



Public service training and development in South Africa: Insights from the Office of the Premier, Limpopo Province

Magoane Jonas Makgoba¹, Ricky Munyaradzi Mukonza²^{1,2}Department of Public Management, Tshwane University of Technology, South Africa.

The study evaluated public sector training and development using the Office of the Premier in Limpopo Province as a case study. The research was conducted with the objective of examining the training and development policies, techniques, and methods used by the South African public service and evaluate the effectiveness of training and development in the Office of the Premier in Limpopo. Public sector employees are faced with various challenges on a daily basis while providing different services to the communities they serve. Based on this, it is essential that public service organisations are equipped with knowledgeable personnel who can meet the service demands of the citizens. Consequently, training and development are viewed as a crucial instrument for public sector organisations, and hence, it is very essential to facilitate the learning and development of South African Public services employees.

Keywords: *Public service, Training, South Africa, Limpopo Province*

INTRODUCTION

Organizations invest money in training and development with the belief that doing so will provide them a competitive advantage in the business sector because they are essential strategic instruments for optimal individual and organizational performance. It is impossible to overstate the importance of providing workers with proper and pertinent training and development if any organization is to accomplish its stated goals and objectives in this cutthroat environment. It is



expected of organizations to determine the training needs of their staff members and to create training programmes that will enable them to use their workforce as efficiently as possible in order to achieve their organizational goals. Training and development is a technique used to impart useful knowledge, competence, and skills to the workforce in order to enhance employee performance on both current and future assignments. According to Falola, Osibanjo, and Ojo (2014), organisations' responsibility to provide proper training for their workforce in order to achieve their stated aims and objectives is a non-negotiable obligation. Thus, training and development efforts inside an organization are focused on enhancing the performance of both people and groups within that organization.

BACKGROUND OF THE STUDY

The value of training must be based on ensuring that the skills level is sustained in line with the organization's core strategic objectives. While the public sector has acknowledged the importance of training, it is crucial that this value not only be based on filling skill gaps (Mnisi, 2015). The quality of a nation's bureaucracy, the effectiveness of its policymaking, the representativeness of its administrative systems—all depend on how well its public servants are trained and developed.

However, in a select few nations, employment in the public service itself poses difficulties for the governments that are concerned. Public sector employees need to be trained to handle new challenges and pressures for innovation brought about by the current climate of increased globalization, making training a crucial function in both private and public sector organizations. “It could be argued that training and development is even more important in the public sector as it tends to produce mostly intangible services that defy calculation” (Rajasekar and Khan, 2013: 38). Learning and training are now synonymous, and if organizations are to meet the demands of the modern corporate world, they must cultivate a competent, engaged, and motivated staff (Rajasekar and Khan, 2013).

South Africa is no different from any other nation when it comes to issues with training and development. The majority of South African workers, according to a number of authors, need new or significantly upgraded skills to keep up with the demands of their jobs, as can be seen in Dlamini (2003: vii). To ensure that they can meet the demands of the public, South African public workers must receive training and development. With a history of discrimination under apartheid, South African policymakers were forced to construct programmes for training and development to address deficiencies in the workforce.

The Skills Development Act 1998 (Act 97 of 1998) is one such measure designed with the intention of enhancing the workforce's abilities in South Africa: by enhancing workers' quality of life, employment opportunities, and mobility in the labour market. Improving productivity in the workplace and the competitiveness of employers. Fostering self-employment and enhancing the



provision of social services. Therefore, the study sought to assess how well Limpopo Office of the Premier (OTP) was doing in terms of training and development.

