HUMAN RESOURCE DEVELOPMENT ENHANCES EMPLOYEE PERFORMANCE: A CASE OF THE CITY OF TSHWANE METROPOLITAN MUNICIPALITY

by

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DECLARATION

I, Sandisiwe Cutu, hereby declare that the dissertation titled: **Human resource development enhances employee performance: A case of the City of Tshwane Metropolitan Municipality** submitted to the University of South Africa for the masters' degree in Public Administration (M. Admin) has never been submitted by me for a degree at this or any other university, that it is my own work and that all material not my own has been duly acknowledged by way of appropriate citations and references.

Signature: Date   May 2021

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I dedicate this dissertation to my parents Zwelitsha Cutu and Nondi Cutu, to my brother Sandiso Eric Cutu and my nephew Ongentando Truth Cutu. Without your motivation I would have not continued with my studies.

ABSTRACT

Municipality is a sphere of government that is closest to the people and that deals with provision of services to the people of the country on daily basis. Therefore, human resource training is important to grow the skills and knowledge of the employees to improve in service delivery. Training is needed to improve performance and for organisational success. Municipal employees are the face of the government, so their performance is important on how they deliver services to the citizen.

Employees in the City of Tshwane Municipality are required to provide effective and efficient, and quality service delivery. A good employee performance is required for effective service delivery, however is not the case in the City of Tshwane Municipality as it displayed by dissatisfaction from the citizen. For instance, of service delivery protests. Training helps and enables the municipal employees to deliver the service better and meet the expectation of citizens. Through training employee performance changes which influences the good service delivery and client's satisfaction.

Ever-changing, rapidly evolving working environment and changes in the needs of citizens, required the City of Tshwane Municipality to have trained and skilled, knowledgeable developed, employee to do the job well and flexible enough to adapt easily and to improve the service delivery. The human resource development is important to ensure that training and development of employees is taking place in the institution. The primary objective of this study seeks to examine whether HRD enhances employee performance in ensuring that service delivery is delivered in an efficient and effective manner. The researcher used qualitative research method to collect data from the City of Tshwane Municipality and questionnaires were used as a tool to collect data. This is qualitative study to get a deeper understanding of how human resource development can enhance employee performance.

The main findings drawn from the study indicate that budget cuts and limited funds have a negative impact on training provision. Financial incapability and lack of identifying training needs leads to employees not attending training which in turn affects productivity. For training to continue requires a lot of money, training evaluation and investment specifically budgeted for employee training and development.

If employees are not rewarded according to their performance, this leads to low morale and dissatisfaction. The City of Tshwane Municipality (CoT) has a training programme but extensive training is needed on technology especially when it is first introduced. The study recommends that the institution should seek advice and revisit the Skills Development Act, 1998 on increasing the levels of investment in education and training. The institution has to undertake feasibility studies in order to overcome budget.

ISISHWANKATHELO

Iziko ngalinye lidinga abasebenzi abaqeqeshiweyo, abafanelekileyo nabanezakhono ukuze liqhube imisebenzi yalo. Ukungabikho kophuhliso olusebenzayo lwemithombo yoluntu (iHRD – esi sisishunqulelo sesiNgesi esimele i*human resource development*) kuyayichaphazela indlela abasebenza ngayo abasebenzi kwakunye nokunikezelwa kweenkonzo kwicandelo lemisebenzi yoluntu. Injongo yeHRD kumaziko kukunikezela ngoqeqesho lwabasebenzi oludibene nolwazi, izakhono nesimo sengqondo esidingekayo ukuze abasebenzi bayenze ngcono imisebenzi yabo yemihla ngemihla. Kuthi kusenjalo ke, kubekho ucutho lohlahlo lwabiwo mali, ukuthotywa kwesabelo senkxaso mali, ukuhambela phambili kobuchwepheshe nokuncipha kwemithombo, ukuze zonke ezo meko zichaphazele kakubi ukulungiselela uqeqesho, ukusebenza kwabaqeshwa, ukunikezelwa kweenkonzo, nto leyo ithetha ukuba uqeqesho aluqhubeki ngokuthe gqolo. Abaqeshwa abaqeqeshiweyo, abaphuhlisiweyo nabanolwazi bawenza ngcono umsebenzi kwaye bayalinceda iqumrhu ukuba lifezekise iinjongo zalo.

Icandelo likawonkewonke kwiSebe lemithombo yoluntu lifanele ukutyala imali ethe chatha kuqeqesho, ukwenzela ukuba abasebenzi bakwazi okulindeleke kubo. Injongo engundoqo yesi sifundo kukufumanisa ukuba ingaba iHRD iyakuqinisa na ukusebenza kwabaqeshwa ekuqinisekiseni ukuba ukunikezelwa kweenkonzo kwenzeka ngendlela esebenzayo nefanelekileyo na. Umphandi usebenzise iindlela zophando ezahlukeneyo ekuqokeleleni iinkcukacha zolwazi kuMasipala weSixeko saseTshwane – ndlela ezo izezokuqwalasela amanani nokuqwalasela ukuzathuza kwabathathi nxaxheba. Izintlu zemibuzo nazo zisetyenzisiwe njengesixhobo sokuqokelela iinkcukacha zolwazi.

Okungundoqo okufunyaniswe kwesi sifundo kubonisa ukuba ukucuthwa kwesabelo mali nokunqongophala kwenkxaso mali kube nefuthe elingalunganga ekulungiseleleni uqeqesho. Iingxaki zemali nokungachaneki kakuhle kwezidingo zoqeqesho kukhokelele ekubeni abaqeshwa bangathathi nxaxheba kuqeqesho, nto leyo ichaphazele iziqhamo zomsebenzi. Ukuba ngaba kusafuneka uqeqesho luqhubeke, kudingeka imali eninzi kakhulu, kuvavanywe noqeqesho,kwenziwe utyalo mali olujoliswe ngqo ekuqeqesheni nasekuphuhliseni abasebenzi. Xa abasebezi bengahlawulwa ngokwendlela abasebenza ngayo, oko kukhokela kutyhafo nokunganeliseki kwabasebenzi. UMasipala weSixeko saseTshwane unayo inkqubo yoqeqesho, kodwa kudingeka uqeqesho olumandla kwezobuchwepheshe, ngakumbi xa oku kuqala ukwaziswa. Esi sifundo sicebisa ukuba eli ziko lifune iingcebiso, kwaye liphinde liqwalasele uMthetho Wophuhliso Lwezakhono (i*Skills Development Act*), yowe-1998, lijonge ekukhuliseni amazinga otyalo mali kwezemfundo noqeqesho. Ngaphaya koko eli ziko kufuneka lenze izifundo zophando lokufaneleka kweenkqubo, ngenjongo yokuhlangabezana nokucuthwa kwesabelo mali, nto leyo iyinxalenye yesi sifundo.

Keywords: Human resource development, training, development, learning, education, employee performance, performance management.

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LIST OF ACRONYMS

CoT - City of Tshwane

CPT   Competency Training and Development

HR   - Human Resource

HRD - Human Resources Development

HRSA - Human Resource Development Strategy

LGSETA - Local Government Sector Education Training Authority

TLMA - Tshwane Leadership and Management Academy

PA   - Performance Appraisal

PM   - Performance Management

PSETA - Public Service Sector Education Training Authority

SETA - Sector Education and Training Authority

WEF - World Economic Forum

WPPSTE - White Paper on Public Service Training and Education

WPTPS - White Paper on Transformation of Public Service

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CHAPTER 1: GENERAL INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study departs with the view that human resources development (HRD) is arguably one of the important tools that an organisation can use to develop and train employees. Thus, an inadequate human resource structure may result in a possible collapse of an institution in terms of its ability to deliver quality services. To avoid this the institution must ensure that there is continuous employee training and development. The employees of the City of Tshwane Municipality where this study was conducted are expected to deliver services in a professional and ethical manner in order to satisfy the needs of the community. Professionalism and error free service are important especially to those employees who are working directly with citizens on a daily basis. Training helps the employees to deliver service in a professional manner and provide more knowledge and new skills that are necessary for the job. Therefore, trained and developed employees can do the job better and provide improved service delivery.

It vital for any municipalities to ensure that services are delivered effectively and employees are trained and developed. Improving employee performance and organisational effectiveness depends on the provision of HRD activities such as training, career management, and skills development. The City of Tshwane Metropolitan Municipality (COT) is no exception. COT is a municipality that is responsible for providing quality basic services to the community in an efficient manner. It is classified as a category A urban municipality by the Municipal Demarcation Board in terms of section 4 of the Local Government Municipal Structures Act ,1998 (Act 117 of 1998).

In the City of Tshwane Municipality, as the largest municipality in South Africa, citizen are expecting quality services and better life for all. As a result, a failure to meet citizen demands led to service delivery discontent and caused a rising number of protest actions. The lack of capacity and extensive training due to lack of funds affects employee performance and employee lack of commitment in the job. Untrained employees can adversely affect employee performance.

Khan, Khan and Khan (2011:1) mention that the employee performance depends on various factors, but the most important is training. Training is the most important factor that can increase employee performance, which in turn enhances institutional effectiveness. Human resource development in relation to this study is defined as "the organised procedure by which people obtain knowledge and skills for a particular and defined purposes" (Ndevu, Ile &Lle, 2007:159).

According to Armstrong (2009:664) cited in Bangura (2017:33) training and development is concerned with the improvement and development of the skill base of an organization by taking into consideration the knowledge, skills, capabilities, behaviours and attitudes of its workforce. Acquisition of skills and competencies will give rise to a life time process of learning to develop capable citizen and potential economic growth (van Dijk, 2003:3). Knowledge and skills, capabilities are essential in the job to assist the employee to delivery better services therefore training is needed to provide positive attitude so that the employee can realised the objective of government in doing the job. Positive attitude can create a good working environment that can encourages others to improve performance.

Mehlape (2017:106) suggests that it is necessary for a public institutions to develop through modernising and improving human resource management by building up individuals and improving their performance. Trained and developed employees can immediately contribute to the effectiveness of the institution, which in turn will improve service delivery and employee performance. Therefore, the City of Tshwane Municipality employees must be trained continuously to ensure that the vision and mission of the municipality is achieved and citizen demands are met. This study evaluates human resource development (HRD) through training, development and education in enhancing public employee performance at the City of Tshwane Municipality in Gauteng Province.

This chapter provides a general introduction and background to the study. It will also present the problem statement, research questions, objectives, as well as delimitations of the study and literature review. The chapter further provides reasons for the relevance of the chosen research methods for data collection and last section of this chapter contains the outline of chapters of the dissertation.

1.2   BACKGROUND AND RATIONALE OF THE STUDY

The apartheid government prior to 1994 assumed that they could easily obtain public officials in the labour market with necessary skills, abilities and knowledge to execute certain task without embarking on training and development of such employees (Cayer & Cayer, 2004:111). However, the advent of new technology and rapid technology change led to poor performance by these employees, thus poor service delivery. This compelled government to make training and development programmes available to inexperienced employees and experienced employees.

The role of human resources in the organisation is to improve and develop employee performance through the provision of training, development and career growth. Therefore, employee training and development is a key to organisational success; however, if employees are not performing the organisation will fail. The City of Tshwane Municipality (COT) was established on 5 December 2000 when local authorities which had previously served the greater Pretoria and surrounding areas were integrated.

The establishment started after the integration of several municipalities and local councils that previously served under Pretoria, for instance the town council of Centurion. It is the second largest municipality in Gauteng and is among the six biggest metropolitan municipalities in South Africa. Its vision is to sustainably enhance the quality of life of all people in Tshwane through a developmental system of local government by rendering efficient, effective and affordable services. COT has placed itself as Africa's capital city of excellence.

The City of Tshwane Municipality has received a qualified audit report from the Auditor General in the past financial years (Khale, 2015:675). In some parts of Tshwane Municipality residents protested against poor service delivery. The basic causes have been a failure to meet the expectations of residents and stakeholders, mostly due to lack of capacity and shortage of specialised skills. The issue of skills gap has been highlighted in a new index from the World Economic Forum (WEF).

South Africa is facing a shortage of skills gap, dearth of skilled employees and poor ability to nurture talent through educating, training and employing its people which ranks the country 92nd out of 124 economics in this regard (http://legalbrief.co.za). The country's ability to compete globally and employees' performance to delivery services are affected. Employee performance and skills gap have been seen as problems that led to poor service delivery. Training is an important approach that can increase employee capabilities in the work place (Khan, Khan & Khan, 2011). Based on the service delivery problems that have been mentioned above that affects the citizens, it is believed that human resource training and development can translate into better service delivery and improved employee performance at the City of Tshwane Municipality.

The City of Tshwane Municipality consists of 12 departments that work together with the same goal to contribute to the employee performance of the organisation. These departments are as follows: Group Human Capital and Management, Corporate and Shared Services, Group Legal and Secretariat Services, Economic Development and Spatial Planning, Group Property, Customer Relations Management, Health, Utility Services, Roads and Transport, Environment and Agriculture Management, Community and Social Development Services and Housing and Human Settlement. This study focuses on the Department of Competency and Training Development in the division of Tshwane Leadership and Management Academy (TLMA). Tshwane Leadership and Management Academy (TLMA) deals with competency training of leadership, senior management, junior management and operational staff competency training and strategic competency development services and the training on legislative services, academy strategy and policies, process development, business partnering, knowledge sharing management and project and portfolio management (City of Tshwane, 2015).

Training nowadays is a necessity as a result of global economic changes and global competition in the work environment. Training, in recent times, is largely technology-based in which programmes are offered through online platforms via computers (Dessler, 2013:184). This makes it necessary for public servants to advance their skills and knowledge in order to meet the demands of today. Pillay (2002:103) mentioned that "there is no doubt that the public service understands that technology can play an important role in increasing public access and enabling governments to deliver services in new and innovative ways''. Technology helps in managing, storing and saving data for now and for the future and speeds up service delivery.

Although advanced technology seems to improve the speed at which services are delivered, the introduction of complex technological devices poses a challenge, especially to more skilled, experienced and old government employees. Majam (2005:45) suggests that public employees need to be abreast with the technological environment that is always changing.

Irrespective of this difficulty, public institutions remain confronted with the challenge to continuously provide training to their employees in view of these rapid technological changes in order to avoid skilled employees from becoming obsolete and stagnant. Fourie (2004:494) states that to avoid employees from becoming stagnant and obsolete due technological advances, managers must continuously be informed of changes in the environment and what impacts their employees.

Managers may also require continuous development to empower themselves to make and implement decisions for, among other things, career counselling, career expo and job design, and reskills. Coetzee, Erasmus et al. (2007:1) highlight the reasons for environmental changes as the increased need to compete global and dramatic changes in the education and training related legislation. These changes will make a huge difference to efficiency and speed of delivery of services.

The Government of the Republic of South Africa tried to close the gap between unskilled, inexperienced labour and the dearth of skills by introducing the Skills Development Act, 97 of 1998. This Act plays a vital role in developing South Africa's human resources. HRD is defined as the planned learning and development of employees as individuals and as groups for the benefit of an organisation (Van Dijk & Thornhill, 2003:461).

The focus of training and development as the function of HRD is seen as the betterment of the organisation and its employees. Nadler 1984:1:16 *cited* in Nassazi (2013:24) noted that all human resource activities are meant to improve performance on the present job of the individual, train new skills for the new job and expected future performance and general growth for both individuals and the organisation. Internationally, institutions like the Sear Credit Company provide training and development programmes to their employees for the improvement of their skills and abilities.

The purpose of this programme is for the employees to line up their skills with changing jobs and ensure the programme adds value to the employees and the institution. Human resource development, training, education and employee development has been a global issue in the working industry. Human resources (HR) has an important role in assisting employee's performance thus improving organisational growth and the organisation (Mpofu & Hlatywayo, 2015:134). However, according Bangura (2017:32) when training and development are not well planned and implemented, this can be a huge financial loss to the government. To avoid financial loss of government funds, training evaluation and assessment methods should be in place.

Ndevu, Ile and Lle (2007:159) state that HRD programmes can contribute to organisational effectiveness but public institutions have traditionally spent comparatively little on such programmes. Institutions must realise that HRD and training of public servants is not a luxury but a necessity for the effectiveness of the institution and employees. The authors asserted that as a result many HRD programmes lack continuity within the public sector.

The practice of human resource development in the public sector is an essential activity in order to deliver public service effectively (Mehlape, 2017:107). It is therefore crucial for public institutions to provide continuous development, training and education for public servants. The White Paper on the Public Service Training of 1997 was established with the vision to ensure the provision of suitable and effective public service training and education that would meet the recent and future needs of the public servants *(Number 3: The White Paper on the Public Service Training, 1997).*

Similar studies contributed to the literature of this study and show evidence regarding the importance and effect of HRD in the public service. The studies of Ngwenya (2010:24), Ndevu, Ile and Lle (2007:161) and (Mehlape, 2017:108) and others (Bangura, 2017; Erasmus *et al.,* 2007:3) emphasise the importance of investment in HRD and employee training and development. In spite of the other past researches on HRD of public sector employees, there appears to be a gap concerning the study of how HRD enhances service delivery and employee performance.

In order to effectively manage and ensure that skills development, training and education of public servants are provided, there is a need to have a systematic framework, policies and legislation in place to guide training and development of public sector employees. These legislation and frameworks include the Constitution of the Republic of South Africa 1996, (hereafter referred to as the Constitution) Skills Development Act No. 97 of 1998 and the White Paper on Public Service Training Education (1997). Majam (2005:446) mentions that this legislation not only makes training and development a reality but also creates a conducive environment for training and development to take place.

Policies and legislations are important in ensuring that training and development are taking place and certain procedures are being followed. However, development is an ongoing process whereby people obtain knowledge and skills through experience to improve their lives and their job performance. Section 195 of the Constitution (1996) provides the legislation framework for human resource development in South Africa.

This framework includes basic values and principles governing public administration, namely, efficient, economic and effective public administration that is development oriented and good human resource management and career development practices in order to maximise human potential. The public sector needs to offer public servants opportunities to develop themselves and broaden their skills. Employees must be taught and encouraged on how to use the public resources efficiently. Public institutions must apply and practice these values and principles to ensure effective human resource management (the Constitution of RSA 1996).

The Skills Development Act (Act 97 of 1998) endeavours to improve skills and increase productivity in the workplace in order for government to compete successfully globally. If public servant skills are developed and sharpened the level of delivery of services will be improved. The Skills Development Act of 1998 improves the human resource development of South Africa by providing employees with opportunities to acquire new skills and for the new entrants to the labour market to gain work experience. For instance, public institutions continue to provide graduates with internships and learnership programmes. The experiences and knowledge obtained from the skills development programme will give people the potential to be employable.

The *White Paper on Public Service Training Education* (1997) guides HRD by envisioning: to develop a dedicated, productive and people-centred public service staffed by public servants whose performance and whose potential are fully developed via the comprehensive provision of appropriate and adequate training and education at all levels. This legislation seeks to achieve the formation of a coordinated framework by ensuring that provision of appropriate and adequate public service training and education will meet the current and future needs of public servants. The vision of the White Paper on Public Service Training (1997) predicts that public servants are capable of delivering quality service to the community and the training provided will meet the current and future needs of public servants. This legislation is concerned with the provision of education and training opportunities for public servants and encourages equal access to training and the potential of public servants to be fully developed.

Human resource development is essential in the institution to help the employees to realise their potential and their capabilities to do the job well. For government to deliver effective services to the people depends on employee performance. Therefore, training should be regarded as an important function and part of the organisation culture. This could help with new skills and knowledge. In undertaking this study the researcher was influenced by the need for the skills to be upgraded and developed in order to meet the current work standards of today, and the challenges and great pressure that is experienced by the South African government to create skilled jobs that meet global competition in the labour market. This is one of the reasons why training is needed for the employees and training could help them to meet the competition in the global market.

The workplace today needs developed, skilled and capable employees to do jobs. Skilled, trained and developed employee helps institution to improve productivity. The lack of funds to train and develop the employee has been a challenge in many institutions. Institution don't have enough funds to train their employees so this affects training to function well. However, training is needed to equip employees to deliver excellent services to the community.

The City of Tshwane Municipality is one of the largest municipalities in South Africa whose value system is to provide and deliver sustainable services for the whole community based on needs assessment (City of Tshwane, 2015). The number of service delivery protests by dissatisfied customers due to non-performing employees encouraged the researcher to conduct this study. The researcher wanted to evaluate how HRD can transform employee performance to turn into better service delivery. Training and development are needed to assist non-performing employee to improve their skills, to perform better and for every employee to do more. The fast-changing information and technologies force the institutions to train their employees in the current trends in order to meet the current challenges. Technology is important in the world of work today to speed up the service delivery. These changes force the human resource development of the institution to be effective in ensuring that employees are technologically updated.

it was observed that many institutions after hiring employees took them to attend various training and development courses so that their employees could obtain the necessary skills and job knowledge to perform certain tasks. Human resource development is important for the City of Tshwane Municipality to achieve its vision and mission for the betterment of both employees and the inhabitants. The Municipality cannot deliver effective services if people are not developed and trained. The writer also wanted to explore how human resource development (HRD) can enhance employee performance through training and development in translating into effective service delivery.

1.3   PROBLEM STATEMENT

The City of Tshwane Municipality needs well-trained and developed employees to execute their daily tasks, including delivery of sustainable services to the community. However, like any other municipality, the City of Tshwane is faced with problems that employees are no longer developed and trained as they ought and need to be trained. This is due to limited funds and lean budget allocation for human resource development functions. The financial issues limit the employees from attending training and training lacks continuity. The lack of money in the City of Tshwane Municipality led to budget cuts for training provision. This leads to employees not doing well in their jobs and their skills become stagnant. Without trained and developed employees, municipal services cannot be delivered effectively and this causes protest action by the communities.

Employee performance is critical for the institution to succeed; therefore, training and development are needed to develop employees skills, knowledge and behaviour to enable them to do their jobs better. Poor employee performance and unqualified employees have been mentioned as the reasons that led to lack of efficient municipal services (Mpofu & Hlatywayo, 2015:133). To reiterate, the purpose of this study was to find out whether human resource development can enhance employee performance. Employee training and development should be prioritised and attention should be given to how this employee training and skills development are conducted and what in return do such employees bring to the City of Tshwane Municipality.

In addition, the fast pace of global technological advancements and policy changes has forced the COT to transform and align with contemporary activities in the world of work in order to meet international standards and these changes demand more training and a lot of money to be spent. These changes make it imperative for all public officials to be computer literate and be retrained continuously to keep abreast with developments and information technologies. This study sought to explore how human resource development can enhance employee performance in the City of Tshwane Municipality: Tshwane Leadership and Management Academy. To address these issues several questions were asked.

1.4   RESEARCH QUESTIONS

- What are the theories and concepts of HRD and PM?
- Does HRD enhance employee performance at the City of Tshwane Municipality?
- Does HRD translate into better service delivery at the City of Tshwane Municipality?

1.5   RESEARCH OBJECTIVES

- To determine what constitutes the theories and concepts of HRD and PM.
- To examine whether HRD enhances employee performance at the City of Tshwane Municipality.
- To investigate whether HRD translates into better quality service delivery to the City of Tshwane Municipality.

1.6   SIGNIFICANCE OF THE STUDY

The study sought to evaluate whether human resource development (HRD) can enhance employee performance at the City of Tshwane Municipality. Training is concerned with organisational activities aimed at bettering the performance of the individual and groups in the organisational settings. Development is for preparing the employees for the future roles and responsibilities (Vinesh, 2014:213). Training and development are two of the essential key elements that the City of Tshwane Municipality (COT) that can be used to change and improve employee performance. Therefore, employee training is today focussed on practical knowledge while development is focused on tomorrow's results.

- This study will be beneficial to municipalities and the South African public sector human resource development on how to develop the skills of employees to meet the demands of current and future jobs.
- Respondents will increase commitment in their job and work in a way that improves service delivery and puts people first (*Batho pele*).
- HRD managers will benefit from the recommendations on how to deal with the challenges regarding training provisions.
- Respondents will have more knowledge on the impact of training and development on their jobs.
- Training representatives of the City of Tshwane will gain more information on the importance of training people and skills development.

1.7   LIMITATIONS OF THE STUDY

Locke, Spirduso and Silverman (2007) write that the limitations of a study refer to the limiting conditions or restrictive conditions. This study looks at human resource development of employees in enhancing employee performance in the City of Tshwane Municipality. Tshwane Municipality is a metropolitan municipality that deals with service delivery every day and with a mission to sustainably enhance the quality of life of all people in Tshwane through a developmental system of local government and by rendering efficient, effective and affordable services (City of Tshwane, 2015).

