boateng (2011) who found that training and development had a huge impact on employees at Societe Generale-Social Security Bank (SG-SSB). Training provides benefits to both employees and the organisation through the development of skills, knowledge, competencies, behaviours, and abilities.

Also, employee motivation, retention, and commitment have been regarded as positive results derived from engaging in training. Mahmood (2012), in his study of 100 employees of the service sector in Islamabad, found that training and development influence organisational commitment and retention of employees in the organisation. It was confirmed through regression analysis that satisfaction and method for career advancement have a direct and valuable effect on organisational commitment and increases employee work efficiency. Therefore, it can be shown that by engaging in training, employee motivation increases, the number of those wanting to leave decreases as well the number of those committed to staying in the organisation increases. In a study conducted by Adongo (2014), 419 employees were selected for data collection in a study to examine the effects of job training on employee performance at Telkom-Orange, Kenya. It was revealed that the organisation does not value the importance of training and development, which leads to high employee turnover and also increases the cost of employing new employees, and slows down the profitability of the organisation. The findings indicated that employees feel motivated by the training and development offered to them.

The improvement of individual employee performance is witnessed through increased knowledge and skills, increased motivation and commitment, improved productivity and performance, decreased employee dissatisfaction, and decreased customer complaints. From empirical studies, Elnaga and Imran (2013) reiterated that effective training programmes do change the competencies of employees by improving the overall performance for their current jobs but also by enhancing their skills, knowledge, and attitude toward work. In a study to identify factors that impact employees' training and organisational performance, Abbas (2014) sample included both male and female

employees of the National Bank of Pakistan. Training and development was discovered to be essential for employee and organisational development because some employees lack the skills, knowledge, and competencies to accomplish some daily activities given to them. According to Armstrong (2010), several previous and current human resource management studies review a positive link between training and employee performance.

One of the purposes of engaging in training and development is to improve organisational performance through improved efficiency, profitability, and market share. In an empirical study, Mohamud (2014) conducted a study of employee performance in a public sector organisation and found that training and development has a significant impact on the performance and benefits of both the individuals and the organisation at large. In another study, Hafeez and Akbar (2015) examined 4 companies in Karachi, Pakistan to understand the impact of training on employee performance. The study concluded that employee training not only improves employee efficiency and effectiveness in performing their work but it also improves organisational effectiveness and efficiency in which they work.

On the other hand, besides its impact on organisational performance, training seems to be improving employee productivity. This is realised from a study by Sultana et al. (2012), where 1,414 employees were sampled in a study on the impact of training in the pharmaceutical industry at Square Pharmaceutical Limited, Bangladesh. The study highlighted that effective training and development increase the productivity of employees. The study concluded that employees are a valuable resource for any organisation and its success or failure depends upon their performance and productivity. These findings are supported by Awan and Saeed (2018) who conducted a similar study in public and private sector banks in the Pakistani cities of Lahore, Multan, and Dera Ghazi Khan. They found out that training improves employee performance and that training is an effective tool for employees' success.

However, weak training and development strategy or action can negatively affect the productivity or performance of the organisation. Kum, Cowden, and Karodia (2014) argue that organisational productivity is reduced by the ineffectiveness of training and development of employees. A study was conducted with 87 employees of ESCON Pty

Ltd Company through a random sampling method where a conclusion was made that companies who invest in human capital view training and development as an opportunity for increasing productivity on a long-term basis.

To avoid this scenario, Training needs to happen within the context of a policy that supports investment Onyango (2012) echoed that it is important to have a good policy that supports investment in the training and development of employees. Organisations should hire and retain quality employees who can be trained to meet the ever-changing business demands. There is a huge contribution that is derived from the training and development of employees, so organisations that are looking for enhanced employee performance should focus more on training and invest more in it. Training needs also to happen where there is a range of courses that are based on needs assessments. In a study by Mumanthi (2014) in which the performance of police officers In Kenya was assessed, 384 Nairobi police officers were sampled and coefficient reliability was used to justify the findings. Training and development was highlighted to be important factor for improving employee performance as there are several performance concerns regarding the Kenyan police. These include lack of training, failure to detect crimes, and citizens being forced by the police to pay bribes for them to be accorded their constitutional rights. Two findings are highlighted: that organisations should carry out training needs assessments in order to determine the level of performance of employees and that proper monitoring and evaluation of training for employees influenced their performance.

## 2.8 Relationship between training and employee performance

There is considerable empirical evidence that has demonstrated the relationship between training and employee performance in developed and developing countries. Kiweewa and Asiimwe (2014) studied the effect of training on employee performance at the Uganda Communication Commission (UCC). The study showed that training improved employee performance at UCC particularly when the company has handled issues related to needs assessments, training methods, and evaluation prudently.

Adomi (2006) found that there is a positive relationship between training and employee commitment. He argued that employees get motivated and learn new skills through training which gives them a broader view of the jobs in their organisations and in this way performance and productivity of both employees and organisations tend to improve. Kushnir, Ehrenfeld, and Shalish (2006) reported similar findings and argued that there is a positive relationship between training programmes and the motivation of employees. His study found that training enhances the professional development skills of employees, which makes them able to perform the complex job tasks easily and achieve desired outcomes for the organisations in which they work. He also detected a complex relationship between commitment, turnover, and training. He suggested that establishments that enhance the skills of existing workers have lower turnover rates, suggesting high organisational commitment.

Another relationship exists between T&D and employee engagement. Sendawula, Kimuli, Bananuka, and Muganga (2018) in their study in testing the relationship between training, employee engagement, and employee performance in Uganda's health sector. Their results showed that training and employee engagement when it comes to the mediating function of employee engagement, the study found that when employee engagement was brought into the link between training and employee performance, the effect of training remained consistent, although there was a shift. However, the fact that the connection was not reduced to zero suggests that employee engagement is a factor in mediating the relationship between training and employee performance to a certain extent. This is consistent with the findings of Otieno, Wangithi, and Njeru (2015), who asserted that when employees receive various benefits from the organization, such as training and resources, employees are more likely to feel obligated to repay the organization by increasing work engagement and, as a result, displaying better attitude and behaviour.

Gao (2004) found a positive relationship between training programmes and employees' job involvement. He argued that if there are some recognitions and financial benefits for the high performers in the training programmes, the feeling of reciprocity emerges in the high-performing employees as well as in other ones which motivate them to extend

themselves in many ways such as adopting new skills, knowledge, and competencies which ultimately leads to improved organisational performance.

## 2.9 Alignment of training and development to the organisational strategy

The continuous strategic management in modern organisations is constantly increasing the need for navigating their managerial practices into strategic management. This is effectively done by aligning Human Resource Development (HRD) policy and practices with organisational strategy (Sthapit, 2010). The business environment in this era compels HRD to not only support an organisation's business strategy but to be the linchpin shaping business strategy.

A training and development plan should be devised to work under a set strategy, meaning that a corporate strategy should be the starting point for all training and development in organisations (Sthapit, 2010). A study by Hussey (2012) found that a 3<sup>rd</sup> of surveyed organisations saw the need to align corporate training strategy to corporate objectives. The alignment helps the management to see how well they can improve the knowledge and skills of their employees to achieve these objectives. These objectives can be to increase market share or to increase productivity.

In an investigation into the link between T&D and corporate success in large private and public entities in the United Kingdom, Onyango and Wanyoike (2014) argued that there is an alignment between employee development and corporate success. A further investigation was on how training and development programme would be implemented and determining its key components. The study reviewed that T&D should take place externally by outsourcing training institutions to train medical staff.

Human resource practitioners who oversee designing and implementing management development and training need to concentrate on organisation's vision and strategies. Organisations that strategically integrate management development into the formulation process of competitive strategy have greater flexibility in the apportionment and efficient usage of their managerial talents while becoming effectively proactive constantly changing the market conditions (Sthapit, 2010).

## 2.10 The importance of training and development

Desirable job performance is achieved after the organisation has spent time teaching individuals how to perform at the desired level. After this learning process, the organisation expects only the desirable performance, since it has taught everything that an individual needs to know to achieve this performance (Bras & Rodrigues, 2007). Such activity will be reflected in each individual's performance. Jayawarna, Macpherson, and Wilson (2007) indicate that it is important to understand the link between training and performance, as this may not be a simple task due to the internal and external variables that influence the training-performance relationship. A positive outcome of this relationship is that training facilitates organisational performance, which is measured by profitability, productivity, and competitive advantage.

Organisations must see the costs involved in training and development as an investment, rather than as an expense because this investment in human resources (HR) is a trigger for the progression of the organisation, which is aimed at recruiting, retaining, and compensating employees. This investment is a way of creating a primary internal market and policy regarding the upgrading of skills and thereby reducing the organisation's dependence on external resources for skills (Beardwell & Thompson, 2014).

Training is aimed at changing people in terms of knowledge, experience, views, and behaviour, but people will only accept and embrace this change if they benefit from the process (Bras & Rodrigues, 2007). Athar and Shah (2015) argue that both the employee and the organisation should recognise effective training as a need for change. An effort is therefore made to integrate learning and work.

With training and development programmes in place, employees gain a lot of benefits (Pieters, 2014). As required for their work, they learn soft and technological skills. In South Africa, unemployment has been high in past years, which is not helpful for employees to start new careers if there is less growth in opportunities from the jobs they currently have (Ijigu, 2015). Fresh university graduates often consider a corporation that provides its workers with rigorous training programmes, but it is dangerous for companies to lose

newly qualified employees with a few years of experience (Ijigu, 2015). Professionals in the information technology industry understand that knowledge is power and that they must maintain their standards.

Graduates are often expected to be insufficiently prepared for the rapidly evolving business climate (Nabi, Islam, Dip, & Hassain, 2017). Young entrepreneurial professionals recognise that they lack expertise and money, thus, they try to enter companies that have training programmes to prepare workers for the improvement of the future (Nabi et al., 2017). Employee development programmes allow employees to survive in the future and grow their ability to cope with new technology.

## 2.11 Factors affecting training and development of employees

Several factors that affect training and development have been identified. Santos and Stuart (2006) note that the key obstacles to assessing bottom-line performance effects from an objective and administrative point of view are (that is, reaction and learning). In addition, to resolve them and ensure correct assessment outcomes, it is important to recognise obstacles to training evaluation. Simmonds and Gibson (2008) suggest that, if adequately implemented, training assessment will enhance curriculum efficacy. Knowing all the conditions that promote or hinder training outcomes also helps to ensure the success of training (Kennedy, Chyung, Winiecke, & Brinkerholff, 2013).

### 2.11.1 General beliefs of management toward training

One factor that affects T&D is the beliefs and attitudes that employers hold about T&D. According to Kum et al. (2014), a large number of employers do not believe that training and development should be their responsibility and that it should fall on the schools' system whilst the responsibility to fund for such training or learning is on employees since they are the ones who want to be employed, and thus should train themselves. In addition, they regard training and development as an expense that shareholders cannot just approve.

### 2.11.2 Poor alignment of training and organisational goals

Another factor that affects T&D is the poor alignment of training and development goals. Perry (2007), cited in Kum et al. (2014), claims that the first illustrations that show the reasons why training and development fail usually happen at work. Kleiman (2003) outlines the reasons for the failure of training and development programmes in great depth. The first reason is the failure to align the overall business objective with training. If the source of poor employee performance is related to a poor rewards system, poor motivation strategies, and poor job designs that are not related to training therefore it will be pointless to have training. Secondly, training will not be successful if there is no clear objective that provides direction and focus. Training should include a focused process that allows the employee to ponder desired results (Kum et al., 2014).