PROBLEM STATEMENT

The ability of the public sector to provide and enhance basic services is what separates South Africa from a volatile nation with severe service delivery shortcomings as a political and economic engine of development (Ohemeng, 2014:4). To help the public service deliver and grow fundamental services without difficulty, training and development must be prioritized. According to Heathfield (2012), effective employee training and development carried out at the appropriate time leads in desirable outcomes for firms and increases employee productivity, knowledge, and contribution. For public servants to perform their tasks effectively, training is crucial. According to Mphofu and Hlatywayo (2015), trained employees are capable of carrying out tasks and succeeding in a global environment for instance, the issue is that training is sometimes viewed as something that should be done later and that it looks to be reactive in the Limpopo Office of the Premier and other public institutions. The issue arises when staff members are only assigned to training sessions near the conclusion of the fiscal year to complete the department's budget, in what is commonly referred to as fiscal dumping. The personnel who must undergo regular training as part of efforts to enhance their ability to do their jobs have a problem as a result. This study assessed the training and development at the Premier's Office of Limpopo (OTP).

Aim of the study

The study uses the Limpopo Office of the Premier as a case study to investigate the policies, practices, and procedures governing training and development within the South African public service.

Study's purpose

The study's goals were to analyse the policies, processes, and procedures for training and development in the South African public sector and to identify training and development's strengths at the Limpopo Office of the Premier.

LITERATURE REVIEW

Training and development defined

On the one hand, training helps employees perform better in the roles to which they are suited (Mnisi, 2015). According to Tshikovhi (2012:8), training is learning done to support operational capacities in the workplace. in order to improve successful performance in a job position, skills for work and in work, whether on the job or off the job. Mnisi (2015:13) concurs with the previous author and states that training is any attempt to improve employee performance on the currently



held job, or one related to it, this usually means changes in the specific knowledge, skills, attitudes or behaviours.

Training interventions are typically chosen and organized in a coordinated manner, according to Van der Westhuizen and Wessel (2011: 316). These emphasizes that the contents of training interventions are updated continuously to make provision for the changing needs of the particular organization of institution”.

On the other hand, development, as noted in Tshikovhi (2012:8), refers to learning that significantly alters a person's life and aids in their growth, and does not merely change their skill levels or academic knowledge. Employee development entails both individual and organizational growth (Hameed and Waheed, 2011). According to Mnisi (2015:17), development is a learning opportunity created to aid employees in developing. He goes on to say that development is a long-term change initiative designed to provide people new perspectives through experience and to help them understand themselves and their businesses (Mnisi, 2015).

Employee development and performance are directly correlated, as the more developed individuals are, the more content and dedicated they will be at work, which will lead to an increase in performance (Manuel, 2014). Development happens to help workers stay on top of trends and developments in the workplace or a particular industry (DeCenzo and Robbins, 2010). Their company will be able to accomplish its goals and objectives once personnel are developed (DeCenzo and Robbins, 2010:190).

Benefits associated to Training and Development

Following are some of the benefits that various businesses hope to gain from their staff members' enhanced skills, and which are highlighted by the various investments made in employee training and development:

- Employee confidence in handling new obstacles increases as a result of training, which also increases their sense of safety and security at work (Sharma and Kurukshetra, 2013). Employees are more willing to undertake new jobs every time as a result of their increasing degree of confidence the more often they are able to manage new and diverse activities in the course of their employment (Sharma and Kurushetra, 2013).
- Training shortens the time needed for employees to learn new things by enhancing their skills, helping them to meet higher performance standards. Qualified trainers will help new hires gain the skills and information they need to complete their tasks more quickly (Sharma and Kurushetra, 2013).



- Employee productivity is increased by training because it equips them with the new skills needed to do their jobs. As employee skill levels rise, so does the amount and quality of their output. Training helps to improve performance of present employees by enabling them to carry out their current duties and preparing them for upcoming challenges. Training does not only concentrate on enhancing the skills and knowledge of new hires (Mnisi, 2015).
- Training ensures that practices are standardized, which enhances employee performance. Because they have the information and skills from training, well-trained staff operate intelligently and, as a result, leave little space for errors (Sharma and Kurushetra, 2013).
- Although training helps individuals become independent and capable of working with little supervision, it does not eliminate the need for supervision. Employees that have received training can become self-sufficient enough to understand their responsibilities (Mnisi, 2015).
- Training helps workers operate equipment more efficiently, which cuts down on waste and accidents in the workplace. When workers are properly taught, there are fewer workplace accidents and less equipment and machinery damage. The decrease in machinery and equipment damage inside the business helps to save costs and boost the productivity of its operations (Mnisi, 2015).
- By providing employees with training, firms may develop new talent, which boosts productivity. Giving employees the chance to grow personally encourages them to put out their best efforts in support of the organization's expansion (Mnisi, 2015).