This study focused only on one municipality in the Gauteng Province and one specific HRD unit and employees. This resulted in a small sample for the study. Limit of access to certain information and confidentiality regarding the municipality also limited the study. Another factor limiting the study was that there were participants who did not participate because of being afraid that they might be investigated. The research was a success, however, even though there were challenges.

1.8 KEY TERMS

The concepts and terms that are used in the entire study to provide understanding of what the study is all about are defined below.

1.8.1 Human resource development

De Simone, Werner and Harris (2002:3) define human resource development as "a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current and future job demands". The focus of HRD is on developing the workforce so that the organisation and individual employees can accomplish their work goals with reference to service delivery. The various components of HRD are extremely broad. However, the ''functions of HRD are encompassed by three major aspects. They include training and development (T&D), career development (CD) and organizational development (OD)'' (Arubayi, Eromafuru, and Egbule, 2020:3). Each definition accommodates both organisational and employee benefits of HRD.

The key purpose of human resource development (HRD) is to promote competencies that have an impact on the achievement of strategic objectives and especially to focus on the development of core competencies in employees (Cloete, 2016:13). Thus, the value of HRD affects not only the employees but also the institutional effectiveness. The aim of human resource development is to improve effectiveness and develop better productivity in the workplace. The concept of HRD is viewed as planned and organised activities to enhance and change organisational productivity and moreover help people to become more competent in their jobs.

1.8.2   Performance appraisal

A dictionary definition of ''appraisal usually includes the words measure and value so when appraising something we are measuring the extent that we may value it'' (Delahaye, 2000:136). For Kim and Holzer (2016:32) performance appraisal is an important management tool for measuring employee performance, clarifying personnel decisions such as promotion as well as helping develop employee capacity through providing feedback. Performance appraisal has been regarded as a critical process aimed at improving employee performance and ultimately organisational effectiveness (Du Plessis and Du Plessis and Van Niekerk, 2017:1).

Performance appraisal is a task associated with a degree of discomfort for the evaluators, because, as they execute the task of appraising, they are expected to play all roles simultaneously during this period. The evaluator's attitude can influence the performance appraisal negatively or positively. In this instance good communication and trust are needed between the evaluator and the employee. Positive attitude will create a good working relationship between the evaluator and employee that will include a level of honesty in appraising performance. On the other side, a negative attitude will have an impact on employees in terms of how they do the job. Therefore, evaluator attitude has a significant role in creating good work relationships.

Gobler and De Bruyn (2018:18) postulate that for organisations to reach their goals it is important to measure the performance of their employees in order to assist where necessary in the improvement of the employee performance. Performance appraisal is usually seen as a subsystem of performance management (Delahaye,2000:136). Performance management is associated with continuous employee development through training, mentoring and coaching with the aim of achieving organisational goals and objectives (Mello, 2015:689).

Performance appraisal is used today by the institutions to achieve specific outcomes which are associated with employee performance. Appraisal requires fostering effective management development. Performance measurement in one form or another is spread across various management disciplines, utilised by institutions as a tool through which the strengths and developmental areas of employees are described to facilitate the relationship between the employee and the manager. Therefore, performance management brings other strategies and development opportunities for growth and improvement to achieve the goals of the institution.

1.8.3 Education

Education refers to those activities that result in the acquisition of the knowledge, skills and moral values that individuals need in the ordinary course of life (Coetzee et al., 2007:1). It prepares human resources for the future and is concerned with broad principles of gaining knowledge rather than with the technical details of work skills change (Cloete, 2016:52). Education can be delivered at institutions or gained from learned experiences and the surrounding environment. Education requires a behaviour that is demonstrated by what a person learned.

1.8.4 Employee performance

Arubayi, Eromafuru, and Egbule (2020:3) define employee performance as the ability of an employee to accomplish his mission based on the expectations of an organisation. It is a measure of the extent to which a job task is carried out. According to Mathis and Jackson 2009 cited by Otoo and Mishra (2018:518) employee performance is associated with the quantity of outputs, timelines of outputs, attendance on the job, efficiency of the work completed and effectiveness of work completed. Therefore, employee performance normally looks at the outputs and the job done. For the government to achieve its objective depends on the employee performance, the good performance whereby organisational productivity increases.

Human resource development, performance appraisal, and education and employee performance are seen as a vehicle that can enhance employee performance and offer opportunities for career growth in such a way the institutional objectives and goals are achieved.

1.9   RESEARCH METHODOLOGY

Research methodology according to Brynard and Hanekom (2006:36) has to do with the planning, structuring and execution of the research in order to comply with the demands of truth, objectivity and validity. Therefore, research methodology focuses on the process of research and the decisions that the researcher has to take to carry out the research project. This research focused on a qualitative research method to find out how human resource development can enhance employee performance and how HRD translate into better and more effective service delivery. For data collection instruments the researcher used a questionnaire method because its help the respondent to focus on the topic and it saves time. According to Brynard and Hanekom (2006:8), qualitative research refers to research that produces descriptive data, generally the participants own written or spoken words pertaining to their perceptions. This study was descriptive to get an understanding and the opinions of the City of Tshwane (COT) employees about the topic of the study.

1.10   OUTLINE OF THE CHAPTERS

This dissertation is comprised of five (5) chapters:

Chapter 1 provides a general introduction, background and motivation to the study. It also provides the problem statement, research questions, research objectives, and delimitations of the study. The methodology explains how data was collected and outlines the chapters.

Chapter 2 provides a literature review of HRD in enhancing employee development. Attention is given to the theoretical and conceptual framework, and the benefits of training and development on employee performance. It continues by looking at performance appraisal as a theory of high performance and how HRD can translate it into better service delivery. This includes the statutory framework that governs training and development in South Africa and different training and development strategies are described.

Chapter 3 outlines the research design and methodology, which covers how the study was conducted and the techniques used to collect and analyse the data.

Chapter 4 deals with data analysis and interpretation of the results.

Chapter 5 constitutes findings, recommendations and conclusions.

1.11   CONCLUSION

This chapter has presented the introduction, the background and rationale of the study to provide context. It includes the problem statement, research questions, research objectives and limitations of the study. It also covers the key terms that are related to this study as well as the significance of this study. The methodology explains how data was collected and outlines the chapters. The next chapter discusses the literature on human resource development that is related to this study. It provides a theoretical and conceptual framework for the study and discusses the legislative framework for training and development in South Africa.

CHAPTER 2: HUMAN RESOURCE DEVELOPMENT

2.1   INTRODUCTION

The previous chapter introduced the study and described how it was carried out and what the study was all about. It included the background and rationale, the problem statement, research questions, objectives, significance of the study and the methodology that was used to collect data. A literature review is defined as a "systematic synthesis of previous work around a particular topic" (Salkind, 2010:2). The literature in this study was collected from journals, books, documents and Government gazettes.

This chapter provides a conceptual and theoretical framework for human resource development and the literature on how human resource development enhances employee performance, types of different training methods and the correlation between training and development. HRD is about improving individual/group effectiveness and performance, as well as improving organisational effectiveness and performance through the development of individual knowledge, skills and competencies (Hamlin and Stewart, 2010:213 cited in Gobler and Warnich, 2016:705).

HRD is related to the efforts made by the employer for the acquiring of skills and knowledge related to jobs. The objectives of these activities are mainly to equip employees with new skills, impart required knowledge, and develop employees in order to improve their current performance and improve their lives generally. In most circumstances, the provision of training and development is in relation to the managing and monitoring of the employees' performance in the workplace. The purpose of HRD in the workplace is to develop individual capabilities in order to meet the needs of organisations today and in the future.

2.2   CONCEPTUALISING OF HUMAN RESOURCE DEVELOPMENT

The concept of human resource development was firstly researched by Nadler in 1969. He defines HRD as "those learning experiences which are organized, for a specific time, and designed to bring about the possibility of behavioural change". According to Cloete (2016:11) "human resource development is a complex process in which competence (knowledge,skills,attitudes) accumulates through training, education, coaching, mentoring and work life experiences". For Delahaye (2000:14) human resources development is where staff are continually developed so that their knowledge,skills and abilities are updated.

The focus of aspects of HRD is on the institution to create opportunities for employees to learn and obtain new skills , knowledge and attitudes so that employee performance and behaviour change with regards to the job. The acquired knowledge, skills, abilities and attitudes can sharpen how employees deliver service and increase municipality effectiveness towards the citizen. Human resource development must start immediately when the new employee first joins the institution and must continue thereafter to provide career growth and career management; therefore, HRD must be constant in the workplace for both new employees and existing employees.

Van Dijk and Thornhill (2003:463) state that the aim of human resource development is to secure effective and efficient service delivery through trained employees. The objectives of human resource development can be effective by creating a conducive working environment that ensures and permits training and development programmes to take place in the institution. A training programme may vary from formal classes to one-on-one mentoring and it may take on the job site or at remote locations (Noe, Hollenbeck, Gerhart & Wright, 2011:223). These types of training programmes require a flexible employee and highly motivate to learn.

Werner and DeSimone (2012:5) suggest that human resource development programmes must respond to job changes and incorporate the long-term plans and strategies of the organisation to ensure the efficient and effective use of resources. The public manager should implement policies or legislation aimed at encouraging employees to work to their level best in response to service delivery, for example, the Batho Pele White Paper. Excellent human resources are important in the public sector for effective service delivery. Therefore, human resources training needs to be structured in such a way that all employees are equipped with the necessary skills relative to global competition. Increased skills and job knowledge lead to good quality service delivery by public servants.

For the effectiveness of human resource development all organised and planned activities for the employees must always be linked with employees' key performance areas in order to achieve institutional goals and objectives. "HRD is about taking purposeful action to increase the aggregate levels of skills in the workforce so that it can maximise opportunities for individuals, thereby benefiting society as a whole" (HRD-SA, 2010-2030:7).

Furthermore, the central national concern is to accelerate development so that there is a match between supply and demand for performance. Human resources are not in limitless supply and the public service needs to analyse and explore ways to utilise its current HR as effectively and efficiently as possible (Van Dijk & Thornhill, 2003:464).

A match between supply of training and demand for skills is needed to close the skills gap balancing the oversupply of unskilled labour compared to the shortage of skilled workers. A collaboration between HR functions and HRM can help to address the match with HR supply-related issues. The demand for new skills rapidly increases daily so the provision of employee training and development is needed to ensure that employees meet the current skills needed for future jobs.

Interestingly, most authors have defined the human resource development concept as a process of organised activities with the aim to impart knowledge, skills and attitudes required by employees in order to improve current performance and prepare them for future opportunities. In these definitions it shows that employee performance and people empowerment are important for the success of HRD. For example, Delahaye (2000) and DeSimone *et al.* (2012) HRD definitions focus on continuous human resource development and upgrading employee skills, knowledge, attitude through organized training. This shows that HRD is not only limitless in terms of employees' performance and skills development but also in terms of human development. This view is supported by Van Dijk and Thornhill (2003:464) who state that human resources are not limitless in supply so the public service needs to be creative and innovative in making sure that HRD is effective. Innovation and critical thinking are needed for the public sector employees so that they can handle any rapid changes in the workplace. A critical thinking and creative employee is able to solve problems and provide solutions. This can help the employees to understand that their performance is important in delivering effective services and increasing institutional success.

From the above assertions it can be deduced that human resource development concepts involve managing people performance, growth and change. Therefore, human resource development cannot take place without learning. Learning in this case is demonstrated by changes in performance when employees participate in development programmes and are taught new skills.

Therefore, learning is a core concept of human the resource development function. The human resource development concept believes that employees have the potential to do better and employee performance can always be enhanced for future success. In the HRD concept, performance is essential for the success of the entire organisation. However, if employees' performance is not performing according to the expected standard, institutions believe that there will always be ways in which performance can be improved and managed. Human resource development helps the employees to successfully realise the goals of the institution by linking their performance into better service delivery. The citizen expects good performance from the employees, especially municipal employees, because they work for government and they depend on their services.

From the point of view human resource development, it is all about change, performance and improvement in knowledge, skills, attitudes and behaviour for the benefit of both employees and the organisation. Performance encompasses individual, organisational and arranged activities. The organised activities are only arranged for unique objectives which are skills development, organisational effectiveness and increase in employee performance. Trained, knowledgeable, skilled employees can immediately make things happen in the institution and the goals of the institution will then be achieved. Through HRD provision, employees became committed towards their jobs and this leads to job satisfaction. Employee satisfaction leads to customer satisfaction (citizen) and increases organisational effectiveness. Satisfied employees perform better and are motivated to do more in their jobs. The skilled staff is key to delivering quality service and to increase organisational success.

2.3   THEORETICAL FRAMEWORK FOR HUMAN RESOURCE DEVELOPMENT

A "theory explains what a phenomenon is and how it works" (Torraco, 1997:115 in Swanson, 2001:66). The theory will help the human resource development of the organisation to apply theory into practice. The discipline of human resource development is based on the three core realm theories and which include economic theory, psychological theory, and system theory and ethical perspective (Swamson, 2001:93).

The ethical perspective is not a theory, but ethics are important in public human resource development in order to ensure that the public receive the right services in a fair and transparent manner. A code of ethics in human resource development provides guidance in individuals to be self-managed and workplace learning and professional performance (Werner & DeSimone, 2006:26). The human resource development theories have been borrowed and taken from different disciplines to provide deeper explanations and understanding of human resource development theory. Examples of these disciplines are economics, psychology and systems.

According to Swanson & Holton (2009:93) these three theories together can make up the core theory underlying the discipline of HRD. These three theories (economic theory psychology theory and system theory) provide stability for HRD as a discipline, a field of practice and functioning in the midst of uneven and changing conditions.

2.3.1 Economic theory

The importance of human resource development intervention in the organisation is to provide financial benefits to the organisation (Weinberger, 1998:88). Economics as a discipline is all about how society uses the available resources to provide goods and services to the people. In this regard, the organisation must generate more income and make a financial provision for human resource development to function successfully. The institution in generating of income must make sure that the institution provides effective goods and services to the citizen.

For Hughes and Bry (2015:16) economic theory helps to explain the value of the people within the system as well as how to develop the skills and abilities that people bring to the table. The economic theory plays a major role in the development and application of HRD (Nafukho, Hairston & Brooks, 2004:544). Economic theory on HRD can be a thought of as planning, organising and providing training for employees with the purpose to unleash expertise and performance. To develop and up-skill people money is needed and it's for the organisation to plan how to provide training regardless of limited resource. Economics theory can be defined as how the allocation of scarce resources among a variety of human wants affects the performance systems' mission and goals that specify expected outcomes (Lynham, Chermack & Noggle, 2004:162).

In economics theory people performance is valuable and plays a critical role in the success and reputation of the institution. Therefore, good employee performance increases the success of the organisation, especially in quality service delivery. Trained and developed employees can bring more value and financial gain to the municipality by performing well and delivering the services to which citizens are entitled. According to Swanson (2001:308) the economic principles revolve around the issues of scarcity of resources and the production of wealth.

2.3.2 Scarcity resource theory

The scarcity theory teaches us about limited resources (Swanson, 2001:94). The limitation of resources requires us to make choices as how best the available money can be utilised in order to gain the greatest return. Limited resources make individuals sacrifice one good for another if they are not able to attain the necessities for living. Scarcity of resources teaches us there is a limitation of resources such as money.

Limited resources need to be managed effectively in order to meet the productive goals in a competitive environment. Recently, mostly employers demand skilled employees who know their jobs; however, the supply of training is low. For instance, South Africa has a crisis of shortage of skilled workers and people who will take part in studying scarce skills (such as engineers and scientists); however, there is low supply of trained employees and lack of money. The focus of scarcity resource theory is on how best to use the available limited resources to meet the high demand of skilled labour by the changing socioeconomic environment.

2.3.3 Sustainable resource theory

Sustainable resource theory is concerned with the long term versus the short term agenda. Furthermore, HRD must add value to creating sustainable long-term economic performance (Swanson, 2001:95). Thurow (1993) in Swanson (2001:95) suggests that the future concern is for sustainable advantage which will depend on new technologies and less on new product technology. Nevertheless, the introduction of new technology creates problems and confusion especially when it is first introduced. Technological advancement requires more training that is extensive; however, it is crucial in increasing productivity. Human resource development should focus more on future goals and career planning of employees than on improving present performance and discrepancies in performance.

2.3.4 Human capital theory as an economic perspective of human resource development theory

The human capital means that employees in the organisation are described in terms of their training, experience, judgment, intelligence, relationships and insight and an employee's characteristics can add value to the organisation (Hollenbeck *et al.*, 2011:37).

For Hughes and Bryd (2015:25) human capital theory places economic value on the knowledge, skills and ability of the organisation capital. In terms of the human capital model, education/training is seen as a major tool to influence workers' acquisition of the needed knowledge and skills (Swanson, 2001:81). Human resource development uses employees' skills and knowledge with the aim of making organisational gains.

The human resources of the organisation should determine the capital that can benefit the organisation in return. Human capital theory's main principle is that investing in people has returns. Nafukho *et al.* (2004:544) state that the main "outcome from investment in people is the change that is manifested at the individual level in the form of improved performance, and at the organisational level in the form of improved productivity and profitability or at societal level in the form of returns that benefit the entire society''.

When the institution, municipality in this instance, invests in training, education and developing employees, the institution has an expectation that the returns will bring a change in how services are delivered in order to bring satisfaction to the clients. Employees must always work best to satisfy the citizens, as the citizens depend on government services. In human capital theory training and developmental opportunities given to employees are expected to be returned in a form that influences productivity in order to increase the success and revenues of the institution. In that way the revenues benefit everyone.

Both the employee and the employer reap the benefit of the human capital. When you have a right person for the right job that person will be ethically empowered. He is only empowered to the job and his performance will be to the benefit of citizen, and if there no room for corruption in doing the job, then there is less corruption. Education and training constitute a huge investment in human capital that can pay in the long term, as educated and trained employees demonstrate high levels of performance and more capabilities. It can be concluded that the fundamental principle of human capital theory is that the employee is the employer resource for organisational success.

2.3.5 Psychology theory

Psychology is concerned with human behaviour as an asset of productivity in the workplace. Psychology principles for practice revolve around mental processes. Three specific psychological theory perspectives are proposed to be most appropriate to the discipline of HRD, namely Gestalt psychology, behavioural psychology and cognitive psychology (Swanson, 2001:97).

2.3.5.1 Gestalt psychology

Gestalt is a German term that means 'organisation'. Gestalt psychologists claim that humans do not see isolated stimuli but stimuli gathered in a meaningful organisation. Gestalt psychology implies that HRD must clarify the goals of individual contributors, work process owners and organisation leaders (Swanson, 2008:96). In this context people's contribution is organised into the institution and not viewed as individual contributions but as a whole team contribution. Gestalt psychology means the team approach is key for the success of the institution, not individual work.

2.3.5.2 Behavioural psychology

According to Swanson (2008:98) human resource development must develop the knowledge and expertise of individual contributors, work process owners and organisation leaders. Behavioural psychology is concerned with what is seen; therefore, behaviour is what is studied. Baum (2017:3) writes that behaviourism is directly explained as the science of what behaviour is possible. Behavioural psychology is trying to understand why people behave in a certain way.

2.3.5.3 Cognitive psychology: Purposive behaviourism

Cognitive theory focuses on how individual minds work and function. The principle of cognitive psychology is that HRD must harmonise the goals and behaviours among individual contributors, work process owners and organisation leaders. Purposeful behaviourism attempts to explain goal-directed behaviour and the idea that human beings organise their lives around purposes. Cognitive psychology studies the behaviour and human purpose in life (Swanson, 2001:97).

2.3.6 System theory

Yawsons (2012:56) defines the word 'system' as "a group of interacting components that conserves some identifiable set of relations with the sum of their components plus their relationships''. It is the theory underlying the study of systems. Jacobs (2014:10) in Chalofsky, Rocco, and Morris 2014:10). mentions that the goal of system theory is to explain things, natural or artificial, as that of systems and the interplay of their respective constituent parts.

System theory contributes to the HRD field through an understanding about the management of HRD processes and HRD programmes. In using these three theories it means that firstly people have to be developed first so that they can be able to use fewer resources to produce more. That is the reality under which the City of Tshwane is operating, and those three theories speaks about us how to use less resources effectively. That is the situation in most municipalities in South Africa because they do not have sufficient resources to meet the needs and the demands of citizens.

The human capital theory in this study means that people are empowered in order to bring the best out of them and in them. Psychological theory prepares employees psychologically to think about others because they need to make sure that others are benefiting from their service by putting well skilled and passionate personnel into the right position. Passion makes the difference. Therefore, the employees are thinking about how they can provide better services to meet the needs and demands of people so that they can satisfy their customers. Satisfaction plays a major role in working with people and people get a degree of satisfaction depending on how the services are delivered and presented to them.

By doing that corruption is killed because people are thinking about others and not about themselves. It has been deduced that the economic theory, scarcity of resources and sustainability of resources means that employees have to do more with less resources. The way to get employees to do more with less is through the application of human capital theory, psychological theory and system theory because human capital theory insists that you need to use the full potential of every employee. Competent and developed employees bring value and money to the institution.

Once the institution has developed each person to his full capacity now one has to decide how to make sure that best person is placed in the right position where he can do his best and be more productive, effective and efficient for the benefit of the institution. Human capital theory helps the organisation to appoint the right person with passion in the right position. Passionate employees always put the interests of the organisation first, are willing to do more and they are committed to the job.

Psychological theory emphasises achieving self-actualisation by doing the best one can and when the employees are at this point they are empowered and the focus is external and on doing their best for others. When employee performance is geared to do the best, the institution and clients and citizens can benefit from the performance. It is employee performance which enables the department to become more effective so that people can benefit and that means corruption is eradicated because corruption is inward thinking and inward thinking focuses on what an individual can get and it robs the citizens from receiving quality services. Psychological theory helps employees to look outside in terms of what they can do for others.

From these three theories one can conclude that they must be integrated into holistic human resource development theory and provide a model for practice and implementation. The theoretical foundation of HRD helps the institution and HRD practioners to use resources effectively and puts theory into practice and there is a freedom to choose any theory that is good for both institution and employees' effectiveness. Human resource development is important but a theory has more power and understanding when it is put into practice.

The theoretical framework on which this study is based and focussed is human capital theory as part of economic theory. The choice is influenced by the human capital theory principle that implies that knowledge, skills, attitude, experiences and the employee perceptive contribute and add value to organisational success. Therefore, it shows that investment in people has returns. Based on the human resource development principle, HRD focuses on the framework for helping employees develop their personal and organisational skills, knowledge and abilities for personal success and organisational system success.

2.4 CONCEPTS RELATED TO HUMAN RESOURCE DEVELOPMENT

Words often have a different meaning, different definition and different understanding for different people. It is for this reason that it is important to define concepts related to human resource development in order to have a common understanding and knowledge of concepts. The concepts related to human resource development include training, development, learning and education.

2.4.1 Training

Mello (2008:203) defines training as "a planned process to modify attitude, knowledge or skill behaviour through experience in order to achieve effective performance in an activity or range of activities''. Every employee needs training to be effective in the job that he or she is doing. New employees especially need training to understand their tasks and technologies. Existing personnel also need training to obtain new skills and knowledge and good attitudes that enable them to realise their capabilities and perform better in the job. Singh (2011) cited in Mehlape (2017:109) states that technologies used for training are changing fast with new technologies seemingly replacing older ones. This necessitates employees going for training in order learn new skills and gain new information in order to meet the standards of new markets. To survive in the 21st century, public sector training is imperative for both the employee and employer. Without training, no employee is likely to be successful in executing his or her tasks effectively. Because of employees' often inability to perform at a desired level, training enables them to be more productive (Ndevu, 2006:4).

According to Craythorne (1997:323) cited in Ndevu (2006:5), South Africa needs trained municipal employees if it is to meet the unfulfilled needs of its population. The demand for good quality service delivery is an outcry every day but equipping employees with adequate skills and knowledge can enable them to perform better and meet the demands of the population in terms of service delivery. Trained employees provide satisfactory service and there are likely then to be no more service delivery protests. Training prepares and equips employees with new skills, knowledge and good attitudes that improve performance on how to meet the demands of the citizens and any changes in demand that are likely to happen in the future.

The effectiveness of training is shown by good and improved performance and less service delivery protest. Good employee performance in turn leads to citizen satisfaction and one can predict that good performance predicts job satisfaction that is displayed into better service delivery through effective human resource development. Thus training, development and employee performance are key drives for institutional success because if the City of Tshwane Municipality is not meeting the demands of its citizens and employees are underperforming, it affects not only employees but the employer too.

