

**EVALUATION OF THE IMPLEMENTATION OF
TRAINING AND DEVELOPMENT POLICY BY CHIEF
OFFICIALS IN THE DEPARTMENT OF HEALTH IN
THE PROVINCE OF EASTERN CAPE**



ANDILE WITNESS GXOYIYA

University of Fort Hare

Together in Excellence

**MINI-DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF PUBLIC
ADMINISTRATION (MPA) IN THE FACULTY OF MANAGEMENT AND
COMMERCE AT THE UNIVERSITY OF FORT HARE**

SUPERVISOR: PROF M.H.MEIRING

DATE SUBMITTED: JANUARY 2011

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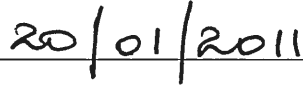
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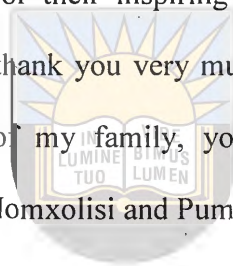


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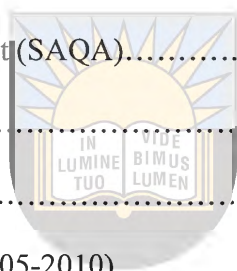
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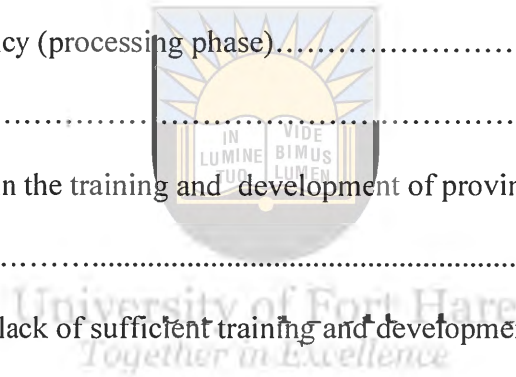


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SUPPLEMENT C: QUESTIONNAIRE

**SUPPLEMENT D: EXPOSITION OF QUESTIONS AND RESPONSES
DEALT WITH IN SECTION 4.3**



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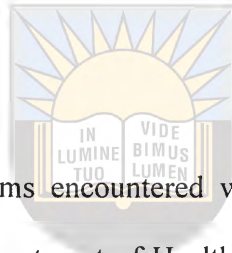
SUMMARY / ABSTRACT

Since 1994, significant progress has been made in the manner in which South African public institutions are managed. Critical changes were brought about in order to address imbalances of the past era. Equally so, new legislations were introduced and some acts were amended so that they can be in line with the norms, standards and principles of a democratic government. However, challenges continue to undermine the processes of the new democratic era and of course, this leads to the dissatisfaction of the citizens with regard to the services rendered by respective public institutions.

The purpose of this study was to evaluate the implementation of training and development policy by chief officials in the Department of Health in the Province of Eastern Cape. The problem was identified as “a lack of quality services rendered is prevailing in the Department of Health in the Province of Eastern Cape due to irrelevant and often insufficient training and development of chief officials, which causes unnecessary mistakes, complaints from clients and unnecessary wastage of financial and human resources.” Arising from the problem, the hypothesis was also identified as “a lack of effective and efficient training and development policy and its implementation in a rapidly changing environment will impact negatively on the actual performance of health personnel and quality of service rendering in the Department of Health in the Province of the Eastern Cape.”

To illustrate the phases to evaluate the implementation of training and development policy in the Department of Health, the systems theory was used and each system

consists of: input, processes, output, impact and feedback. The study was conducted in the Department of Health in the Province of the Eastern Cape during the period July 2009 to June 2010. Two types of research approaches were used in this study, namely a quantitative and qualitative research approach. Fifty questionnaires were distributed to the respondents. Thirty three questionnaires were filled and returned. Interviews were conducted with both chief officials and political office bearers. The researcher also made use of the Department of Health in the Province of Eastern Cape's *Annual Report* for 2008 financial year.



It was found that there are problems encountered with regard to implementation of training and development in the Department of Health in the Province of Eastern Cape. Also it was found that the main problem in implementing training and development in the department is lack of resources. Furthermore, it was found that citizens are dissatisfied with the services rendered by the Department of Health in the Province of Eastern Cape. Moreover, it was found that there is a need for personnel training and development to be evaluated to ensure that it addresses the intended objective. Based on the above findings, the study therefore confirmed that the stated problem and the hypothesis were real and valid.

KEY WORDS

Chief officials

Department of Health

Development

Effective

Efficient

Evaluate

Health care services

Implementation

Policy

Political Office bearers

Training



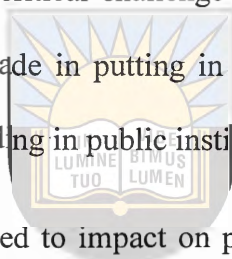
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CHAPTER 1

INTRODUCTION AND GENERAL ORIENTATION

1.1. INTRODUCTION

The significance of the capacity to maximise human potential through training and development to enhance service delivery cannot be overemphasised. Public institutions are required to ensure that their human resources is capacitated with necessary skills and competencies in order to improve the critical challenge of effective service delivery. Since 1994, significant progress has been made in putting in place the necessary legislative and regulatory framework for capacity building in public institutions.

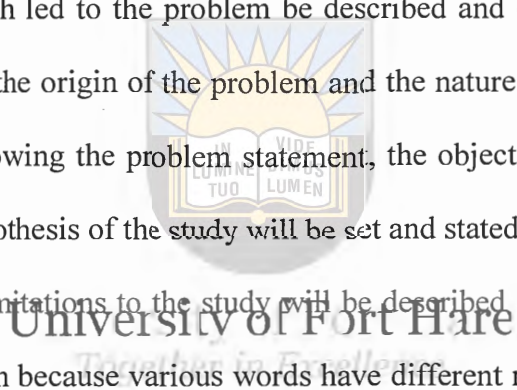


However, limited capacity has continued to impact on public institutions' performance and their ability to realise their objectives. In addressing the capacity challenge, public institutions need strong and dedicated leadership at executive and senior management levels. Managers in public institutions are faced with challenges and require specific skills and expertise. This therefore, necessitates public institutions to strengthen human resource management and career development systems.

Strengthening human resource management and career development systems involves establishing structures that will ensure sustainability. Monitoring and evaluation mechanisms become an important issue within the public institutions' operational framework. This enables both the executive and senior management to assess the progress made in implementing plans at strategic and operational levels. Monitoring and evaluation mechanisms also assist the executive and senior management of public institutions to identify shortcomings in achieving their objectives.

The purpose of this chapter is to provide a framework to articulate the study, to describe and explain what the study intends to investigate and the importance of these aims. It becomes vital to ensure that the researcher lays the foundation of the study before the methodology is described and explained. The chapter thus contextualises and defines the boundaries of the study.

Specific aims have been set for this chapter. Firstly, a background to the study and the problem will be provided. The study commenced in July 2009 and it is imperative that the historical development which led to the problem be described and explained. Secondly, the circumstances which led to the origin of the problem and the nature of the problem will also be explained. Thirdly, following the problem statement, the objectives of the study will be identified. Fourthly, the hypothesis of the study will be set and stated. Fifthly, the necessity of the study, study plan and limitations to the study will be described and explained. Lastly, to eliminate semantic confusion because various words have different meanings, specific words and terms will be explained.



1.2. BACKGROUND TO THE STUDY

Major democratic and political changes have taken place in South Africa since 1993. These changes were made possible by the *Constitution of the Republic of South Africa, 1996*, as amended which provided for a new political dispensation. The elections in 1994 gave rise to the introduction of the *Constitution of the Republic of South Africa, 1996*. As stated in the Constitution, South Africa functions as an open society and as such needs to determine legislation that reflects democracy. Thus, it is imperative for the government to develop changes in society, which will reflect the will of the people.. According to Gaster *et al*, (2003: 7), “(i)n democratic societies, political parties will convert public opinions, needs and political visions into a manifesto for voter support.” Once elected into power, these statements may be adapted to become national policy, subsequently requiring further

adaptation for national and local implementation. This clearly implies that the origin of policies is from public opinion, needs and political visions. Therefore, policies should strive to achieve the needs of the people.

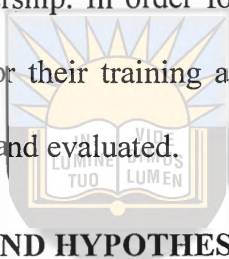
For the purpose of the implementation of policies in public institutions, strategies need to be developed at different spheres of government, for example, national, provincial and local. Proper planning needs to be done by chief officials to ensure implementation of policies. Furthermore, enough allocation of resources to implement the policies should also be taken into consideration. In addition to that, monitoring and evaluation mechanisms for effective implementation and shortcomings identification need to be put into place.

The Department of Health in the Province of Eastern Cape is continuously receiving complaints from the members of public regarding the poor quality of health care services, for example, the Public Service Accountability Monitor (PSAM), the watchdog body, referred to the Eastern Cape health system as the “chronic disease or problem that needs radical surgery.” This came as a result of the letter which PSAM had sent to the then President Thabo Mbeki detailing the systemic problems confronting the Health Department in the Eastern Cape and requesting the executive to intervene to ensure that the Eastern Cape Health Department delivers adequate health services to the poor and vulnerable of the province. (*Daily Dispatch*, 11 June 2008, 1:2).

In 1994 South Africa underwent a major significant political change. The country’s first non-racial elections resulted in the African National Congress (ANC) becoming the majority party in the Government of National Unity (GNU). This resulted in changes being made within public institutions at both political and administrative levels. For example, a provision was made in the Public Service Act of 1994 for a single public service in South Africa. Former employees of the then central government, various provincial governments, Transkei,

Bophuthatswana, Venda & Ciskei (TBVC) and self-governing territories all became part of the single public service.

The introduction of nine provinces in the South African government was one of the major changes that took place after the 1994 elections. Also, the apartheid based local governments, such as White local authorities, Black local authorities, Coloured and Indian management committees were abolished and replaced by Transitional Local Councils and Transitional Metropolitan areas (Cameron *et al*, 1995: 34). This of course necessitated the appointment of both political and administrative leadership. In order for the newly appointed personnel to function effectively, there is a need for their training and development. This requires new policies to be developed, implemented and evaluated.



1.3. PROBLEM STATEMENT AND HYPOTHESIS

The Department of Health is a public institution and the *Constitution of the Republic of South Africa*, 1996, (Section 195 (1)) states clearly that all public institutions shall render services in an efficient, economic and effective manner with a high standard of professional ethics, and that services must be provided impartially, equitable and without bias.

Health services differ from other public services because health services relate directly to ill and dying patients. The chief officials of the Department of Health are responsible to make it *inter alia* possible for their subordinate personnel to perform the operational work such as the prevention of disease, curing, education and rehabilitation of patients. However, the media continuously reports on the lack of quality services, for example:

- The department could not supply drugs to save the lives of ill and dying babies in the Ukhahlamba District Municipality; and

- Nearly 80 babies died in the same Ukhahlamba District Municipality, where a lack of medication and mobile clinics meant that medical personnel were unable to cure or prevent a diarrhoea epidemic. (*Daily Dispatch*, Friday, 25 April 2008, 1:1)

The rendering of services do not always produce the intended results due to various factors, for example:

- resources are not effectively allocated;
- proper planning and programming are not done;
- implementation of policy deviates from addressing policy objectives; and
- non-availability of proper monitoring and evaluation measures.

Against the above background the study problem and hypothesis can be set out as follows:

1.3.1. STUDY PROBLEM

A lack of quality services rendered is prevailing in the Department of Health in the Province of the Eastern Cape due to irrelevant and often insufficient training and development of chief officials, which causes unnecessary mistakes, complaints from clients and unnecessary wastage of financial and human resources.

1.3.2. HYPOTHESIS

In this study it will be proved that a lack of effective and efficient training and development policy and its implementation in a rapidly changing environment will impact negatively on the actual performance of health chief officials and the quality of service rendering in the Department of Health in the Province of the Eastern Cape.

1.4. OBJECTIVES OF THE STUDY

The main objectives of this study are as follows:

- To describe and explain the nature and place of personnel training and development in Public Administration;
- To evaluate the implementation of the existing training and development policy of the Department of Health;
- To identify factors that hamper the effective implementation of the training and development policy in the Department of Health; and
- to determine whether the training and developmental policy for chief officials has had the effects intended by the policy-makers.

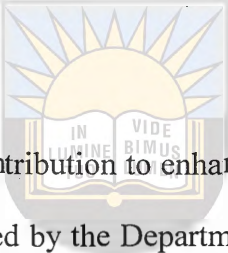


1.5. THEORETICAL FRAMEWORK

Kerlinger (1986:9) writes that a theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations between variables, with the purpose of explaining and predicting the phenomena. The *Longman Dictionary of Contemporary English*, (1986: 1149) explains theory as a statement or group of statements established by reasoned argument based on facts, intended to explain a particular fact or event; explanation for which certain proof is still needed but which appears to be reasonable. Wysocki (2004: 19) writes that theory is basically nothing more than a system of ideas that helps to explain various patterns in the world. Theories provide guidelines about the direction in which to conduct research (Babbie and Mouton, 2003:40). Meiring (2001: 1) writes that theory enables one to understand, explain and predict events within a particular frame of reference and there is a close interaction between theory and hypotheses that exists.

In this study, the systems theory will be used as the frame of reference of the study. Heylighen (1992: 1) defines systems theory as the transdisciplinary study of the abstract organisation of phenomena, independent of their substance, type, or spatial or temporal scale of existence. It investigates both the principles common to all complex entities, and the models which can be used to describe them (<http://www.vub.ac.be>). Meiring (2001: 84) writes that the systems theory has essential phases or components and takes place in a specific environment. Each system has an input, processes, output and impact phase. (*Infra.*, section 2.2)

1.6. NECESSITY FOR THE STUDY



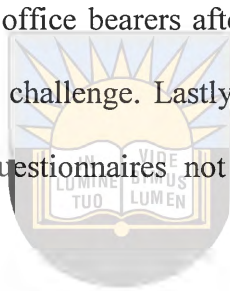
This study should make a necessary contribution to enhance understanding of existing health care training problems being experienced by the Department of Health in the Province of the Eastern Cape. It should enable chief officials to make more effective departmental policies and programmes. The study results should also be of importance to the political office-bearers as executive policy makers of the Department of Health. The study results should eventually benefit the patients if the training problems are clearly determined and effective training and development have been provided by the Department of Health. Lastly, the research results could provide an empirical basis on which further studies by researchers and students could be built.

1.7. LIMITATIONS OF THE STUDY

Blaikie (2000: 20) writes that in a research project, it is useful to state what problems or limitations are likely to be encountered and how they will be dealt with. These will include both practical and theoretical problems, such as getting the cooperation of the respondents, or knowing what further case studies will be required after the first one.

In this study, there are number of limitations for this study. For example, insufficient time to conduct the research is a major challenge that the researcher had to deal with. The researcher is a full time employee and has to create a balance between work responsibilities and the research project and that becomes a challenge.

Furthermore, the research project needs its own budget to be successful. The researcher did not get a sponsor or financial donor, therefore he had to utilise his own funds. The researcher has his own responsibilities that need to be funded beside the research project. The re-deployment of personnel and political office bearers after the 2009 National and provincial government elections is another major challenge. Lastly, the uncooperative participation of political office-bearers resulting in questionnaires not being returned, that itself caused unnecessary delays to the study.



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1.8. STUDY PLAN

This is the outline of the way in which the research will be conducted. In order to ensure that a research project is manageable, it is useful to plan the duration of each of the components and stages of the project within the timeframe allocated to it. Furthermore, the major components commonly include the following: preparation of the research design; review of the literature; selection of data sources (including sampling); development of the research instruments; collection of the data; analysis of the data; and writing the thesis or report (Blaikie, 2000: 18).

The study plan for this study is as follows:

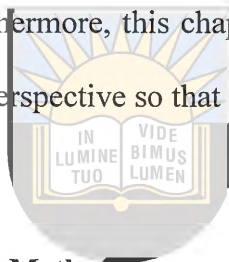
Chapter one – Introduction and general orientation

This chapter deals with the introduction, background to the study, statement of the problem and hypothesis. Objectives of the study are explained, the theoretical framework is explained,

the necessity of the study is discussed, limitations of the study, ethical considerations and the study plan are discussed and terms are also defined.

Chapter two – Literature Review

This chapter attempts to explore the concept of training and development and public policy. This chapter helps the researcher to develop a conceptual framework which forms the basis for the analysis of data. The literature review reviews the literature about training, development and policy. It assists to explain what other authors or researchers write about training, development and policy. Furthermore, this chapter attempts to put the concepts of training, development and policy into perspective so that the readers and researchers can have a broader view about them.



Chapter three – Research Design and Methodology

This chapter outlines the research design and methodology used in this research study. It deals with the selection of data sources (including sampling); development of the data collection instruments, data collection procedure, questionnaire details and details of research respondents.

Chapter four – Data analysis

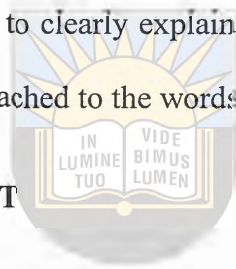
This chapter deals with the analysis, interpretation and presentation of data collected and conclusions are drawn. At this stage, the information is raw; it is too much and does not make sense. Therefore, it needs to be presented, interpreted and analysed in a scientific manner in order to make sense out of it. Then deductions and conclusions can be drawn out of that information.

Chapter five - Conclusions and recommendations

This chapter provides a summary of each chapter starting from the first to the last chapter. It outlines general conclusions and recommendations from the findings.

1.9. TERMINOLOGY AND DEFINITION OF WORDS

It is essential that the meaning of words used in this study, be clearly understood to eliminate misunderstanding and confusion. Languages are constantly developing to adapt to a changing environment and it is often found that words have more than one meaning. To be exact and to avoid misunderstanding, it is essential to clearly explain the words used. For the purpose of this study, the following meaning is attached to the words used:



1.9.1. EMPLOYEE DEVELOPMENT

Employee development is a process by which employees obtain the necessary experience, skills and attitudes to become or remain successful leaders in their organisations. (van Dyk, 2001: 148). Furthermore, it refers to the enhancement of the skills, knowledge, and experience of employees with the purpose of improving performance. Employee development is usually coordinated by the employing organisation. It can use a variety of training methods, and is usually conducted on a planned basis, perhaps as a result of a performance appraisal (<http://www.dictionarbnet.com>).

1.9.2. EFFECTIVE

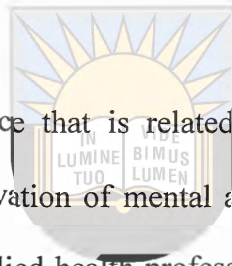
The concept “effective” in the public administration context means to produce desired or intended results. In the greatest possible measure, an activity has been performed effectively if it has reached its objectives or goals (Cameron, 1995: 7).