South African laws governing education and training

Different laws and agencies control how South African public sector employees are trained and developed. The following laws and authorities are covered in the discussion below:

The Republic of South Africa's Constitution (1996)

The Republic of South Africa's 1996 Constitution, Section 195, declares that democratic norms and principles must guide public administration, including ethical human resource management and career advancement. It emphasizes the value of utilizing human capital to its fullest, which may be done by continuously training and developing South African public sector personnel (Mnisi, 2015:55).

Skills Development Act (97 of 1998)

The Skills Development Act no 97 of 1998 was established with the intention of:

“Provide an institutional framework to devise and implement national, sector and workplace strategies to develop and improve the skills of the South African workforce; to integrate those strategies within the National Qualifications Framework contemplated in the South African Qualifications Authority Act, 1995; to provide for learnerships that lead to recognised occupational qualifications; to provide for the financing of skills development by means of a levy-financing scheme and a National Skills Fund; to provide for and regulate employment services; and to provide for matters connected therewith” (Skills Development Act, 1998).

The Skills Development Act (97 of 1998) forms part of The Skills Development Strategy and serves as one of important pieces of legislations for skills development in South Africa. “The first Skills Development Strategy was established in March 2001 with the aim of addressing the social and economic problems in South Africa” (Mnisi, 2015:56). Nel, Warner, Botha, Chinyamuringi, Dodd, Du Plessis, Mey, Ngalo, Poisat, Van der Merwe & Van Hoek (2014) states that “the Skills Development Act was promulgated in 1999 with the aim of providing a provision to a new approach to skills development that compliments formal education and ensure that South Africa has a strategic human development approach that improves human capital”.

Due to the country's shortage of qualified people and the desire to end unfair discrimination in training and development chances for employment, the Skills Development Act (97 of 1998) was introduced. Due to a shortage of training programs for employees and a lack of adequately trained and equipped human resources for the labour market, the country's unemployment rate was rising (Mohlala, 2011).

Skills Development Levies Act no 97 of 1999

The Skills Development Levies Act no 97 of 1999 requires that “every employer pay a skills development levy to the South African Revenue Services (SARS)”, which is responsible for its administration. The Skills Development Levies Act No. 97 of 1999's main goal is to support training programs through a required levy system, in which businesses contribute to their employees' training programs based on a pay as you earn formula (Fasset, 2010:9).

Sector of Education and Training Authorities (SETAS)

According to Masilela (2012: 41), the Sector of Education Authorities were established to support the development of skills in South Africa by ensuring that individuals have access to the skills that companies, and communities require. According to Masilela (2012), the Sector Education and Training Authorities (SETAS) also perform the following duties.:

- As needed by the National Skills Development Strategy, create the skills strategy.
- Establish learning programs, approve annual training plans, distribute grants to employers as directed, and monitor education as directed by the Quality Council for Trade and Occupations to carry out its skills strategy.



- promotes training initiatives, identifies workplaces that offer real-world experience, and aids in the conclusion of agreements for training initiatives.
- Cooperate with the National Skills Authority to determine how grants from the national skills will be distributed to organizations conducting learnership programs. development policy and on the national skills development strategy and its sector development plan.

According to Masilela (2012:41), the SETAS uses the Skills Development Strategy as a foundation to produce the Sector Skills Plans for Organizations and Sectors. The Sector Skills Plans are then implemented by:

- Setting up chances for learnerships, and,
- Approving the workplace skills plan and distributing the skills grant to firms who train employees.