2.4.2   Development

Development in this context is for the public servants to undergo various training programmes that improve their personal growth for promotion and acquire skills that will improve their job performance. According to McNamara (2008:4) cited in Dastile (2018:67), development is a broad on-going multi-faceted set of activities (training activities among them aimed at bringing someone up to another threshold of performance). Developmental activities normal occur when the employee knows how the institution functions and knows how to perform the job. Development can be either employee development or institutional development and development is personal.

Another school of thought is of the opinion that, with regards to training and development, both concepts comprise an element of learning. This view is shared by McNamara (2008:4) cited in Dastile (2018:67) who states that "development is a broad continuous learning and a diversified set of activities aimed at bringing someone's or organisation performance to another level". Furthermore, this view is shared by Mello (2008:203) who defines training as "a planned process to modify attitude, knowledge or skill behaviour through experience in order to achieve effective performance in an activity or range of activities". The focus of learning in human resource development is for employee performance to change through acquired skills knowledge and improvement in the service delivery of the institution.

2.4.3   Learning

Learning is a complex process in which impressions are gained and processed resulting in expansion of knowledge (Bayat, Cheminais, Van Der Waldt, & Fox, 1998:190) For Mello (2008:3) learning can be described as a lifelong process which takes place with or without conscious effort. Learning is imperative to the employee development and the success of public human resources.

According to Robbins and Decenzo (1999:185), learning does not happen in a vacuum; rather, it is a function of several events that occur with the responsibility for learning being a shared experience between the teacher and learner. This requires the learner, who is a public servant in this case, to show effort, intrinsic motivation and dedication to learn without enforcement. Learning as defined by Desimone *et al.* (2011:75) is a relatively permanent change in behaviour, cognition or affect that occurs as a results of one's interaction with the environment. A conducive environment and meeting place for learning is important because a conducive environment make it easy to learn and understand information better.

2.4.4   Education

Education is concerned with the development of sound reasoning processes to enhance one's ability to understand and interpret knowledge (Nel, Gerber, Van Dyk, Schultz, Sono, and Werner, 2001:467). For Erasmus and Van Dyk (1999:2) cited in Mampane and Abobio (2010:177) education consists of the activities directed at providing the knowledge, skills, moral values and understanding required in the normal course of life.

The concept of education focuses on many approaches like employee development rather than providing skills and the practice of gained knowledge. Education is normally associated with formal schooling, college and university (Ndevu, Ile & Lle, 2007:159). An educated nation is a powerful nation able to overcome socio-economic problems and education can change the world. Education can take place in any form either formal or informal.

Formal education occurs in the classroom or lecture room delivered and is taught by a qualified, trained teacher, whereas informal education occurs in any setting other than school and it is based on experienced learning, what is seen and learnt without being taught what to do. Both formal and informal education happen in different settings, but the main purpose is to impart knowledge and understanding of a specific subject.

The concepts of training, education, development and learning are closely related; hence, all of them provide acquisition of skills, knowledge and basic attitudes that lead to continued personal and institutional growth. Learning cannot take place without a change in behaviour and individual growth. For instance, in the workplace learning can be demonstrated after employees undergo training. Education is driven by what is learned and is then shown by a change in behaviour which is caused by the learning.

Therefore, learning is for lifetime and education is periodical or seasonal. Training and development can be a means for transformation in capability and for personal growth. Training is always effective when the performance gap, training need analysis and development activities are identified.

From the definitions above it can be deduce all these four concepts are important in the success of human resource development. Training gives employees new skills to do the current work better than they are currently doing it while development looks at how employees can be beneficial to the institution in the future. Learning brings knowledge and change in behaviour that will develop good employee attitudes and education empowers the employees with job knowledge to do better.

Development prepares the employees for future work. In the context of the municipality that is important because there are always new needs and demands that come from the citizens and the municipality must be able to provide those services. Training is required in the institution for the employees to do better in the job than they are currently doing. This is the reason training and development are vital because they are for the now and for the future. The fact that the training is external and the focus is on the outside also prevents corrupt practices.

Employees must become ethical in terms of training. In part of the training they must be a code of ethics, and ethical awareness must become part of the training going forward so that there is less corruption. Corruption prevents the employees from providing effective services and it robs the citizens of quality performance, especially the poor. A work environment has to be conducive for the employees in order for them to learn new skills and deliver services effectively.

2.5 THE BENEFITS OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

Training and development is a function and obligation of human resource development in any institution. Erasmus and Van Dyk (2003) cited in Mampane and Ababio (2010:176) write that training is the systematic process of modifying the knowledge, skills and behaviour of the employees for the institution to reach its objectives.

Development, on the other hand, is defined as learning which changes the whole person in some substantial way that helps him or her to grow, and not just to change their vocational skills or academic knowledge (Tshikovhi, 2012:8). Employee performance is important for the company which must make every effort to help low performers (Elnaga and Imran, 2013:140).

Therefore, training is task orientated while development focuses on individual choices but it goes beyond detailed development. The above statement has shown that training and development can help to improve employee performance but it is not the only factor. Nassazi (2013:16) claims that training and development are often used to close the gap between current performance and expected future performance. Training and development are attached not only to organisational goals but to individual goals too (Van Dijk and Thornhill, 2003:463).

Mpofu and Hlatywayo (2015:134) mention that employee training and development have become one of the vital aspects in improving employee performance in organisations. This leads to improved organisational productivity and growth. This means that training and development have a positive impact on the future success of both the organisation and the employee. Generally, there is no doubt that trained and developed employees have a knowledge of their work and work in a better way than before. Employees have advanced skills that help the institution to achieve its objectives and make use of materials and equipment to delivery good services. When employees are trained for a specific purpose, objectives are developed in the process. Trained employees deliver effective municipal services in a professional way and customers can expect to receive quality service from trained and knowledgeable employees.

The objective of training and development is for improving employee performance in the institution when there is low and poor performance with the certitude that the performance of the employees in the institution will improve. Sekgala and Holtzhausen (2016:46) *cited* in Dastile (2018:51) argue that training and development cannot be the only answer to all performance challenges that the organisation faces. Investment in training does not assure that performance will change unless change is demonstrated and there is a proper monitoring and evaluation of the training that has been done. However, institutions invest in training with the hope that training will brings change in organisational success and improve employee performance.

Training and development increase the overall performance of the organisation (Shepard, Jon *et al.,* 2003 cited in Muhamad and Khan, 2011:5). Training and development can be problematic, however, as the poor implementation and identification of training and development needs can make the process difficult and may have a negative effect on the employee (Bangura, 2017:32). Due to lack of proper evaluation, employees might be sent on training that does not satisfy their training needs, thus causing non-alignment with the organisational training needs (van Dijk, 2004:511). Training and development that is not aligned with the employees' and organisational needs is a waste of money and a loss of time.

To avoid negative impact on employees, Armstrong (2006) cited in Omolo (2015:27) suggests that it is necessary for the organisation to design the training very carefully according to the needs of the employees. For training to be effective, it must be evaluated carefully to ensure its continued effectiveness given the rapid pace of change requiring ongoing attention to new developments (Fredericksen, 2015:247). Dealing with training and development challenges, Nel and Werner (2004:522) cited in Mohlala, (2014:219) argue that proper human resource management plays a major role in the identification of challenges faced by the institutional need for human resources performance and productivity.

Majam (2005:449) suggests that a continuous communication with public employees and giving feedback on training can guarantee that training that has taken place has successful attained its intended purpose. According to Singh (2008:49) an important precondition for the success of training and development programmes in any organisation is the provision of adequate finance for these activities in its budget.

However, some institutions in both the public sector and private sector allocate inadequate funds for their training and development programmes, and training representatives in the conservative organisations frequently complain about the inadequacy of training funds. Fredericksen (2015:247), supporting this view, states that HRD is often largely neglected as a budget priority and is typically the first budget item to be reduced when organisations are required to trim their costs. In this regard, the value of HRD is not appreciated and it is not viewed as an important function of the institution.

Mampane and Ababio (2010:184) suggest that training and development should be integrated with other personnel functions of the institutional arrangement and should be coupled with career development. Moreover, Mampane and Ababio (2010:185) state that it is imperative that a particular budget is reserved for the training of employees because it is a particularly expensive undertaking in which to invest. The public servants will be discouraged to attend training and development programmes if they are limited because of budget cuts.

For training to be beneficial Mello (2008:210) suggests that public officials must be given more challenging tasks and be rewarded for innovation which could lead to effective service delivery and cost saving and more resources should be invested in human resources and attempts be made to retain employees as high employee turnover implies that funds used for training and development are lost to the public service. This means that training must be innovative, create strategies to save public funds and retain trained employees.

The study result of Khan *et al.* (2011) depicts a positive correlation between training, development and employee performance as r= .233. Thus, from the findings it shows that the institution is limited from gaining higher returns without the best utilisation of its human resources. From the above it can be deduced that training cannot be isolated from developed employees. Thus, job output is improved and employees become more advanced. The increased performance and capabilities of the employees depends on effective training. Effective training allows employees to learn and apply knowledge and skills in the job and that enhances employee performance and creates a good attitude to deliver quality services to the citizens. Employees with a good attitude influence others to perform at their level best and delivery services in a professional manner. In the process of training these employees, capabilities are enhanced and employees are prepared for any institutional future demands.

The study conducted by Kahn and Louw (2016:743) on maximising generational capacity for an effective South African public service showed that organisation education, training and development (ETD) increase institutional capacity. This means that the provision of ETD is vital for the achievement of institutional goals with the support of the managers and trade unions. Another study examined the effects of training on employee performance within the telecommunications industry in Uganda and showed that training and development have an impact on the performance of employees with regards to their jobs (Nassazi, 2013:52). This reflects that training changes employee performance and development prepares the employees for any future challenges that will occur.

From the above it has been found that there is a correlation between training and development on employee performance. Training impacts short term skills to do work now whereas development is for the future to do new things. Development and training are vital in the municipality context in order help the organisation to meet future demands and compete in a rapidly changing work environment. Employees with high morale are easy to be trained and developed and performance is likely to be enhanced.

Employee skills and performance are influenced by training to do better and provide quality service. Training benefits both individuals and the organisation by allowing employees to obtain new skills and knowledge while organisational productivity is increasing. Training and development is about transformation with the objective to help individuals to do things better and faster. It can be concluded that training and development have a positive impact on employee performance and help the organisations to be able to provide good service to the customers not only now but also in the future.

2.6   PERFORMANCE APPRAISAL AS THEORY OF HIGH PERFORMANCE IN THE INSTITUTION

Employees believe that they know their jobs and they perform them well. It is in this regard that performance appraisal is needed to measure and manage the performance. Performance appraisal is important in an institution that is concerned with how employees perform on a regular basis and offers the opportunity for meeting the developmental needs of the employees. Du Plessis and Van Niekerk (2017:2) define performance appraisal as a collection of employee performance information based on observation and the evaluation of the employees' performance through the act of judgment. Managing performance is the key human resource management tool to ensure that:

- Employees know what is expected of them
- Managers know whether the employees performance is attaining the required objectives
- Good performance is identified and improved
- Good performance is recognized and rewarded (Department of Public Administration, 1997).

The effectiveness of the institution lies in the employee performance; therefore, performance management is vital in order to ensure that employees carry out their duties. For Lavhelani and Ndebele (2016:362) performance management is traditionally viewed as an approach 'for managing employees. This entails planning, employee performance, facilitating the achievements of work-related goals and reviewing performance.

The main objective of performance management is to measure employee performance to check whether it aligns with the organisational set standard performance goals. Performance management is used to determine the job output versus inputs related to organisation goals. If employees do not meet the job requirements and set standards, the organisation should offer opportunities for development and ways to manage poor performance or underperforming employees. Thus, training and development, coaching, mentoring and career management interventions should take place.

There are two types of performance appraisal (PA), namely: administrative appraisal and developmental appraisal. Administrative appraisal concentrates on administrative decisions such as salary increments and promotions, and developmental performance appraisal concentrates on the developmental needs of the individual's present and future performance (Delahaye, 2000:134). The primary purpose of PA is to provide an employee with feedback.

The feedback provided is based on administrative decisions and employee past performance (Cleveland, Murphy, Latham & Manna, 2006 cited in Budworth, Latham & Manroop, 2014). Feedback is important to inform an employee about his/her performance and identified areas of improvement. However, giving feedback is never easy (Makamu & Mello, 2014:107). For instance, managers can be afraid to give feedback to avoid conflict in the workplace.

These two types of appraisal involve both the supervisor and employee and they are all-important to create a good relationship between the employee and employer. Beaumont (1993:83) *cited* in Makamu and Mello (2014:107) suggests that feedback should avoid emotional reactions that raise defences and should refer to the relevant performance, behaviour and outcome but not to the individual as a person. Emotional leaders make irrational decisions that may have an impact on the employees and employers and can take decisions based on emotions. Most institutions today adopt performance management; PA is a sub-system of performance management.

Performance management goes beyond annual appraisal ratings and interviews and incorporates employee goal setting, feedback coaching, rewards and individual development (DeSimone & Werner, 2012). In other words, performance management is not a once off evaluation but it is a continuous process aimed to improve employee performance and to evaluate if employees are doing their jobs.

Despite the importance of PA aiming at improving employee performance, PA is associated with negativity and dissatisfaction among managers (Casio, 2011 and Agnious, 2011, cited in Du Plessis and van Niekerk, 2017:1). The attitude of the manager who conducts the performance appraisal seems to remain a challenge to organisations (Du Plessis and Van Niekerk, Annelize and Du Plessis, 2017:2).

According to DeSimone and Werner (2012), "Performance management goes beyond annual appraisal ratings and interviews and incorporates employee goal setting, feedback coaching, rewards and individual development". It is for this reason that the institution must make sure that performance management is effectively implemented for the benefit of employees and the institution. The manager's attitude towards PA can be positive or negative. A positive attitude can make the PA process successful and lead to the institution achieving its vision and mission; however, a negative attitude can affect how an employee performs and can lead to conflict. Feedback offers the employees opportunity to speak to their managers about their interests regarding career development and training needed.

From the above the main objective of performance appraisal is to enhance employee performance and identify the strengths and weaknesses of the employee's performance in order to provide other measures that can help to address the deficiency. Furthermore, performance management goes beyond enhancing performance.

Performance appraisal helps to measure employee performance and determine whether the employees achieves the set objective standard required for the job. Performance management looks at employees' activities against the job output. However, it goes beyond performance management to create a relationship between the employer and employee to determine whether the employee is improving and the organisation is achieving its objectives.

For this relationship to be effective between the managers and subordinates there must be a regular interaction between the managers and employees to ensure that when the work is done it reflects that they are still improving in performance and providing a quality service to their clients. An open and honest relationship is needed for the employees to share and talk frankly about the challenges that they encounter and how they are going to work together to resolve them.

This a two ways relationship and therefore managers must to look after the interest of the subordinates and subordinates must make sure that they deliver their best. The relationship between managers, employees and supervisors must be a good and healthy relationship for the benefit of the organisation. There must be a conducive culture and positive environment for employees to work well in their jobs.

2.7 HUMAN RESOURCE DEVELOPMENT (HRD) TRANSLATES INTO BETTER SERVICE DELIVERY

Human resource development can provide a solution to performance problems arising from poor service delivery. The performance of any institution depends on the capabilities and skills of the employees that enables them to deliver good quality service to the citizens of the country. It is enshrined in the Constitution of 1996, chapter 2 (27), that all citizens are entitled to basic services as a fundamental right .This calls for institutions to investment in developing and equipping employees with necessary skills and knowledge to work effectively. Mpofu and Hlatywayo (2015:134) state that quality training of employee skill-building and performance lead to enhanced municipal employee performance.

Human resource development must be a priority. This means that people skills firstly must be developed and nurtured in order to improve service delivery. In relation to this study HRD is the means to develop and empower people (Kahn & Louw, 2016:742). Through training the knowledge, skills and attitudes are imparted that are necessary for job performance (van Dyk, 2005:164). Human resource development offers the opportunity for employees to correct low performance and job inaccuracy in order for them to do better in future. Mello (2008:203) states that the public service needs to invest more in human resources and be able to retain skilled employees. Public servants can deliver efficient and effective services only when people are fully equipped with necessary skills and knowledge to perform the required job.

Furthermore, training and development should not only take place for the purpose of developing and training employees but also should increase the quality of public service delivery as well as lead to socio-economic upliftment (HRDS, 2001, 2006 as cited in van Dyk, 2005:168). In this regard for the institution to achieve its vision the HRD of the institution should have a variety of skills and a variety of initiated development programmes that will help them to deliver the service efficiently and effectively. Ncube (2016:29) states that employees who are exposed to various HRD programmes puts them in a good position for improving their competency and they will effectively leverage their capacity in conducting their tasks. Exposure to various HRD programmes will make public servants to be problem solvers, and able to improvise and overcome any challenge that might arise.

The White Paper on Transforming Public Service Delivery (Batho Pele, 1995) serves as the mechanism to influence public servants to provide quality service delivery to the community and effectiveness in service delivery. It serves as a guideline to public servants on what is expected of them in transforming and delivering the services to the citizens. The White Paper's primarily purpose is about how public services are provided and specifically about improving the efficiency and effectiveness of the way in which services are delivered (Department of Public Administration, 1995).

In South Africa, it is evident that most public protests occur because of poor service delivery (Claydon, 2010:481 cited in Dastile, 2008:27). There are still protests going on regardless of the White Paper Transformation on Public Service (WPTPS), for example, the 2018 Alexandra service delivery protest. Mello (2008:208) suggests that the successful implementation of WPTPS principles requires training and retraining with a view to enhancing skills and changing the attitudes of employees where necessary. Majam (2005:449) suggests that in order to ensure improved service delivery an improved relationship between the government and unions is important. However, if there's no good relationship between the employer and the union employee, union members can be influenced not to perform to their level best and that can affect service delivery.

The spirit of cooperation between the employer and the employee is vital and cooperation brings peace and harmony in reaching certain agreements. Mello (2008:208) states that in order for WPTPS to be successfully implemented there is necessity for training and retraining with a view to enhancing skills and changing the attitudes of employees where necessary. In this respect human resource development must be continuous and must have a targeted aim to achieve a desired outcome when provided. Retraining is important in order to ensure that skills and knowledge and right attitude are related to the job and are updated.

Therefore, human resource development serves a critically important role of improving and accelerating service delivery. In this case there is a link between HRD and effective service delivery. Trained and developed public servants are ready to handle any changes in job responbilities and the demands of the customers. Employees who are equipped with a set of skills and development tools are able to do the work more effectively which in turn contributes to the effectiveness of the City of Tshwane Municipality. Effective service delivery can only be achieved in a conducive and transparent working environment, an environment that is less stressful, and where people are important and valued more than things. Public sector HRD plays a key role in increasing productivity, maintaining performance and accelerating service delivery to the citizens of the country.

2.8   TRAINING AND DEVELOPMENT ON PERFORMANCE MANAGEMENT

Some employees claim and believe that they are working hard and are capable of doing a good job. It is for this reason that the employer needs to have a performance-measuring tool to check whether the employees achieve and perform their jobs according to the key performance standards that are set by the employer.

Armstrong (2006:332) describes "performance management as a systematic process for improving individual, team and organizational performance". Furthermore, Armstrong (2006:332) states that performance management influences performance by helping people to understand what good performance means and providing the information needed to improve it. This means that performance management offers opportunities for the provision of training and development. Therefore, training and development transfer and impart information needed and try to close the identified poor performance gap while development provides personal growth. Without implementation of proper performance management policy, employee performance is likely to be affected, and training and development might not be considered.

According to Makamu (2016:14) a key factor in the success of any organisation is its ability to ensure that everyone clearly understands what they are required to do in order to contribute to its success. In this context in managing employees, they must be informed of what to do and how to do it and what is expected of them. By doing this, employees will perform their jobs knowing that their performance has to be measured. According to Hellriegel, Jackson, Sloouw and Oosthuizen cited in Dastile (2018:54), training and development are seen as one of the greatest tools which can be used to assist employees in improving their performance and addressing any challenges that prevent them from performing their daily activities as expected by their managers. Therefore, through conducting performance management, training and development can be considered.

It is evident that performance management leads to training and development of employees after the performance gap has been identified. Performance management is the foundation of training and development that helps employees and managers to make right decisions in achieving the goals and vision of the institution. Performance management helps to identify poor performance and individuals who might be struggling to perform the job due to personal reasons. Without a performance management tool institution are likely to fail in achieving their vision. For training and development to be effective they need to be continuous. Managers should use a performance measuring tool that is consistent with the desired outcomes.

2.9   HUMAN RESOURCE DEVELOPMENT AND THE LEARNING ORGANISATION

Human resource development can be defined as the process of improving organisational performance and individual learning through the human accomplishments that result from employee development, organisation development and career development programmes (Jacobs, 2006:14). Senge (1990:3) cited in van Dijk (2005:170) defines a learning organisation as one where people continually expand their capacity, where new and comprehensive patterns of thinking are fostered, where collective ambitions are set free and people are repeatedly learning how to learn together. According to WPPTE 1997, chapter 5(551), a learning organisation is an organisation that is capable of continuous development and adaptation through the creative integration of learning with work at all levels.

From the above it can be deduced that workplace learning and career development are critical to maintain the effectiveness of public servants in the institution. The cognitive approach to training views learning as changes in mental structures related to how one thinks (Van Dijk, 2004:508). The principle of training is to help learners learn and people develop, and the trainer's job in the learning process is to help to facilitate their learning and impart knowledge. The trainer must be sensitive to how adults learn and recognise that everyone has a different learning style. Learning styles are crucial in determining whether a learner can carry through and complete a learning programme in the learning process (Wang & Wang, 2004:336).

Authors, including Koo (1990), Thacker (2002) and Drejer (2000) cited in van Dijk (2004:515), write that adults learn more effectively through the application of action learning. The new generation of employees come to the workplace with different skills and these employees are motivated by different things and they think differently about learning and relationships (Voller *et al.,* 2011:107 cited in Kahn & Louw, 2016:747). Adult learners have a significant body of knowledge gained through life experience and they learn better by doing. Adult learners are responsible for their own learning and are able to use their experience to solve work problems that they encounter on a daily basis (Fredericksen, 2015:247).

Kahn and Louw (2016:744) suggest that human resource development should adopt a problem-based learning approach which makes people more adaptive and responsive. A learning institution should be flexible and allow employees to share information and allow mistakes as mistakes are part of learning. Managers should provide constructive criticism to employees. By doing that they offer areas of development and betterment of their lives. Moreover, Frederickson (2015:247) states that the benefits of learning are often intangible and may only manifest over a long period of time. Thus, learning is a lifelong process and it takes time for people to learn.

Qwabe and Pillay (2009) cited in Wessels (2014:146) are of the opinion that institutions in the public sector should embed a culture of learning within the public servants to improve the level of service delivery. A learning working environment should encourage continuous development between public servants and freedom of workplace learning should be promoted. Van Dyk (2005:170) is of the opinion that the success of learning organisations cannot be easily measured because learning is not always a measurable activity.

However, the transferability problem leads many managers to doubt the efficacy of employee development programmes. Barnard (2013:30) suggests that to ensure successful transfer of learning organisation must employ various strategies to assist in ensuring optimal and sustained post-training performance. Furthermore, transfer of learning is positive when the performance on the job is improved (Coetzee, 2007, cited in Wessels, 2014:155). Employees should be placed on what is expected of them prior to the learning session taking place.

It is evident from the above that HRD contributes to the learning of the institution. As knowledge is imparted, employees become more productive in their jobs and some existing skills are sharpened. For an institution to be a learning organisation it needs to be flexible and encourage sharing of information among colleagues. A culture of learning within the institution should be established in such a way that benefits for learning are provided. Learning organisations should be transformed by employing a variety of learning styles that will suit both generations. Human resource training within a learning organisation has to progress from a focus on the individual to one on teamwork as teamwork is assumed to produce unity and a strong workforce.

2.10 CHALLENGES FACED BY MUNICIPALITIES REGARDING TRAINING AND DEVELOPMENT

The need for training and development continues to be a top priority in the South African public service because of the rapid changes in the economic and social environment but mostly in the work environment. For the public service to function well, government institutions must make sure that employees are fully armed with knowledge, skills, attitudes and expertise to do so (Fourie, 2004:492).

Training and development are important for South Africa - especially municipalities - to ensure that services are delivered to communities in an effective and efficient manner. However, low morale caused by low remuneration, poor work environment and budget cuts affects public employees. Du Toit *et al.* (2002:41) cited in Van Dijk (2004:515) identified several reasons for some constraints being experienced by the current training system.