1.9.3. EFFICIENT

Efficient means working productively with minimum wasted effort or expense and preventing the wasteful use of resources. It also refers to the greatest possible output at the lowest cost (Cameron, 1995:7). Efficiency in public institutions is when public officials use minimum resources to achieve goals or objectives of the institution and in the process avoid wasting resources. This can be achieved by proper planning, effective control, and monitoring and evaluation mechanisms.

1.9.4. HEALTH SERVICES

Health care services refer to a service that is related to the prevention, treatment, and management of illness and the preservation of mental and physical well-being through the services offered by the medical and allied health professions. The main beneficiaries of this service are the patients who visit the medical care facilities with the intention of getting healed (<http://medical-dictionary.thefreedictionary.com>).



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1.9.5. PERSONNEL

The concept personnel refer to people employed in a public institution such as the Provincial Department of Health. In public institutions, personnel are appointed at different levels, for example; executive and senior management, middle management, junior management, supervisors and production workers. Appointed officials in the various levels within a department will perform specific functions and will have the authority to render services to the citizens.

1.9.6. POLICY

Refers to relatively broad framework for top management in which desired objectives can be chosen in a firm's environment and in which strategic alternatives can be developed and

employed to use the firms' resources to achieve those objectives (Stanford, 1983: 2). Also policy refers to a definite course or method of action selected (by government, institution, group or individual) from among alternatives and in the light of given conditions to guide and, usually, to determine present and future decisions. Although policy is like decision, it is not just a "once-off", independent decision. A policy is a set of coherent decisions with a common long term purpose(s). When decisions are once-off, incoherent or opportunistic, complaints are made that a government minister "does not have policy". Government policies are often supported by special legislation (<http://www.ilri.org>).

1.9.7. EMPLOYEE TRAINING

Employee training refers to a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that the organisational objectives are achieved (van Dyk, 2001: 147). The definition of employee training expands from training directly related to the performance of official duties to any training that improves individual and organisational performance and assists an agency in achieving its mission and goals (<http://www.afm.ars.usda.gov>).

1.10. CONCLUSION

In conclusion, the background to the study was discussed thoroughly where the researcher attempted to extract pieces of legislation, for example, the constitution as the basis of the background to this study. Government institutions have a responsibility to uphold the constitution. Therefore, all the resources of the government department must be channelled to provide excellent services to all citizens. Also the problem statement was discussed. The researcher attempted to outline the source of the problem where he was able to come up with the actual study problem and hypothesis.

Furthermore, the objectives of the study were clearly outlined. The theoretical framework was discussed which acts as the basis for the study. Also the necessity of the study was also discussed where critical points as to why there is a need for the study of this nature were highlighted. Limitations of the study were further discussed, where problems or challenges that might have a detrimental effect in the study were highlighted. The study plan was also outlined clearly starting from the beginning of the study up to the end. All the steps that will be undertaken were explained during the process of research chapter by chapter. Finally, the terminology and definitions of words was dealt with where important words and terminology used in the research were explained thoroughly.



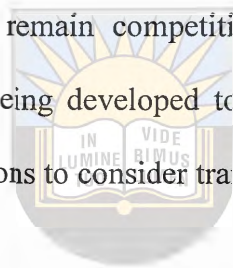
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CHAPTER TWO

LITERATURE REVIEW AND LEGISLATIVE FRAMEWORK ON THE NATURE AND PLACE OF PERSONNEL DEVELOPMENT AND TRAINING IN PUBLIC ADMINISTRATION

2.1. INTRODUCTION

Public institutions are faced with the challenges of always remaining updated with the new developments in social, political, economical and technological trends. Furthermore, public institutions always have a desire to remain competitive in the marketplace. Therefore, specific personnel arrangements are being developed to overcome these challenges and it becomes imperative for public institutions to consider training and development as one of the strategies.



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The purpose of this chapter is to outline and communicate the conceptual and legislative framework on the nature of public personnel training and development in Public Administration. It is significant to use systems theory to describe and explain the conceptual and legislative frameworks for public personnel training and development in Public Administration in order to ensure that it is clearly understood.

The following aims have been set to describe and explain public personnel training and development. Firstly a theoretical framework and base for personnel training and development within Public Administration will be provided. Secondly, the conceptual framework for public personnel training and development in Public Administration will be described and explained. Public personnel training and development will be described and explained as a major step in the public personnel process, which will be seen as one of the main administrative processes. Thirdly, the nature and place of development within the personnel process and Public Administration will be described and explained. Lastly, the

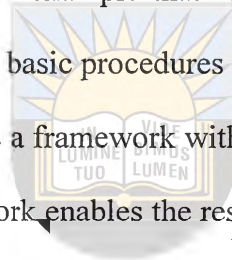
applicable legislation for public personnel training and development will be described and explained to provide a legislative framework for the study, and lastly the theoretical and legislative frameworks will be applied to the provincial sphere of government, with special reference to the Provincial Department of Health. The conceptual or theoretical framework can be explained as follows.

2.2 THEORETICAL FRAMEWORK AND BASE FOR PERSONNEL TRAINING AND DEVELOPMENT

All practices in public administration, evidenced by actions and decisions of the public officials, are based on an underlying theory. The word theory is derived from the Latin 'theoria' and the Greek 'theoreo', meaning contemplation, speculation, and sight (Crowther, (Ed.) 1978: 2281)). It is also described as "(a) plan or scheme consisting in the mind only, but based on principles verifiable by experience or observation..." (Funk and Wagnalls, 1946: 1164). These principles underlie a science or the application of a science.

A theory is furthermore described as a set of interrelated concepts, definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena. (Nigro and Nigro, 1984:1). A theoretical framework positions the research in the discipline and topic being studied. The theoretical framework thus orientates the study. Henning (2004: 25) writes that a theoretical framework "...reflects the stance the researcher adopts in her research and that is why you can also say that it "frames" the work. Usually the research will remain within the boundaries of the "frame". Holliday (2001: 52), in fact, calls a theoretical framework a conceptual framework. To theorise is thus to analyse data in an attempt to develop a conceptual system; conceptual in the sense of a workable scheme for the classification of data that will make it possible to deal with universals rather than particulars.

Contemporary science recognises that there are no facts independent of the theory that organises them and that research must also presume a theoretical concept that organises the study (Kerlinger, 1973:9). Two main components can be identified in scientific research, namely a theory construction component and a theory testing component. The latter component is known as the empirical study (Meiring, 1987: 2). Theory is thus firstly an attempt to explain a particular phenomenon and secondly the theory must be testable (Bailey, 1982: 40). Walsh (1967: 45) writes for example that "...all branches of knowledge which deserve their name depend on the same basic procedures of observation, conceptual reflection and verification." Theory thus provides a framework within which facts could be systemized. Bailey (1982: 39) writes that a framework enables the researcher to gather, select and explain data.



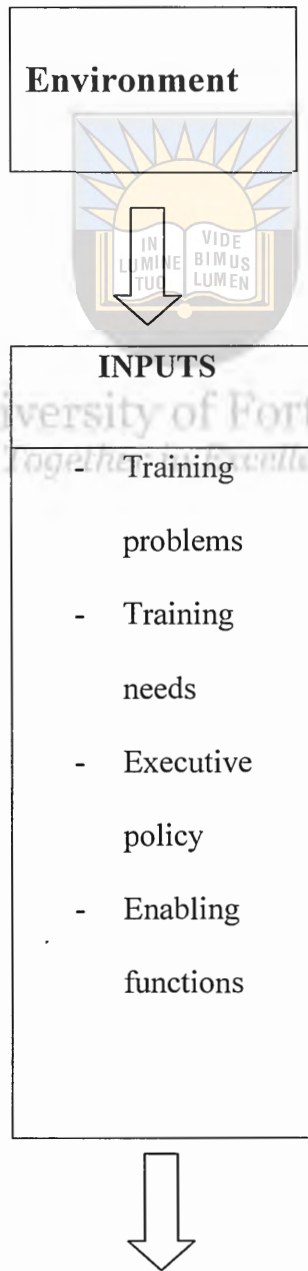
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The systems theory will be used to describe and explain a conceptual and legislative framework to evaluate the implementation of training and development policy for chief officials. To evaluate any administrative function enables the researcher to apply the essentials of the systems theory. (Koonts and O'Donnell, 1964: 35). The systems theory can be described and explained as follows:

2.2.1. SYSTEMS THEORY FOR TRAINING AND DEVELOPMENT

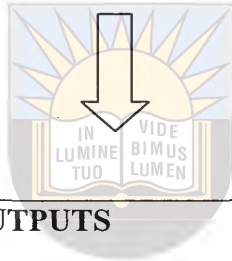
A system can be thought of as an organised whole made up of parts which are connected and directed to some purpose (Terry, 1977: 27). Systems are thus basic to all phenomena, for example the human body is a system consisting of various subsystems, the atom is a system, and so is the policy process (Van Dyke, 1960: 160). The systems theory has essential phases or components and takes place in a specific environment.

Each system has an input, processes, output, impact and feedback and takes place in a specific environment. (Dye, 1984: 41 and Meiring, 2001: 84). It is clear from this classification of the various phases that a system is a set of interdependent components that constitute a whole. To illustrate the phases to evaluate the implementation of training and development policy in the Department of Health, the following diagram can serve as an example:



PROCESSING

- Personnel provision
- Personnel Utilisation (Training / Development)

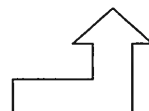


OUTPUTS

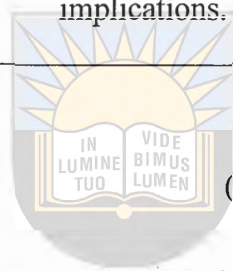
- Individual Outputs
 - Motivation
 - Development
 - Satisfaction
- Organisational Outputs
 - Effective work performance
 - Productivity



FEEDBACK TO ENVIRONMENT



IMPACT/EFFECT
<ul style="list-style-type: none">• Compare training results against criteria• Economic, social and political implications.



(Meiring, 1978: 308)

The Department of Health is an open system because it consists of a set of interdependent components that form a whole. Smit and Cronje (1992: 25) write that “(a) system is open if -

- it is dependent on the environment in which it operates;
- the environment is dependent on it; and
- there is specific interaction between the system and the environment”

Within the Department of Health as an open system various interdependent subsystems are found. Smit and Cronje (1992: 26) write also that “(a) realisation of the interdependence of an organisation’s subsystem also gives rise to the management of an enterprise.” The public personnel process and public training and development can be described and explained as followed.

2.3 CONCEPTUAL FRAMEWORK FOR PUBLIC PERSONNEL TRAINING AND DEVELOPMENT IN PUBLIC ADMINISTRATION

A specific relationship exists between public administration and the personnel process which can be described and explained as follows.

2.3.1 Nature and place of personnel process within public administration.

The state has public institutions that make possible the provision of services to members of the public. These institutions have to be directed and controlled in order to be effective and efficient in delivering excellent services. This therefore implies that in order for public institutions to operate effectively, suitable administrative arrangements must be determined. These administrative arrangements can be classified according to Cloete (1986:2) into specific functions, namely policy making, financing, organising, staffing, determining of procedures and controlling. Cloete (1975:1) also writes that administration is "... a collection of processes which must always and everywhere be performed where two or more persons work together to reach specific objectives". Starling (1971:1) writes that "... administration concerns the accomplishing side of government. It comprises all those activities involved in carrying out the policies of elected officials".

Administration thus consists of work that must be performed to render specific services. Any work consists of specific functions and processes. Cloete (1984:2) writes that to obtain clarity about what public administration is, a survey should be made of the work public officials do, because administration is work and any work consists of carrying out specific processes. A process can be defined as a series of events which has a recognisable pattern, consisting of a number of identifiable related consecutive steps, which take place so regularly that the pattern repeats itself. (Crowther, J.(Ed.) 1995:922, and Van Dyk, 1960:96). Meiring, (1987:15) agrees with Cloete, (1975:1) and classifies administration into six different main

processes, namely the policy process, financial process, organisational process, personnel process, procedure process, and the control process.

This study deals with personnel training and development in the provincial sphere of government. Personnel training and development is specific work that is performed to equip public officials with the required knowledge, skills and aptitude to perform their daily work as effectively and efficiently as possible. The personnel process can be described and explained as follows.

Personnel are an important resource in the work situation of any public institution. Without personnel no public institution can operate effectively. The setting and attainment of purposeful work performance are only made possible when two or more persons work together co-operatively. Personnel (also known as human resources. Carrell, *et.al.*, 1995:8) are thus an indispensable means to an end of providing goods and services. It is essential that specific steps be carried out to obtain and utilise personnel effectively. These steps constitute the personnel process. Cloete (1984:132) classify the steps into four categories, namely personnel provision; personnel training; personnel utilisation; and personnel maintenance. Meiring, (2001:117 and 126) classifies the steps into two main categories, namely personnel provision; and personnel utilization. Personnel training and development is seen as a personnel utilization function. The classification used by Meiring (2001: 117 and 126) was originally used by Cloete, (1978:34) and will also be used in this study.

It can be deduced that the theoretical framework is the most important component of the research project because it positions the research study within a particular context within public administration. Also it can thus be deduced that administration is a subsystem within the Department of Health and that the personnel process is in its own right a subsystem within this theoretical framework. Moreover, it can be deduced that personnel training and

development cannot be dealt with in isolation; it is one step of the personnel process. Therefore, when dealing with personnel training, one has to first take into consideration other steps of the personnel process.

2.3.2 Personnel provision

Public institutions require sufficient and suitably trained personnel in order to deliver efficient and effective services to the members of the public. The process of acquiring such personnel is called personnel provision. In order for public institutions to achieve the objective of acquiring sufficient personnel, this can be made possible by performing two specific steps, namely

- Human Resource Planning/Determination. (Previously known as Manpower Planning. *Vide*. Carrell, 1989:111 and Gomez-Mejia, 1995:63) ; and the
- Filling of Posts. (Meiring, 2001:118).

The above two functions can be described and explained as follows.

2.3.2.1 Human Resource Determination.

Human resource determination is the action undertaken to

- Ensure that sufficient and suitable personnel are recruited to timeously fill the vacant posts that exist in a public institution; (Cloete, 1993:154) and
- Determine the quality and number of employees required by the organisation in order to achieve predetermined goals (Cheminias *et al*, 1998: 115-116).

In order to be competitive, a public institution needs sufficient and suitable employees. This therefore means that personnel provision aims at realising such goals. This is a step where current and future personnel needs are determined. Plans,

strategies and programmes are developed to meet the organisational demands.

(Andrews, 1988: 17)

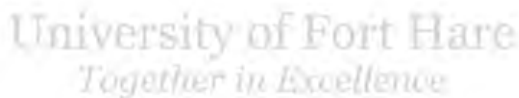
2.3.2.2 Filling of Posts

After future and current personnel requirements have been determined and the required posts and organisational structures have been created through the organisational process, all vacant posts must be filled as soon as possible. The steps to fill vacant posts can be classified into two categories, namely:

- steps prior to appointment, namely recruitment, selection and appointment; and
- steps after appointment, namely placement, re-assignment/transfer and promotion.

Some of the more important functions for the filling of posts can be explained as follows.

2.3.2.2.1 Recruitment



Recruitment is defined by Starling (1977:367) as follows: “Recruitment ... is the process of matching individual skills and aptitudes with job specifications.” Recruitment is a set of activities the public institution uses to attract candidates to a specific post, the candidates who have the necessary skills, knowledge and attitudes needed to help a public institution to achieve its objectives. (Gleuck, 1979:117)

It can be deduced that recruitment can be seen as persuading candidates with the required qualifications to apply for a post and if successful to accept the appointment.

2.3.2.2.2 Selection

Selection is defined by Gerber *et al* (1996:127) as: “...a process of job matching, and must begin with a description of the jobs to be done and the identification of personal qualities necessary for the field of candidates by progressively eliminating those who do not measure

up to the specifications. Selection involves the choice, from a pool of candidates, of the most suitable candidate who, according to the judgement of the selection panel, best meets the set job requirements.

2.3.2.2.3 Appointment

After clarity has been obtained about the suitability of a candidate, the successful candidate is formally appointed. Appointment of a candidate may be permanent or temporary and a probationary period may also be applicable. Appointments may also be made for full-time or part-time posts (Meiring, 2001: 124).

2.3.2.2.4 Placement

The appointment of candidates requires that specific conditions of service be agreed upon by both employer and employee and that the candidate reports for duty. This requires that the employee be placed in a specific post. The ultimate aim of placement is to obtain the best possible utilisation of human resources available to the public institution. Placement also concerns career building with a future. However, placement is not a once only event; it occurs repeatedly throughout the career of an official. (Cloete, 1993:154 and Meiring, 2001: 124).

2.3.2.2.5 Re-assignment/Transfer

Carrel *et al* (1998: 239) defines transfer as: "...the reassignment of an employee to a job with similar pay, status, duties and responsibilities." It is often necessary for various reasons for example to obtain the best possible utilisation of personnel, to re-assign or transfer personnel from the section or division to another, from one department to another. It is also often a standard practice to rotate personnel within an organisational structure, for example from one post to another on a weekly, monthly or longer basis.

2.3.2.2.6 Promotion

A promotion is an advancement of an employee to a higher graded post, with better working conditions, greater responsibilities and increased remunerations. (Meiring, 2001:125)

Promotion is the reassignment of an employee to a higher level job. It can also be defined as an advancement of an employee to a higher graded post, with better working conditions, greater responsibilities and increased remuneration (Grobler *et al.*, 1998: 236).

It can be deduced that personnel provision is an important function of the personnel process. This is where the public institution determines whether the employees are suitable or there are positions to be created for effective and efficient service delivery. In addition to that, this is within this process where suitable candidates are selected and ultimately appointed. It can also be deduced that during personnel provision, the correct placement of employees is of great importance. Moreover, reassignment or transfer should be considered especially for the benefit of the employee. Also the promotion of employees from a lower level to a higher level motivates employees within the public institution. After selection, appointment reassignment or transfer has been carried out, training and development becomes a necessity.

2.3.3 Training and Development in Personnel Utilisation (Management)

Personnel utilisation involves different functions; namely training and development of human resources, determining personnel benefits, leading, counselling, maintaining discipline, evaluating employee performance and motivating. This step is in essence ensuring effective utilisation and proper maintenance of human resources in the workplace. Personnel training and development as a function of personnel utilisation, aims to improve the competency of the employee. Osborne (1996: 1) defines the concept of training as a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. It can be deduced that there is a

relationship between training and performance. To operate public institutions requires personnel with knowledge, skills and aptitude (Gerber *et al.*, 1995:460). Competency requires training, which is a systematic process of changing the knowledge, skills and aptitude of employees to improve organisational objective realisation. (Gomez-Mejia, *et.al.*, 1995:293) Training and Development should be based on specific principles. These principles can be explained as follows.