The South African Qualifications Authority (SAQA)

The National Qualifications Framework Act (NQF) of 2008 updated the South African Qualifications Authority (SAQA) Act from 1995, which had previously established the SAQA. The National Qualifications Framework (NQF) utilizes SAQA to recognize formal learning accomplishments that have been validated, as well as for the accreditation of training providers and the division of vocational, workplace, and university education. A variety of skill development organizations with specialized learning programs and reward structures are also allowed to be established under its provisions (South African Board of People Practice, 2016:9).

Mohlala (2011) claims that SAQA is tasked with overseeing the accreditation procedures for learning programs offered by SETA, additionally, it is given the duty of creating the National Qualifications Framework and the national standard organizations to develop training standards. It is once more given responsibilities for overseeing the application of standards, approving secondary accreditation of providers and assessors, and certifying national qualifications and credits (Mohlala, 2011).

National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) was created as a framework to give South Africa's national qualifications system a direction and structure. Its objective is to combine education and training into a single framework of acknowledged credentials. It allows for the registration of all credentials and skills in accordance with their fields of study and stages of advancement (Botha, Tilley & Truman, 2007).

The following are the goals of the National Qualifications Framework, according to Jewison (2008:15).



- Advance the education and training systems,
- More openness in the education and training systems,
- Promote entry, movement, and advancement into, within, and between learning programs,
- Encourage the movement of workers and students,
- Increase the focus on demand in the educational system,
- Encourage ongoing, lifelong learning, and
- Encourage social and economic change.

According to Mnisi (2015:64), the National Qualifications Framework's aims are as follows:

- Develop a comprehensive national framework for educational success,
- facilitating access to, mobility within, and advancement through educational, training, and job paths,
- Improvement of training and education standards, and,
- Increase the speed at which unfair discrimination in hiring, training, and education practices has been corrected in the past.

According to Cedras (2016:34), the results of these objectives promote both the social and economic development of the country as a whole and the full development of every public employee.

Developmental and training techniques

Within distinct organizations, a variety of training and development techniques are used. Below is a discussion of a few of the various training techniques:

Changing jobs and transfers

Job rotation is a training approach that helps employees to learn job skills from various roles in as little time as possible (Dorjkhoo, 2013:9). Employees would comprehend organizational communication among various divisions within the organization when participating in or attending work rotation. Job rotation has the advantage of giving employees the chance to execute a variety of duties rather than specializing in one. Companies that rotate jobs provide their employees several combinations of benefits like lifetime employment, equitable distribution, and decision-making rights (Dorjkhoo, 2013:9).

mentorship or coaching

In this training strategy, more seasoned personnel mentor less seasoned personnel. It is argued that mentoring has several benefits for fostering accountability and interpersonal connections inside organizations. Newly hired graduates are frequently subjected to the practice by being paired with a mentor, who may be their current manager or another senior manager. This does not, however,



imply that older workers are not included in this training and development strategy; rather, it is primarily for the newly hired staff members inside the organization (Nassazi, 2013:26).

Orientation

Orientation is another type of training that is provided to workers right away after they are hired to acquaint them with their position. In this training, new hires are made aware of their assigned duties and responsibilities as well as the organization's general expectations of them (Obi-Anike and Ekwe, 2014:68). Additionally, the employees receive a basic overview of the organization's working environment, which includes the technology, office layout, health and safety concerns, working conditions, processes, and procedures (Nassazi, 2013:26).

Conferences

Conferences are a type of training and development that feature multiple speakers making presentations to large audiences (Nassazi, 2013:26). This type of training is economical because several employees are being instructed simultaneously on a specific subject. The approach has a drawback because it does not guarantee that every worker fully comprehends the subject at hand because everyone learns at a different rate (Nassazi, 2013:26).

Role playing

According to Bellal and Nader (2014:215), role play is an improvised drama involving two or more of a group. A theme that is sufficiently open to allow for individual character interpretation serves as the foundation for improvisation. Because of the increased awareness it fosters among participants and observers, Bellal and Nader (2014:215) note that this active learning method has numerous formative virtues. With the aid of awareness at the intellectual and emotional levels, this approach to training and development enables people to change their views. Real human relationships and attitudes are involved, as shown by the circumstances that participants have encountered (Bellal and Nader 2014:2015).