The first constraint has to do with budgets. Limited funds are available for training and development when measured against the high costs of training and development provided by private institutions. In this regard organised in-house, internal training can help to cut the costs of external service providers. However, in-house training is done for a limited number of people and some people do not get the opportunity to attend. To avoid the high cost of service providers Chapter 7 of the Constitution of RSA sub-section 153(a) states that a municipality must structure and manage its administration and budgeting and planning processes to give priority to the basic needs of the community and to promote the social and economic development of the community.

A municipality with good administration and good planning can spend money in a way that ensures that provision of services to the communities are delivered in a sustainable and professional way. Secondly, most human resource directorates or units prove inadequate in terms of providing training courses. Employees who are supposed to train others have no real qualification themselves or human resource development practitioners are used ineffectively. Thus, the job performance of the employees will be jeopardized and training details might be incorrect if the trainer is unqualified to train others.

Erasmus *et al.* (2015:89) cited in Bangura (2017:38) asserted that organisational culture can affect training and development. For instance, there may be a manager who fails to inform employees about the available training. The budget amount allocated for training and development of employees can also directly influence the quality and effectiveness of the human resource department. The more the lack of funding for training the more employees lose interest in taking part in training.

2.11 LEGISLATIVE FRAMEWORK THAT GOVERNS TRAINING AND DEVELOPMENT IN SOUTH AFRICA

To have effective human resource development, government has created legislation and a policy framework to ensure that the implementation of public service training and development in the institutions and the municipalities must comply with the legislation. This legislation includes the Constitution of the Republic of South Africa (Act 108 of 1996), Skills Development Act (97 of 1998), Skills Development Levies Act (Act 9 of 1999), the Public Service Sector Education Training Authority (PSETA), Local Government Sector Education and Training Authority (LGSETA) and the White Paper on Public Service Training and Education (WPPSTE, 1997).

2.11.1 Constitution of the Republic of South Africa, 1996

The Constitution is the supreme law of the country and conduct inconsistent with it is invalid. The obligations imposed by it must be fulfilled (Van der Westhuizen & Wessels, 2011:33). From the above statement, public service human resource training, development and education must comply with the rules and regulations enshrined in the Constitution. Chapter 10 of the Constitution of the Republic of South Africa, 1996 requires the public administration to be governed by democratic values and principles enshrined in the Constitution (The Constitution of the Republic of South Africa, 1996). According to section 195(1)(h) proficient public servants with good human resource management and career development practices to maximise human potential must be cultivated. Therefore, developed people increase efficiency and indirectly employee performance is enhanced and changing.

2.11.2 Skills Development Act 1998 (97 of 1998)

The Skills Development Act 97 of 1998, section 2, seeks to develop the skills of the South African work force, their prospects of work and labour mobility. This Act aim is to encourage employers to use the workplace as an active learning environment, to provide employees with an opportunity to acquire new skills and provide new entrants with opportunities to gain work experience (Skills Development Act, 1998). For instance, this Act created a training opportunity for graduates, employees and employers. Skills Development Act,1998 became effective in creating learnership programmes.

A special focus of the Act is to improve the employment prospects of previously disadvantaged people in the apartheid era through education and training. According to section 2(a), the purposes of the Skills Development Act of 1998 are to be achieved by establishing an institutional framework comprising: The National Skills Fund and the Skills Development Levy Financing Scheme as contemplated in the Skills Development Levies Act and SETAs (Department of Public Service and Adminstration,1997(2(iii).

2.11.3 Skills Development Levies Act, 1999

This Act stipulates that employers must register to pay the levy of 1% of their workers' wages to the skills development levy for funding education and training in the institution. The skills development levy applies to all the employers except employers whose total pay to all workers is less than R250 000 per year and who do not have to register according to the Income Tax Act (The Skills Development Levies Act, 1999).

This Act creates the funding for investment in skills, education and training. Funds are thus generated and opportunities for training are created. South Africa as a country has a skills shortage but through this levy this gap can be closed.

2.11.4 Public Sector Education Training Authority

The Public Sector Education Training Authority was established in December 1999 in accordance with Skills Development Act, 1998. The vision of the Public Sector Education Training Authority (PSETA) is cutting edge skills for quality public services. The Public Sector Education Training Authority is primarily responsible for implementing the public sector skills plan. Moreover, the PSETA promotes learnerships and registers learnership agreements. Thus, the PSETA has a very close working relationship with the Sector Education Training Authority.

The Sector Education and Training Authority and the Minister of Labour established these organisations (Sector Education and Training Authority (SETAs), 2017). The purpose of the SETA is to develop skills, help employees who want to improve their skills in their current jobs and assist Grade 12 learners who finish school looking for jobs to learn new skills. SETA and PSETA are vital elements in the South African economy for decreasing the high rate of unemployment, especially for young people. The Sector Education and Training Authority (SETA) and Public Sector Education Training and Authority assist the government in ensuring that employees skills are improved and developed.

2.11.5   Local Government Sector Education and Training Authority

The Local Government Sector Education and Training Authority was established in the year 2000, two years after Skills Development Act was promulgated by South African Parliament. The SETA was recertified by the Minister of Labour in March 2005, with a reduced scope of coverage that excluded the Water Sector. It was at this stage renamed the Local Government Sector Education &'Training Authority (LGSETA, 2010:8).

LGSETA's vision is placed on high skilled employees and local government and the mission is to build local government ability to meet its developmental needs through innovative approaches and effective capacity-building strategic partnerships. The LGSETA encourages learning, training, education and upskilling of various employees in the local government as well as unemployed South Africans (http://lgseta.org.za).

The local government SETA is responsible for skills development in the municipality and specifically for developing transversal skills across the municipalities and skills development in the functions undertaken exclusively by the public service. However, LGSETA is not working alone but is working closely with other stakeholders, namely Department of Co Governance & Traditional Affairs (COGTA), South African Local Government Association (SALGA), South African Municipal Workers Union (SAMWU) and Independent Municipal Allied Trade Union (IMATU), (LGSETA, 2010).

All the SETAs (Skills Development Act, No 97 of 1998, Skills Development Levies Act No 9 of 1999) including Local Government SETAs are expected to ensure that they: initiate learning programmes, approved workplace skills plans that potential employers produce, provide funds for employers, trainers and workers (http://www.vocational.co.za). From the above it is deducted that the Local Government Sector Education and Training Authority (LGSETA) plays a key role in service delivery by upskilling employees and improving the livelihood of unemployed South African with new skills for delivery of effective service delivery. The South Africa workforce plays a key role in service delivery hence employee skills need to be sharpened and training has to be provided.

Local Government SETAs by working together with other stakeholders make it easy for them to enhance education and training in the public service. The partnership will also help in ensuring that provided learnerships or training achieve the municipality's vision. All the legislations mentioned above were established with the aim to equip public sector employees with new skills, job knowledge related information with the focal point of focus for employees to trained in order deliver improved quality service to the citizens and communities.

2.11.6 White Paper on Public Service Training and Education 1997

The principal aim of the White Paper on Public Service Training and Education, 1997 (WPPSTE) is to establish a clear vision and policy framework to guide the introduction and implementation of new policies, procedures and legislation aimed at transforming public service training and education into a dynamic, needs-based and proactive instrument (White Paper on Public Service Training and Education, 1997).

This legislation should be capable of playing an integral and strategic part in the processes of building a new public service for a new and democratic society in South Africa. The South African public service needs innovative, dynamic and self-driven public servants who put community and people's interests first. This White Paper is based on the consultative Green Paper on Public Service Training and Education, which was published in March 1997 by the Minister for Public Service and Administration (Department of Public Service and Administration, 1997(1.14). Both documents have benefited from an extensive process of consultation, discussion and debate both within and outside the public service.

The researcher found that the White Paper on Public Service Training and Education,1997 objective is for employees to be fully developed and trained in order for them to render effective service delivery. In paragraph 20 of chapter 1 of the WPPSTE the main objective is the improvement in service delivery through transformed training and education provided to trained employees. Employee training and development is key to Government success for effective service delivery and to transform South Africa's public service. Effective service delivery and client's satisfaction depends on skilled personnel.

2.12   TRAINING AND DEVELOPMENT STRATEGIES

Berman and Bowman (2006:226) identified training strategies that can be applied in institutions. The employer will choose strategies that benefit both the institution and the employees. Nassazi (2013:25) stated that different training strategies is what motivates organisations to use different methods. This can be for a number of different reasons, for example, depending on the organisation strategy, goals, resources and on the needs identified at the time.

The training strategies include on the job-training, mentoring, in-house seminars, simulation and a role-playing based on learning, cross training and formal education.

- On the job training (OJT) – is the most commonly used technique and is used most often for new hires. On-the-job-training of employees, who are respected for their abilities in the organisation, including the ability to teach, provide the best training method. OJT is the old type of training method that is commonly used in the work environment because it is a simple approach. This can be ineffective because employees' full attention is not on the training but more on the doing the job.

- Coaching – involves assigning an experienced employee to help other employees to master their job situations.

- Mentoring - mentoring can be used to provide on-the-job-training. It is used by those who have been in the organisation for some time to establish a relationship with new employees to orient them to the ways of the agency with the goal of helping the newcomers succeed (Dennis, 2017:235). Mentoring is a personal and professional relationship between new employees and old employees and is done over a limited period.

- In-house seminars - these are widely used to communicate to groups of employees information such as new developments, expectations or rules and policies. When limited to small groups, they often include opportunities for clarification, application and feedback.

- Simulation and role playing - allows managers and employees to replicate the job experiences without disruption of ongoing work processes.

- Web based learning - web based learning typically involves employees and managers working through content modules with links to other sources and websites, often with video clips and downloaded documents.

- Cross training - involves training employees for fulfilling multiple jobs, thereby allowing them to better serve customers. It is used to assist staff to learn new KSAs in ways that are directly relevant to the organisation.

2.13   CONCLUSION

The purpose of this chapter was to provide a brief discussion of a conceptual and theoretical framework for human resource development and to explain the different concepts that relate to HRD. The challenges faced by municipalities in providing training and development were discussed to get understanding and to provide recommendations.

In this study, effective human resource development plays an important role in achieving the objectives of the public service and influencing employee performance positively. Employee performance has to be managed in order to achieve the goals of the institution. Where a problem is identified, training and development should be organised or another remedial solution found to address the problem. Human resource training strategies have to be considered to cater for the different needs and development of both individuals and the institution.

However, continuous development and learning need to encourage employees and employers to perform better in their jobs. It is important that training of public servants be developed and advanced to meet the global standard of the international market. The legislative framework needs to be implemented and applied correctly to achieve its purposes and mission. Human resource development is seen as a tool that can enhance employee performance and service delivery. The next chapter deals with research design and research methodology of the study.

CHAPTER 3: RESEARCH DESIGN AND RESEARCH METHODOLOGY

3.1   INTRODUCTION

The previous chapter dealt with the literature that provided the knowledge and the background for the study. This chapter outlines the research design and methodology used in this study. The research design, sampling, population, sampling technique and data collection methods are explored. This chapter also describes ethical considerations and limitations of the study. The distinction between qualitative and quantitative research is explained in order to provide an understanding of the research methods. This research adopted a qualitative research method to get understanding on how human resource development (HRD) training enhances employee performance and how HRD can translate into service delivery at the City of Tshwane.

3.2   RESEARCH OBJECTIVES

This study was undertaken to evaluate the City of Tshwane human resource development in enhancing employee performance. The study objectives were: (1) to determine what constitutes the theories and concepts of HRD and PM; (2) to examine whether HRD enhances employee performance at the City of Tshwane Metropolitan Municipality and (3) to investigate whether HRD translates into better quality service delivery to the City of Tshwane Metropolitan Municipality citizens. These research objectives assisted in addressing the problem statement and the aim of this study.

3.3   RESEARCH DESIGN

Research design is a blue print that enables the investigator to come up with solutions to problems and guides the researcher in the various stages of the research (Nachmias, 2000:89). A research design is a "procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically" (Kumar, 2011:95). To design a study involves how data is to be collected from the respondents, and how data is to be analysed and interpreted. Designing a study helps the researcher to implement the plans and follow properly the various stages of the research design in order to achieve the intended objectives.

The recent trend in the field of study is to combine both quantitative and qualitative approaches. This combination is called mixed methods research (Lichtman, 2014:7). Mixed methods is the type of research that integrates elements of qualitative and quantitative research approaches for the purposes of breadth and depth of understanding and corroboration (Creswell, 2014:123). However, each method has its own advantages and disadvantages. Combining the two different research methods (qualitative and quantitative) incorporates the strengths of both methods in one study. Therefore, this study adopted qualitative research methods to get understanding and opinions of respondents under the topic of the study.

Qualitative research methods describe and understand human and social phenomena while quantitative research tests hypotheses and makes generalisations (Lichtman, 2014:17). Choosing the research approach depends on the researcher's problem statement and objective and the purpose of the study. Therefore, this study adopted a qualitative research method and qualitative research methods in this study plays a significant role in understanding participants' attitudes, opinions and perceptions under the specific topic. The opinions, experiences and views of selected employees in the City of Tshwane were obtained to get an understanding of human resource development of employee performance in the workplace. This study is descriptive because it involves human behaviour, attitudes, experiences and interaction without manipulating the environment. Kumar (2011:97) suggests that the research design needs to be in alignment with the research objectives and type of data required.

3.4 RESEARCH APPROACH

The main research questions guiding this study were: What are the theories and concepts of human resource development and performance management at the City of Tshwane Municipality? This first question looks at how these theories and concepts contribute to the success of the City of Tshwane. The second question was: Does human resource development (HRD) enhance employee performance at the City of Tshwane? To answer the second question the focus is on whether human resource development has an impact in changing employee performance. The last question was: How does HRD translate into better service delivery at the City of Tshwane Municipality? To provide an answer the last question looks at how HRD transforms the employee performance to delivery better services.

3.5   RESEARCH METHODOLOGY

Research methodology according to Brynard and Hanekom (2006:36) necessitates an expression of the planning, structuring and execution of the research in order to comply with the demands of truth, objectivity and validity. Therefore, research methodology focuses on the process of research and the decisions that the researcher has to take to carry out the research project. For Blaxter, Hughes and Tight (2006:58) research methodology has meaning that is philosophical and usually refers to the approach that underpins the research. This research focused on the qualitative approach to determine the credibility of the study and the human experiences attached to the respondents' behaviour

3.6   QUALITATIVE RESEARCH METHODS

According to Brynard and Hanekom (2006:8) qualitative research refers to research that produces descriptive data, generally the participants own written or spoken words pertaining to their perceptions. Usually no numbers or counts are assigned to these observations, only the words. On the other hand, qualitative research is concerned with collecting and analysing information in as many non-numeric forms as possible. Qualitative research is concerned with the understanding of how an individual thinks and the meanings they attach to their actions (Okeke, 2017:209). The objective of qualitative research in this study is to interpret things, analysis people's opinions and describe actions as they are without changing anything.

For Hantrais and Mangen (2007:20-21) qualitative research is not simply non-numerical. Words rendered more meaning than a set of numbers obtained through data analysis and words offer more understanding. Some of the methods and data collection techniques that are employed by qualitative researchers in conducting research include participant observation, interviewing, focus groups and the documentary approach (Okeke, 2017:209). Therefore, the researcher used observation and a document approach to get information on human resource development and employee performance at the City of Tshwane.

This means that this technique requires the researcher's involvement with participants while collecting data. One generally chooses qualitative research methods to get comprehensive information on how participants experience issues, challenges and perceptions related to the topic of the study. Creswell (2014:4) defines a qualitative research design as an approach for searching and understanding the meaning that individuals and groups ascribe to a social or human problem. This research approach focused on the HRD unit and its employees at the City of Tshwane Municipality. It thus used a deductive approach so as to collect the data that was relevant to the study to explain the social phenomenon.

3.7   QUANTITATIVE RESEARCH METHODS

In contrast to qualitative research methods, Blaxter *et al.* (2006:64) define quantitative research as empirical research where data is in the form of numbers. Quantitative research is multi-method in focus, involving an interpretative naturalistic approach to its subject matter (Thomas, 2003:1). It is primarily aimed at transforming the information into numerical values so that the information can be easily analysed either manually or by computers.

Leedy and Ormord (2001:102-103) believe that quantitative research is used to answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena. Quantitative research occurs in a laboratory and involves experiments or surveys large groups of people (Lichtman, 2014:12).

3.8   POPULATION

Population is a collective term used to describe the total number of cases of the type that are the subject of your study. Therefore, population can consist of objects, people or events (Walliman, 2001:232). According to Hardman and Hart (1996:254), a population refers to all constituents of any clearly described group of people, events or objects that for research purposes are the focus of an investigation. Research population is generally a large collection of individuals with common characteristics. Due to large sizes of populations, researchers often cannot test every individual because it is time consuming and expensive. That is the reason the researcher has to consider the sampling techniques. In this research the population consists of the employees of the City of Tshwane Municipality.

Due to the large size of the population of the COT departments, the researcher chose a manageable sample for the focus of this study which consisted of the employees who specifically deal with human resource development. The selected division was the Tshwane Leadership and Management Academy; however, in this division there are different employees who work with different functions.

Employees in the Tshwane Leadership and Management Academy were chosen because of their similar characteristics and they probably had the relevant information for the study. The target population for this study was comprised of human resource development officers (HRD officers), training officers and administrative support staff who deal with customer service and HRD performance management specialists. The HRD officers and training officers are responsible for enforcing human resource development policies and making sure that employees are developed. The Competency and Development Training employees are tasked to provide strategic competency development services which include training on legislative services, academy strategy and policies, process development, business partnering, knowledge sharing management, and project and portfolio management (City of Tshwane, 2015).

3.9   SAMPLING AND SAMPLING TECHNIQUES

Brynard and Hanekom (2006:54) write that sampling is a technique employed to select a small group with a view to determining the characteristics of a large group. Walliman (2005:276) states that sampling is done whenever the information is to be gathered from only a fraction of the population of a group that the researcher intends to study. A selected sample should be free from bias to prove the reliability of the study.

For example, it is unfair to choose the population group you know to avoid the study being biased. There are two major groups of sampling procedures, according De Vos (2005:198). The first one is probability sampling and the other is non-probability sampling. Probability sampling is based on randomization, while "non-random sampling relies on the judgement of the researcher and cannot be used to make generalisations about the whole population" (Walliman, 2001:232).

The sample for this study was chosen purposefully because the population would have the relevant data and knowledge for the research to be completed. The researcher made use of non-probability procedures of sampling, specifically purposive / judgmental sampling and snowball and random sampling, in order to give each individual the opportunity to participate in the study.

The objective of choosing a sampling procedure is to select a sample that is representative of the population. The chosen sample for this study came from the Department of Competency and Training under the Division of Tshwane Leadership and Management Academy. The 50 (fifty) questionnaires were distributed among the employees of the Division of the Tshwane Leadership Academy at the different levels with the assistance of Janet Davis, the directorate director. This study thus employed a purposive sample comprised of persons with knowledge on human resource development, training and development at the City of Tshwane.

3.10   DATA COLLECTION TECHNIQUES

Data collection is a form of collecting and gathering information from many sources. This can be done through a number of instruments. The decision depends on the researcher. For data to be collected the researcher needs to apply for ethical clearance before collecting the data, as prescribed by the Unisa Ethics Policy Committee, and get a certificate permitting the researcher to collect the data (Unisa, 2013a:3).

Thomas (2003:57) states that research methods often refer to the process and instruments used to gather information. In this study two sources of data were used, primary and secondary sources of data. For data collection, the researcher used questionnaires to collect primary data. For collecting secondary data, the researcher made use of government publications, legislation, books and scholarly articles. Primary sources consisted of first-hand information and secondary sources provided second-hand data (Kumar, 2011:133). Therefore, primary sources provide raw data that has to be processed and analysed while secondary sources constitute existing data that has already been collected by someone else. These two sources are important for the purpose of conducting a research. The main source of data for this study was a questionnaire survey.

3.10.1 Questionnaire

According to Kumar (2005:126) a questionnaire is a method used for collecting data by means of written questions, which call for responses on the part of the respondent. In a questionnaire, the respondents read the questions, interpret what is expected and then write down the answers. Czaja (2005:18) states that the type of information we need to collect from respondents and how best to elicit that information are two key decisions that must be made early in the research.

In using a questionnaire, one needs to know and decide whether to use open ended questions or closed ended questions. Closed ended questions are those questions that can be answered by yes or no answers, and open ended are those questions that require and allow the respondents to answer in more than one word and with more thought and respondents use their own words. The questionnaires used in this study consisted of both open ended and close ended questions. The questions in the questionnaire survey allowed participants to choose from different sets of answers provided and were open for them to insert their opinions and suggestions.

Maree (2007:161) writes that close ended questionnaires provide a set of responses from which the respondent has to choose one or sometimes more than one response. In this study, structured self-administered questionnaires were designed by the researcher and completed by the respondents. Walliman (2005:346) suggests that questionnaires should always provide the necessary written information as an introduction and the wording of information may have to be unambiguous in a way that the non-technical person can easily understand.

The researcher decided to use questionnaires in order to evaluate how human resource development (HRD) enhances employee performance. The questionnaire was distributed in such a way that it reached many participants and saved time. The (fifty) 50 questionnaires were distributed, and target participants were administrative officers, HRD performance specialists, HRD officers, trainees and trainers. The data was collected through the use of a self-administered questionnaire completed by the respondents. The structured questionnaires were completed on email due to COVID-19 pandemic.

3.11 ETHICAL CONSIDERATIONS

The concepts of ethics is a simple term meaning what is right and wrong in the eye of the community (Cheminais, Van Der Waldt, Bayat & Fox, 1998:66). The researcher considered the rights of the participants and made sure that they were protected. In conducting social research people, animals or anyone participating in the research can be injured. That is why research ethics is important to consider in collecting data so that the participants' rights and safety are protected. Ethical clearance for this study was obtained from the University of South Africa (UNISA): Department of Public Administration prior to collecting data (see attached annexure). Permission to conduct this study in the City of Tshwane premises was granted by the COT (see appendix D).

According to Walliman (2014:342) research ethics are principally concerned with the effects of research on people, and importantly on those people who get involved in the research process. The ethical dimensions the researcher considered consisted of all forms of ethical dimensions, such as informed consent, confidentiality, privacy and freedom of participation. The researcher made sure that the ethical dimensions were considered, freedom of participation was guaranteed, the study did no harm, it was easy for the respondents to understand what was required and their safe was the priority. The several ethical considerations in this study were observed by the researcher:

3.11.1 Informed consent

Informed consent implies two related activities: firstly participants need to comprehend and, secondly, they need to agree to participate voluntarily based on their understand of the nature of the research and their role within it (Israel, 2017:2). It is important for the researcher to obtain permission from the participants before conducting the research.

The researcher explained to the participants the nature of the research, who was taking part and how the findings would be used. The consent forms were written in simplified English for the participants to understand and were kept in a safe place for evidence. Permission to ask for information from the participants was also requested. Participants had a right to withdrawn from participating in the research at any time because participation was voluntarily.

3.11.2 Confidentiality

Confidentially is a continuation of privacy, which refers to agreements between persons that limits others' access to private information (Sibier, 1982:145 cited in Devos *et al.*, 2005:61). Some participants in study were afraid to participate because they were afraid that the Department mighty be under investigation. Therefore, the researcher had to explain the detailed information about the study and arrive at agreement in order to guarantee their confidentiality as participants in this study. Participants' right to privacy was respected. The data collected from the participants remains confidential.

3.11.3 Privacy

Sieber (1982:145) cited in Devos, Strydom, Fouche & Delport (2005:198) define privacy as that which "normally is not intended for others to observe or analyse". The information collected from participants has not been disclose to anyone other than the researcher and the information remains confidential. Furthermore, Devos, Strydom, Fouche and Delport (2005:198) state that information given anonymously ensures the privacy of the subject. In this study participants' identity remained anonymous for the protection of their right to privacy.

3.12   DATA ANALYSIS

Mouton (1996:108) asserts that data analysis involves breaking up the data into manageable themes, patterns, trends and relationships. Therefore, data analysis is the process of interpreting, presenting and making sense of respondents' views and opinions about the specific topic. Devos (2005:218) articulates that the purpose of analysis is to reduce data to an intelligible and interpretable form so that the issues underpinning the research problems can be studied and tested and conclusions drawn.

Therefore, the researcher removed what was not relevant for the study and retained relevant information for analysis. The results of the returned questionnaire were captured in Microsoft Excel and then were sent for statistical analysis and interpretation. The respondents were given 15/20 minutes to complete the questionnaire in the absence of the researcher. The data in this study is displayed in the form of tables and graphs.