### 2.11.3 Environment

Another factor that affects T&D is the environment. According to Athar and Shah (2015), the training conditions have to be conducive for both the employees and facilitators and if they are not, the efforts will have been in vain. Training will fail without the support of line and top management in setting out a conducive environment for it to happen. Employees resist the implementation of the acquired new knowledge and skills during training where there is no support from the line and top management. The involvement of management is crucial to the learning process.

However, other factors rather than the above may affect training. Kreither and Kinicki (2007) cited in Kum et al. (2014) identified some factors that affect the transfer of learning and the result of training at the workplace and the following were the factors:

- If participants see no value in applying new skills, believe no rewards will result from doing so, or do not value the rewards, then the transfer of learning from the training to the job will be difficult;
- If the nature of the job is tightly controlled and participants have little or no autonomy to change what they do, then training is difficult to apply unless task controls are relaxed;
- If supervisors of the participants are not in favour of the training, there is little or no likelihood that participants will apply the acquired skills. Supervisors have a powerful

influence on the behaviour of their subordinates because they control rewards and punishment;

- If fellow employees welcome their newly trained fellow with skepticism, then training will not be transferred successfully;
- Adequate funding for employee training continues to be a concern. While the need for resources to provide employee training increases, funding may not be available. In times of financial crises, training budgets will be the ones to be eliminated first.

#### 2.11.4 Training evaluation systems

Training evaluation systems are another factor that affects T&D. Most training and development evaluations are focused on the reaction of the trainee, which is the first step of the Kirkpatrick model. Level 1 (reaction) measures the satisfaction of trainees, level 2 (learning) measures the acquisition of information and skills, level 3 (behaviour) measures the transfer of occupational learning, and, ultimately, level 4 (results) assesses what benefits the company has derived from training and development (Pieters, 2014). After the implementation of every training course, the assessment of these four stages should continue. According to the Association for Training and Development (2016), 88% of 199 participants from a study in the United States indicated that their institutions used level 1 assessments, 83% used level 2 assessments, 60% used level 3 assessments, and 35% used level 4 assessments. Al-Mughairi (2018) observed that in Canada, companies are more likely to assess reactions and are less likely to evaluate behaviour and outcomes.

In Arab countries, Altarawneh (2009), cited in Al-Mughairi (2018), found that reaction is the most commonly assessed degree of training effectiveness. Asfaw, Argaw, and Bayissa (2015) claim that most Arab organisations rely on assessing reactions by sending questionnaires to the participants and collecting their answers about the content, trainers, materials, and tools used in the curriculum.

## 2.12 Chapter Summary

The chapter focused on the relevant literature aligned to the area of study where different aspects were discussed that including the conceptual framework, the impact of T&D, the relationship of T&D on employee performance, and its importance. The purpose of conducting the literature review was to get an in-depth understanding of existing research and debates relating to T&D and to see how it could be linked and compared to the results gathered from the study. From various literature studies above, Kirkpatrick four level training evaluation and Brinkerhoff's six-stage evaluation of training models are the most commonly used ones in organisations. Training and development has an impact on employee performance, knowledge & skills, competence, organisational performance, employee commitment, and motivation. It also went to highlight some factors that hinder T&D as propounded by other scholars. The next chapter presents the research methodology used for the study.

## CHAPTER 3 : RESEARCH METHODOLOGY

### 3.1 Introduction

This section focuses on the research methodology used in the study. The quantitative methodology used in this study is introduced to determine whether or not the training and development programme has any impact on the performance of artisans. The chapter also describes the research philosophy, research design, the population, sample size, and the technique used for sampling. Also covered in this chapter is the research instrument adopted to collect data and the method for data analysis.

### 3.2 Research philosophy

Research philosophy is believed to be how research data relating to a phenomenon are collected, analysed, and used. It is therefore a procedure that is undertaken by researchers in the creation of knowledge in various fields of study (Aggarwal & Ranganathan, 2019). There are two major types of research philosophies used in business and social science studies, namely positivism and interpretivism.

#### 3.2.1 Positivism

According to Greener and Martelli (2015), positivist researchers believe that reality can be observed and described from an objective point of view, without interfering with the phenomena being studied. The Positivist believes that the phenomena should be secluded and that observations should be repeated again and again. Positivism is based on measurable observations that can be analyzed statistically, as opposed to the other way around. It has been stated that "positivism, as a philosophy, is consistent with the empiricist idea that knowledge is derived from human experience." Apart from that, the researcher in positivist studies is completely independent from the study, and there is no accommodation for human interest within the study. When doing the research, independent implies that you have little or no contact with the people who will be participating in your study.

### 3.2.2 Interpretivism

Stockemer (2019) pointed out that interpretivism is much more common than other philosophies and used in social sciences, in which business and management belong because business and management involve people as well as products. Interpretivist researchers believe that thoughts and ideas that are subjective are more valid than objective thoughts. Interpretivism is based on the work of Max Weber (1864-1920), a sociologist who believed that sociology as a social science attempts the interpretive understanding of social action to conclude its cause and effects. The interpretivism researcher's objective is to see the world through the eyes of the people under study and allow them multiple perspectives of reality rather than the one reality of positivism.

### 3.2.3 Rationale for choosing the positivist approach

The research adopted the positivist approach. The approach allowed the researcher to gather numerical data to provide numerical illustrations of the impact of training and development on Umgeni Water's artisans' performance. The numerical data involved calculating the number of respondents agreeing or disagreeing with questions in the questionnaire. The positivist believes that there should be an emphasis on methodology to facilitate replication and quantifiable observations for statistical analysis. The researcher had to be independent and not affect or be affected by the research subject (Žukauskas, Vveinhardt, & Andriukaitienė, 2018). The study made use of participants from various Umgeni Water sites to give their points of view relating to the impact of training and development programmes on the performance of artisans. This allowed the study to have various independent thoughts from various respondents. The use of questionnaires was another major reason for adopting this research philosophy in conjunction with the use of software for coding and analysing data.

### 3.3 Research design

A research design is defined by Clow and James (2014) as a plan, structure, and strategy of investigation to get answers to the research questions and problems. A research design also highlights the road the researcher will use. According to Bhattacharjee (2012), a road map sets up the sequences that spell out the methods of data collection and

analysis. A research design includes how the research data are to be collected, what instruments are to be employed, how instruments will be used, and the intended means of analysing data. Kumar (2014) maintains that a research design will guide the study towards answering the research questions with validity, objective accuracy, and as economically as possible.

There are many research designs that researchers can choose from, according to their questions. These include descriptive designs, quasi-experimental, explanatory, and exploratory designs (Kumar, 2014). Each of these is defined below.

*Descriptive designs:* A descriptive research design is designed to describe the distribution of one or more variables, without regard to any causal or other hypotheses (Aggarwal & Ranganathan, 2019).

*Quasi-experimental:* Quasi-experimental research resembles experimental research but is not true experimental research. Although the independent variable is manipulated, participants are not randomly assigned to conditions or orders of conditions because the independent variable is manipulated before the dependent variable is measured (Greener & Martelli, 2015).

*Explanatory designs:* Explanatory approach is a common mixed methods design that frequently appeals to researchers with strong quantitative orientations. It is defined by the gathering and analysis of quantitative data during the initial phase of research, followed by the collection and analysis of qualitative data during the second phase, which builds on the original quantitative results. Typically, quantitative data are given precedence, and data are mixed when the first quantitative results inform the secondary qualitative data gathering. Thus, the two types of data are distinct yet related. Whether or not an explicit theory informs the whole method is debatable (Singh, 2007).

*Exploratory designs:* As the name implies, exploratory research is frequently undertaken to elucidate the research topic. It is typically conducted when choices are not well defined or their scope is unclear (Creswell, 2009). Exploratory research enables researchers to

delve deeply into topics to become acquainted with the subject or concept being investigated. Researchers benefit from familiarity with the idea while developing study hypotheses. Exploratory research is the preliminary investigation that serves as the foundation for a more definitive study. Additionally, it can aid in the determination of the study design, sample methodology, and data collection method. In certain instances, exploratory research acts as formative research, testing concepts before their implementation (Creswell, 2009).

### 3.3.1 Rationale for choosing a descriptive research design

For this study, the researcher adopted a descriptive research design. The reasons for this are expressed by Creswell (2009). They argue that a descriptive design is not rigid, unlike other designs. It is also suited to both quantitative and qualitative techniques. It suited the research under study for it employed the use of a triangulation approach in data collection and analysis. The triangulation approach enabled the researcher to apply both quantitative and qualitative research techniques to have extensive detail.

## 3.4 Research Strategy

A research strategy is chosen based on three factors, that is, the nature of the research questions, the level one is focusing on, and the degree of control a researcher has over actual behavioural events (Aggarwal & Ranganathan, 2019). A researcher can select a good research strategy based on the above various characteristics. Some of the used research strategies include case studies, experiments, action research, and grounded theory.

### 3.4.1 Rationale for choosing a case study

For this study, the researcher believed that a case study approach was the most suitable research strategy to use due to its ability to reveal in detail the unique perceptions and concerns of participants in the real-world situation which could be lost if experimental or other approaches were adopted. According to Yin (2003), cited in Thomas (2010), a case study is useful in instances where much is not known about an issue or phenomenon. The use of a case study allowed the researcher to examine a phenomenon in its natural

setting whilst using several methods to collect data from respondents. A case study was well suited to the positivist philosophy and during data analysis, it took in the descriptive research design. This matches the descriptive research design adopted in this study.

### 3.5 Population and sampling

Welman, Kruger, and Mitchell (2009, p. 52) defined population as “the study object that consists of individuals, organisations, groups, products, and events or conditions to which they are exposed”. The targeted population of this study consisted of Umgeni Water artisans from different Umgeni Water sites. The total number of the population group was 150.

Table 3-1: Sample size

| Target sites   | Population | Sample size |
|----------------|------------|-------------|
| Durban heights | 15         | 11          |
| Pineside       | 15         | 11          |
| Wiggins        | 15         | 11          |
| Hazelmere      | 15         | 11          |
| Umhlali        | 15         | 11          |
| Lower Tugela   | 15         | 11          |
| Amanzimtoti    | 15         | 11          |
| Cragieburn     | 15         | 11          |
| Mkondeni       | 15         | 11          |
| Midmar         | 15         | 11          |
| TOTAL          | 150        | 110         |

The sample size was determined using the Krejcie and Morgan (1970) table for determining sample size for a finite population. From their table, a total population of 150

has a sample size of 108. The sample size above was then rounded to the nearest figure of 110.

### 3.5.1 Sampling

According to Yount (2006), sampling is the process of selecting a small portion of the total population where the portions are taken to be a true representative of the actual population. Saunders, Lewis, and Thornhill (2009) stated that sampling entails the consideration of a variety of methods that aim to condense the amount of data collected from a population. Samples are subgroups representing the whole population data. The main objective of sampling is not to make statements about the sample but rather to draw conclusions about the population.

### 3.5.2 Sampling techniques

Saunders et al. (2009, p. 69) defined sampling techniques as “driving the population into a series of relevant strata so that the sample is more likely to be representative”. The field of research comprises two main types of sampling, namely probability and non-probability sampling. These are methods used in the selection of sampling to justify the results of the research.

According to Welman et al. (2009), probability sampling is also known as ‘random sampling’ or ‘chance sampling’. Under this sampling strategy, every item of the universe has an equal chance of inclusion in the sample. Examples of probability sampling techniques include simple random sampling, stratified random sampling, systematic sampling, and cluster sampling. On the other hand, the non-probability sampling technique says some units of the population have zero chance of being selected. Examples of this technique include accidental sampling, quota sampling, purposive sampling, snowballing sampling, and convenience sampling (Welman et al., 2009).

### 3.5.3 Rationale for choosing non-probability sampling

The study adopted the non-probability sampling technique. The reason is that quantitative studies usually adopt this technique. Since the research involved different sites of Umgeni Water, a convenience non-probability sampling was used. The sampling technique

allowed the researcher to approach available participants at that time. Although the study was conducted during the Covid-19 pandemic, the sampling technique was ideal since several employees were coming to work at Umgeni Water. Lastly, the technique is not time-consuming.