Programs for development and formally trained personnel

Formal training courses and development programs are a collection of known and unknowable programs where the organization and the employees to be trained are both aware of the contents, durations, and other elements of the training. Employees may enrol in these courses and programs while fully off the job for a specified period of time, or they may choose to work part-time. The events might take place on-site or off-site. Since employees are not at their place of employment, off-the-job training is the most effective (Nassazi, 2013:27).



Process for developing training

The phases or steps that make up a training and development program that ensure the desired goals are met are referred to as the training and development process. The training and development process has four stages, according to Darkwa (2016:39).

Training Needs Assessment

The initial phase in the training process is training need analysis, which identifies the precise training requirements inside a company (Pynes, 2013). According to Ghufli (2002:15), a training needs assessment (TNA) is a continuous process of gathering data to identify training needs so that training can be produced to assist the company in achieving its goals. Finding performance gaps, or the discrepancy between what people know and can do and what they should know and be able to accomplish, is the focus of training need analysis (Erasmus, Leodolf, Mda and Nel, 2006:26).

CommLab (2013) highlights the significance of training needs analysis to enterprises in the manners listed below:

- The potential, competences, and capacities of the organization are examined.
- It makes sure that businesses use their resources as effectively as possible to achieve better results.
- Given that the results of the analysis of the data suggest the need for training, it highlights the significance of training for employees.
- Aligning training programs with organizational objectives is beneficial.
- It lists the requirements for ideal competency levels.
- Help businesses focus on the areas where developing employee skills is necessary, and
- Determine the abilities staff members need to accomplish the objectives of the organization.

Create a training program that meets your needs.

Defining and establishing the goals, scope, methods, and media that will be used to deliver the training program are all part of training and development (Darkwa, 2016:39). Training and development designs, according to Noe, Tews, and Maranda (2013:138), are concerned with the elements or activities incorporated into the training program in an effort to increase the likelihood that there will be a high level of knowledge. Designing training and development should be done with management, supervisors, and employees' input and in accordance with the organization's vision and mission (Darkwa, 2016:39).

Putting Training and Development into Practice

When the planning and training design are finished, it's time to put the course into action. According to Hailemichael & Guesh (2014), the beginning of the training and development program is what is concerned with training and development implementation. The organization must make sure the trainer is available and that the trainees are prepared to receive instruction and learn throughout this step. At this point, all resources needed for the program should be readily available and properly managed and organized (Darkwa, 2016:39).

Observation and Assessment of Training and Development

Following training, monitoring and evaluation are conducted to assess the training's results and decide whether the predetermined goals have been met (Egetou, 2017:7). According to Darkwa (2016, 39), training monitoring and evaluation determines whether the training program is successful or not in respect to the goals stated and offers suggestions for adjustment or improvement. The following are two techniques of training and development evaluation that are mentioned in Noe, Tews, and Maranda's (2013) article:

- **Formative assessment**
To make sure that the training is well-organized and that learners are satisfied with the program and have learned from it, formative evaluation is done at the training and development design stage. It enables the organization to change the instructional strategies and content to better match the training program (Darkwa, 2016:40).
- **Summative assessment**
After the training program, this kind of evaluation is conducted, and it looks at the entire program. It examines the knowledge and skills gained and how they affect the organization, as well as whether investment in the training program was worthwhile (Darkwa, 2016:40).

According to Engetou (2017:7), there are four stages of evaluation:

- **Response and prepared action.** These reflect the employees' thoughtful reactions to or assessments of the learning experience.
- **Assessment of learning and confidence.** The measurement of knowledge gain both before and after training is shown below.
- **psychological effect.** This reflects the level of practical learning in the workplace. It gauges if the participants were actually more active as divers after the training program.
- **Results.** It examines the outcomes in respect to the earlier training goals that were established. It examines, for instance, whether there are fewer consumer complaints.