3.13   CONCLUSION

This chapter outlined how data was collected and analysed and also outlined the research design and methodology. The research design was chosen in order to suit the objectives and purpose of the study. Explanation was given as to why a qualitative research method was chosen and was suitable for this study. This research approach helped the researcher to get in-depth understanding of the topic of this study. This chapter covered the procedures and tool components of the research methodology, specifically target population, sampling methods, data analysis and ethical considerations. When one is conducting a study, it is important to ensure that findings are presented appropriately and the respondents are informed about the study. The next chapter deals with data analysis, presentation and interpretation of the results.

CHAPTER 4: ANALYSIS AND INTERPRETATION

4.1   INTRODUCTION

The previous chapter outlined the research methodology that was used in this study in collecting data. The researcher chose qualitative data, for the nature of this data involves understanding of people's opinions about challenges. The questionnaires were used as the method for collecting data which formed the primary data source and the secondary data was obtained from literature, books and government legislation that were relevant for this study. The main purpose of this chapter is to present, analyse, and interpret data collected using the research design and methodology described in chapter three.

4.2   RESEACH ANALYSIS AND INTERPRETATION OF INFORMATION

In the section that follows, the research provides a socio-demographic outline of the respondents. The respondents were requested to provide information about their gender, job title, year of service and highest qualification. The socio-demographic information is important because it reveals the structure of the institution and ensures that the sample represents the population in the study.

4.2.1   Biographical information

Figure 4.1 shows that 39.13% of the respondents are male, while 60.87% are female. This compares with the national population statistics of South Africa (2019) which reflects men at 49% and women at 51% (www.statssa.com). The difference is an indication that the municipality is on the right path in implementing the South Africa government's gender policy as well as its own.

Figure 4.1: Gender
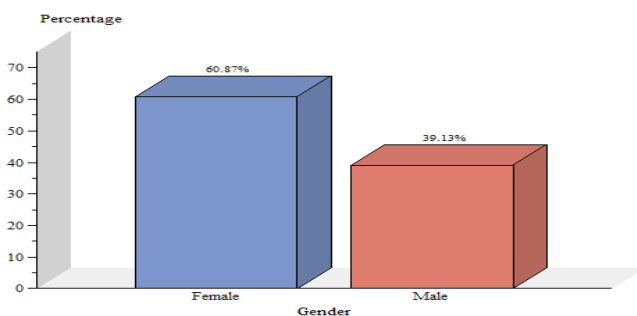
However, there are still unfavourably indications of inequalities in the labour force as reflected in the National Economically Active Population (NEAP) of South Africa which reveals the following figures: males are estimated at 54% and females at 45% (South Africa Quarterly Labour Force Survey Report, 2019). This calls for government to act to ensure that more women enter the labour market.

Figure 4.2 reflects that 38.10% of employee are administrative officers, 14.29% are performance management specialists, 33.33% are HRD officers and 14.29% are trainers. The core business of the Competency Development and Training unit where data was collected is the development of employees. The highest response was from the administrative staff, mainly because they serve as a driving force in ensuring that the institution operates effectively in achieving its goals. The job title is important because it shows the different levels of responsibility and how the different areas of responsibility work together to produce desired products and services.

Figure 4.2: Job title
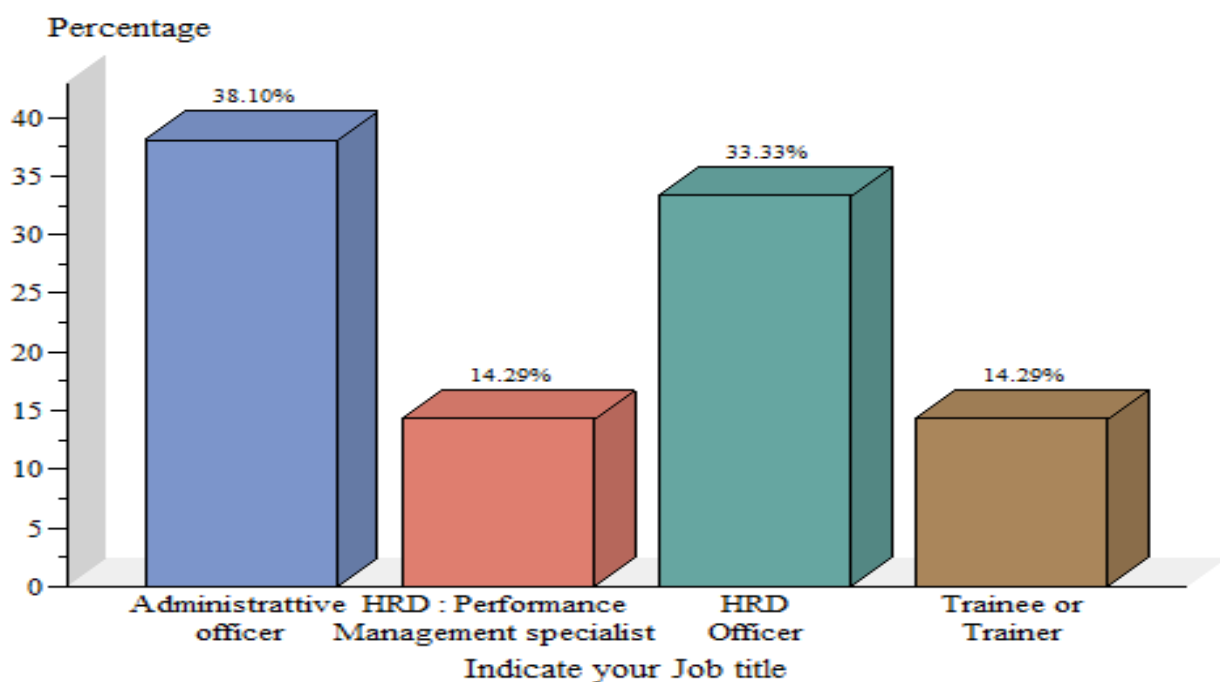
Figure 4.3 shows the years of service. The majority of 47.83% of respondents have between 11-15 years of service, while 17.39% have between 16-20 years of service, 13.04% have between 21-29 years of service, 8.70% have 30 and more years of service and 13,04% have under 0-5 (five) years of service. This is an indication that most respondents have experience of the work they are doing, and more performance is thus expected. Those with more than 15 years of service are well qualified to serve as mentors for younger employees. This would not only ensure that the institutional memory is preserved and passed on to the next generation, but also that younger employees are competent and qualified for their respective positions.

Figure 4.3: Years of service
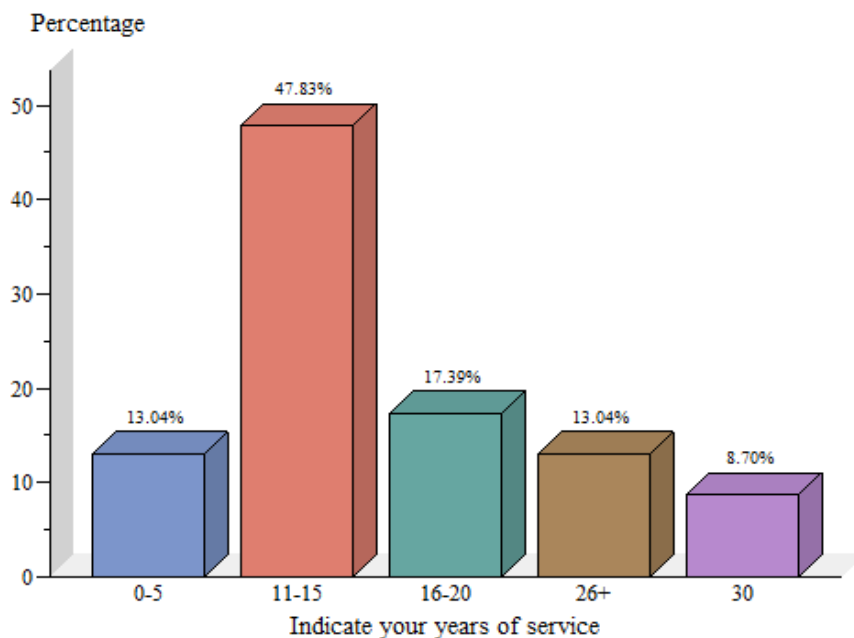
Figure 4.4, Level of education, reflects that 34.78% of respondents hold a bachelor's degree, 26.09% have a diploma, and 17.39% of respondents have an honours degree. Respondents with a certificate, master's degree and doctorate are all at 4.35%, while 8.70% of respondents have post-graduate diplomas. This shows that the overall workforce of Tshwane Municipality is well-educated. It means that employee performance should be enhanced, which in turn should improve service delivery to the citizens of the municipality.

Figure 4.4 Level of education
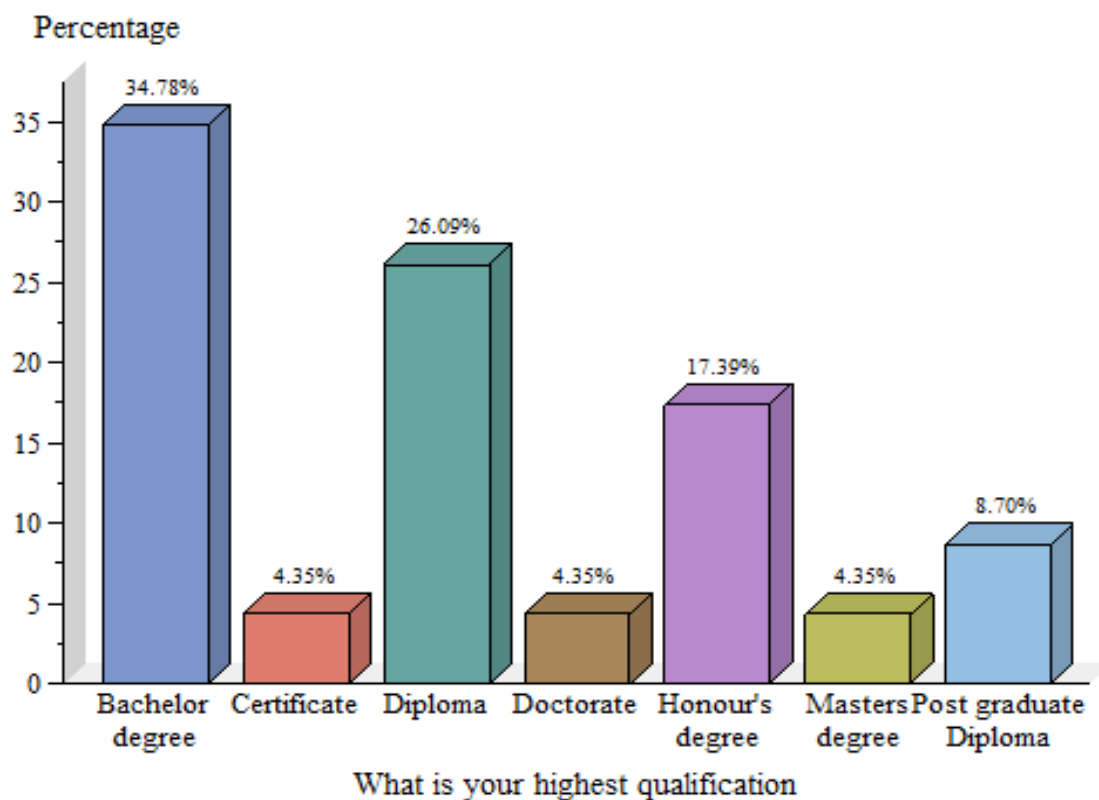
4.3   IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE

This section explores training and development at the Tshwane Municipality and whether training and development enhance employees' performance. Figure 4.5 (the training programme) indicates that the overwhelming majority of 86.96% of the respondents are of the view that the municipality has training programmes, while 8.70% strongly agree and 4.35% disagree. This is in line with the preamble to the Constitution and section 195(h) of the Constitution that stresses the importance of maximising human potential. This is further underscored by Cayer and Cayer (2004:111) who claim that training and development programmes are needed to ensure that previously disadvantaged people are not only provided with training and development opportunities, but also ensure that they are empowered with competencies and capabilities. This is an indication that the municipality is ensuring that its employees are empowered to provide effective service to all its citizens.

Figure 4.5. Training programmes
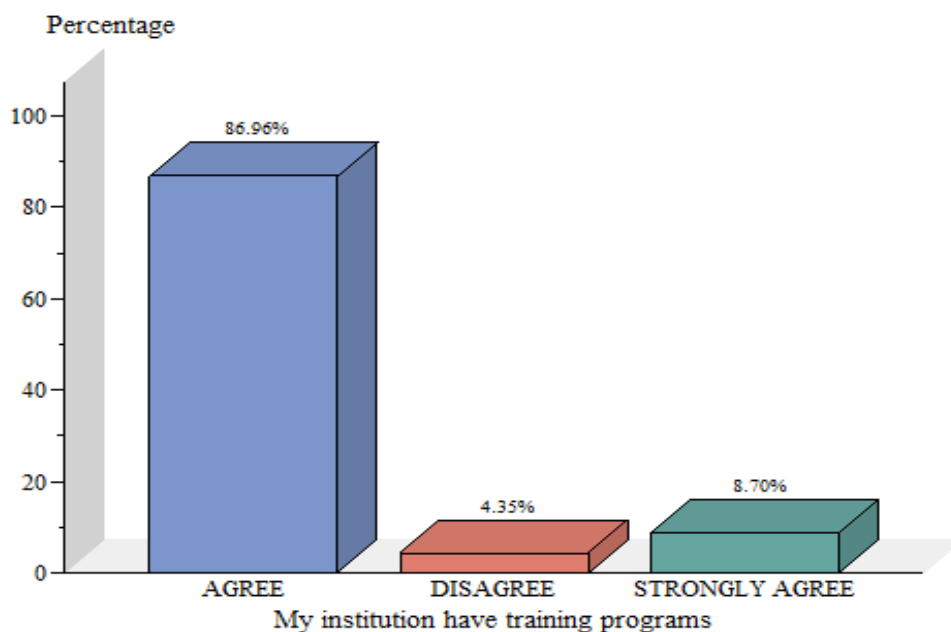
Figure 4.6 illustrates that the majority of respondents (78.26%) agree that the CoT offers different types of training programmes, 17.39% strongly agree, while 4.35% disagree. The 4.35% that disagree implies that some employees may not have been exposed to different types of training programmes. The vast majority (78.26%) is a reflection that the institution met the different needs of employees to achieve one goal which is to improve employees' performance. Ncube (2016:29) maintains that employees who are exposed to various types of training programmes place themselves in a good position to enhance their skills and this enables them to execute their tasks effectively. Organisations are motivated by different reasons to choose different training programmes (Nassazi, 2013:24). For example, an institution can select a training programme based on identified employee needs. This helps the institution to determine whether the training programme is aligned with identified needs in achieving the objectives of the organisation.

Figure 4.6: Types of training programmes
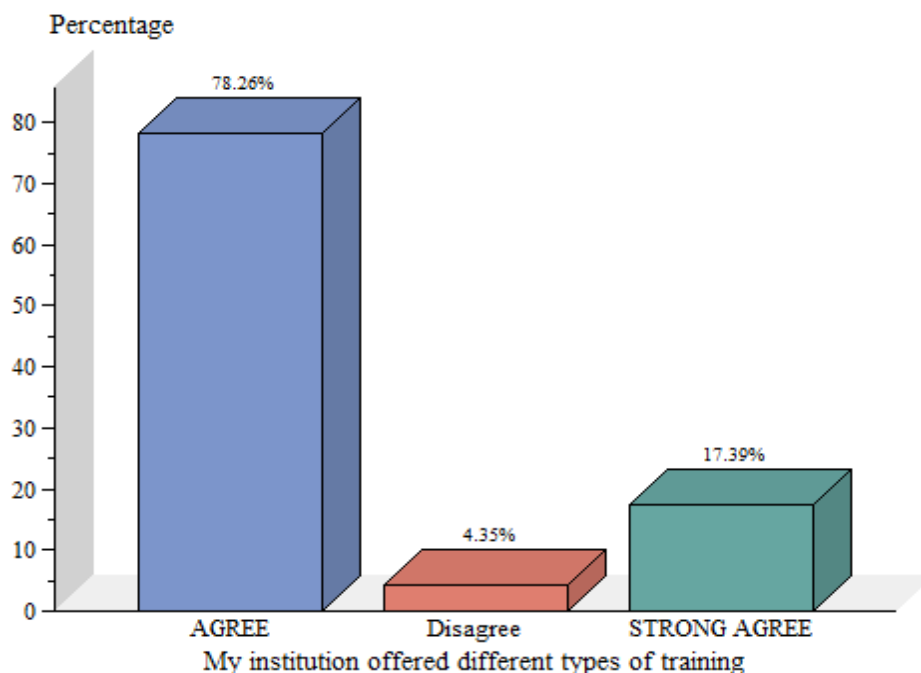
Figure 4.7 portrays training provided to improve performance. A vast majority (39.13%) agree that a training and development programme improves performance, while 26.09% disagree with the view that training and development improve performance with 4.35% neutral and 30.43% strongly agreeing with the statement that training and development improve performance. The views of the vast majority imply that respondents are motivated, dedicated and willing to improve performance. Shepard *et al.* (2003) cited in Muhamad & Khan (2011:5) asserted that training and development increase the overall performance of the organisation. It shows that trained and developed employees performed well in their jobs because they are empowered and more productive (Ndevu, 2006:4).

Figure 4.7: Training provided to improve performance
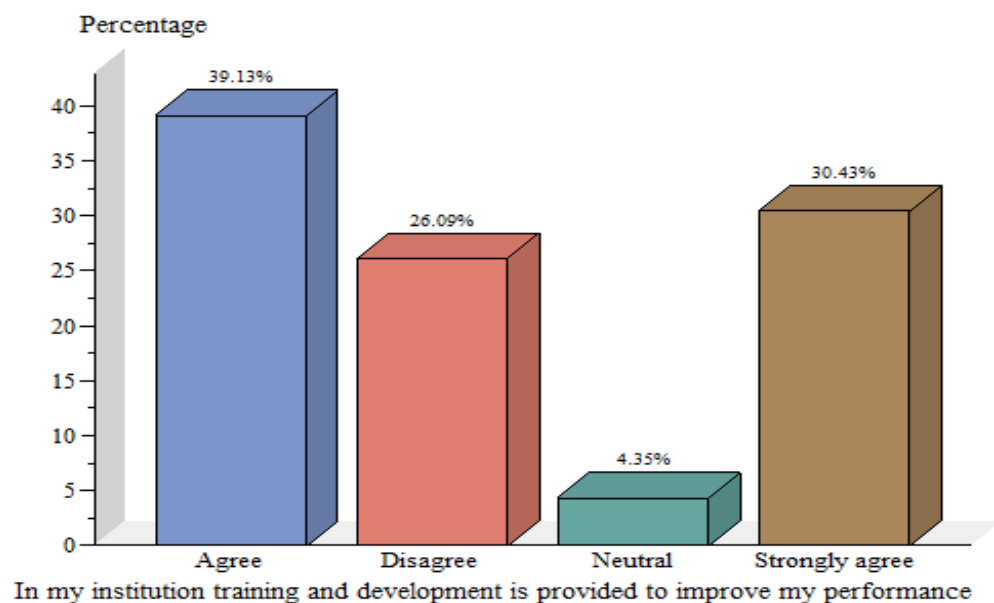
Figure 4.8 (purpose of training) indicates that 56.52% of respondents agree that the purpose of training and development is to provide new skills and impart knowledge, which leads to higher productivity. Whereas 26.09% strongly agree that the purpose of training and development provides new skills and imparts knowledge, these respondents might be a performing employee who is committed in the job. 8.70% disagree that the purpose of training and development is to provide new skills and knowledge, which leads to higher productivity and 8.70% are neutral. This is underscored by Brookers (1995:62) who claims that training develops individuals' abilities for the current and future jobs.

These results are linked with the literature where Mpofu and Hlatywayo (2015:134) agree, stating that training and development improve employees' performance. Training and development ensure that employees are equipped with necessary skills to perform at expected standards as per job requirements. This is supported by Mello (2006:2003) who reiterates the strategic importance of training in transforming attitudes, knowledge and skill behaviour to achieve effective performance. Therefore, effective performance translates into new knowledge, skills and attitudes.

Figure 4.8: Purpose of training

The purpose of training and development in my i...n is to provide new skills and impart knowledge
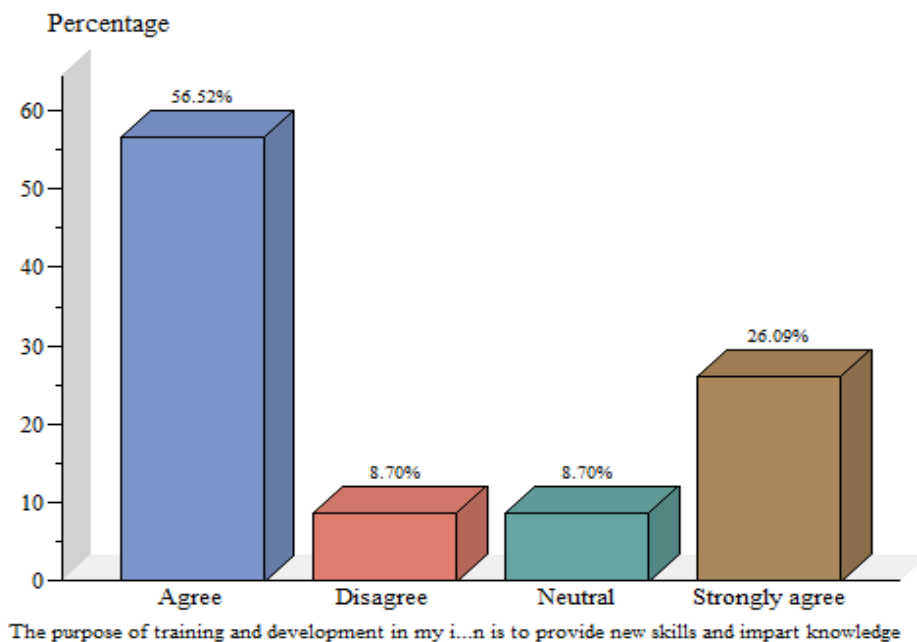
Figure 4.9 shows that the overwhelming majority of 52.17% agree that training provided by the institution is related to employees' job descriptions, while 21.74% disagree that training provided is related to employee job descriptions, while 21.74% strongly agree and 4.35% were neutral. This is supported by Armstrong (2006) cited in Omolo, (2015:27) who stresses the importance of the training provision and why it must be aligned with employee job descriptions.

Figure 4.9: Training relate to job description
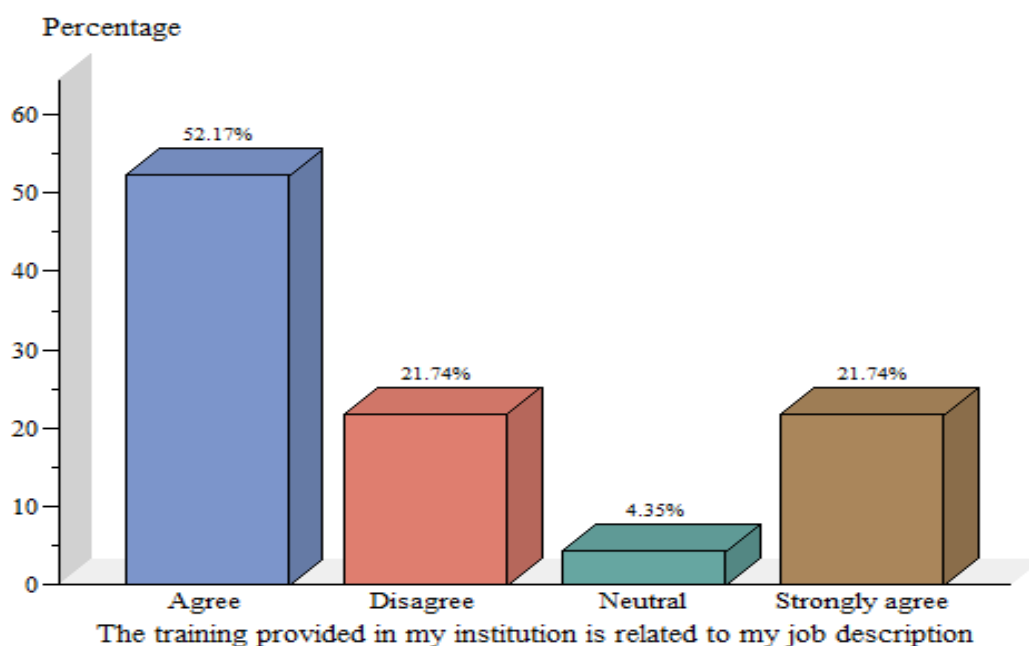
Figure 4.10 illustrates that 39.13% of the respondents agree and 21.74% strongly agree that managers encourage employees to attend training programmes. Therefore, this is a reflection that the municipality is committed to empowering employees with new information and new skills in preparing them for any future challenges. 17.39% are neutral. However, 13.04% strongly disagree that managers are encouraging employees to attend training programmes, and 8.70% disagree with the statement suggesting that some managers do not encourage employees to attend training programmes. This leads to employees not feeling valuable to the institution and discouraged to execute their tasks. Ndevu (2006:4) claims that without training no employees are likely to be successful in accomplishing their tasks effectively, relatively to employees who are encouraged to attend training and are thus likely to perform well in their jobs. It is therefore important for managers to motivate employees to attend training so that they can be equipped with necessary skills to perform well in their jobs.