2.3.3.1 Training principles

There are guidelines that those who are involved in training should comply to. These guidelines can also be referred to as principles. William *et al.*, (1996: 290) identified five training principles. These principles are: participation, repetition, relevance, transference and feedback. Participation in a training context refers to a situation where trainees become actively involved during training. Training becomes more interesting and the likelihood is that it is not easy to forget what has been learnt. For example, it is not easy for people to forget to drive vehicles because trainees are actively involved during training.

Learning by repeating also proves to be another effective strategy in training. For example, studying for an examination involves repetition of key ideas so that they can be recalled during an examination. Relevance of training to what the trainees are doing in their daily lives becomes of critical importance in training. Learning is helped when the material to be learned is meaningful. For example, trainers usually first explain the outline and objectives of training before explaining the details of the training course. This allows the worker to see the relevance and follow the correct procedures.

Transference of training to a practical situation is also significant. Training conducted should be transferable. The higher the demands of the job, the faster a person learns to master the job. For example, pilots usually are trained in flight simulators because the simulators very

closely resemble the real situation. The close match between the simulator and the plane allows the trainee to quickly transfer the learning in the simulator to actual flight conditions.

Feedback is the way where trainees measure their progress. As such, as soon as they get feedback, it contributes towards achieving more especially if it is positive. With feedback, motivated learners can adjust their behaviour to achieve the quickest possible learning curve, without it, they cannot gauge their progress and may become discouraged (Van Dyk *et al.*, 2001: 155).

2.3.3.2 Training and development approaches

In order for training to be effective, different approaches or techniques need to be employed. These approaches can be categorised into two categories; namely: on-the-job and off-the-job techniques. There are examples of techniques under each category.

On one hand, an on-the-job technique consists of the following examples; job instruction training, job rotation, apprenticeships and coaching. On the other hand, an off-the-job technique consists of the following examples; lecture, case study, video presentation, simulation, self study, vestibule training, laboratory learning, role playing and programmed learning. (Gerber *et al.*, 1997: 513-20)

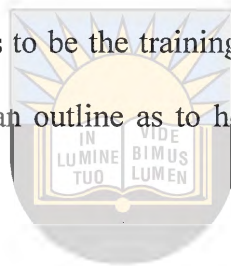
It can be deduced that training and development does not take place in a vacuum, hence there are training principles and approaches that must be taken into consideration especially by those who are involved in training and development.

2.3.3.3 Training process

According to Erasmus *et al.* (2003: 52), the training process is made up of series of steps, namely the:

- existence of a training policy;
- inclusion of training responsibilities in job descriptions;
- regular and periodic definition of training needs;
- creation of training plans;
- provision of training resources;
- implementation of training plans and annual reports; and
- assessment of results

These steps set out the basic requirements to follow in a training intervention and are widely used (Erasmus, 2003: 53). There needs to be the training policy in place before training can be fully functional. The policy gives an outline as to how, who, when, why, what kind of training the organisation offers.



It can thus be deduced that during the training process, training needs ought to be identified on regular basis. These needs should cater for both the needs of an organisation and the individual. Then training plans need to be developed which are based on the needs identified. This plan should also incorporate the resources to be used, for example, the budget and other resources. Quarterly reports then form the basis of annual reporting of training. It is also of critical importance to assess and evaluate training to ensure that training activities have met the intended objectives.

2.3.3.4 Types of training offered in the workplace

In the contemporary and rapidly changing environment it is essential that personnel be continuously trained and developed. Meiring (2001: 126) identifies two main types of training, namely:

- training prior to appointment, and
- training after appointment.

Training after appointment consists of orientation/ induction training and in-service training. The above two functions can be explained as follows.

2.3.3.5 Orientation/Induction training

A new employee's attitude towards an employer and institution is shaped in the first few days or weeks on the new job. It thus becomes necessary to orientate and introduce the new employee. Orientation is for this reason the first phase of training a new member receives after his appointment (Beach, 1967:375). According to Cloete (1997: 238), orientation is a general introduction of the employee to public employment. During this training, an employee is being acquainted with the place where he or she is going to work. This should include the strategic direction of the organisation, vision and mission, core values, core business, code of conduct, description about the organisational culture, the organisational structure, job description, system of performance management, grievance and disciplinary procedures, conditions of service and benefits. (Carrell, *et.al.*, 1995:17 and Andrews, 1988:139)

Orientation training has some benefits to the employee. Strauss *et al* (1980: 394) write that a carefully planned orientation and induction program helps employees to identify with the organisation and its procedures and gives them some feeling for the significance of the work they will be doing. Furthermore, it helps to overcome fears and anxieties that are bound to arise on a new job. It also makes new members feel as part of the group.

2.3.3.6 In-service training

In-service training refers to the training the employee is going to receive on a continuous basis while he or she is still employed by the organisation he or she serves. In-service training usually aims at improving the knowledge, attitude and skills of employees so that they can

execute their operational work more effectively and execute the duties of supervisor from the lowest grade, such as foreman, to the more senior position of chief official. The following types of in-service training are found, namely:

- functional proficiency training;
- retraining and refresher courses;
- management development training; and the
- granting of bursaries and study loans.

These types of training can be explained as follows:

2.3.3.7 Functional proficiency training

This kind of training is functional, this is training offered to an employee for him or her to perform his or her job efficiently and effectively. Because of the great variety of work, various techniques, schemes or methods are used, Van Dyk *et al.*, (259-261) identify at least four methods of functional proficiency training, namely

- on-the-job training;
- simulation or vestibule training;
- correspondence courses; and
- conferences, workshops and symposia

2.3.3.7.1 On-the-job training

This training method entails training from hands on experience, this is learning by doing under the supervision of skilled or experienced employee. This method is commonly used in both the public and private sector. On-the-job training is conducted at the work site and in the context of the actual job (Erasmus *et al*, 2003: 205).

2.3.3.7.2 Simulation or vestibule training

With this method of training, trainees learn their jobs on the actual equipment they will be using, but training is conducted away from the actual work-floor. A training centre is established in the vicinity of the usual place of work and trainees simulate practical conditions (van Dyk *et al*, 2001: 261). Van Dyk *et al* made an example of special vestibule laboratories that simulate a checkout counter environment that can be created for the training of cashiers of retail chains.



2.3.3.7.3 Correspondence courses

This method can be used when candidates live far apart from each other and cannot be called together at one venue for the purpose of training and development. This is the method where training is conducted via correspondence and it is also called distance learning. This method is commonly used by various training institutions in South Africa these days and the well-known institution for correspondence courses is the University of South Africa. In order to set up a successful correspondence programme, one has to develop clearly defined lessons, accompanied by comprehensive learner study guides with application exercises, test questions and other supporting materials to facilitate the learning process (Van Dyk *et al*, 2001: 261).

2.3.3.7.4 Conferences, workshops and symposia

This is when candidates with common problems are gathered together and pool their ideas and experiences to try to find better methods of dealing with problems. This method is commonly used and arranged for high ranking employees (Van Dyk *et al*, 2001: 250). Van

Dyk *et al* also believe that effective results are obtained when groups are comparatively small, for example, a group of ten to twenty members.

2.3.3.8 Retraining and refresher courses

There are quite a number of changes and new developments in the workplace on a daily basis these days and employees have to change with the times. For effective and efficient service delivery and production, new methods and new equipment is introduced in the workplace. It is for this reason that employees need to be retrained to acquire new skills, knowledge and information in order to remain competitive. (Meyer, 1999: 323).

2.3.3.9 Management development

Contemporary society is characterised by changes in all areas; management of an organisation is responsible for anticipating these changes and successfully managing the organisation regardless of these changes. Therefore, it becomes of critical importance to train and develop supervisors and managers of an organisation. It is for this reason that management development programmes are offered to those employees who are in managerial positions and in preparation for those who will be promoted in the near future.

One should acknowledge the fact that managers have their special training needs arising from their specific responsibilities in respect of, among others, controlling, motivating, appraising and disciplining their staff whilst planning, innovating and setting objectives of their departments. Specialist skills required include setting targets, delegation, time management and problem solving (Stredwick, 2000: 328).

Management development is directed at improving productivity, performance and the achievement of objectives. Furthermore, it is the process of preparing and providing effective managers, refining their performance now and in the near future. In the process of

management development, managers are assisted in managing change and in adapting to the general external and internal changes (Erasmus *et al*, 2003: 224).

However, Erasmus *et al* believe that management development can be regarded as the personal responsibility of each manager and managers should take responsibility for developing themselves. Therefore, self development becomes the priority and the support by the organisation can be viewed as an additional aid.

2.3.3.10 Bursaries and study loans

Organisations in the public and private sector have financial assistance programme for their employees and potential employees. This is in a form of bursaries and study loans. These bursaries are awarded to unemployed candidates and permanent employees. Employees are awarded bursaries for full time, part time or distance learning. They sign a contract with the employer to repay or by doing a counter service. Normally employees who are studying full time are expected to work in their respective institutions during holidays. Those who are offered study loans are expected to repay the amount over an agreed period. This is another method used by employers to encourage employees to develop themselves.

It can be deduced that there are different types of training that can be offered in public institutions; therefore management of public institutions should take that into consideration. These types can be offered for different specific purposes. For example, for newly appointed employees, it is a must that employees be orientated and inducted. It can also be deduced that in-service training be considered as very important considering changes that take place in the workplace on daily basis. Management of public institutions necessitate the empowerment of all the officials occupying managerial posts within public institutions. Retraining and refreshment training is of critical importance considering the changes within the administration of public institutions and constant changes in technology.

Public personnel training and development legislative framework in the provincial sphere of government is explained as follows:

2.4 LEGISLATIVE FRAMEWORK FOR PUBLIC PERSONNEL TRAINING AND DEVELOPMENT IN THE PROVINCIAL SPHERE OF GOVERNMENT

After the new dispensation in 1994, the South African government went through a number of changes in different areas or fields. Education and training went through some changes in trying to redress the imbalances of the past. The *South African Qualifications Authority Act, 1995* (Act 58 of 1995) was passed on the 4 October 1995. The *National Skills Development Strategy* was also introduced to put effect to the objectives of South African Qualifications Authority. Subsequently after that, two other acts were introduced, namely: *Skills Development Act, 1998* and the *Skills Development Levies Act, 1999*.

2.4.1. South African Qualifications Authority Act (SAQA), 1995 (Act 58 of 1995)

The main objective of SAQA is to provide for the development and implementation of the National Qualifications Framework (NQF) and to establish the South African Qualifications Authority. According to the SAQA Act, structures and processes must be established for the NQF; standard and qualification criteria must be developed, approved, registered and published. The qualification of education and training should be monitored and education and training providers should also continually be assessed.

2.4.2. Skills Development Act, 1998 (Act 97 of 1998)

The *Skills Development Act, 1998* aims to

- develop the skills of the South African workforce
- increase the levels of investment in education and training in the labour market and to improve the return on investment

- use the workplace as an active learning environment, to provide employees with the opportunities to acquire new skills and to provide opportunities for new entrants to the labour market to gain work experience
- employ persons who find it difficult to be employed
- encourage workers to participate in learnership and other training programmes
- improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and development
- ensure the quality of education and training in and for the workplace
- assist work seekers to find work, retrenched workers to re-enter the labour market and employers to find qualified employees; and
- provide and regulate employment services.

The *Skills Development Act*, 1998 has the provision for the establishment of the following institutions:

- The National Skills Authority;
- The National Skills Fund;
- Sector Education and Training Authorities (SETA);
- Labour Centres and
- A Skills Development Planning Unit. (Van Dyk *et al*, 2001: 37)

It can be deduced that the *Skills Development Act*, 1998 is the important legislation in personnel training and development because it provides for structures that will ensure that public institutions consider training and development very seriously.

2.4.2.1. The National Skills Authority

The National Skills Authority consists of twenty eight members including the chairperson and they are appointed by the minister. These members represent organised business,

organised labour; community and development interests groups; members representing interests of the State, members representing training and education service providers, experts from employment services and non-voting member nominated by the South African Qualifications Authority.

Section 5 of the *Skills Development Act*, 1998 outlines the following main functions of the National Skills Authority:

- Advise the Minister of the Department of Labour about the development and implementation of national skills development strategy
- Liaise with Sector Education and Training Authorities (SETA)
- Report to the Minister about the progress made with regard to the implementation of the national skills development strategy

It can be deduced that National Skills Authority is a well represented body and plays a very critical role in ensuring that training and development is implemented in all public institutions according to national skills development strategy and if not, report and advise the Minister of Department of Labour.

2.4.3 National Skills Development Strategy (2005-2010)

The *National Skills Development Strategy*, 2005 is a document that outlines the national priorities with regard to skills development in South Africa. This framework document is developed by the National Skills Authority. It runs over a period of five years. In South Africa we had the first National Skills Development Strategy document in 2001-2005. The current National Skills Development Strategy starts from 2005-2010.

The National Skills Authority identified the following objectives for current National Skills Development Strategy (2005-2010):

- Prioritising and communicating critical skills for sustainable growth, development and equality
- Promoting and accelerating quality training for all in the workplace
- Promoting employability and sustainable livelihoods through skills development
- Assisting designated groups, including new entrants to participate in accredited work, integrated learning and work based programmes to acquire critical skills to enter labour market and self employment
- Improving the quality and relevance provision.

2.4.4 Sector Education and Training Authorities (SETA)

According to Chapter 3 of the *Skills Development Act, 1998* the Minister of Labour may establish sector education and training authorities with their constitutions for any national economic sector. A SETA may consist of members from organised labour, organised business, relevant government departments, interests groups and members from any bargaining council with jurisdiction in the sector.

SETAs have the following functions:

- develop sector skills plan within the framework of the national skills development strategy
- implement its sector skills plan by establishing learnerships, approving workplace skills plans and allocating grants.
- Promote learnerships by identifying workplaces for practical work experience.
- Register learnership agreements

- Liaise with the National Skills Authority on the national skills development policy and strategy and the sector skills plan.

According to the *Skills Development Act, 1998* it is expected that any organisation with a staff complement of more than fifty employees will conduct a skills audit that will ultimately result in the development of a workplace skills plan that will subsequently contribute towards the development of the sector skills plan. Also an organisation is expected to establish a learning committee or a skills development committee that will, amongst other things, ensure the development and implementation of the workplace skills plan.

2.4.5 *Skills Development Levies Act, 1999 (Act 9 of 1999)*

The main purpose of the *Skills Development Act, 1998* is to provide for the imposition of the skills development levy. According to section 3 of the Act, every employer is required to pay a skills development levy to the South African Revenue Services. This levy is calculated at one per cent (1%) of the total payroll.

2.4.6 Policy on Education, Training and Development (Province of the Eastern

Cape Department of Health)

In line with the *Skills Development Act, 1998* and the *National Skills Development Strategy, 2005*; National and provincial government departments have their own policies and strategies regarding training and development of employees. The Department of Health in the province of Eastern Cape has its own policies. Its main objective is to provide a clear framework and give clear guidelines on the implementation of training and education through building capacity in the Eastern Cape Department of Health.

In implementing the policy for the Provincial Department of Health, the policy stipulates the following processes:

- Conduct skills audit annually to inform, amongst other, the human resources plan and medium term expenditure framework needs;
- Determination of strategic development areas to maintain and improve current and futuristic levels of service delivery;
- Development of Workplace Skills Plan
- Annually report skills development areas for the Eastern Cape Department Of Health;
- Assessment of competencies by means of potential evaluation, actual work performance, skills audits and training needs analysis;
- Implementation of a comprehensive training plan;
- Financial assistance by the Department to allow employees to study towards further relevant qualifications;
- Attendance of training courses;
- Granting of special leave for study purposes;
- Participation of employees in formal programmes leading to qualifications, such as formal studies through accredited institutions and learnerships;
- Adult Basic Education and training (ABET); and
- Development and maintenance of a career management framework for occupational groups within the Provincial Department of Health.



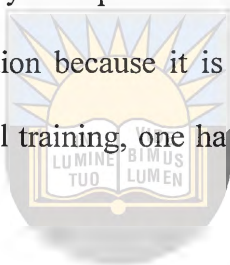
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2.5. CONCLUSION

In conclusion, training and development is the most important function in any public institution because through it, competencies of the employees are developed so that they can perform their duties effectively and efficiently. In the case of public institutions, competent and well trained chief officials and for that purpose all personnel have to co-operately work together towards excellent service delivery. For this purpose, training and development is required. It becomes therefore important for public institutions to have fully fledged training

and development departments that will be responsible to conduct skills audit, develop workplace skills plan, organise training, monitor and evaluate training and develop activities.

It becomes evident that the theoretical framework is the most important component of the research project because it positions the research study within a particular context within public administration. Systems theory has been used in this study. Also it can thus be deduced that administration is a subsystem within the Department of Health and that the personnel process is in its own right a subsystem within this theoretical framework. Moreover, it has been explained clearly that personnel training and development of chief officials cannot be dealt with in isolation because it is one step of the personnel process. Therefore, when dealing with personnel training, one has to first take into consideration the other steps of the personnel process.



It is clear that personnel training and development of chief officials for example does not happen in a vacuum, it is just part of public administration. There are also guidelines for training which govern training and development. In addition to that, there are techniques or approaches of training. The effectiveness of training depends on the technique that one uses at that point in time. Sometimes the trainer has to use different techniques for different circumstances. For example, it will not be advisable for a pilot trainer to use lecture technique in training pilots, the trainer has to use simulation. Moreover, it is clear that training cannot be done overnight, it is a process which follows some steps. For example, training needs must be identified before training can take place. Therefore, training needs identification becomes one of the steps in the training process.

It has also been explained clearly that there are different types of training that can be offered in public institutions; therefore management of public institutions should take that into consideration. These types can be offered for different specific purposes. For example, for

newly appointed employees, it is a must that employees be orientated and inducted. It can also be deduced that in-service training be considered as very important considering changes that take place in the workplace on daily basis. Management of public institutions necessitate the empowerment of all the officials manning managerial positions within public institution. Retraining and refresher training is of critical importance considering the changes within the administration of public institutions and constant changes in technology.

It becomes important for public institutions to train their personnel in order to be successful and remain competitive. In a South African context, public institutions are forced to develop their employees. This is done by means of legislation, for example, the *Skills Development Act*, of 1998, the *Skills Development Levies Act*, 1999 and other legislation. On top of that public institutions are expected to submit training reports. The government is monitoring all public institutions in terms of implementing their training plans. This therefore, means that all those institutions that do not comply with the legislation are being penalised. Also it has been explained that the National Skills Authority is a well represented body and plays a very critical role in ensuring that training and development is implemented in all public institutions according to national skills development strategy. The National Skills Authority also has a responsibility of reporting and advising the Minister of the Department of Labour.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter deals with the methodology used in conducting this research study. The decision had to be taken about the sample, data collection instruments and procedure, data gathering and analysis of data. Furthermore, research methodology focuses on the research process and the kind of tools and procedures used, the individual steps in the research process and the objective procedures employed.