Assessment following training

Employees should be given the opportunity to apply what they have learned after training in order to determine whether the training was effective in furthering the objectives of the company. Mnisi (2015:101) states that post-training evaluations should be completed a few months after training to give employees time to put their newfound knowledge into practice.

RESEARCH DESIGN AND METHODOLOGY

The study used an exploratory methodology in an effort to gather data on training and development in the Limpopo Office of the Premier's both good and negative. Exploratory research examines phenomena with the goal of figuring out what's going on in order to gain fresh understanding of the phenomenon (Saunders, Lewis and Thornhill, 2012:171). This study was relevant because it gave the researcher the chance to investigate training and development at the Premier's office in Limpopo. The study employed qualitative research techniques since they provided the best means for identifying the procedures, rules, and procedures, as well as for thematic analysis of the data. Mkansi (2017:18) cites Roberts et al. (2002) as saying that qualitative research examines individuals or systems by interacting with and watching the participants in their natural surroundings, with an emphasis on their meaning and interpretations.

All permanent workers in the Limpopo Office of The Premier served as the study's target demographic.

Due to the availability of the study samples, the sample was chosen utilizing convenience sampling rather than random sampling in order to expedite the study's completion. It is quick, less expensive, and more practical to use convenience sampling, when researchers choose participants based on their accessibility and availability (Elfil and Negida, 2017:3). A sample of ten (10) participants—two (2) from the Human Resource Development Unit officials and eight (8) from diverse departments, participated in the primary data collection. Face-to-face interviews were used by the researcher to obtain data. The research team used a thematic data analysis to qualitatively analyse the study's data, beginning with coding. Thematic analysis, according to Jugder (2016:2), is a technique used to find, examine, and describe patterns (themes) within the data.

.

FINDINGS AND DISCUSSION

The study's goal was to assess the Office of the Premier, Limpopo's training and development programmes. In order to ascertain if the laws governing training and development within the Limpopo Office of the Premier are adhered to, the study investigated them. The investigation discovered that the OTP's training and development policies demonstrate compliance with the training and development laws in the country. However, the investigation also discovered that the OTP does not correctly follow the processes for training and development, with poor planning and



inadequate post-training evaluation. When asked if training and development planning was done well within the Office, half of the participants affirmed that it was being done well while the other half did not agree. Therefore, it can be concluded that there is still much room for improvement in terms of planning for the training and development programmes. Following are the explanations for agreeing and disagreeing:

Agree

Participant (B) said:

“Yes, it is well planned, the office appointed dedicated staff to assist with training needs at all times, but it can be improved to cater for learners with disabilities”

Participant (D) said:

“Yes, employees are requested to submit their needs and skills at the beginning of the year”

Disagree

Participant (A) said:

“Not really because one has to rely on colleagues for further clarity on about 20% of the work-related matters”

Participant (H) said:

“They keep taking the same people to different trainings not considering the others”

Participants were questioned about whether training evaluations are done to let staff members put what they have learnt into practice. According to the results, six people (60%) disagree with the office doing post-training evaluations, while four (40%) approve. In order to allow for employees to apply what they have learned; post-training evaluations are crucial and should be completed within a few months of training. The comments show that the post training appraisal process needs to be improved inside the office. If this is not done correctly, it may dissuade most employees from attending training, and those who do come may not be helpful to the office because they won't get a chance to put what they have learned into practice. Mnisi (2015:101) states that post-training evaluations should be completed a few months after training to give employees time to put their newfound knowledge into practice.

The study has provided strategies that various authors and academics have asserted can benefit the Office if they are completely adopted. Since the Office lacks a suitable training plan and a post-training evaluation, both of which could be helpful to the Office's training and development. The overall analysis found that, in order to allow for adequate training and development plans and post-training evaluations, the existing training and development method used by the Limpopo Office of the Premier may need to be improved. The study's goals were met since the findings offered sufficient information for making informed choices about the Office's training and development.