### 3.6 Measuring instruments

The researcher used an online questionnaire consisting of closed-ended questions some of which were fixed on a 5-point Likert scale. My-Echo online survey system was used in constructing the questionnaire. The questionnaire was structured in sections and themes, which covered the research objectives.

Section A addressed the demographic characteristic of respondents, including age, gender, ethnicity, education, and job experience.

Section B addressed the first objective of this study. Nine questions were asked about the impact training and development had on the performance of artisans at Umgeni Water.

Section C. addressed the second objective. Five questions were asked about whether training and development policies and procedures at Umgeni Water are in line with the organisational needs.

Section D covered my third objective. Four questions were asked about the challenges that artisans encounter concerning training and development at Umgeni Water.

Section E covered the fourth objective. Three questions were asked to determine whether Umgeni Water's artisan development programme is aligned with the overall business strategy.

### 3.7 Pilot study

For the questionnaires to be declared reliable and valid before being distributed to participants, a pilot study was conducted. Another reason for conducting a pilot study was to determine the appropriateness and accuracy of the research design and instrument (Creswell, 2009). For this study, questionnaires were sent to a sample of five male and female artisans from the selected Umgeni sites. The sample was selected using simple random sampling; the respondents were eliminated from participating in the final study. By using the Statistical Package for Social Sciences (SPSS), the collected data were coded to generate a Cronbach's Alpha coefficient. The instrument was reliable and valid after the Cronbach's Alpha coefficient value showed  $> 0.9$  range.

### 3.8 Administration and collection of questionnaires

The research involved collecting data from 10 sites of Umgeni. Email addresses of randomly selected artisans were collected from the organisation and they were sent a link to the online questionnaire. After the questionnaire was completed, the data were stored automatically in the cloud where they could only be retrieved by the researcher. When the data was retrieved, responses were summarised on a hard copy questionnaire for easier compilation and capturing of numbers of those who responded on SPSS.

### 3.9 Data analysis

Singh (2007) states that data analysis is a procedure or technique used by researchers to present and analyse information collected from the field of study. Quantitative and qualitative research use different kinds of data analysis and the research instrument used in data collection guides the procedure to be used.

The IBM Statistical Packaging for Social Science (SPSS) version 22 was used in sorting, coding, and analysing statistical calculations. To calculate data, Cronbach's Alpha was used to calculate validity and reliability and to analyse collected data after the completion of questionnaires. The study used descriptive statistics to enable the researcher to

present data in a meaningful way, which allowed a simpler interpretation of data. Descriptive statistics assisted with the measurement of central tendencies, which describes the central position of a frequency distribution for a group of data.

### 3.10 Validity and reliability

The first important aspect to consider is validity which Welman et al. (2009) believe refers to whether an indicator devised to measure a concept, really measures that concept. Bryman and Bell (2007) indicate that four types of validity exist:

1. *Face validity*: refers to the fact that the measure seems to represent the substance of the notion under consideration (Bryman & Bell, 2007). Face validity is an intuitive approach that involves inquiring of others if the measure appears to capture the topic under consideration. It is simply a declaration by the researchers that they have reasonably measured the idea.

2. *Content validity*: As the name implies, content validity attempts to determine if the measuring technique's content is consistent with the existing body of knowledge on the subject. If a researcher focuses only on one or more aspects of a construct or idea, it is assumed that other indications were ignored, resulting in the study lacking content validity (Bryman & Bell, 2007). It may be readily assessed by doing a study of the literature on the concept/construct issue or by consulting with experts in the concept's field. As a result, this procedure assures that the researcher has accounted for all possible conceptual spaces. In most cases, content specialists determine the authenticity of the material. Thus, it is critical to guarantee that researchers do not take their knowledge for granted and do not assume that others share their cognitive level.

3. *Concurrent validity*: Concurrent validity is concerned with the use of a criterion on which cases/subjects are known to differ and the extent to which the criterion captures actual behaviour (Bryman & Bell, 2007).

4. *Construct validity*: To determine to construct validity, researchers are urged to infer the hypothesis from a relevant theory. Construct validity is further classified into two subcategories: convergent and discriminant validity. Validity is determined in the case of convergent validity by comparing it to other measures of the same idea created using

other approaches to see how well the items fit together (convergent validity) or how well they discriminate against different persons on specific behaviours (discriminant validity) (Bryman & Bell, 2007).

The aspects of reliability and validity are vitally important aspects to consider when researching as the crucial question is whether or not measures are reliable and valid representations of the concept they are supposed to be tapping (Welman et al., 2009).

In this study, reliability was tested using the reliability coefficient, which was determined, by testing the correlation between two or more variables. Furthermore, to ensure reliability, the questions in the questionnaire were made simple and easy to understand but still questioned the relevant and appropriate issues in this study.

To minimise variations in reliability testing, the survey was conducted and completed in one week, to minimise the chances of changes in the business environment of Umgeni Water.

Table 3-2: Reliability test

| Question  | Cronbach Alpha |
|---|----------------|
| The Artisan's development programme contributes to organisational performance | .933           |
| The organisation has a good budget for training and development               | .931           |
| Training and development seeks to meet the company's strategic goal           | .778           |
| Training has essentially improved my knowledge skills                         | .790           |
| Training has significantly and positively changed my competencies             | .809           |
| Training has made me to accomplish my tasks on time                           | .809           |
| Training has positively changed my behaviour towards my job                   | .736           |
| Training has increased my commitment level towards the organisation           | .799           |
| Training has enhanced my motivational level at work                           | .771           |
| Training has enhanced my overall performance at work                          | .775           |
| Training has essentially improved my knowledge skills                         | .848           |
| Training has significantly and positively changed my competencies             | .869           |
| Training and development helps to achieve organisational goals                | .708           |
| Training and development has contributed to improvement in maintenance.       | .720           |
| Training and development has contributed to improvement in service delivery   | .740           |
| Training and development has contributed to improvement in water quality      | .730           |
| Training and development has contributed to reduced labour turnover           | .728           |
| The training courses are hard to understand                                   | .750           |
| The course facilitators are well experienced                                  | .807           |
| There is a proper evaluation process after every training                     | .830           |
| I find it hard to put into practice what I have learnt                        | .830           |

As table 2 demonstrates, the reliability of the research instrument was measured using Cronbach's Alpha. The results indicate the Cronbach Alpha value of each of the 21 questions tested. Each question presented Cronbach Alpha value above .700 meaning that it is nearly 100% certain that the instrument was reliable.

### 3.11 Limitations of the study

- The study had to be restricted to Umgeni Water employees with two or more years of experience.
- The study only looked at the artisan development programme.
- The overall study had to be limited to artisan workers of Umgeni Water

- The research was done during the Covid-19 pandemic, data collection methods had to ensure that the safety of people was of paramount importance.

### 3.12 Elimination of bias

According to Yale and Kumar (2016), a double binding strategy is how a researcher protects incomplete research from manipulation. The researcher used this strategy to prevent participants from accessing the study results before completion. To ensure the questionnaires were not to be biased, a pilot study was conducted to check the validity and reliability of the instrument.

### 3.13 Ethical considerations

The following ethical considerations were included in this study:

- Informed consent: Respondents were asked to decide to participate based on adequate knowledge of the study, no one was forced or coerced to participate;
- Privacy and confidentiality: Participants had the right to keep from the public certain information about themselves and there was an agreement to limit access to private information. The research subject was made aware that participation was voluntary, and the researcher assured respondents that the information collected would be handled with confidentiality.
- Anonymity and researcher's responsibility: Participants were informed of their anonymity and reassured that the study incurred for them had no cost and no psychological, mental or physical harm would affect them. Therefore the researcher did not cause any harm.
- Procedures: The researcher adhered to the protocol as prescribed by the UKZN research office and also the organisation's policies and procedures were followed.
- Ethical clearance: An ethical clearance from the University of KwaZulu-Natal was granted as approval to carry out this study. The researcher sought an approval letter to conduct the study from the organisation which was used to access various Umgeni Water facilities.

### 3.14 Chapter Summary

The chapter looked at and discussed the roadmap to complete the research. The research design was discussed, and the research philosophy, research strategy, and target population were also discussed. The chapter outlined the research instruments to be used and how they would be administered and collected from respondents. The way data analysis was to be conducted was explained and validity and reliability were highlighted. The next chapter presents the presentation and analysis of the data.

## CHAPTER 4 : DATA PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

### 4.1 Introduction

This chapter presents analyses and interprets data collected through individual questionnaires with participants from ten Umgeni Water sites. The researcher distributed questionnaires to a target sample of 110 artisans, all participants who took part in the study returned the questionnaires, giving a response rate of 100%. Data are presented using tables and graphs expressed in percentages coded and run using the SPSS version 22 in line with the quantitative research methodology.

### 4.2 Demographic distribution

The research sought first to find out the demographic characteristic of respondents. This consisted of gender, age, ethnicity, education, and work experience. The matrix table below shows the distribution results.

Table 4-1: Demographic Distribution Matrix

| Gender         |              | Frequency  | Percent      | Valid percent | Cumulative percent |
|----------------|--------------|------------|--------------|---------------|--------------------|
| Valid          | Male         | 73         | 66.4         | 66.4          | 66.4               |
|                | Female       | 36         | 32.7         | 32.7          | 99.1               |
|                | Other        | 1          | .9           | .9            | 100.0              |
|                | <b>Total</b> | <b>110</b> | <b>100.0</b> | <b>100.0</b>  |                    |
| Age            |              | Frequency  | Percent      | Valid percent | Cumulative percent |
| Valid          | 18-25        | 21         | 19.1         | 19.1          | 19.1               |
|                | 26-35        | 58         | 52.7         | 52.7          | 71.8               |
|                | 36-45        | 16         | 14.5         | 14.5          | 86.4               |
|                | 46-55        | 13         | 11.8         | 11.8          | 98.2               |
|                | 56+          | 2          | 1.8          | 1.8           | 100.0              |
|                | <b>Total</b> | <b>110</b> | <b>100.0</b> | <b>100.0</b>  |                    |
| Ethnicity      |              | Frequency  | Percent      | Valid percent | Cumulative percent |
| Valid          | Black        | 99         | 90.0         | 90.0          | 90.0               |
|                | Indian       | 4          | 3.6          | 3.6           | 93.6               |
|                | White        | 2          | 1.8          | 1.8           | 95.5               |
|                | Coloured     | 5          | 4.5          | 4.5           | 100.0              |
|                | <b>Total</b> | <b>110</b> | <b>100.0</b> | <b>100.0</b>  |                    |
| Job Experience |              | Frequency  | Percent      | Valid percent | Cumulative percent |
| Valid          | <5 years     | 33         | 30.0         | 30.0          | 30.0               |
|                | 5-10         | 52         | 47.3         | 47.3          | 77.3               |
|                | 11-20        | 17         | 15.5         | 15.5          | 92.7               |
|                | >20          | 8          | 7.3          | 7.3           | 100.0              |
|                | <b>Total</b> | <b>110</b> | <b>100.0</b> | <b>100.0</b>  |                    |
| Education      |              | Frequency  | Percent      | Valid percent | Cumulative percent |
| Valid          | Matric       | 4          | 3.6          | 3.6           | 3.6                |
|                | Certificate  | 77         | 70.0         | 70.0          | 73.6               |
|                | Diploma      | 26         | 23.6         | 23.6          | 97.3               |
|                | Degree       | 1          | .9           | .9            | 98.2               |
|                | Other        | 2          | 1.8          | 1.8           | 100.0              |
|                | <b>Total</b> | <b>110</b> | <b>100.0</b> | <b>100.0</b>  |                    |

The table above shows the demographic distribution of artisans at Umgeni Water. The above results show that 66.4% are males, 32.7% are females and 0.9% did not specify either gender. This shows that although there is a variance between male and female employees, the organisation has a clear recruitment policy, which does not discriminate. It cannot be concluded that the non-discriminatory policy is fully working through the 0.9% of employees who are categorized as lesbian, gay, bisexual, and transgender (LGBT). This further shows that the organisation complies with Section 6 (1) of the Employment Equity act of 1994 which says, “No person may unfairly discriminate, directly or indirectly,

against an employee, in any employment policy or practice, on one or more grounds, including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, birth or on any other arbitrary ground”.