The purpose of this chapter is to outline the methodology and research design used in the collection, analysis, and interpretation and processing of data in this study. It is of importance to describe and explain the methodology used in order to ensure that it is clearly understood.

The chapter, in addition to the introduction and conclusion, consists of five different sections. The following aims have been set for the chapter. Firstly the requirement that permission had to be obtained to conduct the research was explained. Secondly the chapter describes and explains the scope of the study. Thirdly, the research design and methods used to collect data are described and explained. Fourthly, the limitations to the study were explained. Lastly, the adherence to ethical conduct and behaviour is explained.

The requirement to obtain permission to conduct the research at the Department of Health in the Province of the Eastern Cape can be discussed as follows:

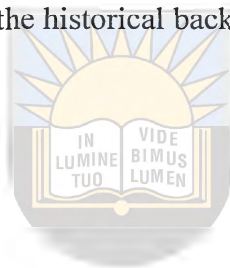
3.2. PERMISSION TO CONDUCT RESEARCH

The researcher requested written permission to conduct research in the Department of Health in the Province of Eastern Cape. The researcher sent a letter to the Head of Department requesting permission. A follow-up was done through telephone to speed up the process.

Permission was granted by the Head of Department of the Department of Health who is the Superintendent-General. The letter granting permission to conduct research is attached as Supplement B to the mini-dissertation.

3.3 SCOPE OF THE STUDY

The scope of the study explains the extent of matters to be dealt with in the study. The study was conducted in the Department of Health in the Province of the Eastern Cape during the period July 2009 to June 2010. The Department of Health is one of twelve departments. Any institution is time and place bound and the historical background of the Department of Health can be explained as follows.



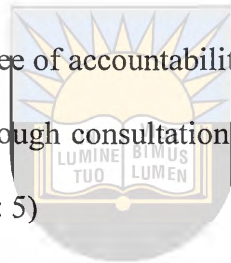
3.3.1. Survey area

The Department of Health in the Province of Eastern Cape was established in 1994 after the introduction of the new democratic government. It consists of the facilities from the former Ciskei, Transkei and former Republic of South Africa. It has political and administrative wings. The power and authority is vested in the political head of the Department who is the Member of the Executive Council (MEC). The MEC is appointed by the Premier of the province. For the Department to function effectively and efficiently, the MEC delegates powers or authority to the Head of Department who is the Superintendent-General. The Superintendent-General is responsible for the administration of the entire Department. There are three executive managers and one general manager who are reporting to the Superintendent-General (Warner, 2006: 22).

The core functions of the Department of Health are the provision of health care services, preventative, promotive, curative and rehabilitative services. The vision of the Department is: "A health service to the people of the Eastern Cape Province, promoting a better health for

all.” Contributing towards the achievement of the vision , the Department has the mission statement which is as follows: “To provide and ensure accessible comprehensive integrated services in the Eastern Cape Province, emphasizing the primary health care approach, utilising and developing all resources to enable all its present and future generations to enjoy health and quality of life.” The core values of the Department are as follows:

- Equity of both distribution and quality of services;
- Service excellence including customer satisfaction;
- Fair labour practices;
- Good work ethics and high degree of accountability and
- Transparency, demonstrated through consultations with all stakeholders in the health industry or field. (Warner, 2006: 5)



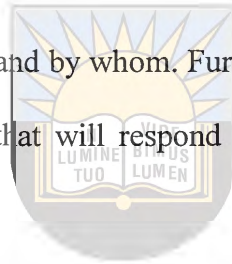
The Department of Health in the Province of the Eastern Cape has its head offices situated in Bhisho. For effective operation of the Department, it is divided into seven Health districts. The health districts are as follows: Amathole, Nelson Mandela, Cacadu, Ukhahlamba, OR Tambo, Alfred Nzo and Chris Hani. The total number of employees of the Department of Health in the province of the Eastern Cape is estimated to be 34 000 employees. These districts are headed by District Managers who are at the level of a Director (Warner, 2006: 10).

3.4. RESEARCH DESIGN AND METHODOLOGY

Fundamental to every scientific research is a method which can be explained as a prescribed manner for performing a specific task, with adequate consideration of the problem objectives and hypothesis. Marais (1990:33) writes that “(t)he aim of a research is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximized. Wakelin (1965:16) writes that “(w)hat distinguishes a study as a science is its

purpose and its methods. Its purpose is the ascertaining of truth; its method is a scientific method, (which) involves observing nature, asking questions, collecting evidence with which to answer these questions, formulating and testing hypothesis to explain the data and modifying those hypothesis in the light of new data.” Hofstee (2006:107) writes that the method is vital to the success of the study because a result can only be accepted, rejected, replicated or even be understood in the context of how to get there.

It can be deduced that research methodology is an important aspect of the research study. Without the research methodology, there will be no study. The research methodology tells what to do, when to do it, how to do it and by whom. Furthermore, the research methodology assists in the development of a plan that will respond to the research questions, research problem and hypothesis.



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The research design

- provides a theoretical background to the methods to be used in the research;
- is a basic plan which guides the data collection and processing phases of the study;
and
- provides a framework which specifies the type of data collected, the sources of the data and the collection procedure (DeVos, 2005: 132 and Salkind, 1977:37)

It is thus clear that scientific research ought to be designed with clearly explained methods guided by theory and the hypothesis which is to be tested against the stated objectives. The scientific research is thus an outcome of choosing the appropriate methodology. Two types of research approaches were used in this study, namely a quantitative and qualitative research approach.

3.4.1. Quantitative and Qualitative research approaches

A quantitative research approach requires that the data collected be expressed in numbers to describe the characteristics, variables and the relationship between the units of analysis. In this study the information obtained from the questionnaires was quantified in order to evaluate the impact of the training and development policy for chief officials in the Provincial Department of Health.

A qualitative research approach is descriptive, meaning that it can reveal the nature of specific situations, settings and relationships of people. Qualitative data refers to any information that the researcher gathers which is not expressed in numbers (Tesch, 1950: 55). Qualitative data includes information such as words, pictures, drawings and photographs. Strauss and Corbin (1990: 90) write that qualitative research is concerned with understanding the context in which behaviour occurs. The research does not focus on one theme only but on the interaction of multiple variables which occur in real life situations.

The need existed to use both the quantitative and qualitative approaches in this study, to consider the differences between the approaches, and to decide upon the applicability of either one of the approaches, or a combination of the two. In this regard, De Vos *et al.*, (2002 : 81) writes that there is general agreement amongst most authors that human science in reality employs both qualitative and quantitative methodology - “sometimes consciously, sometimes unconsciously.” This research method was also adopted in this study.

3.4.2 Research Strategy

The research strategy was based on a case study. Kane *et al* (2001:116-7) writes that case studies are also strategies in that they use interviews, observations and documentary materials to provide insights into how and why something works or does not work in real life, over

time. A case study of the Department of Health was used in this study to illustrate how training and development policies are implemented.

3.4.3. Data Collection Instruments

Data collection instruments refer to all those instruments used to collect data for the research study (Welman *et al*, 2000: 130). The main instruments used in this study were questionnaires which were supplemented by an analysis and assessment of public documents such as annual reports.

According to Wilkinson (2000: 42) a questionnaire is a document that asks the same questions to all individuals in the sample. It consists of open and closed ended questions and statements. On one hand, a closed ended question is when the participant is forced to choose from predetermined responses. Nachmias *et al* (1996: 74) write that in closed ended questions, the respondents are given a set of answers and asked to choose one that most closely represents their views. On the other hand, an open ended question is where participants give any responses they want to give according to the question asked (Mc Millan *et al*, 1993: 56).

The details of the population where the sample was drawn and data was to be collected is outlined as follows:

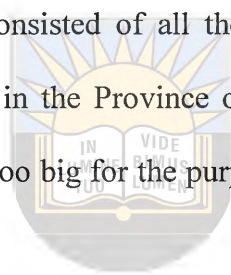
3.4.4. Population Details

Population refers to a group of potential participants or cases from which the researcher draws a sample and to which results from the sample are generalised. (Newman, 2006: 224 & Salkind, 1997: 96). Brynard and Hanekom (1997: 43) write that the population refers to objects, subjects, phenomena, cases, events and activities, which the researcher would like to

study to identify data. The population is thus the total set from which individuals or units of the study are chosen.

A population, due to its size, for example the population of a town, needs to be defined more clearly as the population. Newman (2006: 224) writes that a target population is required and that a target group is a specific pool of cases that are to be studied. Bless and Higson-Smith (1995: 87) explains a target as a set of elements that the researcher focuses upon and to which the results obtained by testing the sample should be generalised.

The target population of this study consisted of all the political office bearers and chief officials of the Department of Health in the Province of Eastern Cape. It is clear that the target population and survey area was too big for the purpose of this study, and that a sample was required.



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3.4.5. Sampling Details

By sample is meant a subset or portion of the total population (Bailey, 1982:85). A sample always implies the simultaneous existence of a larger population of which the sample is a smaller section or a set of individuals selected from a target population. (De Vos *et al*, 2005:193 + Gravetter and Forzano, 2003:465). The process of selecting the elements from a larger population is thus called sampling. It can be deduced that all sampling inquiries are aimed at discovering something about a particular population.

3.4.5.1 Sampling Procedure

There are various sampling methods, for example non-probability sampling such as quota sampling, cluster sampling, snowball sampling, random sampling, stratified sampling systematic sampling and purposive sampling (Salkind, 1997:379 and Neuman, 2006: 220). The purposive sampling technique was used to select two samples in this study, The two

samples were selected from the political office-bearers and the chief officials of the Department of Health in the Province of the Eastern Cape. By purposive sampling is meant a sampling in which the researcher selects subjects for the study on the basis of personal judgment about which ones will be most representative. (Polit and Hungler, 1993: 444) Bailey (1982:495) writes that purposive sampling enables the researcher to select those respondents that best meet the needs of the study. This study dealt with the provincial health policy for the training and development of chief officials. It was thus a requirement that all respondents should be actively involved in the training of chief officials, either in a political or administrative capacity, to make a valid contribution to the study. A sample always implies the simultaneous existence of a larger population which the sample is a smaller section of individuals selected from the target population. (De Vos, *et.al.*, 2005: 193 and Newman, 2006: 219). Purposive sampling was chosen because the sample is based on the judgement of the researcher and do not follow the theory of probability in the choice of elements, such as political office-bearers and chief officials from the sampling population. (Kumar, 2005:177, Neuman, 2006:223 and Babbie and Mouton, 2002:207). In this study purposive sampling was used as a sampling procedure

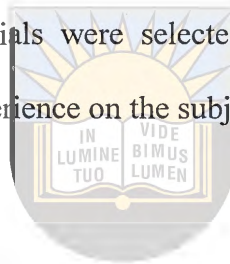
3.4.5.2 Selected sample

In this study two main samples were selected. The first sample consisted of 20 respondents, 10 political office-bearers of the Eastern Cape Executive Council and 10 respondents were selected from the Provincial Legislature. The second sample consisted of 30 respondents, consisting of the Superintendent- General, the 10 heads of Provincial departments, the 12 Chief Directors, and 7 District Managers to represent the following districts:

- Amathole Health District
- OR Tambo

- Nelson Mandela
- Cacadu
- Ukhahlamba
- Alfred Nzo
- Chris Hani

The 20 political office-bearers were selected based on the fact that they have appropriate knowledge about health related matters because they are responsible to ensure that the province of the Eastern Cape has a proper and reliable health system that will respond to the needs of citizens. The 30 chief officials were selected based on the fact that they are knowledgeable; they have relevant experience on the subject matter.



3.4.6. Questionnaire Details

Questionnaire is an instrument designed to deliver a series of well formulated written questions, distributed either in person or by mail. It is typically used to gather large amounts of data in extensive samples whose members are relatively inaccessible or expensive to reach for the purposes of interviews (Robinson, 1998: 86). In this study a questionnaire was distributed to 50 respondents as explained in the above sample. The questionnaire consists of the following sections:

Section One: Explanation of specific terms

In this section of the questionnaire the following terms were explained

- Training
- Development
- Policy

Section Two: How to complete the questionnaire

In this section of the questionnaire it was explained how to fill in the questionnaire.

Section Three: Questionnaire questions

This section was sub-divided into four sub-sections, namely:

- Nature and importance of the Training and Development of Chief Officials (Directors and Higher Positions)
- Principles of Training and Development
- Problems being experienced in the Training and Development of Provincial Chief Officials
- Possible solutions to problems being experienced in Training and Development of Provincial Chief Officials

Questions were classified into open-ended questions and close-ended questions. Open-ended questions are a type of research questions where blank spaces are provided on the questionnaires in order for the respondents to write in answers. Close-ended questions are those types of survey questions where boxes are provided in the questionnaires and the respondents choose from a fixed set of answers (Dawson, 2002: 31). The procedure as to how the data will be collected is outlined as follows:

The questionnaires to the respondents were distributed to the respondents by e-mail and for those who were close by; the questionnaires were delivered and collected by hand.

3.4.7. Response rate

Dawson (2002: 97) writes that the response rate is the manner in which the respondents returned the completed or filled questionnaires. Newman (2006: 295) writes that "...the failure to get a valid response from every sampled respondent weakens a survey. Barbie (1973: 165) writes that a response figure of at least 50% should be sufficient for analysis of

the questionnaires, a figure of 60% can be seen as good and a figure of 70% as very good. The response figure of 73.33% for chief officials can be seen as very good, the figure of 55.00% as sufficient for analysis and the average figure of 66.00% as good.

The questionnaire statistical details can be set out as follows.

TABLE 3.1: QUESTIONNAIRES USED AND RECEIVED

QUESTIONNAIRE	USED	RECEIVED BACK	PERCENTAGE
Political office-bearers	20	11	55.00%
Officials	30	22	73.33%
Total	50	33	66.00%

3.4.8. Data analysis

The purpose of any research is not simply having data, but to deduce information from the data collected. The researcher must clearly describe and explain how the data will be changed into information. The data can for example be analysed in an inductive (for quantitative) and deductive (for qualitative) mode. The analysis of data is premised on deductive analysis, which methodologically is ideal for a qualitative research study. Vithal and Jansen (1997: 27) write that researchers can only make sense of the data they collect through organising and arranging the data into manageable form. The data was coded by categorizing and breaking it into broad sections in order to make sense of the accumulated information. Data was collected, recorded and arranged systematically for interpretation. Statistical packaging

programmes were not used because the questionnaire data was processed manually by hand. For easy interpretation, data was packaged into manageable themes and variables. Data was also analysed by using tables, figures and diagrams.

Returned filled questionnaires were classified into two categories, that is, the first category was the responses from the political office bearers which were put together and the other category was the responses from chief officials which were separated from those of political office bearers. Same responses from political office bearers and chief officials for each question were added and converted to percentages. Responses were summarised and grouped together as per the four sub sections of the questionnaire, that are; the nature and importance of the training and development of chief officials (Directors and Higher Positions), principles of training and development, problems being experienced in the training and development of Provincial Chief Officials and possible solutions to problems being experienced in training and development of Provincial Chief Officials. Deductions were made at the end of each section and summarised in the Conclusion at the end of the chapter.

3.5. LIMITATIONS OF THE STUDY

This study has quite a number of limitations, for example, the delay in getting the permission to conduct the study within the Department of Health in the Province of the Eastern Cape. It took almost two months for the researcher to get the permission to conduct the research and as such that had some implications in the entire planning of the study.

Furthermore, it was not easy to access the research participants as they are senior managers of the Department, if one wants to access them; he or she must first via personal assistants. Personal assistants do not consider research questionnaires as a priority and therefore those questionnaires stay in those managers' offices for quite a long time without being attended to by the participants. That itself had negative implications on the entire research project

because the delay of questionnaires to return back to the researcher resulted in a situation where the researcher at times fell behind his schedule.

In addition to that, the situations where participants are not giving honest answers have a detrimental effect towards the research project because it does not give the true reflection of the study. However, that was beyond the control of the researcher.

3.6. ETHICAL CONSIDERATIONS

Strydom (2007: 56) writes that the fact that human beings are sometimes the objects of study in the social sciences brings unique ethical problems. A researcher has to completely conform to specific ethical requirements. These requirements can be divided into two broad categories of responsibility. Firstly, the responsibility towards human and non-human participants, and secondly the responsibility towards the discipline of science that require them to report with accuracy and truth.

Marlow (1998: 151) emphasizes that it is important that the researcher obtain the informed consent of the potential participants, that the participants be told what the purpose and objectives of the research project are, to enable them to give a voluntary consent or otherwise reject participation before commencement of the exercise.

De Vos (2007: 57) explains that emphasis should be placed on precise and complete information so that the participant may be able to thoroughly make a reasoned decision about possible participation. Leady (2005: 102) writes that all researchers should respect the participants' right to privacy.

The researcher never in any manner involved himself in unethical conduct. The researcher always respected participants' human rights at all times. The researcher allowed the participants not to write their names when answering questionnaires and therefore, they

remained anonymous. The researcher thus assured participants in writing about confidentiality about information shared. The researcher also assured the participants that the information shared on the questionnaires will not be shared with anyone without the participants' consent.

3.7. CONCLUSION

In conclusion, the methodology used was outlined thoroughly in this chapter. Firstly, the manner in which the letter granting permission to conduct a research was presented in this chapter. Secondly, the scope of the study was explained and described to give a clear understanding. The scope of the study explained where the study was conducted. The study was conducted in the Department of Health in the Province of the Eastern Cape during the period of July 2009 to June 2010. The survey area which described the historical background, the structure, the core functions, vision, mission and core values of the Department of Health in the Province of the Eastern Cape was thoroughly discussed.

Thirdly, research methodology and design were explained thoroughly. The research methodology tells what to do, when to do it, how to do it and by whom. In discussing research design, two types of research approaches were explained, that are; qualitative and quantitative approaches. A case study of the Department of Health was used as a research strategy in this study to illustrate how training and development policies are implemented. Questionnaires, an analysis and assessment of public documents such as annual reports were used as data collection instruments in this study.

The target population of this study was explained. Political office bearers and chief officials of the Department of Health in the Province of the Eastern Cape were the target population of this study. Purposive sampling was used as a sampling procedure in this study. Two main samples were selected, that are; 20 respondents, 10 political office-bearers of the Eastern

Cape Executive Council and 10 respondents randomly selected from the Provincial Legislature. The second sample consists of 30 respondents, consisting of the Superintendent-General, the 10 heads of Provincial departments, the 10 Chief Directors, and nine District Managers

The questionnaire details were explained. The questionnaire was divided into three sections. Section one was explaining specific terms of this study, section two explained how to complete the questionnaire and section three had the questions of the questionnaire. Section three was divided into four sub-sections. The sub-sections were; nature and importance of the training and development of Chief Officials (Directors and Higher Positions), principles of training and development, problems being experienced in the training and development of provincial chief officials, possible solutions to problems being experienced in training and development of provincial chief officials. Questions of the questionnaire were classified into open and closed ended questions. The questionnaires were distributed to the respondents by e-mail and for those who were close by, the questionnaires were delivered and collected by hand. The response rate was 66.00% and is considered as good by researchers. It was explained how data was analysed and where deductions were made at the end of each section and summarised in the conclusion at the end of the chapter.