STUDY RECOMMENDATIONS

Based on the final research question on the interview guide, participants provided the following recommendations:

Human Resource Development (HRD) should conduct a thorough evaluation of the training institutions and the curriculum provided to make sure that it fills the skills gaps found. The chosen service providers ought to be well-versed in governmental procedures. The training and development department should have the tools necessary to locate the appropriate service providers. Beneficiaries of training programs' performance are evaluated in order to improve program administration. Employees need to receive training and development at least twice a year, if not more frequently. To ensure value for money, those attending training should be observed. The office needs to create internal programs for training and growth. The office is required to evaluate training before and after it. Evaluation of training would help in determining the office's skill levels. As part of employee development, managers should provide mentoring to their staff.

The researcher recommends the following based on literature:

The management should create an effective training program that the office will use to train its staff. The management should implement the post-training evaluation so that the staff can apply what they have learnt. To make sure that all employees are always informed of the steps to take when requesting training, management should see to it that they are often reminded of the office's training and development policies. To decide which personnel should be taken for training and retraining, the post training appraisal should be conducted in conjunction with the training need assessment.

CONCLUSION

The study's goal was to assess the Premier's Office of Limpopo's training and development. The results of the researcher's sample of a sizable number of employees show that training helps them increase their ability to carry out their jobs. Participants identified the lack of employee satisfaction with the training and development plans at the Premier's Office in Limpopo as an issue. The workers also claim that the Premier's Office of Limpopo doesn't conduct post-training evaluations. The researcher, supported by a review of the literature, advises the Premier of Limpopo's office to develop an appropriate training program sufficient to meet the needs of all of the office's personnel. The researcher, supported by a literature analysis, advises Limpopo Office of the Premier to implement post training evaluations so that staff members may put what they have learnt into practice.

ACKNOWLEDGEMENT

Author contributions: Both authors have made contributions to the contents of the paper.

Funding: The research received no funding.



Data availability statement: The data analysis was based on primary collected data.

Conflicts of interest: The authors declare no conflict on interest for the paper.

REFERENCES

- Bellal, M. & Nader, F. (2014). “E-shop”: a collaborative learning activity: *Procedia-Social and behavioural science* 152 (2014) 214-218. Elsevier Ltd. Algeria.
- Botha, J., Kiley, J. & Truman, K. (2007) *Practising education, training and development in South Africa organisations*. Cape town: Juta.
- CommLab India (2013), Importance of Training Need Analysis. [Http://www.slideshare.net/CommLab/importance-of-training-needs-analysis-ppt](http://www.slideshare.net/CommLab/importance-of-training-needs-analysis-ppt). [accessed 11 November, 2017].
- Cedras, J.P. (2016). The registration of professional designations on the National Qualifications Framework (NQF): A South African policy predicament? *School of public management and administration*. University of Pretoria: SA.
- CommLab India (2013), Importance of Training Need Analysis. [Http://www.slideshare.net/CommLab/importance-of-training-needs-analysis-ppt](http://www.slideshare.net/CommLab/importance-of-training-needs-analysis-ppt). [accessed 11 November, 2017].
- Darkwa, P. (2016). Training and development process and employee’ performance in the “Chop bar” industry: *Journal of research and development (JRnD)*. Vol.3, No. 1, 2016. School of Business, University of Cape Coast. Cape Coast. Ghana.
- DeCenzo, A.D. & Robbins, S.P. (2010) *Human resource management*. 10th ed. Danver: John Wiley & Sons.
- Dorjkhuu, O. (2013). Employee training methods for developing economy. *National academy of governance of Mongolia*.
- Egetou, E. (2017) the impact of training and development on organizational performance, case study: *National Financial Credit Bank Kumba*. Central University of applied sciences, CENTRIA.
- Elfil, M. & Negida, A. (2017) sampling methods in clinical research, an educational review. *Shahid Beheshti University of Medical Science*.
- Erasmus, B.J., Loedolff, P.v.Z., Mda, T.V. & Nel, P.S. (2006) *Managing training and development in South Africa*. 5th ed. Cape Town: Oxford University Press.
- Falola, H.O., Osibanjo, A.O. & Ojo, S.I. (2014) Effectiveness of training and development on employees’ performance and organisation competitiveness in Nigerian Banking industry. *Bulletin of the Transylvanian University of Brasov*.
- FASSET. (2010). The role of skills development facilitator and new developments in skills development. FASSET: SA.