The table also shows the age groups of respondents. It can be seen that 19.1% are between 18 and 25 years, 52.7% are between 26 and 35 years, 14.5% are between 36 and 45 years, 11.8% are between 46 and 55 years, and 1.8% are older than 56 years. From the results, the organisation has a form of balance where it has employees from all age groups.

Different ethnic groups were also represented, where 90% are Blacks, 3.6% are Indians, 1.8% are White and 4.5% are Coloured. This shows that Black employees dominate the artisan level of the organisation.

Job experience was also presented in the table above where 30% of respondents highlighted that they have been with the organisation for less than five years and 47.3% for between five and 10 years. 15.5% have worked for the organisation for 11-20 years whilst 7.3% have been with the organisation for over 20 years.

The last demographic category to be addressed was the highest level of education attained by the respondents. It can be noted that 3.6% obtained matric certificates, 70% have general certificates, 23.6 % obtained diplomas, 0.9% have degrees and 1.8% said they had other qualifications not mentioned.

#### 4.3 The impact of training and development on Umgeni Water’s artisans’ performance

One of the study’s objectives was to determine the impact of training and development on artisans’ performance. The questionnaire had nine questions addressing the objective and each of the questions and responses is presented in regression tables and

narratively below. The main objective was to determine the correlation between various results from training and how they impacted employee performance.

Table 4-2 Training has essentially improved my knowledge skills

| Model |   | Coefficients <sup>a</sup>   |            |                           |        |      |                                 |             |
|-------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
|       |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | 95.0% Confidence Interval for B |             |
|       |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1     | (Constant)  | 5.561                       | .610       |                           | 9.122  | .000 | 4.353                           | 6.770       |
|       | Training has essentially improved my knowledge skills | 5.586                       | .395       | .806                      | 14.141 | .000 | 4.803                           | 6.369       |

a. Dependent Variable: Performance

The figure above indicates the impact of training and development on artisans' knowledge and skills. The study found that 65.45% strongly agreed and 31.82% agreed that training has essentially improved their knowledge and skills. On another note, only 0.91% disagreed and strongly disagreed respectively whilst 0.91% were uncertain that training had essentially improved their knowledge and skills. Further, a linear regression analysis was done to determine how improved skills through training impact on employee performance. As shown in the results, there is significant correlation between improved knowledge skills and employee performance ( $p$  value = .000,  $t = 14.141$ ,  $Beta$  coefficient = .806).

The results can be supported by Waheed (2011) who argues that employee development refers to certain activities that lead to the acquisition of new knowledge and skills. Mwangi (2017) reiterates that job rotation is another form of employee training, it helps the employee to acquire more skills and knowledge from a different setup with the organisation as well as the differences existing in different countries where the organisation operates.

Table 4-3: Training has significantly and positively changed my competencies

| Model |   | Coefficients <sup>a</sup>   |            |                           |        |      |                                 |             |
|-------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
|       |   | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. | 95.0% Confidence Interval for B |             |
|       |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1     | (Constant)  | 4.189                       | .519       |                           | 8.065  | .000 | 3.159                           | 5.218       |
|       | Training has significantly and positively changed my competencies | 6.524                       | .338       | .880                      | 19.274 | .000 | 5.853                           | 7.195       |

a. Dependent Variable: Performance

From the above results, the research investigated whether training had significantly and positively changed employees' competencies. I found that 62.73% strongly agreed and 35.45% agreed with the statement. However, 0.91% strongly disagreed and 0.91% were uncertain. Further, a linear regression analysis was conducted to determine how changed competencies through training impacted on employee performance. It can be reviewed from the results that, improved competencies from training affected how employees perform with a  $p$  value of .000,  $Beta\ coefficient = .880$  and  $t = 19.274$ .

In line with this, Boateng (2011) argues that training and development had a huge impact on Societe Generale-Social Security Bank (SG-SSB) employees where it provided benefits to both employees and the organisation through the development of skills, knowledge, competencies, behaviours, and abilities. Nyokabi (2014), cited in Athar and Shah (2015), whose research was conducted in a public sector organisation showed that training plays an important role in the development of competencies of new and as well existing employees for the effectiveness of the organisation.

Table 4-4: Training has made me to accomplish my tasks on time

| Coefficients <sup>a</sup> |   |                             |            |                           |        |      |                                 |             |
|---------------------------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| Model                     |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | 95.0% Confidence Interval for B |             |
|                           |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1                         | (Constant)  | 3.606                       | .665       |                           | 5.422  | .000 | 2.288                           | 4.924       |
|                           | Training has made me to accomplish my tasks on time | 6.439                       | .409       | .835                      | 15.747 | .000 | 5.629                           | 7.250       |

a. Dependent Variable: Performance

Further to investigate the impact of training, the study sought to determine if training had made artisans accomplish their tasks on time. It was found that 51.82% strongly agreed and 45.45% agreed that training has achieved this. Only 1.82% said they were uncertain and 0.91% disagreed with the statement. A linear regression analysis was run to further determine how training had impacted employee performance through accomplishment of task on time. The results reviewed significant correlation between accomplishment of task on time though training and employee performance as shown by a *p* value of .000, *t* test of 15.747 and *Beta coefficient* of .835.

In support of the above findings, Kushnir et al. (2006) found that training enhances the professional development skills of employees, which enables them to perform complex job tasks more easily and achieve the desired outcomes for the organisations in which they work

Table 4-5: Training has positively changed my behaviour towards my job

| Model |   | Coefficients <sup>a</sup>   |            |                           |        |      |                                 |             |
|-------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
|       |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | 95.0% Confidence Interval for B |             |
|       |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1     | (Constant)  | 6.214                       | .736       |                           | 8.446  | .000 | 4.755                           | 7.672       |
|       | Training has positively changed my behaviour towards my job | 4.638                       | .434       | .717                      | 10.686 | .000 | 3.778                           | 5.499       |

a. Dependent Variable: Performance

One of the questions was to determine the impact of training on employee behaviour at work. The above figure shows that 53.64% of the respondents strongly agreed and 40.91% agreed that training has positively changed their behaviour towards their jobs. 0.91% disagreed and strongly disagreed respectively and 3.64% were uncertain. The results are in support of Wright and Gregory (2001) who agreed that training enhances the performance of their workers not only by making sure they become competent but also by enhancing their skills, knowledge, skills, attitudes, and behaviour, as required for future work. Also, a linear correlation analysis was run to also determine how change in behaviour through training impacted on employee performance. It was revealed that change in behaviour toward work strongly correlate with employee performance. This was shown by a *p* value of .000, a *t* test of 10.686 and *Beta coefficient* of .717.

Further, the study concurs with Brinkerhoff's six-stage model of evaluation (1987) that the 4<sup>th</sup> and 5<sup>th</sup> stage is concerned with measuring the effectiveness of learning or training that has occurred in the workplace. The evaluation process tries to determine the positive changes in behaviour, attitude, knowledge, and skills that have been acquired by participants during a training programme.

Table 4-6: Training has increased my commitment level towards the organisation

| Model |   | Coefficients <sup>a</sup>   |            |                           |        |      |                                 |             |
|-------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
|       |   | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. | 95.0% Confidence Interval for B |             |
|       |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1     | (Constant)  | 2.807                       | .563       |                           | 4.984  | .000 | 1.690                           | 3.923       |
|       | Training has increased my commitment level towards the organisation | 7.270                       | .362       | .888                      | 20.079 | .000 | 6.553                           | 7.988       |

a. Dependent Variable: Performance

In terms of the impact of training on artisans’ commitment levels towards the organisation, it can be attested that 57.27% strongly agreed and 40% agreed that training has increased their commitment. On the other hand, 2.73% were uncertain of this. Further to this, a linear regression analysis was run to determine the correlation between improved commitment through training and employee performance. The results revealed a strong correlation between the two variables as shown by a *p* value of .000, *t* test of 20.079 and *Beta coefficient of .888*.

in support of the above, Mahmood (2012) noted that education and development affect the organizational commitment and retention of the organization's staff. This was proved by a regression study showing that satisfaction and career progression modes have direct and useful impacts on employee commitment and improve employee effectiveness. The findings went on to conclude that training has a strong impact on performance, retention, and organisational commitment. Adomi (2006) found that there is a positive relationship between training and employee commitment.

Table 4-7: Training has enhanced my motivational level at work

| Coefficients <sup>a</sup> |   |                             |            |                           |        |      |                                 |             |
|---------------------------|---|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
| Model                     |   | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. | 95.0% Confidence Interval for B |             |
|                           |   | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1                         | (Constant)  | 4.760                       | .638       |                           | 7.458  | .000 | 3.495                           | 6.025       |
|                           | Training has enhanced my motivational level at work | 5.420                       | .369       | .816                      | 14.687 | .000 | 4.688                           | 6.151       |

a. Dependent Variable: Performance

The study assessed the impact of training on motivation and the above shows how training has enhanced motivational levels at work. It was found that 48.18% strongly agreed and 47.27% of participants agreed that training enhanced motivation. A minority number of 0.91% disagreed and strongly agreed whilst 2.73% were uncertain. This, therefore, shows that training positively affects people’s motivational levels at work. More to this, a linear regression analysis was conducted to determine the impact increased motivation through training has on employee performance. The results found a significant correlation between increased motivation through training and employee performance. A *p* value of .000, *t* test of 14.687, and *Beta coefficient* of .816 were recorded to signify the strength.

In support of the above, Adomi (2006) reports that workers are motivated and learning new skills through training that provides them a larger overview of the workforce of the organisations, and therefore tends to enhance both individual and organization performance and productivity. Kushnir et al. (2006) reported similar findings and argued that there is a positive relationship between training programmes and the motivation of employees.

Table 4-8: Training has enhanced my overall performance at work

| Model |  | Coefficients <sup>a</sup>   |            |                           |        |      |                                 |             |
|-------|--|-----------------------------|------------|---------------------------|--------|------|---------------------------------|-------------|
|       |  | Unstandardized Coefficients |            | Standardized Coefficients | T      | Sig. | 95.0% Confidence Interval for B |             |
|       |  | B                           | Std. Error | Beta                      |        |      | Lower Bound                     | Upper Bound |
| 1     | (Constant)   | 3.901                       | .552       |                           | 7.070  | .000 | 2.807                           | 4.995       |
|       | Training has enhanced my overall performance at work | 5.926                       | .319       | .873                      | 18.601 | .000 | 5.294                           | 6.557       |

a. Dependent Variable: Performance

The above highlights the responses obtained from assessing if training affects employees' performance at work. Of the responses, 47.27% agreed and strongly agreed with the statement. The minority of 0.91% strongly disagreed whilst 4.55% were uncertain. The result signifies that performance at work can be improved through various training programmes. Further to this, a linear regression analysis was conducted to determine the overall impact of training on employee performance. The results revealed that, a correlation between training and employee performance existed through a strong *p* value .000, *t* test 18.601, and *Beta coefficient* of .873

According to Awan and Saeed (2014), organisational performance depends on employee performance because the human resource of an organisation plays an important role in the growth and organisational performance. Training and development should thus be a priority for organisations, that wish to succeed, to enhance organisation's performance and employee performance. Mohamud (2014) highlighted that training and development has a major influence on the performance and the benefits of both the person and the organization at large through research on employee performance in a public sector company.