Fourthly, limitations of the study were outlined clearly where issues like for example, delay in getting permission to conduct research, inaccessibility of research participants that caused the delay in returning of questionnaires and research participants not giving honest answers were raised in this study.

Lastly; ethical considerations were explained clearly. The researcher committed himself not to get involved in any unethical conduct and respected participants' human rights. The researcher assured participants about confidentiality and to remain anonymous when

answering the questionnaire. The next chapter focuses on the analysis and interpretation of the data collected for this study.



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CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

The research project consists of different components and one of those components is data analysis and interpretation. After the data has been collected, it needs to be presented, interpreted and analysed. Therefore, this chapter seeks to present the data that has been collected throughout the research, interpret, analyse and describe it.

The purpose of this chapter is to communicate and outline the manner in which the data was presented, analysed and interpreted in this study. Data was collected as per the methods described in the previous chapter. The techniques that has been used to collect data were questionnaires, annual reports and one on one interviews conducted with the respondents.

The aims of this chapter are outlined as follows. Firstly, data about personal details of the respondents will be outlined. This will include age, gender, years of service and academic qualifications of respondents. Secondly, responses to the questions under the heading; nature of training and development to chief administrative officials will be presented in detail. Thirdly, the responses of questions on the importance of training and development to chief officials will also be outlined. Fourthly, responses on the departmental policy to training and development will also be presented. Also response on the problems being experienced in training and development of provincial chief officials will be explained. Moreover, responses about the possible solutions to training and development problems will also be presented. Also the information from the annual report will be presented. Lastly, the report from the interviews conducted with the chief officials and political office bearers will be presented

4.2 QUANTITATIVE DATA ANALYSIS

In quantitative approaches to empirical research, 'analysis' refers to the stage in the research process where the researcher, through the application of various statistical and mathematical techniques, focuses separately on specific variables in the data set (Mouton, 1996: 161). De Vos *et al.*, (2002: 339) goes further to state that analysis means categorising, ordering, manipulating and summarising of data to obtain answers to research questions. Furthermore, De Vos *et al.*, (2002: 339) write that the purpose of analysis is to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied, tested and conclusions drawn.

According to Mouton (1996: 161), interpretation refers to the stage in the research process where the researcher tries to bring it all together, either by relating the various individual findings to an existing theory or hypothesis, or by formulating a new hypothesis that would best account for the data. De Vos *et al.*, (2002: 223) added and further simplified to say, interpretation in quantitative approach refers to a process of taking the results, making inferences pertinent to the research relations studied and draws conclusions about these relations.

4.2.1 Demographic details of respondents

Demographic details of respondents include the positions or office of respondents, age, gender, years of service and academic qualifications of respondents. It has been presented below as follows:

4.2.1.1 Total number of managers employed in the department

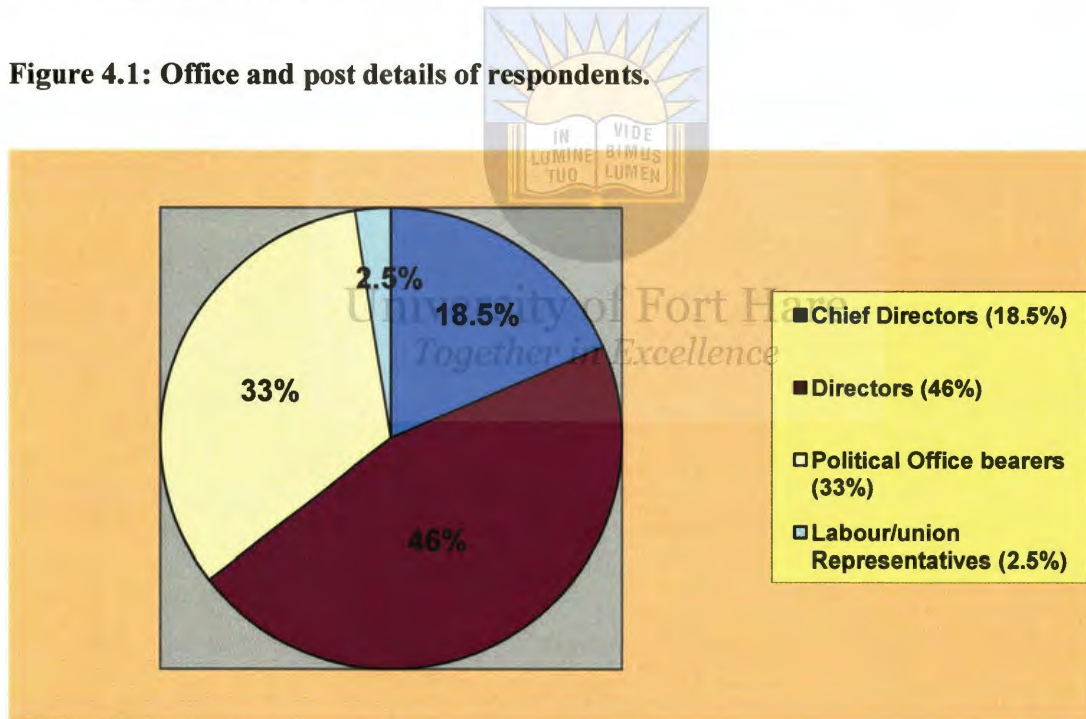
According to the *Annual Report, 2008/2009* of the Department of health, a total of 176 Senior Managers were employed and that the Department has an overall vacancy rate of 35.0%.

Sixty percent of the vacant posts are those of health professionals. The Department also acknowledges a critical shortage in skills in human management and financial management, as is borne out by poor audit reports received by the Department each year. To address this challenge, the Department reported that it had commenced with conducting a skills audit, focusing on its capacity to manage its human capital and financial resources effectively and efficiently (p. 182).

4.2.1.2 Positions / offices of respondents

The offices and positions of the respondents can be set out as follows:

Figure 4.1: Office and post details of respondents.

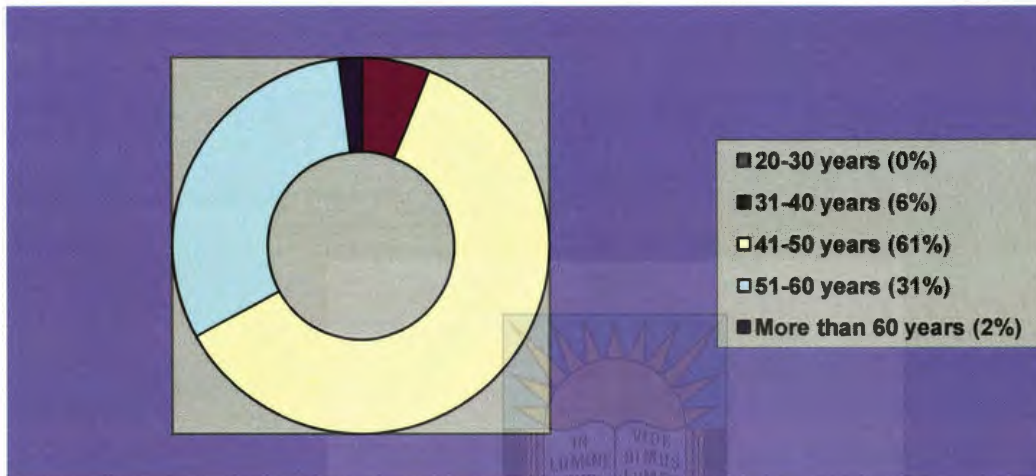


The figure shows the positions or offices of respondents in this study. Eighteen comma five percent (18, 5%) of respondents were chief directors, 46, 0% were directors, 2, 5% were labour or union representatives and 33, 0% were political office bearers. The majority of the respondents are Directors and it can be deduced that Directors are experienced and knowledgeable officials, who provided useful data on the topic of training of chief officials, because they are directly involved in such training.

4.2.1.3 : Age of the respondents

The age details of the respondents can be set out as follows:

Figure 4.2. Age group of respondents



The figure shows age group distribution of the respondents. None of the respondents were from 20 to 30 years old. Six percent (6.0%) of the respondents were from 31-40 years old. Sixty one percent (61, 0%) of the respondents were from 41 to 50 years old. Thirty one percent (31.0%) of respondents were from 51 to 60 years old and 2% of respondents were from those more than 60 years old and were the political office bearers.

The results as shown in figure 4.2 indicate that:

- there are no officials in the age bracket 20-30 years, whilst in the 41-50 years age category the percentage of officials are too high in comparison with the other respondents; and
- Thirty-one percent of the respondents are in the age bracket 51-60, that is almost one third of the respondent, is close to retirement.

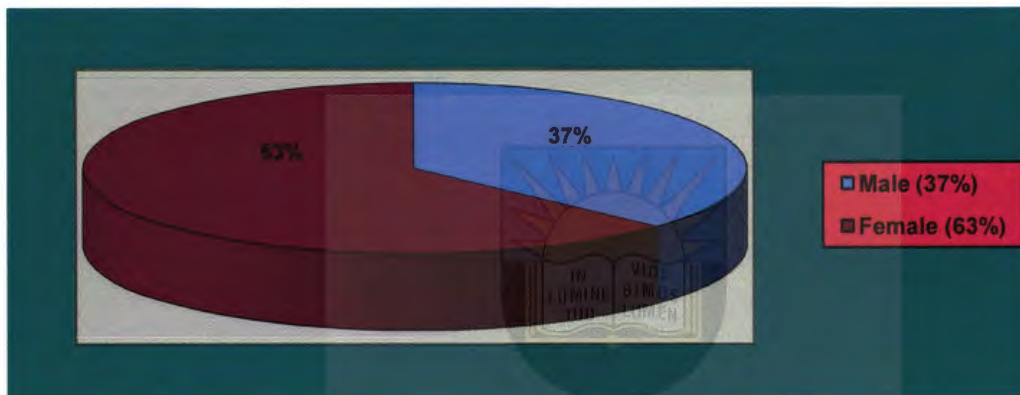
From the above discussion it is clear that there is no equal distribution or representativity across the respondents. However, the purpose of the questionnaires was to obtain data based

on the expert knowledge and experience of the respondents, something which is not also found in the age bracket of 20 to 30 years.

4.2.1.4 Gender of respondents.

The gender distribution of the respondents can be set out as follows:

Figure 4.3: Gender of respondents

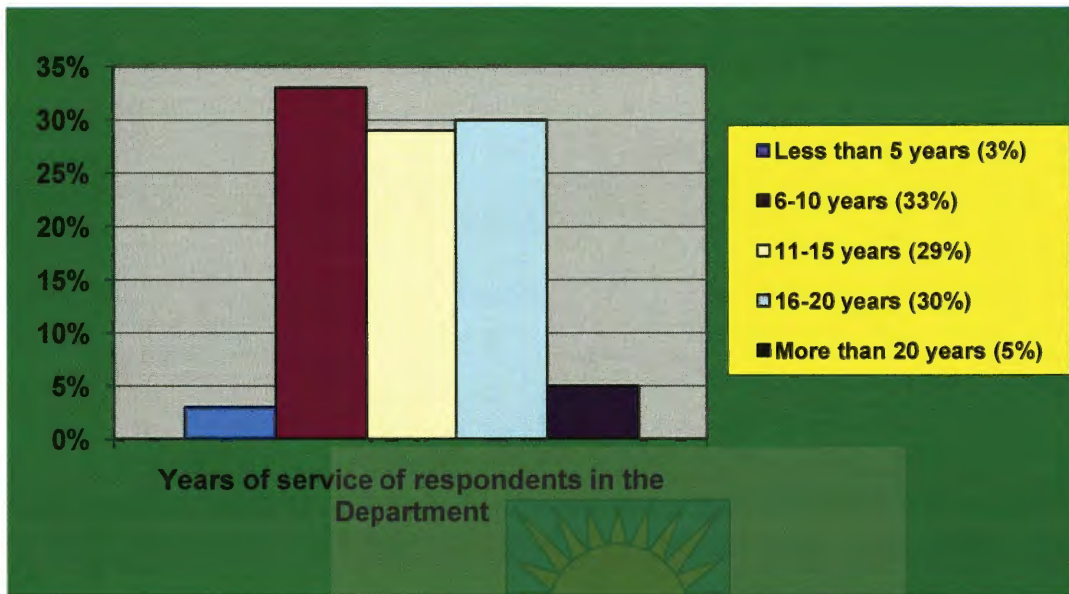


The above pie chart presents the percentages of the sample from a gender perspective. The gender distribution showed that of a total of 50 respondents 37.0% were male and 63.0% were female. It can thus be deduced that the respondents do not meet the requirements of male representativity and that females are in the majority.

4.2.1.5. Years of service of respondents in the department

The respondents in this study did not join the Department of Health in the Province of the Eastern Cape at the same time, some have longer and others have shorter service. The years of service of the respondents can be set out as follows:

Figure 4.4: Years of service of respondents

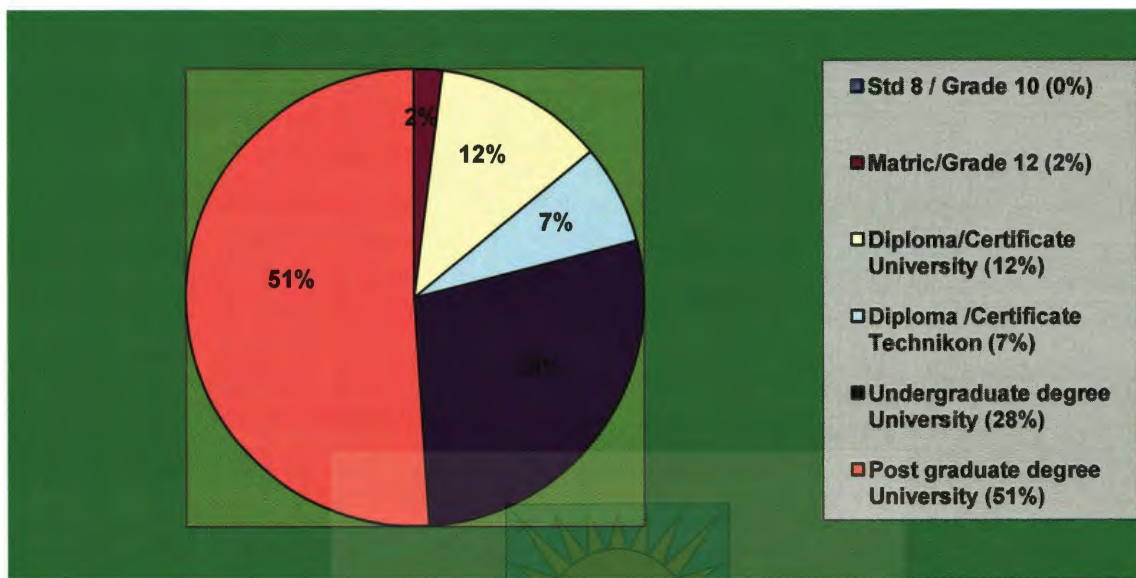


The above figure shows the years of service in the Department of Health in the Province of the Eastern Cape. Three percent (3.0%) of the respondents have less than 5 years service. Thirty three percent (33.0%) of respondents are between 6 to 10 years of service. Twenty nine percent (29.0%) of respondents are from 11-15 years of service. Thirty percent (30.0%) of respondents have between 16 and 20 years of service. Five percent (5.0%) of respondents have more than 20 years service. It can be deduced that the respondents are sufficiently experienced to be able to complete the questionnaires and to provide reliable data for analysis.

4.2.1.6. Academic qualifications of respondents

The academic qualifications of the respondents can be set out as follows:

Figure 4.5: Academic qualifications of respondents

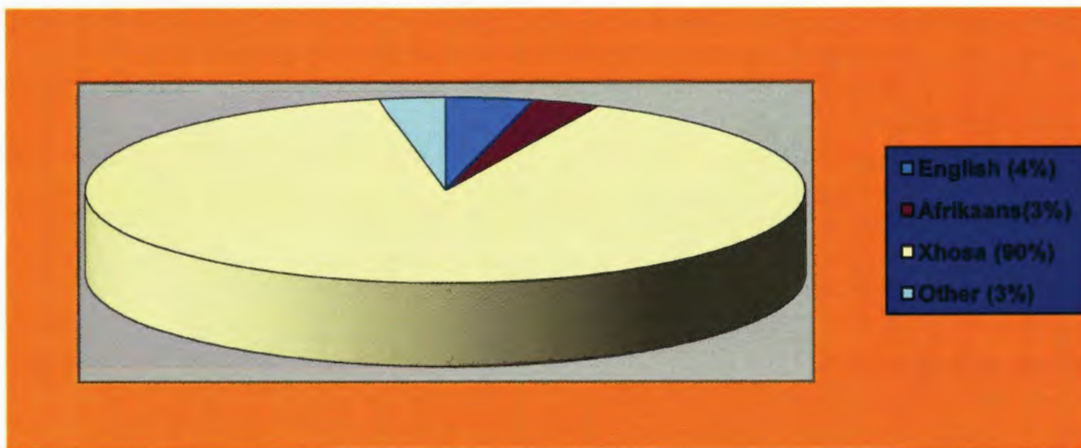


The above figure shows academic qualifications of the respondents in this study. Only 02.0% of the respondents have only a matric certificate. Twelve percent of the respondents have a diploma or certificate from a technikon. Seven percent (07.0%) of respondents have diplomas or certificate from university. Twenty eight percent (28.0%) of respondents have undergraduate university degrees whereas 51, 0% is have post graduate university degrees. It can be deduced that the respondents are academically, especially at post graduate level, well qualified to act as respondents in the survey.

4.2.1.7. Home language of respondents

The home language of the respondents can be set out as follows:

Figure 4.6: Home language of respondents



The figure shows home languages of the respondents, consisting of political officer-bearers and chief officials in this study. Four percent of the respondents, their home language is English, 3, 0% of the respondents are Afrikaans speaking. 90.0% of the respondents have Xhosa as their home language, whereas only 3, 0% of respondents have other home languages. It can be deduced that the majority of Chief Officials in the Department of Health in the Province of Eastern Cape is Xhosa speaking. This is understandable considering the fact that the majority of the citizens of the province are Xhosa speaking.

Based on the above information, the following deductions can be drawn. Firstly, the majority of the respondents are Directors and it can be deduced that Directors are experienced and knowledgeable officials, who provided useful data on the topic of the training of chief officials because they are directly involved in such training. It can thus be deduced that females are still dominating in terms of occupying senior positions in the Department of Health.