Figure 4.10: Managers encourage employees to attend training
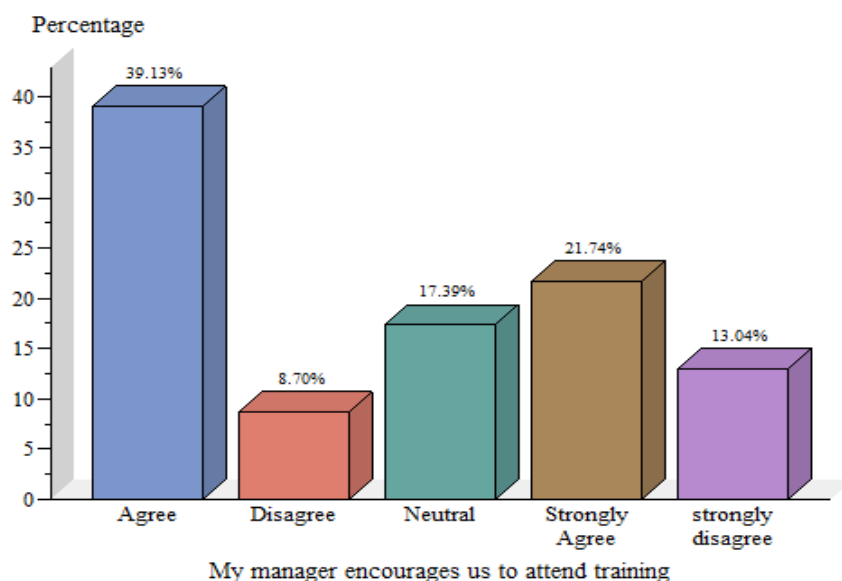
Figure 4.11 illustrates that 54.55**%** of respondents receive training at least once a year, 31.82% indicated that they did not receive training once a year and 13.64% were uncertain. Training increases employee quality of job performance and the municipality performance at large (Mpofu and Hlatywayo, 2015:134). Employees are likely to stay longer with the institution because they feel valuable.

Figure 4.11: Training received at least once a year
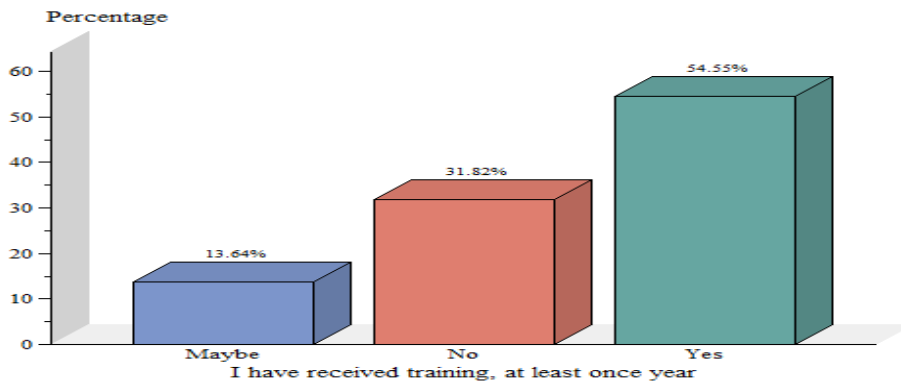
Figure 4.12 portrays that 47.83% of respondents confirm that training programmes provided by the institution are effective, 17.39% disagree, the same percentage(17.39%) strongly agree, 4.35% strongly disagree and 13.04% are uncertain. It is convincing that the institution is committed to improving employee performance and development. Therefore, employee capabilities would increase and empower them to excel in their work. This is underscored by Frederickson (2015:247) who suggests that for training to be effective it must be evaluated to ensure that it is effective. It is convincing that the institution is committed to improving employee performance and development. Therefore, employees' capabilities would increase and empower them to be effective. This is underscored by Frederickson (2015:247) who suggests that for training to be effective it must be evaluated to ensure its effectiveness.

Figure 4.12: Training programme is effective
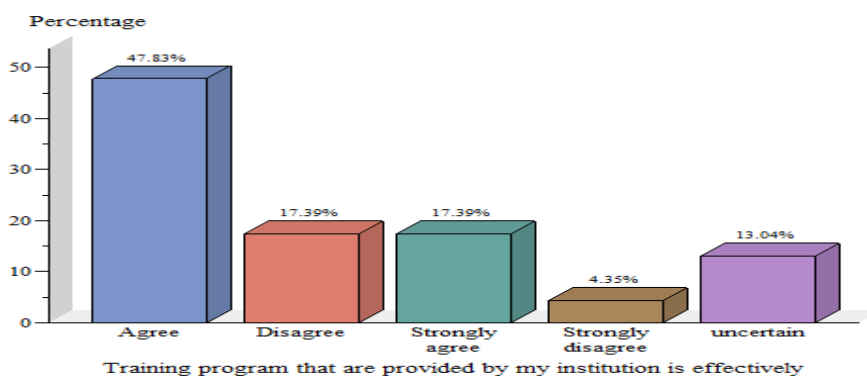
Figure 4.13 shows that 34.78% of respondents agree that they are always informed when the training opportunities are available, while 17.39% disagree, 30.43% strongly agree, and 8.70% strongly disagree, while 8.70% were uncertain. The 26,09% who disagree and 8.70% who are uncertain reveal that there seems to be a lack of communication between the subordinates and managers. This deprives employees of the opportunity for them to maximise their potential. The White Paper on the Public Service Training (1997) emphasises that education and training opportunities must be given to all employees. Erasmus *et al.* (2015:89) cited in Bangura (2017:38) reiterates that an organisational culture that is conducive for training and development is a necessity.

Figure 4.13: Training opportunities
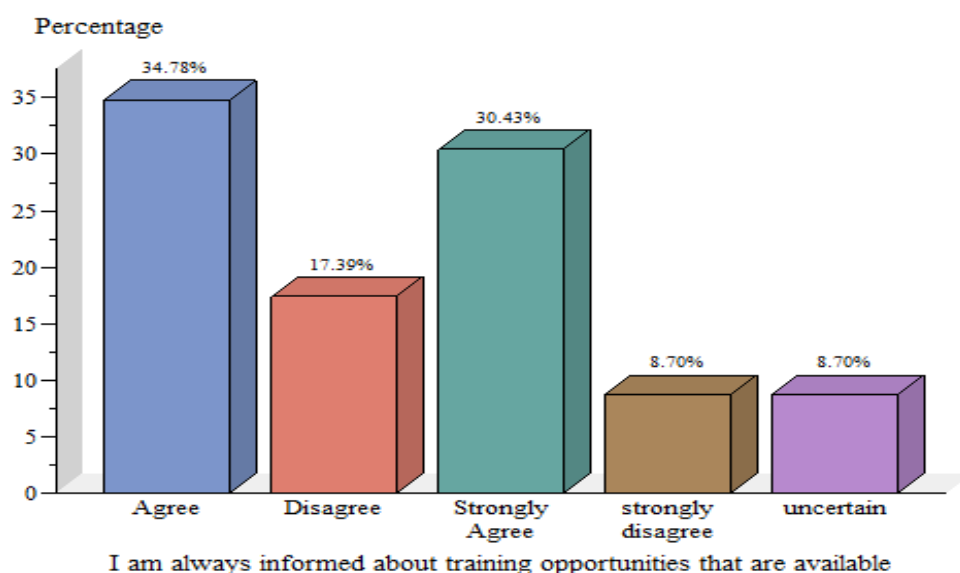
Figure 4.14 demonstrates that 34.78% agree that in the institution feedback is necessary after training, while 34.78% disagree, 21.74% remain neutral., 4.35% of respondents strongly agree feedback in the institution is necessary after training and 4.35% strongly disagree. Feedback is necessary to determine the effectiveness and the impact of the training and to identify whether the training is beneficial for the employee or achieved its desired purpose.

Figure 4.14: Feedback after the training
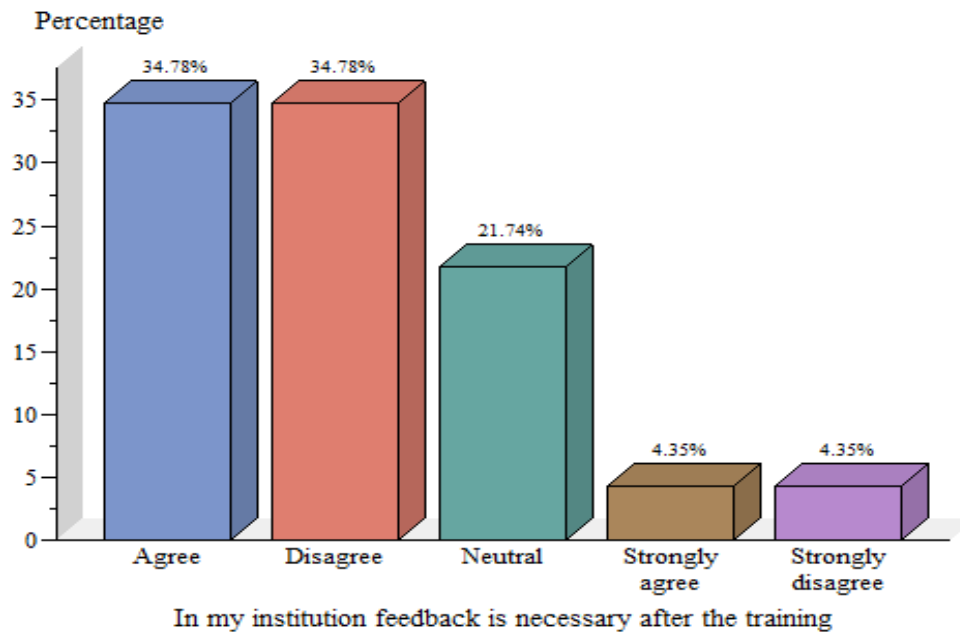
Figure 4.15 demonstrates that 56.52% agree that one of the reasons for them not attending training is budget cuts and limited funds,13.04% disagree, 8.70% strongly agree, 13.04% disagree, while 8.70% remain uncertain. Ndevu, Ile and Lle (2007:159) stress that HRD programmes contribute to organisational effectiveness and therefore public institutions should be encouraged to spend more funds on training and development The Skills Development Act (1998) and the Skills Development Levies Act (1999) make provision for employee development.

Frederickson (2015:247) asserted that human resource training has been largely neglected as a budget priority and it is the first budget item to be reduced when organisations are required to make budget cuts. Budget cuts make it difficult for employees to undergo training for them to acquire new skills to work and function well. Mampane and Ababio (2010:185) suggest that it is imperative that a budget is reserved for training because investment in training is costly. By reserving a budget, training can be prioritised and employee development can continue.

Figure 4.15: Training budget cut
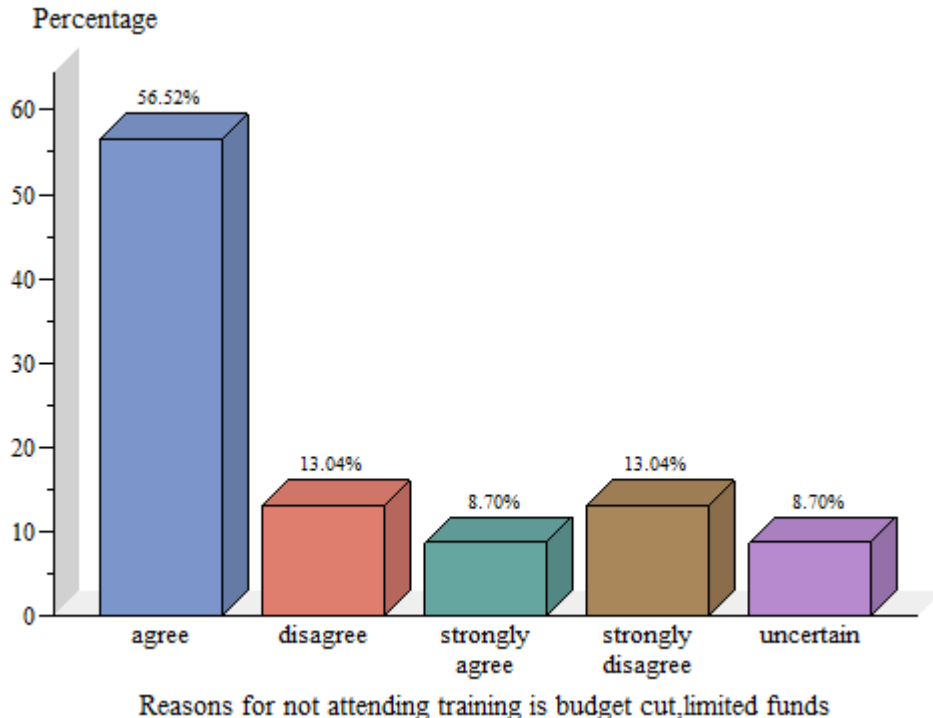
Figure 4.16 shows that the majority of respondents (30.43%) replied positively that not attending training affects work performance. This is underscored by Nassazi (2013:21) who claims that employee training plays a major role in improving performance which in turn increases productivity, whereas 26.09% of respondents disagreed that training does not affect work performance. While 17.39% remained neutral, 13.04% strong agree that training affects work performance and 13.04% strongly disagree.

Figure 4.16: Training affects work performance
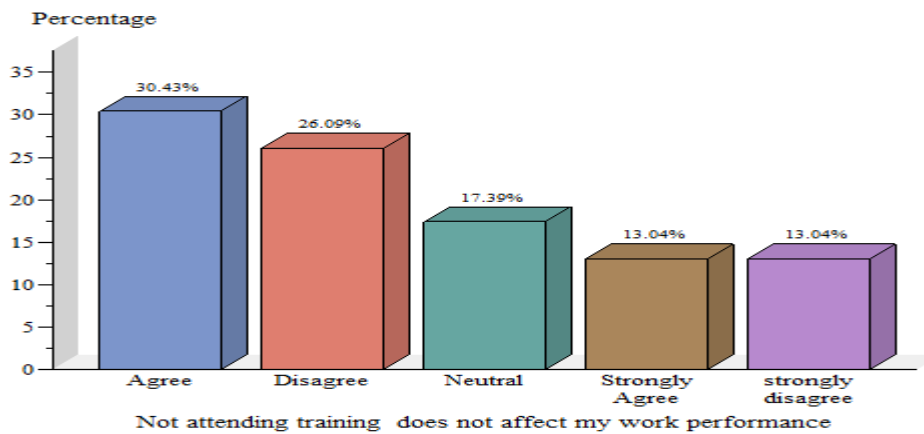
Figure 4.17 indicates that 13.04% agree that employees with expertise are retrained and promoted, 30.43% of respondents disagree that no promotion for employees with expertise leads to low morale; however, employees need to be trained and developed in order to perform effectively. 26.09% were neutral with 30.43% strongly disagreeing. With no retraining and promotion employees are likely be unproductive and resign from their jobs. Mello (2008:203) emphasises that the public service needs to invest more in training and developing employees in order to keep skilled employees. Retraining is crucial to this ever changing and developing world.

Figure 4.17: Trained employees with expertise are retrained and promoted

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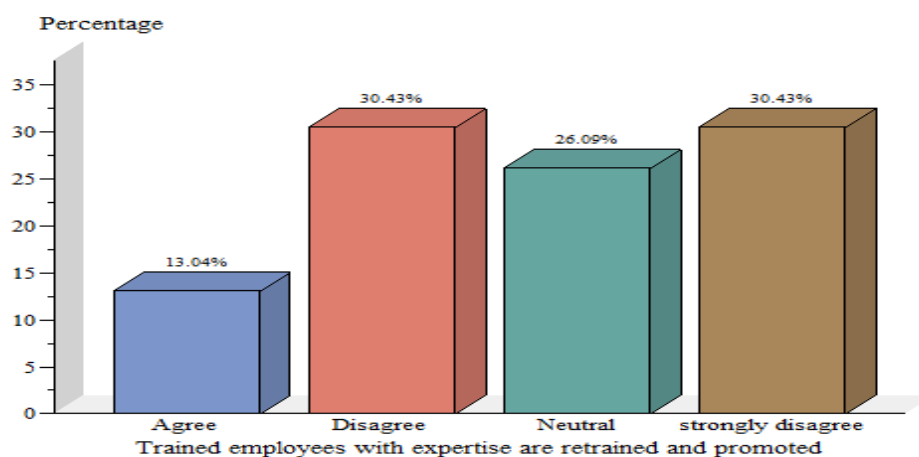
Figure 4.18 shows that 45.45% of respondents agree and strongly agree that training and development processes take into consideration the needs of different generations. This indicates that training in the institution is giving attention to the differences and similarities of different generations related to training and learning. However, 22.73% disagree with the statement, with 4.55% neutral, while 9.09% strongly agree and 18.18% strongly disagree. Based on these results (40.91% who disagree), this challenges the managers to find ways to accommodate the needs of different generations and to ensure that different generations work together successfully.

Figure 4.18 determined whether training empowered employees to achieve institutional objectives. Different generations have significant impacts in the workplace that contribute to the success of the organisation. However, the trainer must consider how different generations learn and their point of view when implementing training programmes for training to suit all ages. This is supported by Van Dyk (2004:515) who affirms that different generations learn differently, and adults learn most effectively through action-based learning activities. On the other hand, the new generation in the workplace comes with new skills and thinks differently about learning (Voler *et al.,* 2011:07 cited in Kahn & Louw, 2016:744). All generations play important roles in the effectiveness of the institution; therefore, it important for trainers to understand trainees' characteristics for training to be effective.

Figure 4.18: Training and development take into consideration the needs of different generations

Training and development processes take into consideration the needs of different generations
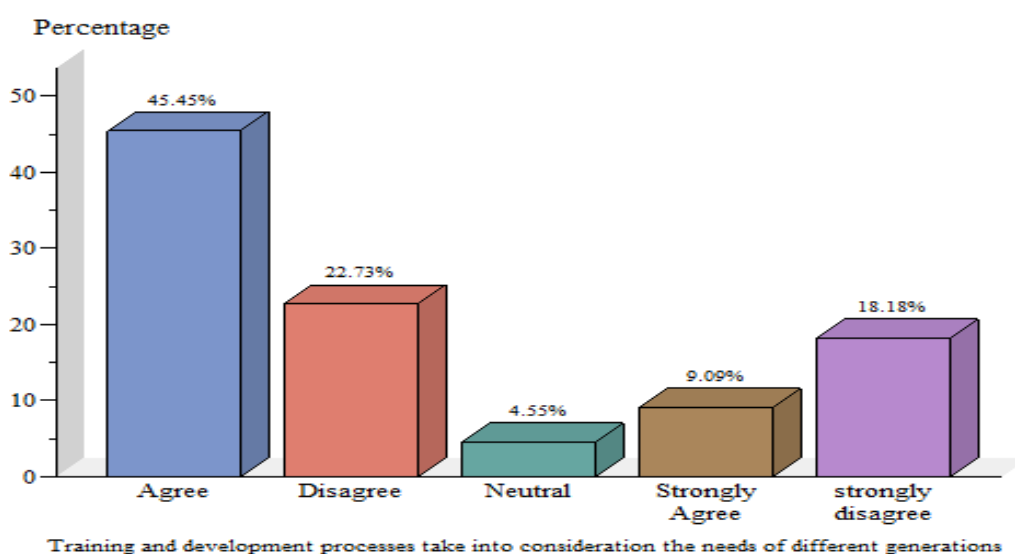
Figure 4.19 depicts that 40.91% of respondents agree that training evaluation is conducted after every training session, however, 18.18% disagree, while 22.73% remain neutral, with 9.09% strongly agreeing and 9.09% strongly disagreeing. Figure 4.19 is more concerned with the effectiveness of training. Van Dijk (2004:511) reiterates that training evaluation is important to determine whether value for money and best results for employees in satisfying their needs were achieved. It is imperative for the institution to carefully assess the training to check if there is improvement in performance or a need to organise another training.

Figure 4.19: Training evaluation is conducted after training

In my institution, training evaluation is conducted after training
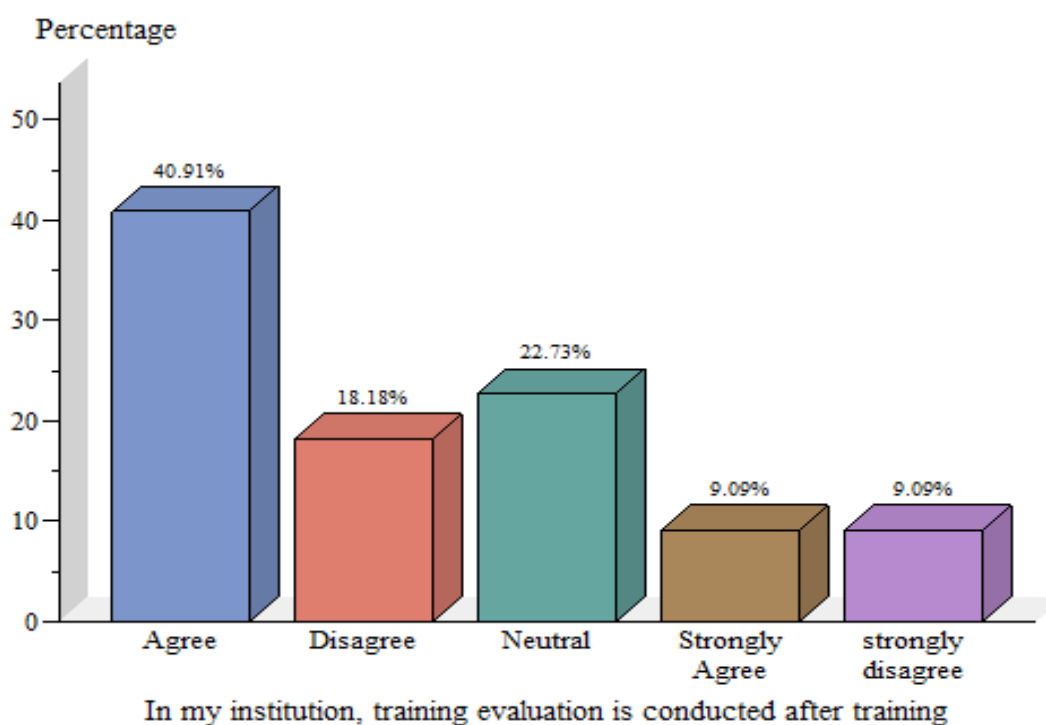
Figure 4.20 portrays that 40.91% of respondents believe that new technology affects work, which in turn influences productivity, while 18.18% disagree that new technology doesn't affect work performance, 22.73% remain neutral, with 13.64% strongly agree and 4.55% strongly disagree. This is underscored by Singh (2011) cited in Mehlape (2017:109) who claims that technological development increases productivity. This compels the employees to upgrade their technological skills in order to keep up to date with technological trends. Dessler (2011:184) states that training currently is offered on online platforms via computers. This requires extensive training on new technologies. 22.73% of respondents disagreed that new technology affects their work, with 22.73% being neutral. This indicates that these employees have a basic knowledge of technology and are technologically advanced. Continuous training is needed to train these employees on new technologies to ensure that they are technologically developed.