- Ghufli, A. (2012) Training Need Analysis: An empirical study of the Abu Dhabi Police.
- Hailemichael, T.G. & Guesh, G.A. (2014) the efficiency of microfinance in ethopia: A DEA approach. UK, Pilgrave Mcmillian.
- Heathefield, S.M. (2012) Empowerment definition and examples of empowerment. Retrieved from: [Http://humanresources.about.com/od/glossary/a/empowermentdef.htm](http://humanresources.about.com/od/glossary/a/empowermentdef.htm).
- Hameed, A. & Waheed, A. (2011) Employee performance: A conceptual performance. International journal of business and social science. Vol.2. No 13. Comsats institute of technology. Islamabad: Pakistan.
- Jewison, R. (2008) National Qualifications Framework. [Http:// www.cepd.org.za](http://www.cepd.org.za). Issues in education. NQF.PDF. Johannesburg. CERD. Date of access: 19 July 2020.
- Jugder, N. (2016). The thematic analysis of interview data: An approach used to examine the influence of the market on curricular provision in Mongolian higher education institutions. University of Leeds: Mongolia.
- Kumar, R. (2012). Research methodology: A step-by-step guide for beginners.3rd Edition. London: Sage publications Ltd
- Masilela, L.S. (2012) the middle management learning programme of the South African Police Service: a critical evaluation. Mini dissertation (Master of Development and management). North-West University: Potchefstroom.
- Mohlala, G. (2011) Effects of the skills development Act 97of 1998 on transforming management training and development: A case study of the Greater Tubatse local municipality.
- Mnisi, B.N. (2015) an evaluation of training and development for the South African police service: A case of Vereeniging cluster. North-West University: School of basic sciences.
- Mphofu, M. & Hlatywayo, C.K. (2015) training and development as a tool for improving basic service delivery: The case study of selected municipalities.
- Nassazi, A. (2013) Effects of training on employee performance. University of applied science. Uganda.
- Nel, P.S, Warmer, A., Botha, C., Chinyamurindi, W., Dodd, N., Du Plessis, A., Mey, M., Ngalo, O., Poisat, P., Van der Merwe, J. & Van Hoek, C.E. (2014) Human Resource Management. Goodwood, Cape Town South Africa, Oxford University Press South Africa.
- Noe, R.A, Tews, M.J. & Marand, A. (2013) individual differences and informal learning in the workplace. J. Vocat. Behav. 83:327-35.
- Obi-Anike, H.O. & Ekwe, M.C. (2014). Impact of training and development on organisational effectiveness: Evidence from selected public sector organizations in Nigeria: European Journal of business and management. Vol6, no.29, 2014.iiste.
- Ohemeng, F.L.K. (2014) challenges and prospects of public administration education and training in Africa: the case study of Ghana. School of political studies. University of Ottawa. Canada.
- Pynes, P.E. (2013) Human resource management for public and non-profit organizations: a strategic approach. 4thed. San Francisco: Jossey-Bass.



- Rajasekar, J. & Khan, S.A. (2013) Training and development in Omani public sector: A critical evaluation. *Journal of applied business and economics* vol. 14(2) 2013.
- Saunders, M., Lewis, P. and Thornhill, A. (2012) *Research Methods for Business Students*. Sixth Edition. England: Pearson Education Limited.
- South African Board of People Practice (SABPP). (2016). the learning and development landscape in South Africa. Fact sheets no 2016/09.
- Tshikovhi, E. (2012) *Training and development programme: Performance of employees at South African platinum mine*. South Africa: UNISA.
- Van der Westhuizen, E. & Wessel, J. (2011) *South African human resource management for the public sector*. Cape-town: Juta & co LTD.