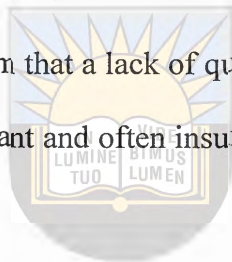
4.3 THE FINDINGS OF THE SURVEY RESEARCH

This section is mainly based on a qualitative analysis. By qualitative analysis is meant the organisation and interpretation of non-numeric narrative data for the purpose of discovering

important underlying dimensions and patterns of relationships from the data collected. (Polit and Hungler, 1993:444) This section presents the overall findings of the qualitative research.

4.3.1 The research findings

As indicated in sub-section 1.3.2 of the Introductory chapter, this research intended to investigate the following hypothesis: That a lack of effective and efficient training and development policy and its implementation in a rapid changing environment will impact negatively on the actual performance of chief officials and subordinates and the quality of service rendered by the Department of Health in the Province of the Eastern Cape. This hypothesis is based on the study problem that a lack of quality health services is prevailing in the Department of Health due to irrelevant and often insufficient training and development of personnel.



4.3.2 Nature of training and development to chief officials (The input phase)

The effectiveness of public institutions relies on its strong and effective training and development structures. Therefore, the training of chief officials regardless of their levels is also of importance. However, chief officials of any public institution are the ones who give strategic direction and should be given first preference in terms of training and development considering also the nature of their job and responsibilities. In this regard, chief officials of the Department of Health in the Province of the Eastern Cape and political office bearers were asked questions with regard to this objective in this section the respondents were asked to reply to the following statements outlined in items 1-6. The responses are reflected below as follows. The questions and percentage responses are also summarised in Supplement C at the end of the mini-dissertation.

(a) Statement: A lack of efficient and effective training and development of chief officials will impact negatively on the actual rendering of health services to citizens.

Answer: The majority of the chief officials (70.0%) and the majority of the political office-bearers (87.0%) agreed strongly with the statement, a further 25.0% of the chief officials and 13.0% of the political office-bearers also agree with the statement, which means that only a small percentage (5.0%) of the chief officials disagreed. The respondents motivated the responses as follows:

- A lack of training effects decision making within the Department;
- results in ineffective utilisation of resources by chief officials;
- results in ineffective monitoring and evaluation of services rendered; and
- a lack of training has a detrimental effect on the effective implementation of policy.

It can be deduced that structures and systems need to be put in place to ensure effective and efficient training offered by the Department of Health in the Province of the Eastern Cape.

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(b) Statement: Personnel training and development aimed at improving existing knowledge, skills, attitude and thus competency of chief officials.

Answer: The majority of the chief officials also strongly agree (63.0%) and agree (26.0%), the majority of the political office-bearers agreed strongly (89.0%) and agree (11.0%) that the training and development of personnel aim at improving existing knowledge, skills and attitudes, and thus the competency of chief officials. The responses were motivated as follows:

- Training and development improves the existing skills, knowledge and attitudes of personnel;
- It broadens the minds of chief officials; and
- builds confidence of chief officials.

It can be deduced that personnel training and development in the Department of Health in the Province of the Eastern Cape needs to be evaluated to ensure that it addresses the intended objective.

(c) Statement: No official is able to perform all duties properly without proper training and development and as circumstances change it becomes necessary to retrain chief officials.

Answer: The majority of the chief officials (97.0%) agreed strongly, 3.0% only agreed, that no official can perform all duties properly with suitable training and development and that retraining becomes necessary when circumstances change. All (100.0%) of the political office-bearers agree with this statement. The respondents also commented that training and development is essential to keep abreast with new developments and that chief officials should be aware of the constant changes that are taking place in the world today. The majority of the chief officials (90.0%) also agree strongly and 10.0% agree that training is a process of providing the chief officials with the required skills to correct deficiencies in work performance and the rendering of services. All the political office-bearers (100.0%) agreed with this statement. The following motivations were provided:

- Training empowers all personnel;
- prevent the making of mistakes;
- enable personnel to correct mistakes;
- addresses human weaknesses; and
- improve work performance.

It can be deduced that the Department of Health in the Province of the Eastern Cape must always ensure that there are mechanisms in place for the retraining of staff.

(d) Statement: Irrespective of the training presented prior to the appointment, all provincial

officials should receive induction / orientation and in-service training as a matter of course and selected officials should be eligible for continuing training programmes such as short courses.

Answer: The majority of the chief officials (70.0% agree strongly, 30.0% just agree that all provincial officials should receive induction/orientation training as part of in-service training. The majority of the political office-bearers (95.0%) agreed strongly and 05.0% just agreed with this statement.

The respondents provided the following comments:

- Induction/orientation training is of crucial importance because it introduces the newly appointed official to the work environment; and
- Empowers the official about the department from the beginning.

(e) **Statement:** Training is the process of providing chief officials with specific skills and helping them to correct deficiencies in their work performance.

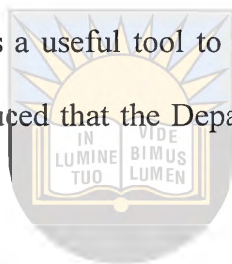
Answer

The majority of chief officials (90.0%) strongly agree with the above statement, and a further 10, 0% agrees, whilst all the political office-bearers 100.0% also agree strongly that training is the process of providing chief officials with specific skills and helping them to correct deficiencies in their work performance. Responses were motivated as follows:

- Training empowers chief officials with required skills to improve work performances.
- Training enables chief officials to recognise and correct mistakes effectively; and
- training enables chief officials to recognise and address personal weaknesses

In-service training programmes become important in a changing environment to keep chief officials and subordinates continuously informed about new developments. The theory and

practice of health functions and services are continuously changing which necessitates in-service programmes. Respondents have clearly indicated that chief officials have no resistance to attend in-service programmes and that subordinates are regularly released from work to attend in-service training programmes. All the respondents also agreed (100.0%) that purposeful training and development will improve the morale and loyalty of personnel. All the respondents (100.0%) also agreed that newly appointed personnel enter the department with specific attitudes, preconceptions and behaviour which does not always correspond with the departmental requirements and values. Respondents were of the opinion that in-service training programmes should be seen as a useful tool to change the attitude and mindset of such members. It can therefore be deduced that the Department of Health staff is taking in-service training seriously.



4.3.3 Need for training and development (input phase continued)

Chief officials are in the forefront of the implementation of policies of public institutions. They are the drivers of policy implementation and should give direction with regard to the implementation of policies in any public institution. However, chief officials work in an ever changing environment. Therefore, they need to be empowered with necessary skills, knowledge and information. Questions, statements and responses from respondents are presented below as follows:

(a) Statement: The theory and practice of the functions of the Department are continuously changing to meet new environmental demands and it is essential to keep chief officials and their subordinates informed through in-service programmes.

Answer: The majority of officials (95.0%) strongly agree and 5.0% agree with the above statement and commented as follows:

- With constant changes taking place in and around the Department it is of crucial importance to always send officials to in-service training offered within the Department

All (100.0%) of the political office-bearers strongly agreed with the above statement and commented as follows:

- With constant changes taking place in and around the Department it is of crucial importance to always send officials to in-service training programmes offered within the Department.

(b) Statement: Purposeful training and development will improve the morale and loyalty of chief officials and subordinates.



Answer: All (100.0%) the chief officials and political office-bearers agreed with the statement and commented that purposeful training and development improves motivation, integrity and effectiveness and makes a meaningful contribution to service rendering.

(c) Statement: Candidates enter the employment of the Department in a specific state formed by descent and environment with specific behaviour, preconceptions and attitudes which do not always correspond with the departmental requirements and which thus necessitates in-service training.

Answer: All the chief officials and political office-bearers (100.0%) agreed with the statement and commented that training definitely changes the attitude and mindset of chief officials and subordinates.

In an interview with the Senior Manager: Human Resources Directorate (*Tuesday, 18 May 2010, 10: 15 am*) it was stated that there is a sound training and development policy in place in the Department.

It can be deduced that the chief officials and political office-bearers are aware of the need and importance of training and development of departmental officials. It can also be deduced that chief officials and political office-bearers are aware and take cognisance of the new environmental changes and demands and the importance of keeping officials informed through in-service programmes that should be constantly offered within the Department.

4.3.4 Training and development policy (processing phase)

Training and development are important activities in any work environment. The findings reveal thus far that training and development are vital and necessary activities by which chief officials and subordinates learn knowledge and skills for a definite purpose. Training and development are thus purposeful directed towards effective service rendering.

Personnel training policy must therefore be determined and implemented. The nature of the existing departmental health policy required to process inputs into outputs can be discussed as follows:

4.3.4.1 Nature of existing policy

(a) Question: Does your Department have a clearly defined training and development policy to supplement existing legislation?

Answer: The majority of chief officials (93.0%) responded yes to the above statement and the minority (7.0 %) did not know, whereas the majority of political office-bearers (86.0%) responded yes to the above statement and the minority (14.0%) did not know.

(b) Question: Does your Department have a clearly defined training and development policy to evaluate the training needs of chief officials?

Answer: The majority of chief officials (89.0%) responded yes, whereas 11.0% did not know about such policy. On the other hand, the majority of political office-bearers (92.0%) responded yes and 8.0% did not know.

(c) **Question:** Does your Department have a clearly defined policy to evaluate the training needs of administrative personnel?

Answer: All the chief officials and all the political office-bearers (100.0%) answered yes. In an interview with the Senior Manager in Human Resource Development (Thursday, 20 May 2010, 09:45 am) it was stated that “...like any other public institution, we do have a policy in place that we use to implement training and development activities. On top of that, and every year, we ensure that we develop the *Workplace Skills Plan* (WSP). This plan is being monitored on a quarterly basis by making use of quarterly implementation report. This kind of report informs us as to whether we are making progress or not in implementing training and development within our province. After analysing these reports we are able to identify shortfalls and are able to come up with interventions to improve the situation. An annual training report is being compiled and it feeds the departmental annual performance report. There is a policy on a performance management development system that we are using to assess the performance of our employees. The performance of our officials is evaluated on a quarterly basis and eventually an annual performance assessment is being conducted for all employees. There are incentives for the excellent achievers.” The above results confirmed that there is a training and development policy in place.

(d) **Question:** Does your Department have a clearly defined policy for the making and implementation of training programmes?

Answer: The majority (62.0%) of the chief officials answered yes, 13.0% answered no and 23.0% did not know. The majority (77.0%) of the political office-bearers also answered yes, whilst 23.0% did not know. In the *Annual Report, 2008/2009*, it is stated that “There was also progress made in *Learnership and Corporate Internship* programmes, these programmes started in the 2007/2008 financial year and continued to the 2008/2009 financial year. Unfortunately no dedicated funding has been allocated during 2009/10. Budget constraints

resulted in the Department not absorbing many of its interns in April 2009, except for those under the corporate services.” (p. 182-3)

(e) **Question:** Does your Department have a clearly defined policy for the selection and orientation of candidates for training and developmental programmes?

Answer: All of the chief officials and political office-bearers (100.0%) responded positively.

(f) **Question:** Do you experience resistance from subordinate chief officials to attend in-service training programmes?

Answer: The majority (85.0%) of the chief officials confirmed that there is no resistance, whilst 15.0% of the chief officials did not know.

(g) **Question:** Are you satisfied with the implementation of the existing training and development policy in your department?

Answer: The majority (77.0%) of chief officials are satisfied with the implementation of the existing training and development policy, whereas 13.0% are not satisfied. However the large majority (93.0%) of the political office-bearers are not satisfied, with only a small minority (7.0%) who are satisfied. This is clearly a difference of opinion. Respondents commented that the existing training and development policy does not produce the intended results, for example officials who have attended training programmes do not excel as expected in their jobs. Respondents stated that they do not expect that performance be on the same level, or even lower, than prior to attending training courses.

(h) **Question:** Are clear targets for training and development of chief officials set and achieved in your department?

Answer: Only a small minority (25.0%) of the chief officials answered yes to this question. The majority (62.0%) respondent negatively to the question and 13.0% did not know. All of the political office-bearers answered no to the question. It was felt that targets that are set are

not addressing the real problems of poor service delivery; that chief officials do not support training and development programmes and do not submit their training needs in time.

(i) **Question:** Does your Department have a *Workplace Skills Plan* as required by the *Policy on Education, Training and Development* for the Department of Health in the Province of the Eastern Cape.

Answer: All the chief officials and the political office-bearers responded positively to the question.

(j) **Question:** Does your Department make use of Learning Committees?

Answer: The majority (62.0%) of the chief officials responded yes to the above question. However, 8.0% responded no and 30.0% did not know. The majority (56.0%) of political office bearers responded yes to the above question, whereas 18.0% responded no and 26.0% did not know.

(k) **Question:** Are you satisfied with the level of in-service administrative training provided to departmental chief officials?

Answer: A low majority (53.0%) of the chief officials answered yes to the above question, whereas 34.0% answered no and 13.0% did not know. All (100.0%) of the political office-bearers indicated that they are not satisfied. Linked to the above responses is the question to respondents whether chief officials are performing their administrative functions effectively and efficiently. Only a small majority (60.0%) of the chief officials strongly agreed with the question positively, 27.0% agreed and 13.0% remained neutral. All (100.0%) of the political office-bearers answered negatively. Respondents based their responses upon the large number of complaints that are received from citizens and interest groups.

It can be deduced from the above exposition that the implementation of training and development policy needs to be evaluated. It can also be deduced that the implementation of training and development policy does not produce the intended results. . It should be

recommended that chief officials should be trained in the administrative functions – the enabling work that chief officials do, namely policy making, financing, organising, staffing, procedure determination and controlling – the functions which makes the rendering of health services continuously possible. The above findings reveal that specific problems exist within the Department of Health. These problems can be discussed as follows.

4.3.5 Problems being experienced in implementing departmental training programmes.

(output phase)

By referring to something as a problem, the presumption is made that a value-judgement on a specific condition in a specific place and at a specific time, is seen by a person or a group of persons, as being unsatisfactory. (Meiring, 2001:53) The study problem to be proved as true or false is based on the supposition that a lack of quality health services is prevailing in the Department of Health in the Province of the Eastern Cape and that it is caused by irrelevant and often insufficient training and development of personnel. (See section 4.3.1. above) There is no consensus in the above findings (See sub-paragraph 4.3.4.1 (g) above) regarding the satisfactory implementation of the existing training and development policy and the responses of the political office-bearers that targets do not address the real problems. (Section 4.3.4.1 (h)). In an interview (*Thursday, 3 June 2010, 11:00 am*) with political office-bearers it was stated that “It is fully agreed that there is a policy for training and development in place, however, the monitoring and evaluation of this policy leaves much to be desired. The problem is that in South Africa we have good policies but we do not monitor the implementation of these policies.” These findings reveal that specific problems are being experienced. These problems were investigated as follows:

(a) **Statement:** Problems are being experienced with the implementation of orientation/initiation training of officials.

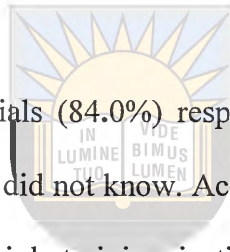
Answer: The majority (95.0%) disagreed with the statement. The small minority of 5.0% could not answer the question because they did not know.

(b) **Statement:** Problems are being experienced with the implementation of functional proficiency training programmes.

Answer: The majority (72.0%) of chief officials responded yes to the above statement, whereas 25.0% responded no and 3.0% did not know. The majority (95.0%) of political office bearer responded yes and 5.0% did not know.

(c) **Statement:** Problems are being experienced with the implementation of on the job training programmes.

Answer: The majority of chief officials (84.0%) responded yes to the above statement, whereas 13.0% responded no and 3.0% did not know. According to chief officials, the reason for the 'yes' response is that on the job training is time consuming and delays service delivery.



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The majority (89.0%) of political office bearers responded yes and 11.0% did not know.

According to the political office-bearers too much time is being spent to train small numbers of employees; as a result mentors are unable to do their respective own work as required and that affects service delivery.

(d) **Statement:** Problems are being experienced with the conferences, workshops and symposia as training and development programmes.

Answer: The majority (83.0%) of the chief officials responded yes to the above statement whereas 8.0% responded no and 9.0% did not know. The majority of chief officials commented that conferences *et cetera* are too expensive and are presented away from the workplace; as a result the candidates must be provided with transport and accommodation facilities which is costly.

- All (100.0%) of the political office-bearers agreed with the statement and commented that too much budgeted money is spent on officials attending conferences and when they come back to their workplace they do not plough back the knowledge. As a result, this becomes a fruitless expenditure.

(e) **Statement:** Problems are being experienced with the use of correspondence courses to further the knowledge of officials.

Answer: The majority (58.0%) of the chief officials responded yes to the statement. Thirty three percent (33.0%) of the chief officials responded no and 9.0% did not know. Almost all (98.0%) of the political office-bearers answered positively, whilst 2.0% of them did not know. Respondents felt that correspondent courses assist only a small number of officials because bursaries are not available to all candidates. Furthermore, the biggest part of the annual budget ought to deal with service rendering.

(f) **Statement:** Problems are being experienced with the presentation of administrative/management training and development programmes.

Answer: The majority (66.0%) of the chief officials have responded yes to the above statement, whereas 28.0% responded no and 6.0% did not know. The chief officials commented that a lack of sufficient funds and the awkward scheduling of training courses can be seen as the main problems for officials not attending administrative/management training courses. The majority (92.0%) of the political office-bearers responded yes to the above statement, whilst 8.0% did not know. The political office-bearers felt that it is important for officials to attend these training courses, but unfortunately they do not attend.

(g) **Statement:** The main problem in the rendering of provincial health services is a lack of sufficient skills.

Answer: The majority (84.0%) of the chief officials responded yes to the above statement, whereas only six percent responded no and 10.0% did not know. All (100%) of the political office-bearers responded yes. The responses indicated that

- Scarce administrative and management skills are lacking;
- there is no retention policy in place; and
- specialised skills are needed to improve the quality of service rendering.

(h) **Statement:** Sufficient knowledge to render health services effectively is lacking.

Answer: The majority (94.0%) of the chief officials responded yes to the above statement, whereas 6.0% responded no and 20.0% did not know. All (100.0%) of the political office-bearers responded yes to the above statement. Respondents provided the following comments.

- Specialised knowledge is lacking in the department.
- The department is unable to attract and retain suitable candidates with the required specialised knowledge.
- There is no retention policy in place yet.

The above findings indicate that a lack of sufficient training and development of chief officials exist in the Department of Health. The lack is caused by poor planning by chief officials, lack of training and development budget, poor implementation of the policy and lack of monitoring and evaluation of training and development. It can thus be deduced that existing policy is in need of analysis and evaluation to ensure adaptation to a changing environment. Scarce administrative and management skills of chief officials require in the first instance training in the enabling functions, namely policy making, financing, organising, staffing, procedure determination and controlling.