Figure 4.20: Technology enhances performance
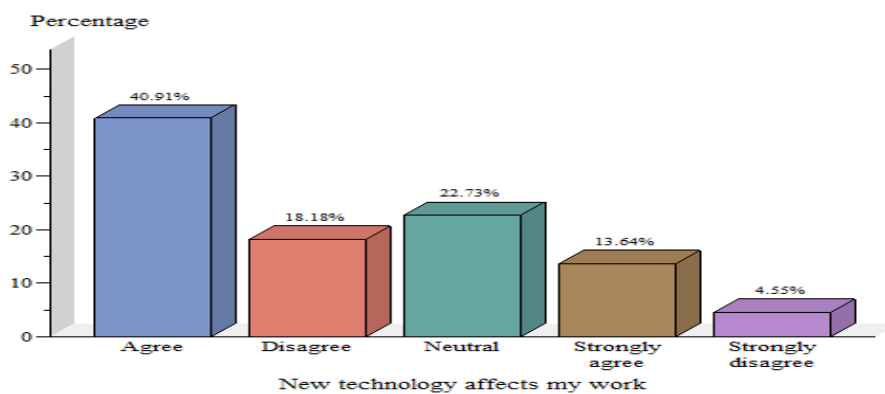
Figure 4.21 portrays that 60.87% of respondents agree that technology improves work performance, 26.09% strongly agree that technology improves performance, while 13.04% were neutral. Pillay (2002:103) stresses that technology assists the public sector to deliver services in innovative ways. Technology increases the speed with which services are delivered and makes a valuable contribution to the quality of life of citizens.
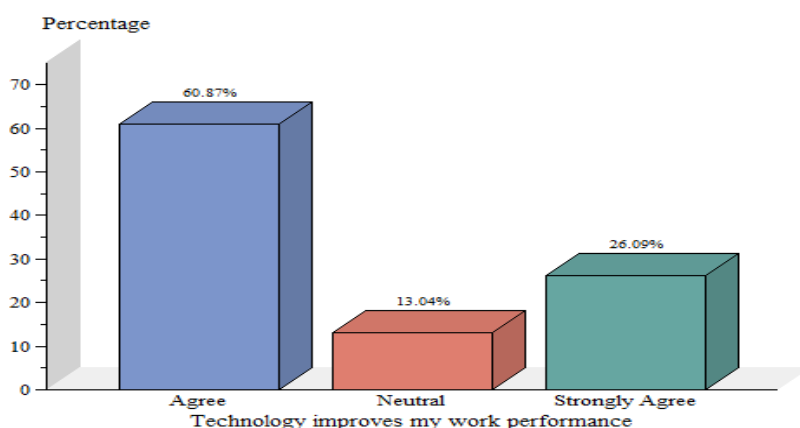
Figure 4.22 shows 39.13% of respondents agreed that consumers and clients are satisfied with the quality of service delivery, 39.13% disagree, 4.35% are neutral,13.04% strongly agree and 4.35% strongly disagree. This is supported by the White Paper on Transforming Public Service Delivery, 1995 (WPTPS), which reiterates the importance of putting people first. This implies that employees have necessary skills, expertise and knowledge to deliver services effectively. On the contrary, Claydon (2011) cited in Dastile (2008:27) points out that people protest when they are dissatisfied with poor service delivery.

Figure 4.22: Consumers and clients are satisfied with quality of service delivery

Our consumers and clients are satisfied with the quality of my institution's services delivery
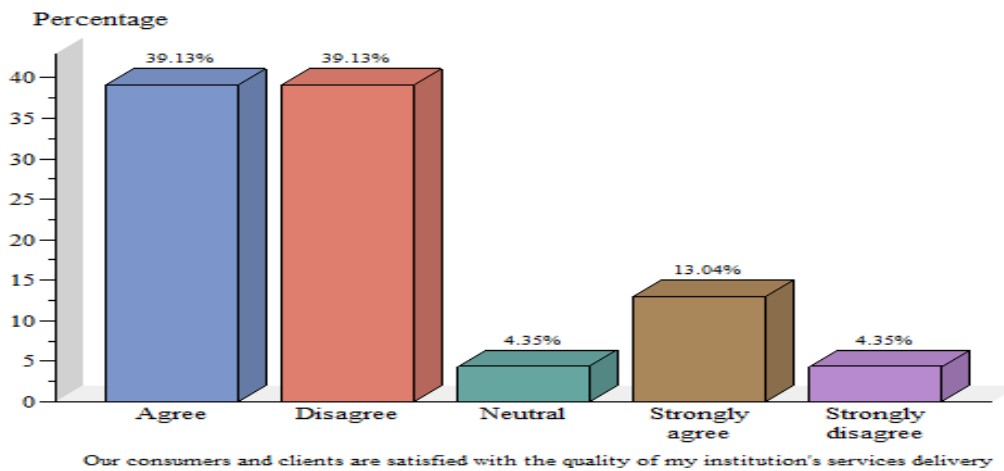
Figure 4.23 illustrates that 43.48% of respondents agreed that they have enough resources to effectively perform their duties and responsibilities, 30.43% disagreed, 13.04% were neutral,4.35% strongly agreed and 8.70% strongly disagreed. This increased knowledge, skills and change in behaviour results in increased knowledge and competencies, which enhance employees' performance (Swanson, 2007:336).

Figure 4.23: Sufficient resources enhance performance

I have sufficient resources to be effectively perform my duties and responsibilities
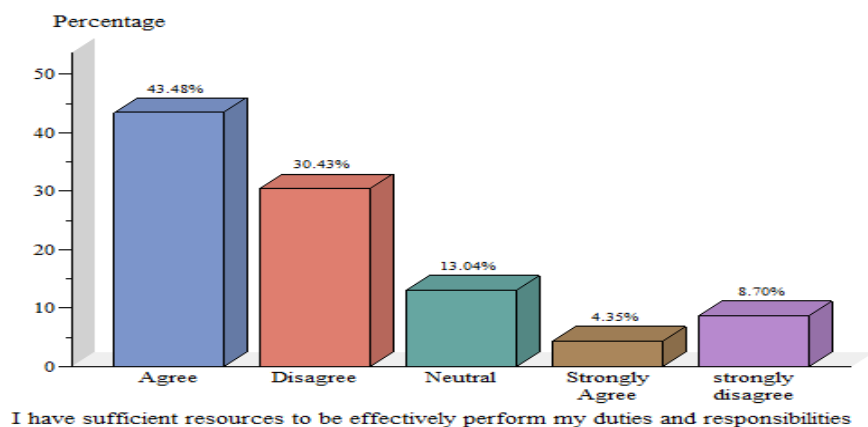
Figure 4.24 shows 26.09 % of respondents agreed that managers provided feedback during performance appraisal, 8.70% disagreed, while 30.43% remained neutral with 17.39% strongly disagreeing. This means that there is a flow of communication between the managers and employees and this gives an opportunity for the developmental needs of the employees to be addressed. This concurs with the White Paper on Human Resource Management of 1997 (Republic of South Africa, 1997) which states that employees' performance must be appraised. It is further supported by Makamu and Mello (2014:107) who claim that employees must be given feedback on their performance.

Figure 4.24: Provide feedback during performance appraisal
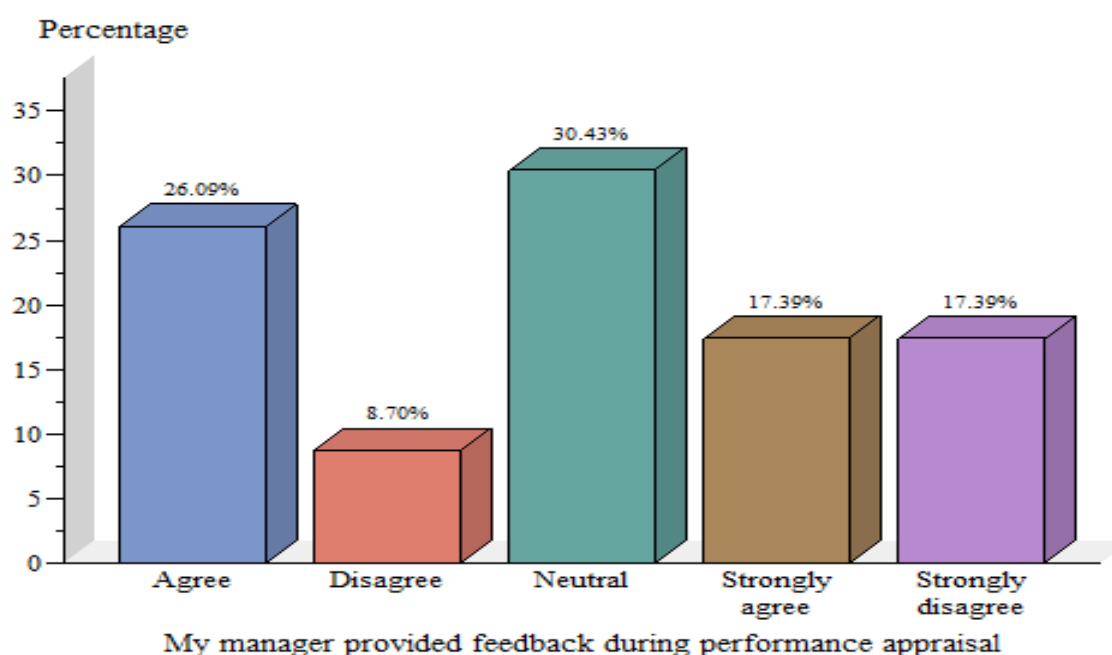
Figure 4.25 portrays that 56.52% of respondents agreed that learning is an integral part of the institution, 8.70% disagreed, 17.39% remained neutral, 13.04% strongly agree and 4.35% strongly disagree that their institution is not an institution of learning. This implies that the municipality is a learning institution and there is a freedom to learn in the workplace. Qwabe and Pillay (2009) cited in Wessels (2014:146) suggest that the public sector should create a culture of learning where employees can improve the level of service delivery. This would motivate employees to learn from one another in helping the organisation to achieve its goals. Van Dyk (2005:170) stresses that the success of learning organisations cannot be measured because learning is not measurable. Learning allows employees to gain new information, knowledge and skills, which in turn increases performance (Coetzee, 2007 cited in Wessels & Rochelle, 2014:155).

Figure 4.25: Institution of learning
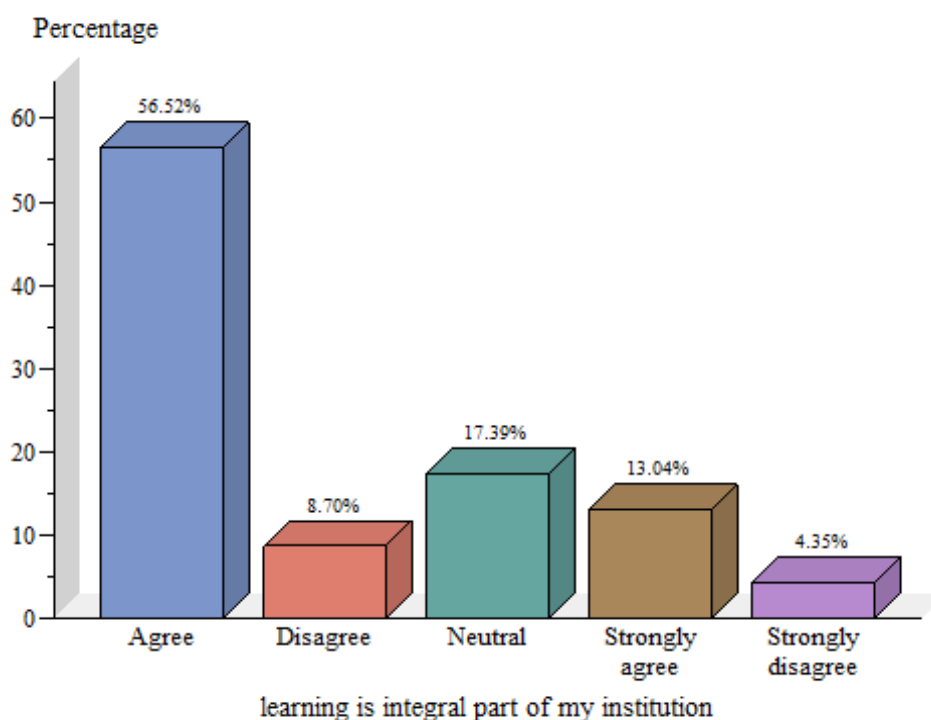
Figure 4.26 illustrates that 21.74% of respondents agreed that excellent performance is rewarded, 43.48% disagreed that excellent performance is not rewarded, while 4.35% remain neutral . 4.35% strongly agreeing that excellent performance is rewarded while 26.09% strongly disagree. This indicates a gap between rewards and performance and its shows a negative relationship between rewards and performance. Rewards encourage employees to go the extra mile and perform well in the job knowing that performance is rewarded. The more rewards available, the more employees are motivated to do an excellent job. Armstrong (2006:332) agrees, stating that performance management helps to improve employees' performance and it provides them with necessary information needed to increase performance. One of the keys of effective human resource management is to ensure that good performance is recognised and rewarded (DPSA, 2007).

Figure 4.26: Rewarded for excellent performance
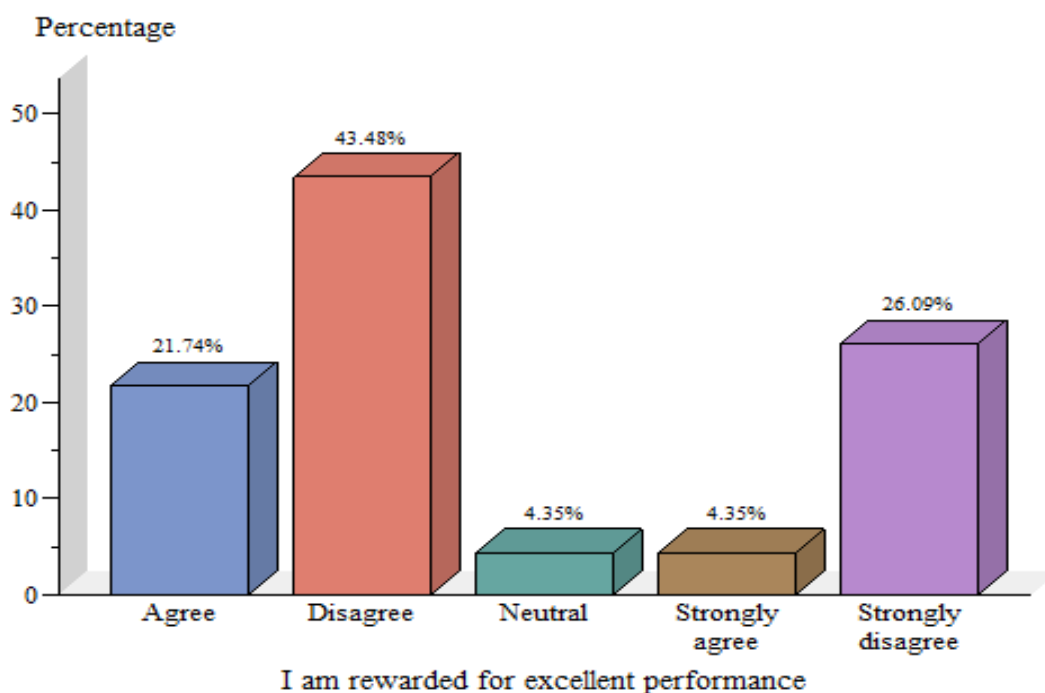
4.4 TRAINING AND DEVELOPMENT CHALLENGES

This section deals with the challenges of training and development and future advancement.

- **Training challenges**

Respondents revealed that advanced training is limited for senior managers, thus denying subordinates and lower and middle managers from empowering themselves for senior positions. Line managers take time to approve training applications and this poses a challenge for them to attend training on time. Respondents indicated that mentorship and coaching are needed to help the novices and groom middle managers for senior positions.

- **Training budget**

Training budgets and financial restraints have a negative impact on training provision and development. The Skills Development Act 97 of 1998 makes provision for training and development of the South African labour force. This is underscored by Mampane and Ababio (2010:185) who suggest that a specific training budget be reserved for training because investment in training is expensive.

This can help to overcome the challenge of limited budgets for training. Du Toit *et al.,* (2002:41) cited in Van Dijk (2002:41) state that limited funds for training and development are available and when this is measured against the high costs of training provided by external providers this leads to budget constraints.

- **Lack of resources**

Respondents indicated that there are lack of resources that hinders them to function effectively, which negative impacts the effectiveness of the institution. Lack of resources may have a negative effect on employees' morale. Therefore, it is important that adequate provision should be made to ensure sufficient resources are available for employees to perform their duties and responsibilities (Swanson, 2001:94).

- **Training needs**

The respondents revealed that the training does not address their training needs. HRD should identify training needs of employees before the training is provided, rather than organising training without identifying and analysing employee training needs and training that addresses only employee problem. Without identifying the training needs of the employees, it is likely that employee performance won't change. Training and development initiated by the institution should address the training needs in order to overcome shortcomings that employees may confront.

- **Further training**

Respondents indicated that they would like to pursue further training and development so that they remain employable and relevant to the institution. They mentioned among other things the following advanced computer literacy and managerial courses.

Respondents want to advance their careers and make meaningful contributions to the effectiveness of the institution.

- **Overcome training challenges**

The respondents suggested that more funds should be allocated for training. This would allow employees to capacitate themselves with capabilities and competencies that would enhance their performance, which in turn would increase productivity.

4.5   CONCLUSION

This chapter dealt with data analysis and interpretation of results of the research. It addressed the objectives of the study as stated in section 1.5 of chapter one (1) of the study. The CoT has the different employee training programmes that are available to impart new information and sharpen the existing knowledge. Human resource development (HRD) plays a major role in ensuring that employees are equipped with necessary knowledge and skills to perform their jobs. Training evaluation is conducted after training sessions to determine the effectiveness of the training. Technology is seen as vital in helping to improve employee performance, but it imposes challenges when it is first introduced.

Budget cuts is the main reason for employees not undergoing development programmes. This impacts employee performance and employee growth. The main goal of any institution is to meet the needs of the citizens or customers. This is the case with the CoT where respondents stated that they are satisfied with the level and quality of service delivery. It has been observed that learning is essential in the institution which can create teamwork in achieving the vision and mission of the institution. The results reveal that training and development have a positive impact on employee performance. However, there are challenges for training provision. Findings, recommendations and conclusions are discussed in the next chapter.

CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The previous chapter outlined data analysis and interpretation. It revealed that training and development have a positive impact on employee performance. The main focus of the study was to evaluate whether HRD enhances employee performance. The findings in this study only present the views and opinions of the employees who participated. This chapter concludes the research, based on the findings drawn from the data collected and provides recommendations with regard to the challenges encountered.

5.2 SYNTHESIS OF CHAPTERS

Chapter one of the research report began by focusing on the introduction, background and rationale of the study, problem statement, research questions and research objectives. The chapter gave an orientation to the significance of this study and the limitations of the study. It also provided an outline of the chapters and concluded with a preliminary literature review of key concepts that are relevant to the study.

Chapter two concentrated on the literature review of human resource development enhancing employee development. Consideration was given to the theoretical and conceptual framework, and the correlation between training and development on employee performance. It continued by looking at performance appraisal as a theory of high performance and how HRD can translate into better service delivery. This includes the legal framework that governs training and development in South Africa, and different training and development strategies were described.

Chapter three dealt with research design and methodology. It explained the research paradigms adopted by the researcher and the sample and sampling procedures. The mixed method qualitative research method was used to collect data. Questionnaires were used as an instrument to collect information from the participants. Moreover, ethical considerations in conducting the research were observed. The chapter concluded by describing data analysis techniques.

Chapter four provided data analysis, presentation and interpretation based on the data collected through questionnaires. The important points that were revealed included training and development programmes, training budget, how training affects performance, no promotion for expertise employees, new technology, learning is integral part of the institution, HRD translates into service delivery and the introduction of new technology.

Chapter five deals with findings, recommendations and conclusion.

5.3   FINDINGS OF THE RESEARCH

Human resource development plays a vital role in the institution through effective training and development of employees. Training and development enable employees to work better and increase productivity. The literature review and data analysis revealed the following findings about the City of Tshwane Municipality:

Training and development programme: The study shows that the institution has training programmes, but employees still want to go for more training. The training and development programme provides the institution with a means to improve employees' performance. Shepard, Jon *et al.* (2003) cited in Muhamad & Khan (2011:5) indicated that training and development increase the entire performance of organisations.

It was discovered that training provided by the institution is aligned with job descriptions. This implies that employees are developed and they are effective in their jobs. Armstrong (2006) cited in Omolo (2015:27) suggested that when organisations design training it is necessary that training is carefully designed according to the needs of the employees to avoid negative results.

The City of Tshwane human resource development offers different training programmes to cater for different training needs of the employees. Employees are more likely to feel motivated, satisfied and work better. The satisfaction is from the good treatment they get from the employer in the institution, for instance the skills obtained from the training. Section 2.12 shows that different training strategies allow the organisation to apply different training methods to meet the identified training needs of its employees (Nassazi, 2013:25). It was revealed that employees are always informed about available training opportunities. This shows that there is strong communication and a good relationship between the employees and the employer. The study revealed that employees receive training once or twice a year, but this is not enough.

- **Training budget cut:** The research revealed that the CoT training and development programmes have not been operating effectively due to budget cuts. This leads to employee dissatisfaction which influences the quality of performance. With regard to the challenge of budget cuts, Singh (2008:49) suggests that for training and development programmes to be effective sufficient funds need to be available.

- **Training affects work performance:** The research revealed that no training affects employees' performance, skills are not refreshed and there is no career growth. Mpofu and Hlatywayo (2015:134) reiterate that employee training and development are important for improving employee performance, which increase productivity and the growth of the organisation. Training and development are a key element of success for the organisation and it is beneficial to equip employees with necessary tools to execute their duties and responsibilities.

- **New technology:** Technology is key in this ever-changing world. Skill and knowledge on how to use the technology is crucially needed. Section 1.2 reveals that the future requires sustainable advantage for success which depends on new technologies and less on new product technology (Thurow, 1993, cited in Swamson, 2001:95). Technology can play an important role in increasing public access and enabling governments to deliver services in new and innovative ways (Pillay, 2002:103).

- **Learning is an integral part of the institution:** According to Senge (1990:3) cited in van Dijk (2005:170), a learning organisation is where people are working together continuously in expanding capacity and sharing new patterns of thinking. It means that the City of Tshwane allows the employees to get knowledge and new skills and encourages lifelong learning in the workplace. Collective ambitions are set free and there is continuous learning and people learn how to learn together. Employees in turn embrace the spirit of team working towards achieving one goal of the institution.

- **Consumers and clients are satisfied with the quality of service delivery:** The study reveals that motivated, dedicated and trained employees are likely to perform well in their jobs and be able to deliver quality services to the clients. The quality service delivery is influenced by the White Paper on Transforming Public Service Delivery (RSA, 1995). The HRD of the institution complies with the White Paper on Transforming Public Service Delivery (RSA, 1995) and this White Paper serves as the mechanism to influence public servants to provide quality service delivery to the community.

- **Performance and reward:** The research portrays that employees are not rewarded according to their performance, though the institution has performance management in place. This is likely to have a negative impact, especially on high performers. HR is responsible to ensure that good performance is recognised and rewarded (Department of Public Administration,1997).

5.4   RECOMMENDATIONS

Based on the research findings, the following recommendations are made to assist the institution in enhancing employee performance through HRD and service delivery. The suggestions relate to what might be done in overcoming training and development challenges. However, the CoT is on the right path in providing training and development to its employees. However, there are a few strategies that the CoT may consider for enhancing performance.

- **Training budget cut**: The institution should undertake financial feasibility studies that address the issues of how to have enough funds, and how the institution should continue with employee training regardless of limited funds. The institution should revisit the Skills Development Act (1999) to seek for advice on how to overcome the challenge of budget cuts and how to create more opportunities for training and development and incentive funding for training.

- **Training affects work performance**: CoTM and HRD need to have regular meetings with the employees to check what the reasons are for employees not attending training. In the annual appraisal meeting, managers should ask the employees the reasons for not attending training and send the information to the human resource department for all employees to be trained. The institution's policies should clearly state that training and development are compulsory for everyone and outline the importance of employee training and development. There is a need for a skills audit and training evaluation in order to check who attends the training and who does not.

- **New technology affects work performance**: technology is important to enhance employee performance especially on how services are delivered. However, new technology has a negative impact because it requires extensive training. The institution should offer training immediately the technology is introduced in order to adapt to the current technological trends. The city of Tshwane Municipality should develop a computer literacy course as part of employee development. Employees who are knowledgeable about computers can work with speed and the can withstand the competition in the 21st century.

- **Performance and reward**: The institution should design a performance management policy that recognises excellent performance. This policy should ensure that excellent performance is rewarded accordingly and a certificate of excellence should be awarded as a token of recognising the excellent work done. Rewards encourage employees to work to their level best and that can accelerate the service delivery. Employees will stay longer at the institution where there is an incentive for performance.