#### 4.4 Ascertain if training and development policies and procedures of Umgeni Water are in line with organisational needs

The second objective of this study was to ascertain if the training and development policies and procedures of Umgeni Water are in line with the organisational needs. The questionnaire had five questions addressing the objective and I present the results below.

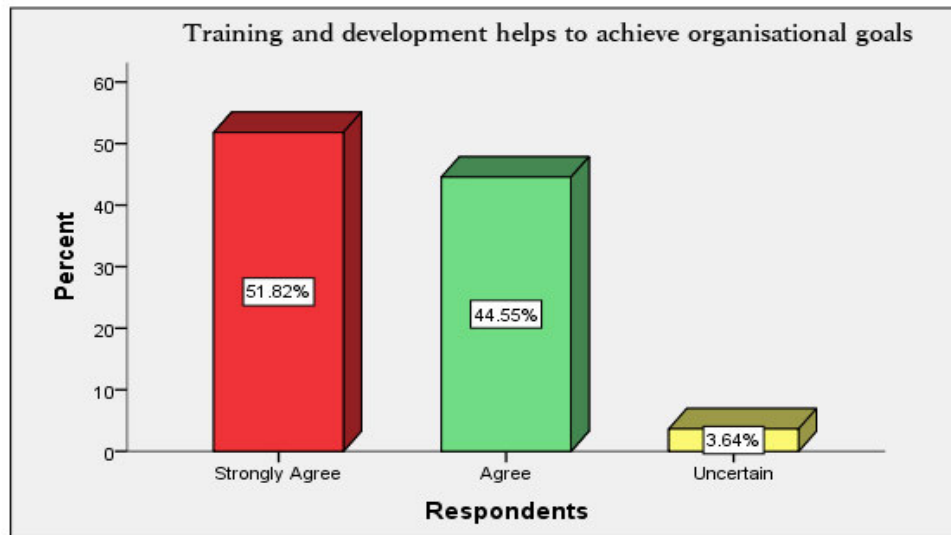


Figure 4.1: T & D in achieving organisational goals

The study found that 51.82% of respondents strongly agreed followed by 44.55% who agreed that T&D helped the organisation to achieve its goals. Only 3.64% were uncertain. Training is a systematic process that allows employees to gain knowledge, skills as well as attitudes, and information necessary to fulfill the organization's objectives as well as personal goals, (Marx, 1993 cited in Nassazi, 2013). Employees need to acquire skills and abilities that help them to improve their job performance by following appropriate courses based on their general objectives (Nyokabi, 2014). Training and development has a distinct role in the achievement of an organisational goal by incorporating the interests of organization and the workforce (Stone, 2002).

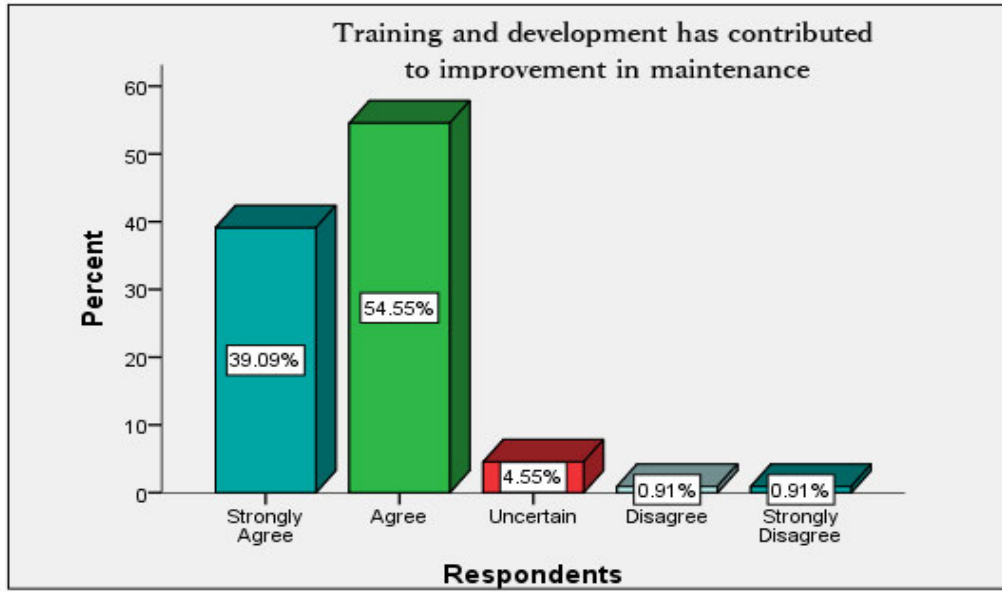


Figure 4.2 Impact of T & D on maintenance

The above figure 4.2 presents the impact of T&D on the maintenance of various water plants and equipment. It was agreed by a majority of 54.55% and 39.09% strongly agreed that training and development has contributed to improvement in maintenance. A minority group of 0.91% disagreed and strongly disagreed whilst 4.55% were uncertain. It can be noted that since the presence of training and development programmes improves the maintenance of plants and machinery, this improves the quality of service delivery such as the provision of portable clean water.

Fatoni and Nurcahyo (2018) found that there was a positive and significant relationship between training and maintenance using Pearson correlation analysis. In their study, the strongest relationship was found between trainee characteristics and maintenance performance ( $y=0.546$ ,  $p<0.01$ ). The training design and maintenance were significantly positive at ( $y=0.404$ ,  $p<0.01$ ).

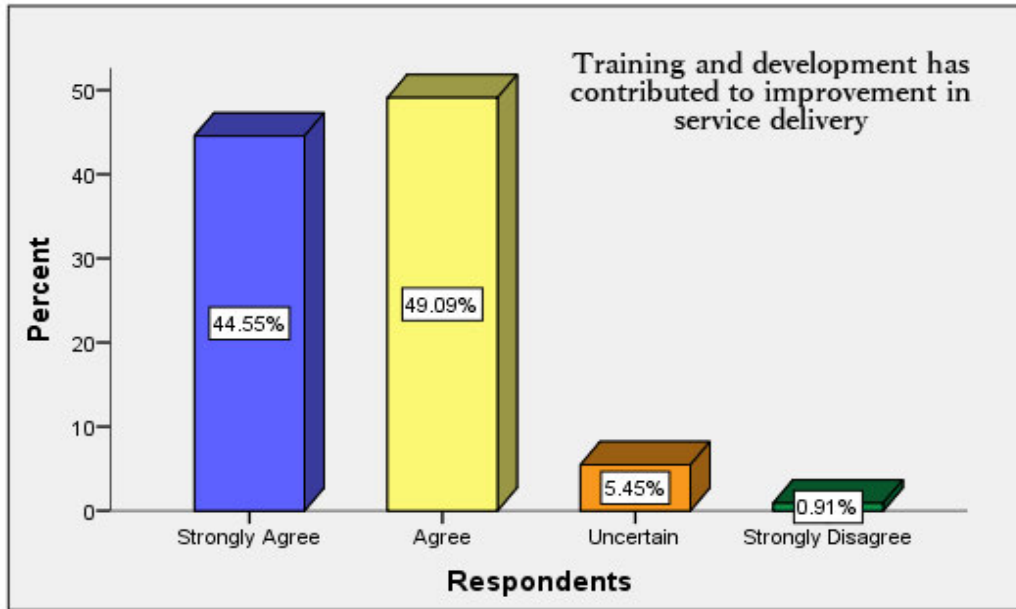


Figure 4.3 Impact of training on service delivery

Service delivery is one of the key issues for many parastatals. The above figure 4.3 presents responses of employees regarding the impact of training on service delivery. It can be seen that 49.09% agreed and 44.55% strongly agreed that training and development contributed to improvement in service delivery. In addition, a minority of 0.91% strongly disagreed and 5.45% were uncertain of that effect.

In support of the above findings, Zumrah (2014) argued that training leads to better performance of employees such as service delivery. The study showed that there is a perceived significant and positive relationship between training and service quality. The application of knowledge, attitude, and skills acquired through training can facilitate employees to provide the promised service dependably and accurately, create a positive willingness to help their colleagues and provide prompt service, improve the knowledge and courtesy of employees and their ability to inspire trust and confidence.

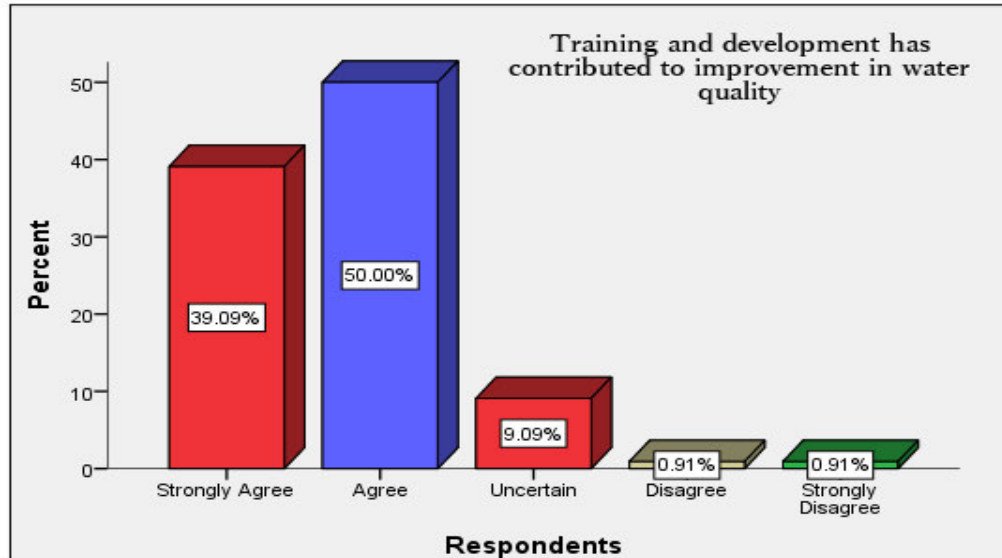


Figure 4.4 Impact of T & D on water quality

Figure 4.4 shows responses to a question about whether T&D has contributed to an improvement in water quality. Half of the respondents agreed and 39.09% strongly agreed. From the same question, 0.91% disagreed and strongly disagreed respectively whilst 9.09% were uncertain. This aligns with the impact of training on maintenance, competencies, knowledge, skills, and organisational goals addressed above. One of Umgeni Water’s objectives is to ensure that there is a provision of quality water to its clientele and the study has obtained that there is a degree of improvement in knowledge and skills being gained through T&D which at the end of the day improves the quality water of water.