4.3.6. Effects and disadvantages of lack of sufficient training and development of chief officials (impact phase)

Problems that are experienced in implementing policy on education, training and development have a negative impact on rendering of services within the department of Health in the Province of the Eastern Cape. Findings from this study reveal that there are effects and disadvantages arising from the lack of effective and efficient training and development of chief officials. In the *Annual Report, 2008/2009*, the department acknowledges the fact that those complaints of long waiting hours are due to staff shortages, where some institutions are staffed with four against the need of 12 doctors. As a result, some doctors experience burnout and they eventually decide to leave. Another important issue is the ageing infrastructure which in most cases is not serviced or renovated or maintained because of budgetary constraints. This in some instances results in death of patients and staff leaving the department. The department is constantly receiving complaints from the citizens about the attitude and carelessness of some staff which in most cases result to death of patients. Patients are turned away from the health institutions and refused treatment, some are made to go home without treatment and come back the following day, only because there is no pharmacist on duty at that point in time (*Annual Report, 2008/2009: 73*). In addition to that, women especially in rural areas, often deliver their babies at home. The department acknowledges that this has a most likely impact on the maternal and neonatal death rate in the province (*Annual Report, 2008/2009, p.73*). Other effects and disadvantages were investigated per the questionnaire as follows:

Statement: A lack of effective and efficient training and development of chief officials will impact negatively on the actual rendering of services to citizens

Answer: The majority of chief officials (75.0%) strongly agree and 25.0% agree with this statement and motivated their responses as follows.

- It affects the decision making process within the Department.
- Results in poor management of resources by chief officials within the Department.

On the other hand, the majority of political office bearers (87.0%) strongly agree and 13.0% agree with the statement and motivate their responses as follows:

- Results in lack of monitoring and evaluation by chief officials.
- Ineffective and inefficient training of chief officials has a detrimental effect on effective implementation of policies within the Department.

It can be deduced that lack of effective and efficient training and development of chief officials can have a detrimental effect on the entire society. Andrews (1988:136) writes that a lack of training could result in specific manifestations or circumstances, for example low productivity, slow service rendering, poor supervision, lack of co-ordination, and client complaints. These results confirm evidence that the Department of Health in the Province of the Eastern Cape should analyse and evaluate the existing personnel training and development programmes.

Statement

Development is an effort to provide chief officials with the capabilities the Department will need in the near future to solve problems.

Answer

The majority of officials (77.0%) strongly agree and 23.0% agree with the above statement and motivated their responses as follows:

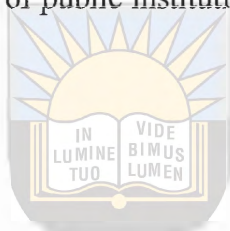
- Development assists us to deal with future changes within the working environment

- Development assists us to be able handle challenges within the Department

All of the political office-bearers (100.0%) strongly agree with the above statement and they motivated their responses as follows:

- Development empowers officials with necessary information to deal with future challenges
- Development assists officials to be more competitive and rise to the challenge of service delivery

It can be deduced that the effectiveness of public institution depends also on the training and development of officials.



Statement

Are the citizens of the Eastern Cape Province satisfied with the quality of services rendered by chief officials?



Answer

The majority (93.0%) of chief officials responded no to the above question, whereas 7.0% do not know. The chief officials mention the fact that there are still many complaints coming from citizens regarding poor health care services.

All (100.0%) of political office bearers answered no to the above question and commented that the citizens are constantly complaining about the poor services being received from the Department of Health institutions.

It can be deduced that services rendered in the Department of Health do not meet expectations of the citizens.

Statement

How do you become aware of the satisfaction or dissatisfaction of citizens?

Answer

The majority (79.0%) of chief officials become aware of the dissatisfaction of citizens through newspaper reporting, 11.0% through personal visits and 10.0% through interests groups. The majority (86.0%) of political office bearers become aware of dissatisfaction of citizens through newspaper reporting, 12.0% through interests groups and 2.0% through letters and correspondence. It can be deduced that newspaper is the most effective mechanism for citizens to express their dissatisfaction.

4.4. CONCLUSION

In conclusion, there are number of deductions drawn based on the information presented in this study. Firstly, deductions were drawn from the information about the demographic details of respondents. Secondly, they were drawn from the information about the nature of training and development of chief officials in top management structure. Thirdly, they were drawn from the information about the need for training and development. Fourthly, they were drawn from the information about training and development policy. Fifthly, they were drawn from the information about the problems being experienced in training and development of provincial chief officials. Lastly, they were drawn from the information about the effects and disadvantages of lack of sufficient training and development of chief officials. The summary of deductions is presented as follows.

This study reveals that the majority of respondents are Directors and it can be deduced that Directors are experienced and knowledgeable officials, who provided useful data on the topic of the training of chief officials because they are directly involved in such training. Also, based on the information presented, the results as shown in figure 4.2 indicate that there are no officials in the age bracket 20-30 years, whilst the 41-50 years the percentage of officials are too high in comparison with the other respondents; and thirty-one percent of the

respondents are in the age bracket 51-60; that is almost one third of the respondents, are close to retirement. It can thus be deduced that there is no equal distribution or representativity across the respondents. However, the purpose of the questionnaires is to obtain data based on the expert knowledge and experience of the respondents, something which is not also found in the age bracket 20 to 30 years. In addition to that, the study reveals that the respondents do not meet requirements of male representativity and that females are in the majority.

The findings reveal that the respondents in this study are literate and thus are qualified to act as respondents of the survey. Also it has been observed that the majority of respondents are Xhosa speaking and this is understandable considering the fact that the majority of the citizens are Xhosa speaking in the Province of the Eastern Cape.

The importance of in-service training in the Department of Health in the Province of Eastern Cape is strongly emphasized in this study. Respondents have clearly indicated that chief officials have no resistance to attend in-service programmes and that subordinates are regularly released from work to attend in-service training programmes. Respondents also agreed unanimously that purposeful training and development will improve the moral and loyalty of personnel. Based on the findings of this study, respondents were of the opinion that in-service training programmes should be seen as a useful tool to change the attitude and mindset of such members. It can therefore be deduced that the Department of Health staff is taking in-service training seriously.

The findings in this study reveal that a lack of sufficient training and development of chief officials exist in the Department of Health. The lack is caused by poor planning by chief officials, lack of a training and development budget, poor implementation of the policy, lack of monitoring and evaluation of training and development. It can thus be deduced that existing policy is in need of analysis and evaluation to ensure adaption to a changing

environment. It can also be deduced that structures and systems need to be put in place to ensure effective and efficient training offered by the Department of Health in the Province of the Eastern Cape. In addition to that, it can be deduced that there is a great need for the training of chief officials on enabling functions, namely policy making, financing, organising, staffing, procedure determination and controlling.

This study also reveals that the implementation of training and development policy needs to be evaluated. It can also be deduced that the implementation of training and development policy does not produce the intended results. Moreover, the study reveals that there is lack of sufficient training and development of chief officials. The lack is caused by poor planning by chief officials, lack of training and development budget, poor implementation of the policy and lack of monitoring and evaluation of training and development. It can thus be deduced that existing policy is in need of analysis and evaluation to ensure adaption to a changing environment.

Finally, the findings also reveal that there are effects and disadvantages that emanate from the problems experienced in implementing training and development policy. Based on the information presented in this study, it can be deduced that lack of effective and efficient training and development of chief officials can have a detrimental effect to the entire society. Also it has been realised that services rendered in the Department of Health do not meet expectations of the citizens.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

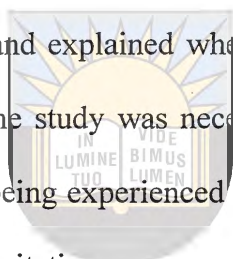
There were changes that took place both in the public and private sector in South Africa after the new democratic dispensation. There was a need for a change especially in the working environment where majority of South Africans were sidelined in terms of appointments to top management positions. That gave rise to the introduction of affirmative action as one of the mechanisms to redress the imbalances of the past. Affirmative action is none other than a process of elevating those who were previously disadvantaged to top management positions. This of course necessitated as a follow up, the introduction of legislations that will address the empowering of the working class regardless of their levels in their respective places. This resulted to the introduction of the *Skills Development Act of 1995*, the *Skills Development Levies Act of 1996 etc.* These Acts put an obligation on employers to train and develop their employees. In this chapter, general conclusions are being drawn and recommendations made based on the critical issues revealed by the study.

The purpose of this chapter is to conclude the study and provide a summary of the findings. It is of importance to describe and explain the summary so that it can be clearly understood. The aims of this chapter are outlined as follows. Firstly, the findings of the study will be described and explained clearly. Secondly, concluding remarks will be explained thoroughly. Lastly, specific recommendations will be provided.

5.2. FINDINGS OF THE STUDY

In an attempt to conclude the dissertation, the researcher has to recap the main deductions and the conclusion section of each chapter. Findings of this study are outlined as follows:

Chapter one provides the introduction and general orientation of the study. The purpose of this chapter was to provide a framework to articulate the study, to describe and explain what the study intend to investigate. The background to the study was provided. The problem was identified as “a lack of quality services rendered is prevailing in the Department of Health in the Province of the Eastern Cape.” The hypothesis was also identified as “a lack of effective and efficient training and development policy and its implementation in a rapid changing environment will impact negatively on the actual performance of health personnel and quality of service rendering in the Department of Health in the Province of the Eastern Cape.” Theoretical framework was described and explained where the systems theory was used as the frame of reference of the study. The study was necessary to enhance understanding of existing health care training problems being experienced by the Department of Health in the Province of the Eastern Cape. Study limitations were explained. Lastly, specific terms were defined.



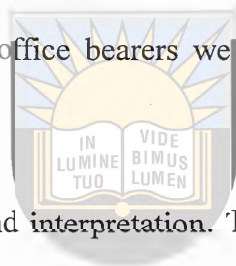
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Chapter two is a literature review on the nature of public personnel training and development in Public Administration. The purpose of this chapter was to outline and communicate the conceptual and legislative framework on the nature of public personnel training and development in Public Administration. It was found that:

- Personnel training is one step of the personnel process
- Personnel training and development is specific work that is performed to equip public officials with the required knowledge, skills and aptitude to perform their daily work as effectively and efficiently as possible.
- There is a relationship between work performance and training and development.
- There are principles and approaches in training.
- There are different types of training offered in the workplace.

- There are different legislations that regulate training and development in the workplace.

Chapter three provides the research design and methodology. The purpose of this chapter was to outline the methodology used in this study. The permission letter to conduct research was presented and explained. The survey area was identified. The sample consisted of chief officials, political office bearers and union representatives. Fifty questionnaires were distributed to chief officials and political office bearers. Twenty two out of thirty questionnaires distributed to chief officials were returned. Eleven questionnaires out of 20 questionnaires distributed to political office bearers were returned. The limitations of the study were explained.



Chapter four provides data analysis and interpretation. The purpose of this chapter was to communicate and outline the manner in which the data is presented, analysed and interpreted in this study. It was found that:

- The majority of respondents are Directors and this is understandable because Directors ought to be experienced and knowledgeable officials, who should provide useful data on the topic of the training of chief officials because they are directly involved in such training.
- There are no officials in the age bracket 20-30 years, whilst in the 41-50 years age group the percentage of officials are too high in comparison with the other respondents; and thirty-one percent of the respondents are in the age bracket 51-60. That is almost one third of the respondents are close to retirement.
- The majority of respondents are females.
- The majority of respondents in this study are literate and thus are qualified to act as respondents of the survey.

- The majority of respondents are Xhosa speaking and this is understandable considering the fact that the majority of the citizens are Xhosa speaking in the Province of the Eastern Cape.
- Respondents are aware of the importance of training and development and its contribution towards boosting the individual performance and ultimately excellent service delivery.
- Respondents are aware of the new training and development legislation that has an impact on training and development of staff in any organisation.
- There are problems experienced in training and development of provincial chief officials in the Department of Health in the Province of the Eastern Cape.
- The citizens are dissatisfied about services offered by the Department of Health in the Province of the Eastern Cape.
- The main problem in the rendering of provincial health services is the lack of sufficient resources.
- There is a problem of retaining and attracting personnel with critical skills within the Department.
- There is a need for personnel training and development to be evaluated to ensure that it addresses the intended objective.
- There is a need for the Department of Health to always ensure that there are mechanisms in place for the retraining of staff.
- There is a need for the Department of Health to ensure that its training and development policy incorporates and explains clearly as to how orientation and induction and in-service training is going to be implemented.
- Performance targets that are set do not address the real problems of poor service delivery.

- Specialised skills are needed to improve the quality of service rendering.
- The Department of Health in the Province of the Eastern Cape is unable to attract and retain suitable candidates with the required specialised knowledge.
- There is a lack of sufficient training and development of chief officials in the Department of Health in the Province of the Eastern Cape.
- There is a need for the training of chief officials on enabling functions, namely policy making, financing, organising, staffing, procedure determination and controlling in the Department of Health in the Province of the Eastern Cape.
- Lack of effective and efficient training of chief officials can have a detrimental effect on the entire society.
- Success of public institution depends also on the training and development of officials.
- Services rendered by the Department of Health in the Province of the Eastern Cape do not meet the expectations of the citizens.



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Chapter five provides conclusions and recommendations. The purpose of this chapter was to provide a summary of the entire mini dissertation. The findings of the study were outlined. In addition to that, the concluding remarks were presented. Lastly, the recommendations were clearly explained.

5.3. CONCLUDING REMARKS

To conclude, the objectives that were stated in chapter one have set the tone of this study and therefore it becomes necessary for the researcher to evaluate them and find out as to whether they were achieved or not. The objectives of the study were as follows:

- To describe and explain the nature and place of personnel training and development in Public Administration;
- To evaluate the implementation of the existing training and development policy of the Department of Health;
- To identify factors that hamper the effective implementation of the training and development policy in the Department of Health; and
- To determine whether the policy has had the effects intended by the policy-makers.

All the above objectives were achieved; in the first place, nature and place of personnel training and development were thoroughly described and explained in chapter two of this study. Furthermore, the implementation of the existing training and development policy of the Department of Health was evaluated thoroughly in chapter four. Also factors that hamper the effective implementation of the training and development policy in the Department of Health were identified in chapter four. Lastly, the study revealed in chapter four that the policy does not have the effects intended by the policy-makers.

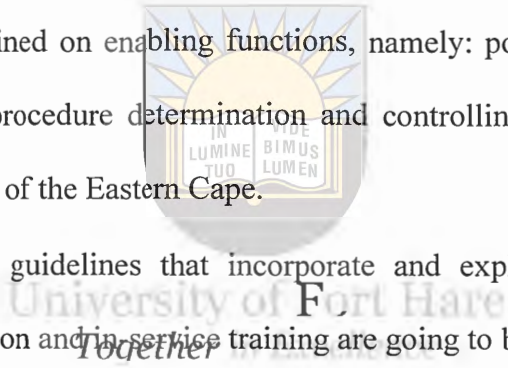
In this study it was found that the stated problem, that is, “a lack of quality services rendered is prevailing in the Department of Health in the Province of the Eastern Cape due to irrelevant and often insufficient training and development of chief officials which causes unnecessary mistakes, complaints from clients and unnecessary wastage of financial and human resources” is real and valid.. It was revealed in chapter four that the citizens who are the clients of the department of Health are dissatisfied about the poor quality of services rendered by the department. Also the *Annual Report 2008/2009* financial year has confirmed that the department has received qualified audit reports.

It has been proven that the hypothesis, namely “that a lack of effective and efficient training and development policy and its implementation in a rapid changing environment will impact

negatively on the actual performance of health chief officials and the quality of service rendering in the Department of Health in the Province of the Eastern Cape” is true and valid. The findings in section 5.2 above bears testimony to a public institution which needs a major overhaul so as to bring back citizens’ confidence towards the Department of Health in the Province of the Eastern Cape.

5.4. RECOMMENDATIONS

It is recommended that:

- 
- Chief officials are trained on enabling functions, namely: policy making, financing, organising, staffing, procedure determination and controlling in the Department of Health in the Province of the Eastern Cape.
 - There is a need for guidelines that incorporate and explain clearly as to how orientation and induction and in-service training are going to be implemented.
 - Personnel training and development policy is analysed and evaluated to ensure that it addresses the intended objective.
 - Further research will be needed to investigate if these findings really reflect the overall feeling of the Department of Health employees. The reason is that thorough research will help in enabling the management of the Department of Health to decide about an effective and efficient training and development policy implementation strategy.
 - Mechanisms are put in place in the Department for the retraining of staff.
 - Mechanisms are put in place to attract and retain suitable candidates with the required specialised knowledge and skills.
 - Ensure that performance targets that are set in the annual performance plan are addressing the real problems of poor service delivery.

- The Department must provide sufficient resources for the training and development of personnel.
- The Department must consider employing youth in their top management who will be able to bring new or fresh ideas and take it to the next level.



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SUPPLEMENT A

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University of Fort Hare

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TO WHOM IT MAY CONCERN

Dear Sir / Madam

This serves to acknowledge that Mr Andile W Gxoyiya with student number (9020099) is currently registered with University of Fort Hare pursuing Master of Public Administration. He defended his research proposal entitled "Evaluation of implementation of training and development policy for Chief Officials in the Department of Health in the Province of Eastern Cape" before the Higher Degrees Research Committee. His proposal was accepted and he will continue work with his supervisor until he submits the research report.

Our department is kindly requesting that he be allowed to conduct his fieldwork in your department.

Thanking you in anticipation

Yours sincerely

Makeleni Mandisi (Mr)

Acting Programme Administrator

Department of Public Administration

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Eastern Cape Department of Health

Enquiries: Zonwabe's Merile

Tel No: 040 608 1176

Date: 12th January 2009

Fax No: 040 608 1177

e-mail address: zonwabe.merile@impilo.ecprov.gov.za

Dear Mr AW Gxoyiya

Re: Evaluation of the implementation of training and development policy for chief officials in the department of health in the Province of the Eastern Cape

The Department of Health would like to inform you that your application for conducting a research on the abovementioned topic has been approved based on the following conditions:

1. During your study, you will follow the submitted protocol with ethical approval and can only deviate from it after having a written approval from the Department of Health in writing.
2. You are advised to ensure observe and respect the rights and culture of your research participants and maintain confidentiality of their identities and shall remove or not collect any information which can be used to link the participants. You will not impose or force individuals or possible research participants to participate in your study. Research participants have a right to withdraw anytime they want to.
3. The Department of Health expects you to provide a progress on your study every 3 months (from date you received this letter) in writing.
4. At the end of your study, you will be expected to send a full written report with your findings and implementable recommendations to the Epidemiological Research & Surveillance Management. You may be invited to the department to come and present your research findings with your implementable recommendations.
5. Your results on the Eastern Cape will not be presented anywhere unless you have shared them with the Department of Health as indicated above.