5.5   CONCLUSION

This study aimed at evaluating whether human resource development (HRD) enhances employee performance and exploring relationships between employee performance and training and development. Training and development are seen as a trigger to increase employee performance. The success of the institution is determined by employee skills, knowledge, capabilities and attitudes. These determinants can be obtained through effective employee training and development. To ensure that employees are doing the job as they are expected to do, training must be continuous. Human resource development (HRD) cannot exist alone; it must be coupled with a learning organisation, technological training and performance management and performance appraisal. HRD assists the City of Tshwane Municipality (CoTM) to keep abreast with new contemporary developments and therefore HRD should be prioritised as a key element to enhance service delivery through the quality of employee performance.

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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERITIFICATE

UNISA | university of south africa

DEPARTMENT: PUBLIC ADMINISTRATION AND MANAGEMENT
RESEARCH ETHICS REVIEW COMMITTEE

Date: 28 October 2019

Ref #: PAM/2019/030 (Cutu)
Name of applicant: Ms S Cutu
Student#: 57640661

Dear Ms Cutu

Decision: Ethics Clearance Approval 28 October 2019 to 27 October 2022

Details of researcher:
Ms S Cutu, student#: 57640661, email: cutus@unisa.ac.za, tel: 012 429-4675
[**Supervisor:** Prof SB Kahn, staff#: 90121244, email: kahnsb@unisa.ac.za, tel: 012 429-3913]

Research project 'Human resource development as a tool to enhance employee performance'

Qualification: Master of Administration in Public Administration

Thank you for the application for **research ethics clearance** by the Department: Public Administration and Management: Research Ethics Review Committee, for the above mentioned research. Ethics approval is granted for the period 28 October 2019 to 27 October 2022. If necessary to complete the research, you may apply for an **extension** of the period. The decision will be tabled at the next College RERC meeting for notification/ratification.

For full approval: The application was **expedited and reviewed** in compliance with the *Unisa Policy on Research Ethics* and the *Standard Operating Procedure on Research Ethics Risk Assessment* by the RERC on 22 October 2019.

The proposed research may now commence with the proviso that:

1) The researcher will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.

University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za
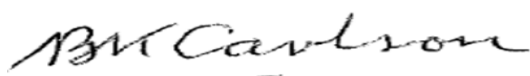
APPENDIX B: DECLARATION OF LANGUAGE EDITOR

8 Nahoon Valley Place

Nahoon Valley

East London

5241

21 January 2021

<div align="center">TO WHOM IT MAY CONCERN</div>

I hereby confirm that I have proofread and edited the following thesis using the Windows 'Tracking' system to reflect my comments and suggested corrections for the student to action:

Human resource development (HRD) enhance employee performance: a case of the City of Tshwane Municipality by SANDISIWE CUTU, a thesis submitted in accordance with the requirements for the degree of MASTERS OF ADMINISTRATION at the UNIVERSITY OF SOUTH AFRICA (UNISA).

Brian Carlson (B.A., M.Ed.)

Professional Editor

Email: bcarlson521@gmail.com

Cell: 0834596647

Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the **student** in the first instance and not with myself as the editor.

APPENDIX C: DECLARATION OF TECHNICAL EDITING

23 4TH STREET
MENLO PARK
PRETORIA
0102

18 January 2021

TO WHOM IT MAY CONCERN

I hereby confirm that I have done the technical editing of the thesis: **HUMAN RESOURCE DEVELOPMENT ENHANCE EMPLOYEE PERFORMANCE: A CASE OF THE CITY OF TSHWANE MUNICIPALITY** by **SANDISIWE CUTU**, **submitted in accordance with the requirements for the degree of MASTERS OF ADMINISTRATION** at the **UNIVERSITY OF SOUTH AFRICA.**

Sharon Baxter
Email: nbaxter@lantic.net
Cell: 0722502075

APPENDIX D: PERMISSION TO CONDUCT RESEARCH CITY OF TSHWANE

City Strategy and Organizational Performance

Room CSP22 | Ground Floor, West Wing, Block D | Tshwane House | 320 Madiba Street | Pretoria | 0002
PO Box 440 | Pretoria | 0001
Tel: 012 358 7423
Email: Nosipheli@tshwane.gov.za | www.tshwane.gov.za | www.facebook.com/CityOfTshwane

My ref:	**Research Permission/ Cutu**	Tel:	012 358 4559
Contact person:	**Pearl Maponya**	Email:	PearlMap3@tshwane.gov.za
Section/Unit:	**Knowledge Management**	Date	28 May 2019

Ms Sandisiwe Cutu
7997 Idwala Str, Extension 36
Olievenhoutbosch
Centurion
0187

Dear Ms Cutu,
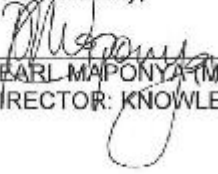
RE: HUMAN RESOURCE DEVELOPMENT: ENHANCE EMPLOYEE PERFORMANCE AT CITY OF TSHWANE MUNICIPALITY AT GAUTENG PROVINCE

Permission is hereby granted to Ms Sandisiwe Cutu, a Master of Public Administration Degree candidate at University of South Africa (UNISA), to conduct research in the City of Tshwane Metropolitan Municipality.

It is noted that the aim of study is to examine whether Human Resource Development (HRD) enhance employee performance and to investigate whether HRD translate into better quality service delivery. The City of Tshwane further notes that all ethical aspects of the research will be covered within the provisions of UNISA Research Ethics Policy. You will be required to sign a confidentiality agreement form with the City of Tshwane prior to conducting research.

Relevant information required for the purpose of the research project will be made available as per applicable laws and regulations. The City of Tshwane is not liable to cover the costs of the research. Upon completion of the research study, it would be appreciated that the findings in the form of a report and or presentation be shared with the City of Tshwane.

Yours faithfully,

PEARL MAPONYA (Ms.)
DIRECTOR: KNOWLEDGE MANAGEMENT

City Strategy and Organisational Performance • Stadstrategie en Organisatoriese Prestasie • Lefapha la Thulaganyo ya Tiro le Togamaano ya Toropokgolo • UmNyango wezokuSebenza namaQhinga ahlelweko kaMasipala • Kgoro ya Leanopeakanyo le Toropokgolo le Bodiragatti bja Mmasepala • Muhasho wa Vhupuleni ha Dorobo khulwane no Mashumele • Ndzawulo ya Maqhinga ya Dorobokulu na Matirhele ya Masipala • Uenyango Weanqhinga Ledolobha Nokusebenza KwezKhungo

UNISA | university of south africa

ANNEXURE A: PARTICIPANT INFORMATION SHEET

PARTICIPANT INFORMATION SHEET

25 March 2020

Title: Human resource Development: Enhance Employee Performance at the City of Tshwane Municipality.

Dear Prospective Participant

My name is Sandisiwe Cutu and I am doing research with Prof SK Kahn a professor in the Department of Public Administration and Management towards, Master of Public Administration at the University of South Africa. We are inviting you to participate in a study entitled "Human resource development: Enhance Employee Performance at the City of Tshwane municipality.

WHAT IS THE PURPOSE OF THE STUDY?

To examine whether human resource development enhance the performance of employee performance since the HRD is seen as tool that can help employee performance. To investigate whether HRD translate into better quality service delivery by City of Tshwane Municipality. I am conducting this research to explore literature on performance management and on how the institution manage the employee performance in the institution. Since the employee performance play very important role in the overall success of the institution.

WHY AM I BEING INVITED TO PARTICIPATE?

You were chosen due to your work experience in your department and knowledge, and information that you might have as related to the study.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves questionnaires that will be done in less than 15/20 minutes

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and there are no potential benefits for participating in this study. No under obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form and completed the questionnaire. There is no withdrawal in this study once you agree to take part in this research.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

There are no direct or indirect potential benefits for participation in this study.

ARE THEIR ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No identified risks or harm to prospective participants

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Information and data collected will be strictly confidential and encrypted with password in a computer and it's only the supervisor and the researcher will have access to the research project. You have the right to insist that your name will not be recorder anywhere and that no one, apart from the researcher will know about your involvement in this research. Your name will not be recorded anywhere and no one will be able to connect you to the answers you give.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in the office of the researcher for future research or academic purposes; electronic information will be stored on a password-protected computer.

Hard copies will be shredded and electronic copies will be permanently deleted from the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payment or reward will be offered for participation and participation in this study is voluntary and free.

HAS THE STUDY RECEIVED ETHICS APPROVAL?

Yes, ethics approval has been granted ethics certificate and attached for your information. Ethics certificate has been granted by the Research Ethics Review Committee of Department of Public administration in Unisa.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Ms Sandisiwe Cutu on 079 2494632 or email address cutus@unis.ac.za. The findings are accessible for a period of five years. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Miss Sandisiwe Cutu on 0792494632 or cutus@unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Proffessor Kahn 012 429 3913 or send email kahnsb@unisa.ac.za

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.
Ms S Cutu

ANNEXURE B: CONSENT FORM

CONSENT TO PARTICIPATE IN THE RESEARCH

RESEARCH TITLE:

HUMAN RESOURCE DEVELOPMENT: ENHANCE EMPLOYEE PERFORMANCE A CASE OF CITY OF TSHWANE MUNICIPALITY

I, …………………………………………. (Participant name & surname), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

• I have read and understood the study as explained in the participant information sheet.

• I have had sufficient opportunity to ask questions and prepared to participate in the study.

• I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

• I am aware that the findings of this study will be anonymously processed into a dissertation.

• I agree to complete the questionnaire.

Participant's name and surname	**Date**	**Signature**

Sandisiwe Cutu		
Researcher's name and surname	**Date**	**Signature**

ANNEXURE C: THE QUESTIONNAIRE FOR ADMINISTRATIVE STAFF: CUSTOMERS SERVICES

COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES

DEPARTMENT OF PUBLIC ADMINISTRATION AND MANAGEMENT

TOPIC: Human resource development: enhance employee performance a case of the City of Tshwane Municipality

Dear participant thank you for participating in this study. Please note that the information you provide in this section will remain confidential and will only be used for research purposes.

GENERAL INFORMATION

1. This questionnaire is based on research about Human resource development enhance employee performance.

2. You have been invited to participate in this study because of your extensive experience about human resource development and training in your institution.

3. You are kindly requested to answer the questions as honestly and completely as possible.

4. It will take a maximum of 15/20 minutes to complete the questionnaire.

5. Participation is <u>anonymous:</u> You are not requested to disclose your identity. <u>Your privacy will be respected.</u>

6. No one will be able to connect you to the answers you give.

7. The information collected from you will be treated with <u>strict confidentiality</u> and used for research purposes only.

8. You have the right to withdraw your participation at any time. Hence, your participation is regarded as voluntarily.

9. You will not receive any payment or reward, financial or otherwise, and the study will not incur undue costs to you.

10. The survey data will be stored in a locked cupboard and the data stored in a computer will be protected by the use of a password.

11. The survey data will be destroyed when it is no longer of functional value (after five years).

12. A copy of the dissertation will be available in the library at the Muckleneuk Ridge Campus of the University of South Africa (Unisa), Pretoria.

THE QUESTIONNAIRE FOR ADMINISTRATIVE STAFF: CUSTOMERS SERVICES

Instructions to complete the questionnaire

- Do not write your name, surname or any other personal details or numbers on this questionnaire.
- The questionnaire will not take longer than 20 minutes to complete.

PLEASE TICK THE FOLLOWING BOX IF YOU CONSENT TO PARTICIPATE:

☐ I hereby consent and understand that my participation is voluntary and anonymous and that the information will be kept strictly confidential.

SECTION 1: BIOGRAPHICAL INFORMATION

(Indicate your choice at each of the statements listed below with an **X**)

1.1 Indicate your gender

1	Male	
2	Female	

1.2 Indicate the years of service

1	0-5	
2	6-10	
3	11-15	
4	16-25	
5	25+	

1.3 What is your age?

1	Under 28	
2	28-40	
3	41-54	
4	55-65	

1.4   What is your highest qualification?

1	Doctorate		
2	Master's degree		
3	Honour's degree		
4	Postgraduate Diploma		
5	Bachelor's degree		
6	Diploma		
7	Certificate		
8	Matric/Grade 12		

SECTION 2: THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PROGRAMME

Please ignore an appropriate answer on the following scale, please rate according to the degree to which you agree or disagree according to the following scale

1= strongly disagree 2= disagree 3= uncertain 4= Agree 5= strongly agree

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Office use
2.1 My institution have training programmes.	1	2	3	4	5	
2.2 My institution offered different types of training	1	2	3	4	5	
2.3 In my institution training and development is provided to improve my performance.	1	2	3	4	5	
2.4 The purpose of training and development in my institution is to provide new skills and impart knowledge	1	2	3	4	5	
2.5 The training provided in my institution is related to my job description	1	2	3	4	5	
2.6 My manager encourages us to attend training	1	2	3	4	5	
2.7 I have received training, at least once/a year	1	2	3	4	5	
2.8 I have received training twice a year	1	2	3	4	5	
2.9 My manager encourages employees to take responsibility for their own training and development	1	2	3	4	5	
2.10 I am always informed about training opportunities that are available	1	2	3	4	5	
2.11 In my institution feedback is necessary after the training	1	2	3	4	5	
2.12 I am encouraged to implement the knowledge acquired and new skills in my workplace	1	2	3	4	5	

SECTION 3: CHALLENGES REGARDING TRAINING PROVISION

Statement		Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Office use
3.1	Reasons for not attending training is budget cut and limited funds	1	2	3	4	5	
3.2	Not attending training does not affect my work performance.	1	2	3	4	5	
3.3	Trained employees with expertise retained and promoted	1	2	3	4	5	
3.4	Training is not offered when new systems are introduced	1	2	3	4	5	
3.5	This year I did not attend training due to operational reasons	1	2	3	4	5	

SECTION 4: TECHNOLOGICAL IMPACT

Statement		Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Office use
4.1	New technology affects my work performance	1	2	3	4	5	
4.2	I am equipped with advanced technological skills	1	2	3	4	5	
4.3	Training is offered when new systems are introduced.	1	2	3	4	5	
4.4	I am equipped with advanced technological skills	1	2	3	4	5	
4.5	Technology improves my work performance.	1	2	3	4	5	

THE OPEN ENDED QUESTIONAIRE

THE QUESTIONNAIRES FOR ADMINISTRATIVE STAFF: CUSTOMERS SERVICE

1.6   Please mention the ways to overcome these challenges.

....

....

....

1.7   What types of training would you like to attend in future and why?

....

....

....

Thank you for your cooperation.

ANNEXURE D: THE QUESTIONNAIRE DISTRIBUTED TO THE HUMAN RESOURCE DEVELOPMENT OFFICERS

COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES

DEPARTMENT OF PUBLIC ADMINISTRATION AND MANAGEMENT

TOPIC: Human resource development: enhance employee performance a case of the City of Tshwane Municipality

Dear participant thank you for participating in this study. Please note that the information you provide in this section will remain confidential and will only be used for research purposes.

GENERAL INFORMATION

1.   This questionnaire is based on research about Human resource development enhance employee performance.

2.   You have been invited to participate in this study because of your extensive experience about human resource development and training in your institution.

3.   You are kindly requested to answer the questions as honestly and completely as possible.

4.   It will take a maximum of 15/20 minutes to complete the questionnaire.

5.   Participation is <u>anonymous:</u> You are not requested to disclose your identity. <u>Your privacy will be respected.</u>

6.   No one will be able to connect you to the answers you give.

7.   The information collected from you will be treated with <u>strict confidentiality</u> and used for research purposes only.

8.   You have the right to withdraw your participation at any time. Hence, your participation is regarded as voluntarily.

9.   You will not receive any payment or reward, financial or otherwise, and the study will not incur undue costs to you.

10.   The survey data will be stored in a locked cupboard and the data stored in a computer will be protected by the use of a password.

11   The survey data will be destroyed when it is no longer of functional value (after five years).

12.   A copy of the dissertation will be available in the library at the Muckleneuk Ridge Campus of the University of South Africa (Unisa), Pretoria.

THE QUESTIONNAIRE DISTRIBUTED TO THE HUMAN RESOURCE DEVELOPMENT OFFICERS

Instructions to complete the questionnaire

- Do not write your name, surname or any other personal details or numbers on this questionnaire.
- The questionnaire will not take longer than 20 minutes to complete.

PLEASE TICK THE FOLLOWING BOX IF YOU CONSENT TO PARTICIPATE:

I hereby consent and understand that my participation is voluntary and anonymous and that the information will be kept strictly confidential.

SECTION 1: BIOGRAPHICAL INFORMATION

(Indicate your choice at each of the statements listed below with an **X**)

1.1   Indicate your gender

1	Male	
2	Female	

1.2   Indicate the years of service

1	0-5	
2	6-10	
3	11-15	
4	16-25	
5	25+	

1.3   What is your age?

1	Under 28	
2	28-40	
3	41-54	
4	55-65	

1.4   What is your highest qualification?

1	Doctorate		
2	Master's degree		
3	Honour's degree		
4	Postgraduate Diploma		
5	Bachelor's degree		
6	Diploma		
7	Certificate		
8	Matric/Grade 12		

SECTION 2: QUESTIONNAIRE FOR HRD OFFICERS

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Office use
3.1 My institution have training programmes.	1	2	3	4	5	
3.2 My institution offered different types of training (HRD).	1	2	3	4	5	
3.3 The training provided in my institution is related to my job description (HRD).	1	2	3	4	5	
3.4 Training programme that are provided by my institution is effectively.	1	2	3	4	5	
3.5 In my institution feedback is necessary after the training.	1	2	3	4	5	
3.6 I have sufficient resources to effectively perform my duties and responsibilities.						
3.7 In my institution, training evaluation is conducted after the training.	1	2	3	4	5	
3.8 I have received training, at least once/ a year.	1	2	3	4	5	

ANNEXURE E: THE QUESTIONNAIRE FOR TRAINERS AT THE CITY OF TSHWANE

COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES

DEPARTMENT OF PUBLIC ADMINISTRATION AND MANAGEMENT

TOPIC: Human resource development: enhance employee performance a case of the City of Tshwane Municipality

Dear participant thank you for participating in this study. Please note that the information you provide in this section will remain confidential and will only be used for research purposes.

GENERAL INFORMATION

1.   This questionnaire is based on research about Human resource development enhance employee performance.

2.   You have been invited to participate in this study because of your extensive experience about human resource development and training in your institution.

3.   You are kindly requested to answer the questions as honestly and completely as possible.

4.   It will take a maximum of 15/20 minutes to complete the questionnaire.

5.   Participation is <u>anonymous:</u> You are not requested to disclose your identity. <u>Your privacy will be respected.</u>

6.   No one will be able to connect you to the answers you give.

7.   The information collected from you will be treated with <u>strict confidentiality</u> and used for research purposes only.

8.   You have the right to withdraw your participation at any time. Hence, your participation is regarded as voluntarily.

9.   You will not receive any payment or reward, financial or otherwise, and the study will not incur undue costs to you.

10. The survey data will be stored in a locked cupboard and the data stored in a computer will be protected by the use of a password.

11   The survey data will be destroyed when it is no longer of functional value (after five years).

12. A copy of the dissertation will be available in the library at the Muckleneuk Ridge Campus of the University of South Africa (Unisa), Pretoria.

THE QUESTIONNAIRE FOR TRAINERS AT THE CITY OF TSHWANE

Instructions to complete the questionnaire

- Do not write your name, surname or any other personal details or numbers on this questionnaire.
- The questionnaire will not take longer than 20 minutes to complete.

PLEASE TICK THE FOLLOWING BOX IF YOU CONSENT TO PARTICIPATE:

☐ I hereby consent and understand that my participation is voluntary and anonymous and that the information will be kept strictly confidential.

SECTION 1: BIOGRAPHICAL INFORMATION

(Indicate your choice at each of the statements listed below with an **X**)

1.1   Indicate your gender

1	Male	
2	Female	

1.2   Indicate the years of service

1	0-5	
2	6-10	
3	11-15	
4	16-25	
5	25+	

1.3   What is your age?

1	Under 28	
2	28-40	
3	41-54	
4	55-65	

1.4   What is your highest qualification?

1	Doctorate		
2	Master's degree		
3	Honour's degree		
4	Postgraduate Diploma		
5	Bachelor's degree		
6	Diploma		
7	Certificate		
8	Matric/Grade 12		

THE QUESTIONNAIRE FOR TRAINERS AT THE CITY OF TSHWANE

Statement		Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	For Office Use only
4.1	Learning is an integral part of my institution	1	2	3	4	5	
4.2	My institution provides career advancement opportunities.	1	2	3	4	5	
4.3	I have sufficient resources to do my job	1	2	3	4	5	
4.4	My managers encourages and motivate me to attend training programmes	1	2	3	4	5	
4.5	Team work is encouraged in my institutions	1	2	3	4	5	
4.6	I am allowed to apply my experiences to solve work problems	1	2	3	4	5	
4.7	I make use of learning opportunities to empower and develop myself	1	2	3	4	5	
4.8	In my institution different generations work well together	1	2	3	4	5	
4.9	Knowledge, skills and attitudes are imparted through training and development	1	2	3	4	5	
4.10	I am being mentored for the work that I am doing.	1	2	3	4	5	
4.11	My manager provided feedback during performance appraisal.	1	2	3	4	5	
4.12	My institution is commitment to individual learning and development.	1	2	3	4	5	
4.13	My manager support my efforts to improve my performance.	1	2	3	4	5	

ANNEXURE F: THE QUESTIONNAIRE DISTRIBUTED TO THE HRD PERFOMANCE SPECIALIST

COLLEGE OF ECONOMICS AND MANAGEMENT SCIENCES

DEPARTMENT OF PUBLIC ADMINISTRATION AND MANAGEMENT

TOPIC: Human resource development: enhance employee performance a case of the City of Tshwane at Gauteng Province.

Dear participant thank you for participating in this study. Please note that the information you provide in this section will remain confidential and will only be used for research purposes.

General information:

1. This questionnaire is based on research about Human resource development enhance employee performance.

2. You have been invited to participate in this study because of your extensive experience about human resource development and training in your institution.

3. You are kindly requested to answer the questions as honestly and completely as possible.

4. It will take a maximum of 15/20 minutes to complete the questionnaire.

5. Participation is <u>anonymous:</u> You are not requested to disclose your identity. <u>Your privacy will be respected.</u>

6. No one will be able to connect you to the answers you give.

7. The information collected from you will be treated with <u>strict confidentiality</u> and used for research purposes only.

8. You have the right to withdraw your participation at any time. Hence, your participation is regarded as voluntarily.

9. You will not receive any payment or reward, financial or otherwise, and the study will not incur undue costs to you.

10. The survey data will be stored in a locked cupboard and the data stored in a computer will be protected by the use of a password.

11. The survey data will be destroyed when it is no longer of functional value (after five years).

12. A copy of the dissertation will be available in the library at the Muckleneuk Ridge Campus of the University of South Africa (Unisa), Pretoria.

THE QUESTIONNAIRE FOR PERFORMANCE MANAGEMENT SPECIALISTS

Instructions to complete the questionnaire

- Do not write your name, surname or any other personal details or numbers on this questionnaire.
- The questionnaire will not take longer than 20 minutes to complete.

PLEASE TICK THE FOLLOWING BOX IF YOU CONSENT TO PARTICIPATE:

☐ I hereby consent and understand that my participation is voluntary and anonymous and that the information will be kept strictly confidential.

SECTION 1: BIOGRAPHICAL INFORMATION

(Indicate your choice at each of the statements listed below with an **X**)

1.1 Indicate your gender

1	Male	
2	Female	

1.2 Indicate the years of service

1	0-5	
2	6-10	
3	11-15	
4	16-25	
5	25+	

1.3 What is your age?

1	Under 28	
2	28-40	
3	41-54	
4	55-65	

1.4   What is your highest qualification?

1	Doctorate		
2	Master's degree		
3	Honour's degree		
4	Postgraduate Diploma		
5	Bachelor's degree		
6	Diploma		
7	Certificate		
8	Matric/Grade 12		

SECTION 2: QUESTIONNAIRE FOR HRD PERFOMANCE SPECIALIST

Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree	Office use
2.1 My institution provides career advancement opportunities.	1	2	3	4	5	
2.2 My managers encourages and motivate me to attend training programmes	1	2	3	4	5	
2.3 In my institution different generations work well together	1	2	3	4	5	
2.4 My manager provided feedback during performance appraisal.	1	2	3	4	5	
2.5 My institution is commitment to individual learning and development.	1	2	3	4	5	