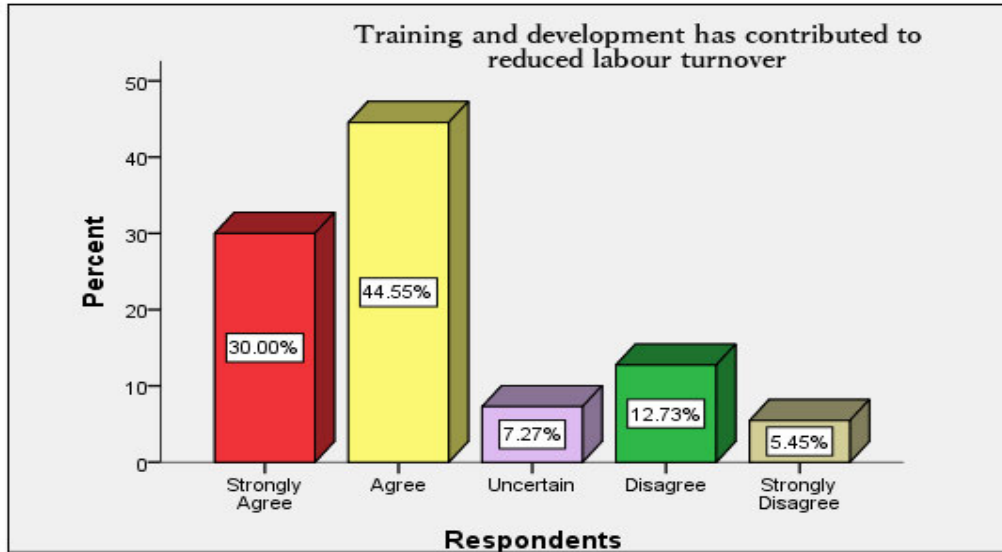


Figure 4.5 Impact of T&D on labour turnover

Figure 4.5 reflects responses concerning the impact of T&D on labour turnover. The study found that 44.55% agree and 30% strongly agree that training and development has contributed to reduced labour turnover. From the same question, 12.73% said they disagree and 5.45% said they strongly disagree whilst 7.27% were uncertain. However, from the positive response, it can be noted that the rate of labour turnover is also determined by the training and development the organisation has.

In addition, the good results from training and development, according to Nassazi (2013) greatly reduce customer complaints, staff discontent, absenteeism, and organizational turnover.

#### **4.5 Determining whether Umgeni Water’s artisan development programme is aligned with the overall business strategy**

Another objective of the study was to determine the alignment of Umgeni’s Water development programme to the overall business strategy. The objective had three questions that assessed the contribution of artisans’ development programme to organisational performance, the training and development programme’s budget, and the alignment of training and development to the organisational goals.

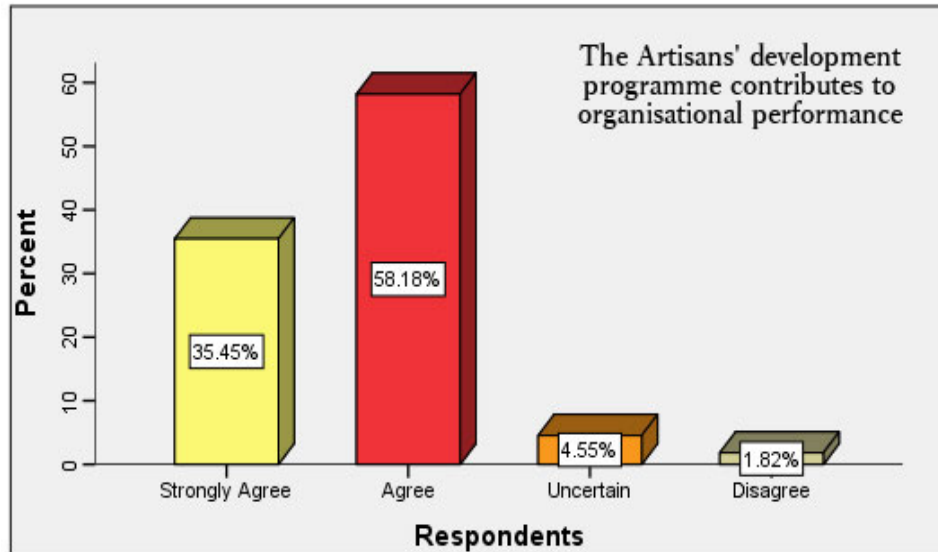


Figure 4.6 The artisans' development programme contributes to organisational performance

Figure 4.6 shows the results of a question that assessed the contribution of artisans' development programmes to organisational performance. From the study results, a majority of 58.18% agreed and 35.45% strongly agreed that the programme contributes to organisational performance. On another note, 1.82% disagreed and 4.55% were uncertain of that effect. The study, therefore, assumes that the HR department aligns its training and development programme to organisational goals, which contributes to the overall performance of the company.

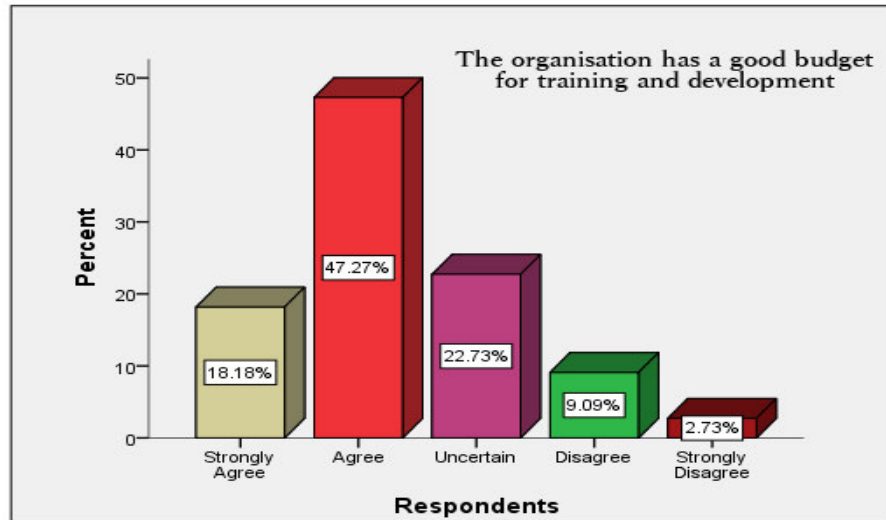


Figure 4.7 Budget for training and development

The study also assessed if the organisation has a good budget for training and development programmes. The results show that 47.27% agreed whilst 18.18% strongly agreed that the organisation has a good budget while 9.09% disagreed, 2.73% strongly disagreed, and 22.73 were uncertain. However, the overall results can show that organisation sets aside a good and acceptable budget for training and development programmes.

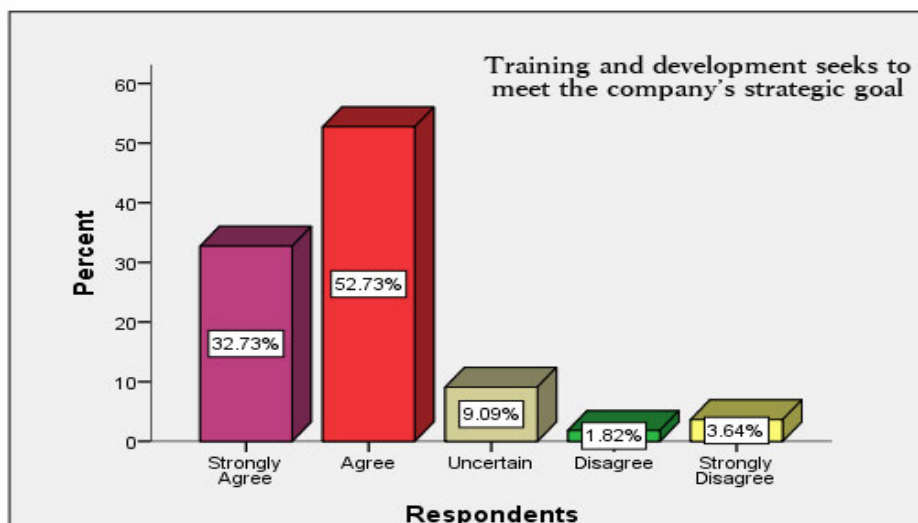


Figure 4.8 T&D alignment to strategic goals

The study sought to establish whether training and development seek to meet the company's strategic goals. As shown in figure 24, the study found that more than half of the respondents (52.73%) agreed and 32.73% strongly agreed that training and development seek to meet the company's strategic goals. The study also established that 3.64% strongly disagreed, 1.82% disagreed, and 9.09% were uncertain to it. The study, therefore, shows that training and development is aligned to organisational goals and a positive relationship exists between corporate strategy, training, and development.

The HRD role needs to be strategic in line with the organisation's strategy as reiterated by Asfaw et al. (2015). In line with the defined strategy, a training and development plan should be designed to provide a starting point for all training and development of organisations a corporate strategy (Sthapit, 2010).

#### 4.6 Challenges artisans encounter with regards to training and development at Umgeni Water

The third objective of this study was to identify challenges that artisans encounter concerning training and development at Umgeni Water. The questionnaire had four questions addressing the objective. Responses to each question are presented below.

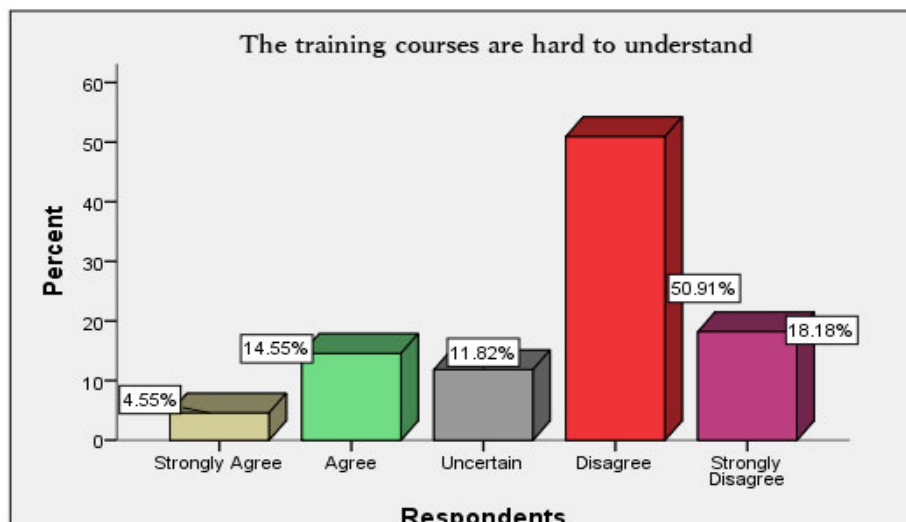


Figure 4.9 Training courses

The above figure 4.9 shows responses to a question about whether artisans were faced with challenges in understanding the training courses offered by the organisation or outsourced training institutes. The study found that 50.91% said they disagree and 18.18% said they strongly disagree that the training courses were hard to understand. Conversely, 14.55% said they agree and 4.55% strongly agreed whilst 11.82% were uncertain.

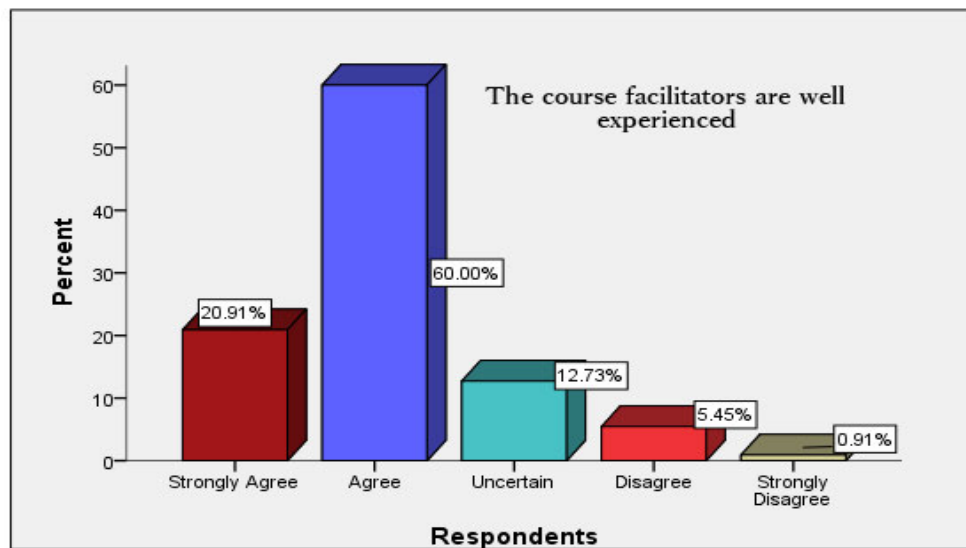


Figure 4.10 Course facilitators

The above figure 4.10 displays the perception of facilitators' experience. The study reviewed that 60% agreed and 20.91% strongly agreed that course facilitators are experienced. On the other hand, 5.45% said they disagree and 0.91% said they strongly disagree whilst 12.73% were uncertain. The findings suggest that people who are carrying out the transfer of learning are well versed in their areas of study and can impart strong and wide knowledge to workers. This, therefore, means that to a larger extent, the organisation has no challenges with facilitators.