Your compliance in this regard will be highly appreciated.


DEPUTY DIRECTOR: EPIDEMIOLOGICAL RESEARCH & SURVEILLANCE MANAGEMENT

SUPPLEMENT C

UNIVERSITY OF FORT HARE
DEPARTMENT OF PUBLIC ADMINISTRATION

QUESTIONNAIRE TO POLITICAL OFFICE-BEARERS AND CHIEF
OFFICIALS IN THE DEPARTMENT OF HEALTH IN THE
PROVINCE OF THE EASTERN CAPE.



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SEPTEMBER 2009

QUESTIONNAIRE ONE: EVALUATION OF THE IMPLEMENTATION OF TRAINING AND DEVELOPMENT POLICY FOR CHIEF OFFICIALS IN THE DEPARTMENT OF HEALTH IN THE PROVINCE OF EASTERN CAPE

1. EXPLANATION OF SPECIFIC TERMS USED IN QUESTIONNAIRE

ADMINISTRATION/ADMINISTRATIVE FUNCTIONS

Administration refers to the organization and running of a business or system, the action of administering
Administrative functions refer to all those functions related to the running of the organisation or business

CHIEF OFFICIALS

Chief officials refer to the Top Management of the Department of Health, starting from the position of the Director to the Superintendent –General.

TRAINING

Training is a systematic and planned process to change the knowledge, skills and behaviour of employees in such a way that the organisational objectives are achieved (van Dyk, 2001: 147)

DEVELOPMENT

Development is a process by which employees obtain the necessary experience, skills and attitudes to become or remain successful leaders in their organisations. (van Dyk, 2001: 148)

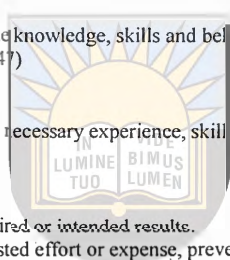
EFFECTIVE AND EFFICIENT

Effective means doing the right things and producing desired or intended results.

Efficient means working productively with minimum wasted effort or expense, preventing the wasteful use of resources.

POLICY

Policy is a declaration of intent. It states the objectives of the policy makers. Policy can be seen as a road map in that it indicates where the policy maker(s) want to go and what they intend to achieve in the training and development of personnel.



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2. HOW TO COMPLETE THE QUESTIONNAIRE

2.1. Read the following carefully before filling in details of the questionnaire.

Where applicable the questions should be answered by putting an X on the correct option.

2.2 Some questions will require that you indicate, on a five point scale (marked 1 to 5), the extent to which you agree or disagree with the given statement.

1	2	3	4	5
---	---	---	---	---

The following meaning is attached to the figure:

1= strongly disagree

2= disagree

3= neutral

4= agree

5= strongly agree

EXAMPLE 1

Statement: Provincial chief officials are well trained in the Department of Health.

1	X	2	3	4	5
---	---	---	---	---	---

In this case the respondent strongly disagree with the statement,

2.3 Some questions will require that you indicate whether you “AGREE” or “DISAGREE” with the given statement and you will be asked to motivate your answer.

EXAMPLE 2

Statement: Interest groups play an important role in the training of provincial personnel.

X Agree	Disagree
---------	----------

In this case the respondent indicated that he/she disagrees with the statement.

2.4 Your own view/opinion (based on practical experience) will also be asked. In such cases please write the required information in the space provided.

EXAMPLE 3: What is the main reason of training and developing employees?

2.5 Some questions will require that you indicate the frequency of the activity.

EXAMPLE 4

STATEMENT: The Department of Health conducts needs analysis once a year.

Answer:

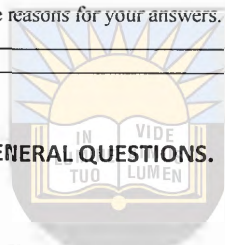
Often		Sometimes	X	Rarely		Never	
-------	--	-----------	---	--------	--	-------	--

2.6 Some questions will only be "YES" or "NO" questions.

X No	Yes
------	-----

2.7 You will also be asked to motivate, comment or give reasons for your answers.

3. DETAILS OF RESPONDENT: GENERAL QUESTIONS.



3.1 What post/office do you hold?

Premier		Director-General	
MEC for the Dept. of Health		Director	
Chairperson: Portfolio Committee for Health		District Manager	
Superintendent-General		Corporate Services Manager	
Chief Director		Labour/Union Representative	
Other (specify)			

3.2 Your age

Years

3.3 Sex

Male
Female

3.5 Years service in Department of Health

Less than 5 years	
6 to 10 years	
11 to 15 years	
16 to 20 years	
More than 20 years	

3.6 Home language

English	
Afrikaans	
Xhosa	
Other	

3.7 Academic Qualifications

My highest qualification.

Standard 8/Grade 10	
Matric/Grade 12	
Diploma Municipal Institute	
Dip/Certificate Technikon	
Dip/Certificate University	
Under-graduate degree University	
Post-graduate degree University	

Other:

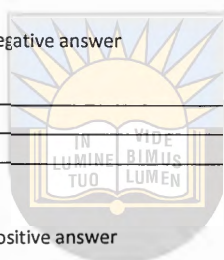
4.1 NATURE OF TRAINING AND DEVELOPMENT TO CHIEF ADMINISTRATIVE OFFICIALS IN TOP MANAGEMENT STRUCTURE. QUESTIONS

4.1.1 Indicate the extent to which you agree/disagree with the following statements

- (a) A lack of effective and efficient training and development of chief officials will impact negatively on the actual rendering of services to citizens

1	2	3	4	5
---	---	---	---	---

Please provide reasons for a negative answer



Please provide reasons for a positive answer

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- (b) Personnel training and development aim at improving existing knowledge, skills and aptitude and thus competency of chief officials

1	2	3	4	5
---	---	---	---	---

Please provide reasons for a negative answer

Please provide reasons for a positive answer

- (c) No official is able to perform all duties properly without proper training and development and as circumstances change it becomes necessary to retrain chief officials

1	2	3	4	5
---	---	---	---	---

Please provide reasons for your response

d) Training is the process of providing chief officials with specific skills and helping them to correct deficiencies in their work performance

1	2	3	4	5
---	---	---	---	---

Please motivate your answer

e) Development is an effort to provide chief officials with the abilities the Department will need in the future

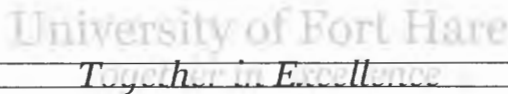
1	2	3	4	5
---	---	---	---	---

Please motivate your answer.

4.1.2 Chief officials of the Department of Health in the Province of Eastern Cape are trained strictly on courses which are relevant to their jobs/ job descriptions.

1	2	3	4	5
---	---	---	---	---

4.1.2.1. Please motivate your answer



4.2 IMPORTANCE OF TRAINING AND DEVELOPMENT OF CHIEF OFFICIALS

4.2.1 Indicate the extent to which you agree/disagree with the following statement

(a) Irrespective of the training presented prior to the appointment all provincial officials should receive induction/orientation and in-service training as a matter of course and selected officials should be eligible for continuing training programmes/short courses

1	2	3	4	5
---	---	---	---	---

Please comment on your answer

(b) Do you experience resistance from subordinate chief officials to attend in-service programmes?

Yes	No	Do not know
-----	----	-------------

If no, please provide reasons for your answer

(c) How would you handle a negative attitude to in-service training programmes from your subordinates

(d) The theory and practice of the functions of the Department are continuously changing to meet new environmental demands and it is essential to keep chief officials and their subordinates informed through in-services programmes.

1	2	3	4	5
---	---	---	---	---

(e) Purposeful training and development will improve the moral and loyalty of subordinate chief officials

Agree	Disagree
-------	----------

(f) Candidate enter the employment of the Department in a specific state formed by descent and environment with specific behaviour, preconceptions and attitudes which does not correspond with the departmental requirements and which thus necessitates in-service training

Agree	Disagree
-------	----------

4.3 DEPARTMENTAL POLICY FOR TRAINING AND DEVELOPMENT

(a) Does your Department have a clearly defined written policy to supplement prescribed legislation to:

- Identify training needs

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not



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- Evaluate chief officials specifically

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Evaluate all administrative personnel

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Identify training groups

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Drawing up and presentation of training programmes

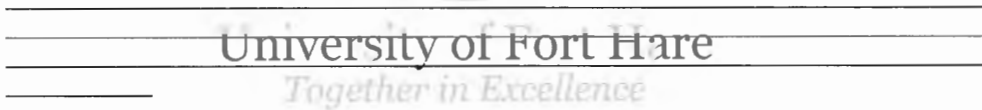
Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Selection and orientation of candidates

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not



Implementing and evaluation of training programmes

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Are you satisfied with the implementation of the existing training and development policy for your department

Yes	No	Do not know
-----	----	-------------

If no, please give reasons why not

- Chief officials of the Department of Health in the Province of Eastern Cape are trained strictly on courses which are relevant to their jobs/ job descriptions.

1	2	3	4	5
---	---	---	---	---

Please motivate your answer

- Are clear targets for the training and development of chief officials determined and applied in your department

Yes	No	Do not know
-----	----	-------------

If no, please provide reasons

- Does your organisation has Workplace Skills Plan as stipulated in the Skills Development Act

Yes	No	Do not know
-----	----	-------------

If no, please provide reasons



- Does your department have Learning Committees.

Yes	No	Do not know
-----	----	-------------

If no, please provide reasons

4.4 PROBLEMS BEING EXPERIENCED IN THE TRAINING AND DEVELOPMENT OF PROVINCIAL CHIEF OFFICIALS

Indicate the extent to which you agree/disagree with the following statement(s)

4.4.1 A lack of effective and efficient training and development policies will impact negatively on the actual performance of health personnel and thus the quality of health services.

1	2	3	4	5
---	---	---	---	---

Please give reasons if you disagree

Please motivate your answer if you agree

4.4.2 Please indicate if problems are being experienced with the following training and development programme

* Orientation/ initiation training

Yes	No	Do not know
-----	----	-------------

--	--	--

If yes, please give reasons for such problems

* Functional proficiency training

Yes	No	Do not know
-----	----	-------------

If yes, please give reasons for such problems

* On the job training

Yes	No	Do not know
-----	----	-------------

If yes, please give reasons for such problems



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* Conferences, workshops and symposia

Yes	No	Do not know
-----	----	-------------

If yes, please give reasons for such problems

* Correspondent courses

Yes	No	Do not know
-----	----	-------------

If yes, please give reasons for such problems

* Administration/Management course

Yes	No	Do not know
-----	----	-------------

If yes, please give reasons for such problems

4.4.3 The main problem in the rendering of provincial health services is the lack of sufficient...

* Skills

1	2	3	4	5
---	---	---	---	---

* Knowledge

1	2	3	4	5
---	---	---	---	---

* Formal education

1	2	3	4	5
---	---	---	---	---

* Training/Development

1	2	3	4	5
---	---	---	---	---

4.4.4 (a) Are you satisfied with the health services rendered by your Department?

Satisfied	Dissatisfied	Do not know
-----------	--------------	-------------



If dissatisfied, please give reasons for your answer

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(b) Are the citizens of the Eastern Cape Province satisfied with the quality of services rendered by chief officials?

Satisfied	Dissatisfied	Do not know
-----------	--------------	-------------

If dissatisfied, please give reasons for your answer

(c) How do you become aware of the satisfaction or dissatisfaction of citizens?

Letters/Correspondence	
Newspaper reporting's	
Personal visits	
Interest groups	
Other: _____	

4.4.4 Chief officials of the Department of Health are performing their administrative functions effectively and efficiently.

1	2	3	4	5
---	---	---	---	---

If you disagree please provide reasons for your answer

4.4.5 Are you satisfied with the level of in-service administrative training of Departmental Chief Officials.?

Yes	No	Not sure
-----	----	----------

If, not satisfied, please give reasons

4.4.6 Is it possible to fill vacant post timeously your department?

Possible	Not possible
----------	--------------

If it is not possible, please give reasons for your answer.

4.4.7 Are candidates for vacant chief officials' posts suitably qualified with the necessary knowledge, skills and experience?

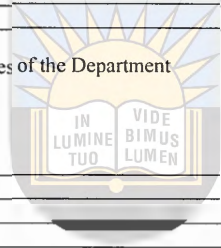
Qualified	Not qualified	Uncertain
-----------	---------------	-----------

What ought to be done to solve such problems?

4.4.8 Chief officials do not support the training of employees of the Department

1	2	3	4	5
---	---	---	---	---

Please motivate your answer



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4.4.9 Does the Department of Health in the Province of Eastern Cape has career management framework for occupational groups?

Yes	No	Do not know
-----	----	-------------

Please motivate your answer

4.4.10 Does the Department of Health in the Province of Eastern Cape change priorities in regularly in a financial year?

Often		Sometimes		Rarely		Never	
-------	--	-----------	--	--------	--	-------	--

Please motivate your answer

4.4.11 Are a lack of sufficient finance for training and development a serious handicap

Yes	No	Do not know
-----	----	-------------

How can financial shortage problems be solved

4.4.11 Does the Top management of the Department of Health in the Province of Eastern Cape determine strategic development areas to maintain and improve current and futuristic levels of service delivery?

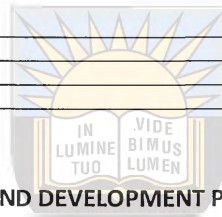
Often		Sometimes		Rarely		Never	
-------	--	-----------	--	--------	--	-------	--

3.2.1.1. Please motivate your answer

3.2.2. Does the Department of Health in the Province of Eastern Cape conduct Skills Audit annually?

Often		Sometimes		Rarely		Never	
-------	--	-----------	--	--------	--	-------	--

3.2.2.1. Please motivate your answer



4.5 POSSIBLE SOLUTIONS TO THE TRAINING AND DEVELOPMENT PROBLEMS

4.5.1 Shortcoming in applicable legislation for provincial training and development
From your personal experience, please indicate how this problem can be solved

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4.5.2 Problem of a shortage of finance for effective training and development
From your personal experience, please indicate how this problem can be solved

4.5.3 Problem of insufficient trained chief officials (a lack knowledge, skills, aptitude and experience)

From your personal experience, please indicate how this problem can be solved

4.5.4 OTHER PROBLEMS/COMMENTS

THANK YOU FOR YOUR TIME AND CO-OPERATION.

SUPPLEMENT D

EXPOSITION OF QUESTIONS AND RESPONSES DEATH WITH IN SECTION 4.3

Item	Question/Statement	Respondents	1	2	3	4	5
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
			%	%	%	%	%
1.	A lack of effective and efficient training and development of chief officials will impact negatively on the actual rendering of services to citizens	Chief officials				25	75
		Political office bearers				13	87
2.	Personnel training and development aim at improving existing knowledge, skills and aptitude and thus competency of chief officials	Chief officials			07	30	63
		Political office bearers				11	89
3.	No official is able to perform all duties properly without proper training and development and as circumstances change it becomes necessary to retrain chief officials	Chief officials				03	97
		Political office bearers					100
4.	Training is the process of providing chief officials with specific skills and helping them to correct deficiencies in their work performance.	Chief officials				10	90
		Political office bearers					100
5.	Development is an effort to provide chief officials with the abilities the Department will need in the near future	Chief officials				23	77
		Political office bearers					100
6.	Chief officials of the Department of Health in the Province of Eastern Cape are trained strictly on courses which are relevant to their jobs / job descriptions.	Chief officials			68	07	25
		Political office bearers				47	53
7.	Irrespective of the training presented prior to the appointment, all provincial officials should receive induction /	Chief officials				70%	30%
		Political office bearers				05%	95%

	orientation and in-service training as a matter of course and selected officials should be eligible for continuing training programmes / short courses.						
8.	The theory and practice of the functions of the Department are continuously changing to meet new environmental demands and it is essential to keep chief officials and their subordinates informed through in-service programmes.	Chief officials				5%	95%
		Political office bearers					100%
	Statement	Respondents	Yes	No	Do not know		
9.	Do you experience resistance from subordinate chief officials to attend in-service programmes.	Chief officials		85%	15%		
	Question/Statement	Respondents	Agree	Disagree			
10.	Purposeful training and development will improve the moral and loyalty of subordinate chief officials.	Chief officials	100%				
		Political office bearers	100%				
11.	Candidate enter the employment of the Department in a specific state formed by descent and environment with specific behaviour, preconceptions and attitudes which does not correspond with the departmental requirements and which thus necessitates in-service training	Chief officials	100%				
		Political office bearers	100%				
	Question/Statement	Respondents	Yes	No	Do not know		
	Does your Department have a clearly defined written policy to supplement prescribed legislation to:		%	%	%		

12.	* Identify training needs	Chief officials	93		07		
		Political office bearers	86		14		
13.	* Evaluate chief officials specifically	Chief officials	89		11		
		Political office bearers	92		08		
14.	* Evaluate all administrative personnel	Chief officials	100				
		Political office bearers	100				
15.	* Identify training groups	Chief officials	76	17	07		
		Political office bearers	83		17		
16.	* Drawing up and presentation of training programmes	Chief officials	67	13	25		
		Political office bearers	77		23		
17.	* Selection and orientation of candidates	Chief officials	100				
		Political office bearers	100				
18.	* Implementing and evaluation of training programmes	Chief officials	87	03	10		
		Political office bearers	100				
19.	Are you satisfied with the implementation of the existing training and development policy for your department?	Chief officials	77	13	10		
		Political office bearers	07	93			
20.	Are clear targets for the training and development of chief officials determined and applied in your	Chief officials	25	62	13		
		Political office		100			

	department	bearers					
21.	Does your organisation has Workplace Skills Plan as stipulated in the Skills Development Act?	Chief officials	100				
		Political office bearers	100				
22.	Does your department have Learning Committees?	Chief officials	62	08	30		
		Political office bearers	56	18	26		
	Statement	Respondents	Yes	No	Do not know		
	Please indicate if problems are being experienced with the following training and development programme		%	%	%		
23.	* Orientation/ initiation training	Chief officials		95	05		
		Political office bearers		66	09		
24.	* Functional Proficiency training	Chief officials	72	25	03		
		Political office bearers	95		05		
25.	* On the job training	Chief officials	84	13	03		
		Political office bearers	89		11		
26.	* Conferences, workshops and symposia	Chief officials	83	08	09		
		Political office bearers	100				
27.	* Correspondence courses	Chief officials	58	33	09		
		Political office bearers	98		02		
28.	* Administration/Management courses	Chief officials	66	28	06		
		Political office bearers	92		08		
	The main problem in the rendering of provincial health services is the		Yes	No	Do not know		

	lack of sufficient						
			%	%	%		
29.	* Knowledge	Chief officials	84	06	10		
		Political office bearers	100				
30.	* Formal education	Chief officials	64	06	30		
		Political office bearers	76	11	13		
31.	* Training/Development	Chief officials	90	3	11		
		Political office bearers	100				



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