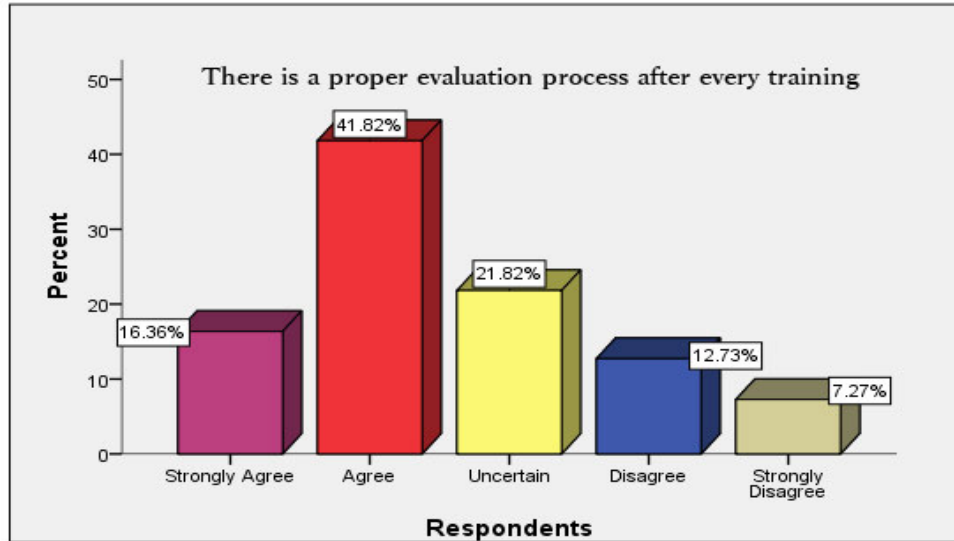


Figure 4.11 Training evaluation process

The next question aimed to investigate if there was a proper evaluation process after conducting every training. Responses are displayed in figure 4.11. The study found that 41.82% agreed and 16.36% strongly agreed that there was a proper evaluation process after every training. On another note, 12.73% said they disagree and 7.27% strongly disagree whilst 21.82% were uncertain to that effect. The finding shows that artisans face no challenges with how the evaluation of training is done.

To identify their employees' performance levels, organizations would need to carry out training needs assessments (Mumanthi, 2014). Furthermore, he said that appropriate monitoring and assessment of staff training has an impact on their performance.

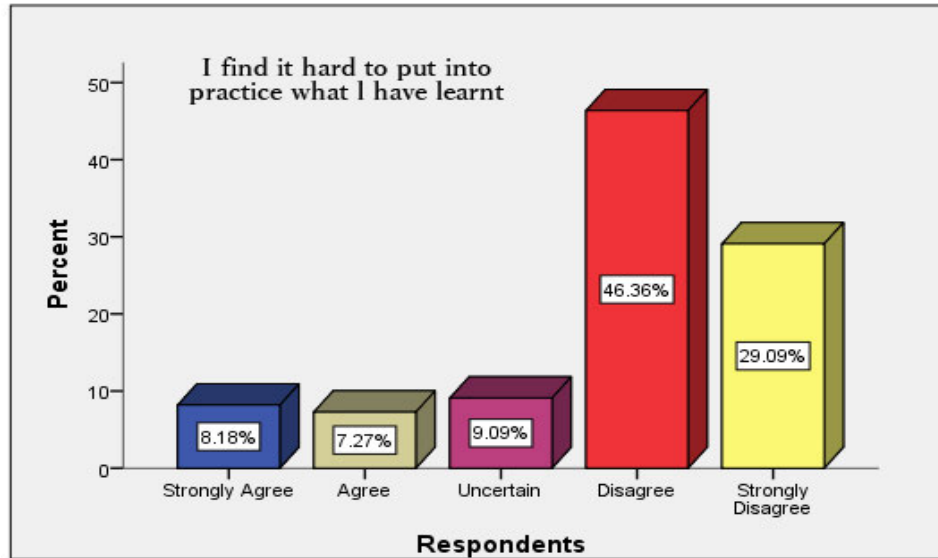


Figure 4.12 Putting the learning into practice

The study investigated whether it was hard for artisans to put what they would have learned from any training programme into practice. From above figure 4.12, 46.36% said they disagree and 29.09% strongly disagreed that they found it hard to put into practice what they learned from training. Only 8.18% strongly agreed and 7.27% agreed whilst 9.09% were uncertain. The study findings, therefore, reveal that, to a large extent artisans are properly transferring learning without any challenges whenever they are doing their work.

#### 4.7 Chapter Summary

The chapter presented findings gathered from respondents through a closed-ended questionnaire, which addressed the objectives of the study. The following research questions were answered: what impact do training and development have on the performance of Umgeni Water's artisan employees; how do Umgeni Water's training and development policies and procedures align with organisational needs; how is Umgeni Water's training and development programme for artisans aligned to the organisational strategy and the challenges that the artisans encounter with regards to training and development at Umgeni Water. The data in response to these questions were coded, run,

and analysed using IBM SPSS version 22. Thereafter findings were presented in graphs and tables, interpretations were supported by literature related to the area of the study.

## CHAPTER 5 : DISCUSSION

### 5.1 Introduction

This chapter introduces the research discussion, conclusions, and suggestions. The overview of the whole analysis is first presented with a discussion on recruitment and development, perception of staff, and assessment of the training. Conclusions and recommendations are given in the next chapter.

#### 5.2.1 Demographic

Demographic findings of the study indicate that the organisation is built of artisan employees, both females, and males. The study found that all age groups, from 18 to 56 years and above, were represented in the organisation. The majority of the employees were black Africans who had a total population of 90% followed by Coloureds 4.5%, Indians 3.6%, and Whites 1.8%. Regarding job experience, the organisation retains its employees revealing that the organisation applies effective retention strategies as shown by the number of years the employees have been working with the organisation for a long time.

#### 5.2.2 The impact of training and development on Umgeni Water's artisans' performance

Training and development is a contributing factor to knowledge and skills development as gathered from the primary findings. The study found that the training and development of artisans improve their knowledge and skills. The results also concluded that training has significantly and positively changed artisans' competencies. The notion of employee development is reinforced by Waheed (2011), who asserted that it refers to specific actions that result in the acquisition of new knowledge and skills to develop the company. Mwangi (2017) further reiterates that the benefits of job rotation and employee transfer are to help employees to acquire more skills and knowledge from a different setup with the organisation as well as the differences existing in different countries where the organisation operates.

The primary research also found that training and development make artisans accomplish their tasks on time. Regarding employee behaviour, training has positively changed the behaviour of artisans towards their jobs. Employee commitment was also discussed where the primary findings concluded that training has increased artisans' commitment to the organisation. Boateng (2011) reiterated the great impact of training & development at the SG-SSB, where both personnel and the organization enjoyed advantages via the development of skills, knowledge, competencies, behaviors, and capabilities. The findings revealed that training enhances the motivational level of artisans at work. One of the main factors was to investigate the impact of training on performance. The primary results concluded that training enhances the overall work performance of artisans at work showing that training has a positive impact on artisans' performance. Nyokabi (2014) quoted in Athar and Shah (2015), conducted research in a public sector organization and found that training plays an essential role in developing the competence for the effectiveness of the organization for both new and current workers.

The impact of training on employee competencies was the last component to be assessed in addressing the first objective. The primary findings concluded that training significantly and positively changes the competencies of artisans. Kushnir et al. (2006) presented that training improves employees' skills in professional growth, making them easy in doing difficult work tasks and in achieving the required results for the organizations they work for. In the same vein, according to Adomi (2006), people are motivated by training and gain new abilities to have a wider understanding of the work in their companies, and thus both employees and their organisations' performance and productivity tend to increase. Kushnir et al. (2006) reported similar findings, who argued that there is a positive relationship between training programmes and the motivation of employees.

### 5.2.3 Assessment of whether training and development policies and procedures of Umgeni Water are in line with the organisational needs

Primary findings revealed that training and development help to achieve organisational goals as evidenced by 96.37% of the respondents who agreed and strongly agreed. Training and development is regarded as independent variable whilst performance is seen as a dependent variable. The primary findings revealed that training and

development contributed to the improvement in maintenance. Training improves employees' performances not only by making them competent but also by improving their skills, knowledge, abilities, attitudes, and behaviours necessary for the future job and this consequently contributes to organisational performance (Wright & Gregory, 2001).

Regarding service delivery, the study found that training and development has contributed to the improvement in service delivery. On another note, training and development has contributed to improvement in water quality. Labour turnover is regarded as one of the factors that have a direct relationship with training and development. Mahmood (2012) proved that training and development has an impact on organizational commitment and employee retention in the workplace. This was validated by a regression analysis, which revealed that employee satisfaction and the method of career progression had a direct and valuable influence on organizational commitment, as well as increasing employee work efficiency. The findings went on to conclude that training has a strong impact on performance, retention, and organisational commitment. Adomi (2006) found that there is a positive relationship between training and employee commitment.

Training leads to better performance of employees such as service quality. The study showed that there is a significant and positive relationship between training and service quality. Following the study's conclusions, it can be concluded that the application of knowledge, attitude, and skills acquired through training can enable employees to deliver the promised services reliably and accurately, foster a positive willingness to assist their co-workers and provide prompt service, improve the knowledge and courtesy of employees, and enhance their ability to inspire trust and confidence.

#### 5.2.4 Challenges artisans encounter with regards to training and development at Umgeni Water

The study investigated challenges being faced by artisans. Primary findings reveal that artisans did not have any challenges regarding training courses as respondents revealed that the courses were not hard to understand. The findings could have been linked to the fact that respondents found course facilitators well experienced as witnessed by 80.91%

in figure 20 who agreed and strongly agreed. Marx (1993) cited in Nassazi (2013) defined training as a systematic process through which workers gain the knowledge and skills, attitudes, and information necessary to fulfill the objectives of the organization as well as their personal goals. Employees must gain skills and information that will aid them in enhancing their work performance. This may be accomplished by enrolling in relevant programmes that are aligned with the general objectives of the organization (Nyokabi, 2014). A specific role in the attainment of an organizational objective is played by training and development, which incorporates the interests of the company and the personnel (Stone, 2002).

Evaluation of a training process is a critical element in assessing the effectiveness of training and development. Literature has recognised various models that can be used to evaluate training. In conjunction with this, the primary findings found that to a higher extent the organisation has a proper evaluation process after every training, thus the organisation did not face any challenge regarding the training evaluation process regarding artisans. Brinkerhoff's six-stage model of evaluation (1987) is concerned with measuring the effectiveness of learning or training that has occurred at the workplace. The evaluation process tries to determine the positive changes in behaviour, attitude, knowledge, and skills that have been acquired by participants during a training programme.

Some trainees find it hard to practically transfer learning and apply it to their jobs. However, the study findings revealed that participants did not find it hard to put what they have learned into practice. This links with the above view that courses were not hard to understand, and facilitators were well experienced.

## **5.2 Chapter summary**

The chapter discussed the findings of the study linking them with literature findings. The chapter presented the section in line with research objectives. It was discovered that, training and development at Umgeni Water had an effect on Artisan's performance. Primary findings and literature findings revealed that a link existed between training and development policies and procedures with the organisational needs. Challenges related

training needs assessment were encountered by Artisans. The next chapter presents the overall conclusions and recommendations of the study.

## CHAPTER 6 : CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Introduction

The study investigated the impact of training and development on the performance of artisans at Umgeni Water. The study went further to ascertain whether the training and development policies and procedures of Umgeni Water were in line with the organisational needs. To determine whether Umgeni Water's artisan development programme is aligned with the overall business strategy and the challenges that artisans encounter concerning training and development at Umgeni. The following conclusions from the study were made.

### 6.2 Conclusions

The study concludes that training and development is important to its employees, as training plays an important role in the behaviour, skills, and awareness of employees. The talents, understanding, and attitudes of the workforce would drastically improve if training were conducted as scheduled and as anticipated.

The study also concludes that training and development improve the satisfaction of workers. Job efficiency also improves where employee satisfaction occurs. Employment satisfaction is another catalyst of motivation, retention, and commitment for employees.

Training and development often bring about change in the way employees analyse, interpret and solve work problems. While it has been found that 73% of employees have matric certificates and it can be concluded that these employees have been going through in-house training until they were certified as artisans. Intellectual capacity should go hand in hand with academic excellence and develop awareness through education. Training and improvement systems have influenced the efficiency of artisans at work. Literature indicates that training and development is a key factor in enhancing employee performance and therefore training and development at Umgeni Water improves the performance of artisans.

Based on the findings of the study, training and development methods at Umgeni Water have become apparent. Though participants were aware of the different facets of training and development, a policy structure for the training and development approach is not transparently advertised in the organisation, as all participants found out that training and development is part of Umgeni Water's strategic business plan phase.

Implementation of a good training and development programme is a contributing factor in increasing employee commitment in the organisation and the same time reduces labour turnover. With this in place, artisans committedly stay long in the organisation maintaining, improving service delivery and the provision of quality water. By providing training, artisans increase their knowledge and skills, and competencies and continuously work towards achieving the organisational goals. The results of providing training are improved artisans' and organisational performance.

### **6.3 Recommendations**

The study recommendations are given below based on some recommendations given by respondents who participated in the study:

- The organisation should establish a user-friendly artisan training quality assurance system and process in line with the National Artisan Moderations Body (NAMB) and the Quality Council for Trades and Occupations (QCTO).
- There is a need for the organisation to evaluate the artisan development programme to see if it's still relevant in addressing the skills gap.
- The programme must include an assessment and concrete plans to incorporate recognition of prior learning (RPL) as another critical platform to produce more artisans, especially those workers who have been doing artisan type of work for years but without a strategy to help them prepare and do trade testing.
- The organisation needs to engage artisans in their selection of the required training and development courses. Employees who are in their line of trade always scan the environment for current trends and updates. Artisans need to be empowered with modern technology since most of the work is now computerised.
- There is a need to develop a succession planning policy and align it to the training

and development policy, and the performance management policy.

- The company needs to adopt a strategy whereby all artisans close to retirement are assigned to a skills transfer programme as mentors to their juniors. The training department should create two positions for engineering training officers. Their role will be to draft training plans, identify relevant courses for apprentices, and recommend placements of apprentices with our contractors to fulfill certain expertise that Umgeni Water lacks.
- The world is changing rapidly, which requires the most effective accelerated learning and development methods like coaching and mentoring. An intensive one-on-one relationship with a coach or mentor can provide specific information, skills, experience, and feedback to assist artisans' growth and performance.
- Management should encourage interaction among workers so that knowledge can be used to increase collaboration and innovation across teams. This can be done by creating a shared working environment through which knowledge can be elicited and shared.
- To improve their work efficiency, Umgeni can continue delivering both on and off-the-job forms of training for workers, since there is a clear association between training given and the success of employees.
- It is important to keep the training practice in Umgeni under constant scrutiny. Identifying the efficiency of the organisation's training activities is critical. It allows the company to recognise whether the workers are happy with their workplace and the organisation within which they operate, which in turn helps the organisation to offer the expected service.

#### **6.4 Areas for further research**

This research mainly focused on assessing the impact of training and development on artisans at Umgeni Water. Although few types of research studies have been done in South Africa and some parts of the countries, it is, therefore, recommended that future research should focus more on government entities, like ministries. Researches in the public sector are selective; some sectors like defense and police are not being covered perhaps due to their sensitivity.

Future studies should also focus on the relationship between training and development and organisational performance in public sector organisations. Performance in some public sector organisations is weak, and there is a perception that this is a problem that afflicts some African countries. More research should be done on how to improve public entities through the provision of effective and strict training programmes.

The methodology used in this study is not without its methodological limits and these should be acknowledged. First, the data were collected only from people who participated in the training. Measurements should be taken from multiple sources, including trainees and their supervisors, whenever possible. In addition, evaluations that include a control or comparison group that has not received the training are a sound control group, and where possible, this should be done. In this study, the self-assessment measures may have caused some common-method variance that could have inflated the relationships observed between the variables. Therefore, multiple sources, such as supervisors, could be used in further studies.

## **6.5 Chapter Summary**

In a nutshell, the chapter presented overall conclusions and recommendations of the study. The first aspect presented were conclusions on the impact of training of training and development of Artisans performance, the second were conclusions on assessment of whether training and development policies and procedures of Umgeni Water are in line with the organisational needs. The last were conclusions on challenges artisans encounter with regards to training and development at Umgeni Water. Various recommendations were presented thereafter and areas for further research were laid out.

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## **APPENDICES**

### **Appendix A: Consent Letter**

#### **Consent and General Information Form for Research Participant**

Title of Research Study

Impact of Training and Development programme on Artisans Performance: A Case Study of Umgeni Water

Researcher: Ms. Gugu Myeza

Supervisor:

Introduction:

The purpose the research is to investigate the impact of Training and Development programme on Artisans Performance: A Case Study of Umgeni Water. You are hereby invited to participate in this research under no obligation and it is purely voluntary. Your identity is guaranteed to remain anonymous. Should you wish to participate, please fill in the following questionnaire?

Purpose of the research:

This questionnaire process will assist and form part of the primary data collection method. This study aims to explore and analyze the responses and feedback from all participants. The researcher will use scientific methods to analyze and tabulate this data. From this study the researcher will be able to gauge the perceptions of employees and analyze how this affects performance and assist with making recommendations.

Research Method:

You will be tasked with responding to the best of your ability and presented with questions with some pertinent themes. Once all the data and information is collected the researcher will commence to analyze and tabulate.

Potential Benefits of this research:

The outcomes of this research can be presented to your organisation for their perusal to enhance and support their training and development agenda. This will also allow them to gather a greater understanding of the impact of training and development on employees.

Statements of Confidentiality:

Please take note of the following:

- You are not compelled to disclose your name or identity.

- Your participation is voluntary and you are assured confidentiality and anonymity at all times.
- The information gathered from this study will be used solely for this study purposes only. No “response” information will be given or divulged to your organisation.
- There is no right or wrong answer. We are aiming to understand your feelings and Perception of these systems and only require your honest opinion.

Contact information of researcher:

For any concerns around this study, please contact the researcher on:

Cell number:

E-mail:

## Appendix B: Questionnaire

### Research Instrument

My name is Gugu Myeza an MCLS student at University of Kwazulu Natal. I'm currently conducting a study titled " The impact of training and development programmes on artisans performance: A case study of Umngeni Water." I would like to request for a moment from you to complete this questionnaire. The information gathered from this questionnaire will be used for academic purposes only and will be treated with confidentiality.

#### Section A: Biographical information

*Tick where appropriate or choose not to answer*

| Characteristic            |                |  |
|---------------------------|----------------|--|
| 1. Gender                 | Male           |  |
|                           | Female         |  |
| 2. Age (years)            | 18-25          |  |
|                           | 26-35          |  |
|                           | 36-45          |  |
|                           | 46-55          |  |
|                           | 56+            |  |
| 3. Ethnicity              | Black          |  |
|                           | Indian         |  |
|                           | White          |  |
|                           | Coloured       |  |
| 4. Job Experience (years) | <5             |  |
|                           | 5-10           |  |
|                           | 11-20          |  |
|                           | >20            |  |
| 5. Education:             | Matric         |  |
|                           | Certificate    |  |
|                           | Diploma        |  |
|                           | Degree         |  |
|                           | Masters Degree |  |

Section B: Ascertaining the impact of Training and Development to Umgeni Water's Artisans' Performance

*To what extent do you agree or disagree with this notion? Tick where appropriate*

| Impact of Training and Development                                      | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 6. Training has essentially improved my knowledge skills                |                |       |           |          |                   |
| 7. Training has significantly and positively changed my competencies    |                |       |           |          |                   |
| 8. Training has made me to accomplish my tasks on time                  |                |       |           |          |                   |
| 9. Training has positively changed my behaviour towards my job          |                |       |           |          |                   |
| 10. Training has increased my commitment level towards the organisation |                |       |           |          |                   |
| 11. Training has enhanced my motivational level at work                 |                |       |           |          |                   |
| 12. Training has enhanced my overall performance at work                |                |       |           |          |                   |
| 13. Training has essentially improved my knowledge skills               |                |       |           |          |                   |
| 14. Training has significantly and positively changed my competencies   |                |       |           |          |                   |

Section C: Ascertaining if Training and Development policies and procedures of Umgeni Water are in line with the organisational needs.

*Indicate the degree of agreement or disagreement that fits the organisation by ticking where appropriate.*

|   | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 15. Training and development helps to achieve organisational goals              |                |       |           |          |                   |
| 16. Training and development has contributed to improvement in maintenance.     |                |       |           |          |                   |
| 17. Training and development has contributed to improvement in service delivery |                |       |           |          |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 18. Training and development has contributed to improvement in water quality |  |  |  |  |  |
| 19. Training and development has contributed to reduced labour turnover      |  |  |  |  |  |

Section D: Ascertaining the challenges that artisans encounter with regards to training and development at Umgeni Water

*Indicate the degree of agreement or disagreement by ticking where appropriate.*

| Challenges  | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 20. The training courses are hard to understand               |                |       |           |          |                   |
| 21. The course facilitators are well experienced              |                |       |           |          |                   |
| 22. There is a proper evaluation process after every training |                |       |           |          |                   |
| 23. I find it hard to put into practice what I have learnt    |                |       |           |          |                   |

Section E: To determine whether Umgeni Water’s artisan development program is aligned to the overall business strategy.

*Indicate the degree of agreement or disagreement by ticking where appropriate.*

| Business Strategy   | Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |
|---|----------------|-------|-----------|----------|-------------------|
| 24. The Artisan’s development programme contributes to organisational performance |                |       |           |          |                   |
| 25. The organisation has a good budget for training and development               |                |       |           |          |                   |
| 26. Training and development seeks to meet the company’s strategic goal           |                |       |           |          |                   |

27. In your view, how can the organisation improve the performance of its Artisans

.....

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Thank you for taking time to participate in this survey!!

## Appendix C: Ethical Clearance



07 September 2022

Nomagugu Myeza (209523814)  
Grad School Of Bus & Leadership  
Westville Campus

Dear N Myeza,

Protocol reference number: HSSREC/00001585/2020

Project title: Impact of Training and Development programme on Artisans Performance: A Case Study of Umgeni Water.

Amended title: The impact of training and development programmes on artisans' performance : A case study of uMngeni Water

### Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 02 September 2022 has now been approved as follows:

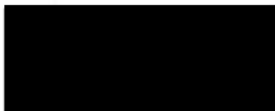
- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an 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.

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....  
Professor Dipane Hlalele (Chair)

/dd

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Humanities & Social Sciences Research Ethics Committee  
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building  
Postal Address: Private Bag X54001, Durban 4000  
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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

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